

Self-Study Report AUGUST 2017

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



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Institutional Characteristics Form

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

Date 8/18/2017

- 1. Corporate name of institution: Manchester Community College
- 2. Date institution was chartered or authorized: 1945
- 3. Date institution enrolled first students in degree programs: 1967
- 4. Date institution awarded first degrees: 1968
- 5. Type of control:

Public	Private
🔀 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, Associate of Applied Science

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

\bowtie	Less than one year of work	First professional degree
\boxtimes	At least one but less than two years	Master's and/or work beyond the first professional degree
	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)
\boxtimes	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
	uckiec granning program	Other (Specify)

8.	Type of undergraduate programs (check all that apply)			
	\boxtimes	Occupational training at the crafts/clerical level (certificate or diploma)		Liberal arts and general
	\boxtimes	Occupational training at the technical or semi-professional level (degree)		Teacher preparatory
	\boxtimes	Two-year programs designed for full transfer to a baccalaureate		Professional
		degree	\boxtimes	Other: Non-credit workshops
9.	The ca	lendar system at the institution is:		
	\boxtimes	Semester 🗌 Quarter 🗌 Trim	ester	Other
10.	What o	constitutes the credit hour load for a full-	time e	equivalent (FTE) student each semester?

- a) Undergraduate 16 credit hours
- b) Graduate N/A credit hours
- c) Professional N/A credit hours
- 11. Student population:
 - a) Degree-seeking students: Spring 2017

	Undergraduate	Graduate	Total
Full-time student headcount	641	N/A	641
Part-time student headcount	1831	N/A	1831
FTE	1734	N/A	1734

b) Number of students (headcount) in non-credit, short-term courses: 250

Program	Agency	Accredited since	Last Review	Next Review
Automotive	Chrysler MCAP program is certified by National Automotive Technicians Education (NATEF).	2010	2017	2022
Business Studies	Association of Collegiate Business Schools & Programs (ACBSP)	2001	2016	2022
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2010	2016	2023
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1985	2014	2022
Nursing	Accreditation Commission for Education in Nursing (ACEN)	1993	2011	2019

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

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			
Not applicable			
B. Out-of-state Locations			
Not applicable			

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

Name of program(s)	Location	Headcount
Not applicable		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IVeligible 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 of Science and Certificate	100%	*
Management	Associate of Science and Certificate	100%	*

* We currently don't track enrollment as students move between modalities however, a student can choose to complete their students 100% online.

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

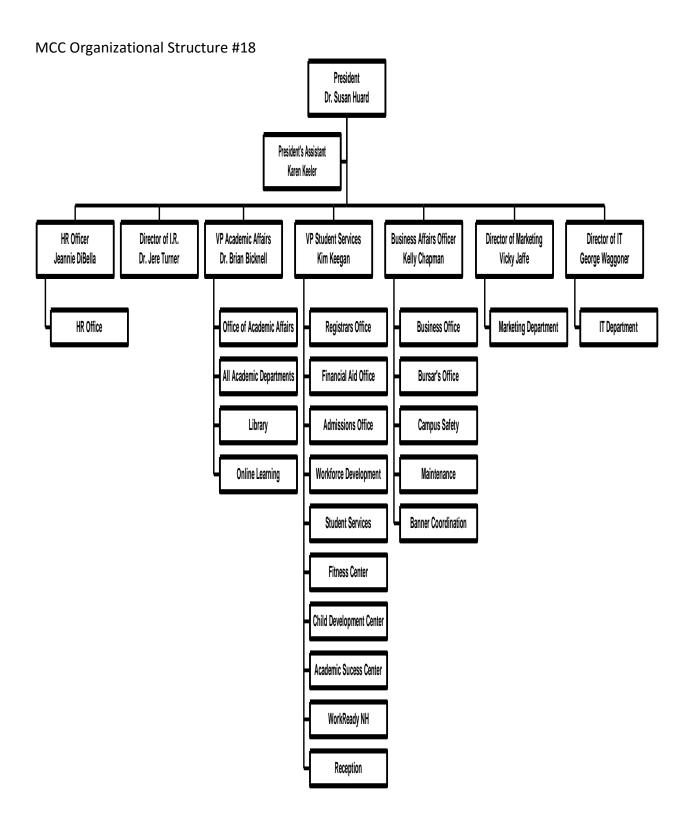
Name of contractor	Location	Name of program	Degree or certificate	# of credits
Not applicable				

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

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Mr. Paul Holloway	Chairperson, CCSNH Board of Trustees	2005
President/CEO	Dr. Susan Huard	President	2010
Executive Vice President	Dr. Brian Bicknell	VP of Academic Affairs	2017
Chief Academic Officer	Dr. Brian Bicknell	VP of Academic Affairs	2017
Chief Financial Officer	Ms. Kelly Chapman	Business Affairs Officer	2016
Chief Student Services Officer	Ms. Kim Keegan	VP of Students and Community Development	2007
Planning	Dr. Susan Huard	President	2010
Institutional Research	Dr. Jere Turner	Director of Institutional Research	2004
Assessment	Dr. Brian Bicknell	VP of Academic Affairs	2017
Development	Dr. Susan Huard	President	2010
Library	Ms. Vandana Dhakar	Director of the Library	2016
Chief Information Officer	Mr. George Waggoner	Director of Information Technology	2013
Continuing Education	Ms. Kristine Dudley	Director of Workforce Development	2016
Grants/Research	Vacant		
Admissions	Ms. Miho Bean	Director of Admissions	2013
Registrar	Ms. Evelyn Perron	Registrar	1980
Financial Aid	Ms. Stephanie Weldon	Director of Financial Aid	2006
Public Relations	Ms. Victoria Jaffe	Director of Marketing and Development	2014
Alumni Association	Ms. Victoria Jaffe	Director of Marketing and Development	2014

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

Included on the following page is the organization chart that outlines Divisions of Academic Affairs, Student Affairs and Administration.



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

Date	Event
1945	New Hampshire Legislature established two schools, one in Portsmouth and one in
	Manchester. The two institutions were known as the State Trade Schools.
1949	Name changed to New Hampshire Technical Institutes at Portsmouth and Manchester.
1965	Named changed to Vocational Institutes.
1967	State Board of Education allows these Institutions to grant the Associate in Science and the
	Associate of Applied Science Degrees.
1969	Institutes change their name to New Hampshire Vocational-Technical College at Manchester
	and the New Hampshire Vocational-Technical College at Stratham.
1989	The colleges were renamed to New Hampshire Technical College at Manchester and the New
	Hampshire Technical College at Stratham.
1996	The two separate institutions were merged as one college with two campuses; hence, the
	name changed to the New Hampshire Community Technical College Manchester/Stratham.
	The college was given the authority to grant the Associate of Arts Degree.
2000	Candidacy status from NEASC was granted.
2002	Initial accreditation from NEASC.
2004	Progress report submitted to NEASC.
2005	The campuses were allowed to become separate institutions.
2007	New Hampshire 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.
2007	The College is renamed to Manchester's Community College.
2007	New Health Science Building opens.
2008	The College is renamed to its current name, Manchester Community College.
2008	The Library moved into the Health Science Building.
2009	The Automotive Program moved into the new "Automotive Building."
2012	Fifth Year Report to NEASC.
2013	The Veterans Center opens.
2013	Progress Report to NEASC.
2013	The Academic Success Center joined the Library to become the Learning Commons.
2014	Student Center opens.
2017	Self-study to NEASC.

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards Cited in Letter	Self-Study Page Number
Feb. 13, 2013, Jan. 23, 2014	Emphasis on IE plan / using assessment results for improvement	"that the self-study give emphasis to the institution's continued success in implementing its institutional effectiveness plan and using the results of assessments for improvement."	Academic Program	Standard 2 pp. 22-33 Standard 4 pp. 44-61 Standard 8 pp. 99-110
Jan. 23, 2014	Enhanced Credit Transfer Initiative implementation	"that the self-study give emphasis to the College's continued success in implementing the Enhanced Credit Transfer Initiative of the New Hampshire Community Colleges	Academic Program	Appendix A-1

Table of CIHE Actions, Items of Special Attention, or Concerns

Introduction Self-Study Process

Manchester Community College began the self-study process in the fall of 2015 by appointing two co-chairs to coordinate efforts and ensure that standard teams, once assigned, had the information and support needed for their tasks. One of the co-chairs was also designated as the writer for the project. The co-chairs, MCC president and academic vice president attended the October 2015 NEASC Self-Study Workshop in Southbridge, MA; upon their return to campus, they did a short "gearing-up" presentation at the October 22 All-College meeting and invited faculty and staff to request assignment to a standard of interest.

In keeping with past practice, we wanted broad participation in the process so that all constituencies would understand the process and feel invested in researching and writing the self-study. In forming writing teams, the co-chairs considered several things: 1) achieving a balance of faculty and staff on each team; 2) what areas of knowledge each participant brought to the team; 3) obtaining a mix of perspectives by combining new and veteran faculty / staff; and 4) expressed faculty / staff preferences. In December 2015, team assignments for each of the nine standards were finalized and announced.

In January 2016, NEASC-CIHE Senior VP Dr. Patricia O'Brien presented at an All-College meeting, covering the self-study process and recommended timeline, discussing the changes between the 2016 standards and the previous standards, and emphasizing the opportunities for growth and reflection afforded by the self-study process. After the All-College, Dr. O'Brien met with standard chairs to offer further guidance on both process and product before the teams began their work in earnest.

The NEASC co-chairs set up monthly meetings and suggested task lists for all the standard teams. Over spring 2016, each team focused on becoming familiar with their assigned standard and determining what resources were needed to complete their task. Information gathering for each standard was framed around three questions from Dr. O'Brien's presentation: What do we do? How well do we do it? What else do we need to do? The self-study co-chairs stressed the need to provide evidence to support each team's appraisal.

By the end of the semester, standard teams had completed most of the information gathering needed for drafting the description. Due to the departure of one of the self-study co-chairs and a conflict on the part of the other, new co-chairs were selected. A new "one voice" writer was selected as well. To make it easier for one authorial voice to emerge, teams were requested to submit information in bullet form. A Blackboard site for the self-study was created so that teams could have in one location a shared workspace as well as access to all required documents.

The Director of Institutional Research oversaw completion of the Data First forms by assembling a team whose various areas of expertise correspond with information required on the forms. That team included the Human Resources Officer, Registrar, Financial Aid Director,

Director of Marketing, and Business Affairs Officer. After initial data was collected, the Data First forms were reviewed a second time to ensure that predictive numbers were as accurate as they could be. The VPAA, NEASC Co-chairs and the college's Leadership Team assisted with data collection and review as needed.

Standard teams submitted first drafts of the description in September 2016. The self-study cochairs reviewed the information submitted and provided feedback and additional direction to each standard team. The same process was repeated for the appraisal section drafts, due in November 2016. In January 2017, standard teams developed a tentative set of projections; these projections were then compiled and opened for college-wide discussion at a series of All-College meetings in the spring of 2017.

In January 2017, the writer began to transform the raw information from each standard into narrative format. A first draft of the combined standards narrative was posted to the Resources Directory on the college website on March 9; standard teams were requested to review and provide feedback to the writer. A second draft, incorporating this feedback, was released in April; faculty and staff were requested to read over the entire document and provide additional information and feedback. In early May, the Self Study co-chairs and one-voice writer met with a group of students who agreed to read and provide their input on the document. A group of senior Nursing students also read and provided feedback; the College Advisory Board was also given a copy of the draft to review. Further revisions were made, and the revised document read over by NEASC-CIHE VP Dr. Carol Anderson. Her request to ground the narrative in more data framed the final weeks' work on the project.

Final revisions were made to the document adding needed evidence to support the description and appraisal in the narrative. The completed Self-Study was sent to the Commission on August 23, 2017.

The final document tells the story of MCC: an institution that is continually striving and evolving, one that is as proud of its origins as it is proud of the institution we've become.

Self-Study Participants (* denotes standard chair)

Self-Study Co-Chairs

Megan Conn	Associate Vice President, Academic Affairs
Lori Vinci	Department Chair, Allied Health Sciences, Accreditation
	Liaison Officer

Self-Study Writer

Diane Hebert	Faculty, English
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Standard One: Mission and Purposes

Kim Keegan*	Vice President of Students and Community Development
Laura Bilodeau	Department Chair, Behavioral and Social Sciences
Terry Chisholm	Student Support Services
Barbara Cormier	Faculty, Nursing
Mark McShane	Library Staff
Jill Reid	Faculty, Nursing
Tom Dunn	Adjunct Faculty, English

Standard Two: Planning and Evaluation

6	
Dr. Brian Bicknell*	Vice President of Academic Affairs
Colleen Sasso*	Department Chair, English
Kori Boeckeler	Faculty, Health Information Management
Kris Dudley	Director, Workforce Development Center
Dan Chabot	Department Chair, Welding
Edward Curran	Faculty, HVAC
Dr. Paul Noah	Faculty, Math
Dr. Jere Turner	Director of Institutional Research / Faculty, Math
Charlene Wolfe-Stepro	Director of Nursing
Major Wheelock	Director of Student Success
Miho Bean	Director of Admissions
Judee Landry	Faculty, Nursing
Dr. John Achorn	Adjunct Faculty, English
Theodore Petro	Adjunct Faculty, History

Standard Three: Organization and Governance

Marc Bellerose*	Department Chair, Automotive Technologies
Shawn Flaherty	Technical Support Specialist, IT
Mark McGrath	Admissions Counselor
Dr. Sadie Reed Stimmell	Department Chair, Biological and Environmental Science
Dr. Shirley Wang	Faculty, Math
Laurie Westcott	Faculty, Early Childhood Education

Standard Four: The Academic Program

	-
Diane Hebert*	Faculty, English
Mary Ann Gaschnig	Career and Transfer Counselor
Dr. Raina Eckhardt	Faculty / Program Coordinator, Mathematics
Louise Fulling	Academic Program Assistant
Carrie Marshall Gross	Department Chair, Early Childhood Education
Dan Larochelle	Department Chair, Advanced Manufacturing
Lisa Legere	Faculty / Program Coordinator, Health Information
	Management
Karen Keeler	Assistant to the President
Fran Keenan	Librarian
Todd Mikonis	Faculty, Automotive Technologies
Evelyn Perron	Registrar
Wendy Varnum	Faculty, Nursing
Kurt Springs	Adjunct Faculty, Anthropology

Standard Five: Students

Joanne Jagodowski*	Department Chair, Art, Humanities and Design
Patty Stone*	Faculty, Nursing
Dorene Bourque	Faculty, Exercise Science
Aileen Clay	Director of Student Life
Tony Hanna	Faculty, Welding
Josh Murphy	Facilities Director
Jeff Nyhan	Campus Safety Director
Melissa Olson	Special Populations Counselor
Lori Sargent	Creative Specialist
Amy Wheeler	Bursar

Standard Six: Teaching, Learning & Scholarship

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Diane Roberts*		Faculty, Nursing
Ed Cauthorn*		Faculty, Computer Science
Shawn Dean		Faculty, Business Studies
Jeannie DiBella		Human Resources Director
Paul Dlubac		Registration and Technology Specialist, V.A. School Certifying
		Official
Adrianna Gosselin		Workforce Development Center
Paula Hennessey		Business Office
Pamela Lamontagne		Department Chair, Mathematics and Physics
Bob Lott		Faculty, Automotive Technologies
Kathy Stewart		Assistant Registrar
Joe Massa		Adjunct Faculty, English

Standard Seven: Institutional Resources

Peter Lamonica*	Department Chair, Computer Science
Karen Macedo*	Faculty, Graphic Design
Kelly Chapman	Business Affairs Officer
Jon Anderson	Facilities
Gil Biron	Department Chair, HVAC
Herb Cameron	IT
Norm Carignan	Faculty / Program Coordinator, Electrical Technology
Brian Chick	LMS Administrator
Vandana Dhakar	Library Director
Ed Ely	Faculty, Advanced Manufacturing Technology
Pat Lamontagne	Financial Aid
Karen Parr-Day	Faculty, Nursing
Simonne Phelps	Faculty, Nursing
Jason Strong	Department Chair, Electrical Technology
Adnan Tahir	IT
Josh Merrill	Faculty, Welding

Standard Eight: Educational Effectiveness

Dr. Brian Bicknell*	Vice President of Academic Affairs
Colleen Sasso*	Department Chair, English
Kori Boeckeler	Faculty, Health Information Management
Kris Dudley	Director, Workforce Development Center
Dan Chabot	Department Chair, Welding
Edward Curran	Faculty, HVAC
Dr. Paul Noah	Faculty, Mathematics
Dr. Jere Turner	Director of Institutional Research / Faculty, Math
Charlene Wolfe-Stepro	Director of Nursing
Major Wheelock	Director of Student Success
Miho Bean	Director of Admissions
Judee Landry	Faculty, Nursing
Dr. John Achorn	Adjunct Faculty, English
Theodore Petro	Adjunct Faculty, History

Standard Nine: Integrity, Transparency & Public Disclosure

Director of Marketing
Faculty, Nursing
College Counselor
Accountant I
Faculty, Biological and Environmental Science
Executive Secretary, Allied Health
Faculty, Medical Assistant

Standard Nine: Integrity, Transparency & Public Disclosure cont.

Michael MagoonFaculty, Business StudiesMatt ParasFaculty, Automotive TechnologiesJacquie PoirierAdmissions CounselorBetsy StullProject Running Start CoordinatorGeorge WaggonerDirector of ITStephanie WeldonDirector of Financial Aid

Institutional Overview

The story of Manchester Community College (MCC) is the story of an institution firmly established, yet still evolving. Founded in 1945 as a State Trade School, the institution's original mission was to provide vocational training for returning veterans. In its evolution from a vocational training provider to comprehensive community college, MCC has embraced many names and many changes, with one underlying constant: serving the needs of our community. Our mission statement reflects that focus and powers our academic programming, student support services, and community partnerships: *We are a dynamic, student-centered, and accessible community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.*

Comprehensive programming is needed to meet the varied educational and civic needs of our community, a designated refugee resettlement center; accordingly, MCC now offers a range of degree and certificate programs including trade and technical programs, allied health sciences, STEM, business studies, and liberal arts. More than 60 credit programs are designed to prepare students for transfer or entry into the workforce. Our Workforce Development Center offers non-credit programming for personal enrichment and professional development in addition to corporate and customized training.

Through dual-enrollment programs such as Project Running Start and the Early College initiative, 2+2 programs with the University System of New Hampshire, academic programming created in partnership with local employers, and providing information and assistance on the pathways to citizenship for our newest residents, MCC actively responds to the needs of its community while continuing to prioritize accessibility, affordability, and quality. In Computer Science, Mathematics, English, and many other programs, our faculty have embraced innovative pedagogies aimed at engaging students and improving student performance. A number of those efforts are described in Standards 4, 5, and 6. MCC has been recognized for its use of technology to improve student engagement and outcomes in the Digital Community Colleges Survey, where we most recently placed 4th in our cohort of colleges.

In the years since our last comprehensive self-study, the college has undergone numerous changes. The transition to self-governance has long been completed; a strong Board of Trustees oversees well-established policies and procedures for personnel, operations, and finance. The past several years alone have seen changes in / additions to programming. In 2011, the CCSNH received \$20 million grant from the United States Department of Labor under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. MCC's share of that grant allowed us to implement a Work Keys program targeted towards enhancing job readiness skills for new / unemployed workers; to create career pathways in advanced manufacturing (specifically robotics and mechatronics); to develop / align academic programming to meet the industry need; and to build or modernize lab spaces with state-of-the-art equipment and technology. The goal of 983 participants over the four years of the grant was exceeded by 95%; 1,923 people benefitted from the program.

The college also received grant money from the Department of Labor for healthcare training. With funds from an H1B-ICU grant, the college was able to recruit and enroll 292 unemployed / underemployed people into healthcare training, to upgrade the skills and/or licensures of existing healthcare workers, and to provide career counseling / tuition and job-placement assistance. All told, 2,798 incumbent workers received training under the grant. Under a TAACCCT2 healthcare grant, 661 enrollees received training: 241 people earned a degree or certificate; three hybrid training programs and three for-credit courses were developed, and \$49,000 in equipment or facility upgrades were made.

The Fifth Year report came at a time of transition in system leadership marked by numerous interim chancellors; our current chancellor, Ross Gittell, has served since 2011, bringing a consistent focus to system initiatives. We have enjoyed steady leadership at the institutional level from President Susan Huard, who has been with the college since 2010, a welcome change after a long period of short-term / interim presidents. Under President Huard, we have seen a focused set of institutional priorities providing direction for the college. Interestingly, we have seen atypical turnover among faculty and academic staff at the college, bringing many changes to our institutional culture. The Academic Affairs office has likewise seen changes; both the VPAA and AVPAA are new. They have, fortunately, inherited well-established assessment instruments and processes, allowing institutional effectiveness efforts to move forward. We are similarly fortunate to have veteran faculty and staff who combine experience with institutional history balanced by an influx of newcomers who have brought fresh ideas and energy. The mix of energy and experience has been especially helpful as the institution embarks on several substantial undertakings that will impact not only academic programming but also student support services.

In 2016, the CCSNH partnered with Complete College America to develop and implement guided pathways to improve the rate of completion and encourage more timely completion of an associate's degree. As part of our work in this effort, we have revised program maps, reduced credits needed in a number of degree programs; in addition, we are implementing corequisite remediation for both English and mathematics. This initiative is changing more than just academic offerings. The creation of broader academic focus areas designed to reduce the number of unnecessary credits earned has also resulted in a realignment of several academic departments and provided a much-appreciated chance for the "re-vision" of our Liberal Arts parent degree and concentrations. It has also led to numerous conversations about the benefit of completing a degree before transfer or entry into the workforce.

Over the 2017-2018 academic year, the college will continue work on co-requisite remediation while also focusing on new initiatives: Purpose First, designed to improve onboarding and help students find their academic focus early in their programs, and Fifteen to Finish, encouraging students to attend full-time to improve their chances of timely completion. This initiative alone could have a substantial impact on the college, as roughly two-thirds of our students are part time right now. It is also driving changes in our advising methods. We have invested in AWATO,

an online system that uses adaptive assessment to help students focus on a major / career and EAB's Navigate to help streamline our advising and student support processes. Advisor training has focused on stressing degree completion and encouraging students to do at least one full-time semester to improve their chances of timely degree completion.

These initiatives are concurrent with the system's ongoing project, the Enhanced Credit Sharing Initiative. Aimed at improving access and efficiency across the system, the Enhanced Credit Sharing Initiative has among its stated goals a common registration process, common course numbering across the system, a system-wide transcript, and development of online courses to expand available courses for students. A first step for the project was the centralization of seven college databases into one. This project, System Banner Revitalization, was accomplished; the new Student Information System went live for advisors and students in March 2015, allowing both to access course schedules across the system. Although the goal of a common transcript has not been realized, the merged database has allowed MCC to verify prerequisites and apply transfer credit for courses taken at another CCSNH institution, streamlining advising and incoming transfer procedures for our students.

We are well aware of the risk of "initiative fatigue" resulting from so many concurrent undertakings; accordingly, faculty and administration are working cooperatively to prioritize tasks and set realistic timelines for accomplishing goals. In our current economic climate, we are also aware of the need to be strategic about our resources; we must be creative in finding ways to accomplish these goals without overtaxing finances or personnel. Faculty, staff, and administration are, however, committed to seeing these initiatives successfully developed and implemented; we are energized and excited about the potential of these initiatives to improve student success and lead to a higher rate of completion.

Several major areas of focus have emerged as a result of the self-study process. One is the need to develop and implement ELL programming and support services. Perhaps more than any other initiative, reviving our once-robust credit ELL courses and providing comprehensive support services to non-native speakers will require both personnel and resources. The college is prepared to make this investment; readers will see in both the narrative as well as our projections that we are prioritizing this initiative. Assessment remains an ongoing area of focus. Although we have vastly improved our assessment of student learning outcomes by developing capstone courses / projects, we need to now develop an early program assessment instrument that will offer a true comparison with our capstone assessments. This assessment will likely be incorporated into the college's First Year Cornerstone course, allowing for a true 'bookends' approach to assessment.

We are also aware that we need to be more strategic about follow-through on data collection, and much more systematic about data sharing. We do well collecting and analyzing data, but frequently struggle to effectively translate that analysis into specific application of our findings. We also need to more effectively communicate our findings to the college community; the results of data collection are too often isolated to a limited number of people, leading to unnecessary duplication of efforts. Finally, efforts to improve retention and completion rates are already underway. Through the work of the Retention Committee, our participation in the system's Guided Pathways and Purpose First initiatives, and revision of content and teaching methods in key foundation courses such as English and Mathematics, we are working to retain our students; cultivation of a culture of completion, particularly in high-attrition programs such as Liberal Arts, are underway. The VPAA is putting together a steering committee to ensure information sharing and coordination of effort between these initiatives.

At the culmination of the self-study process, we are proud of our accomplishments and well positioned for the many tasks ahead. We need look no further than our community for a role model on how to move forward. The motto of the city of Manchester, *labor vincit*, accurately reflects a community that transformed its major industry from textiles to high tech. That motto also captures the ethos of MCC, where commitment to our students, institution, and community characterize faculty, staff, and administration. No strangers to hard work, we are ready to roll up our sleeves and take on the challenges ahead.

Standard One

Mission and Purposes



Standard 1 - Mission and Vision

Description

Currently the second-largest college in the Community College System of NH (CCSNH) and located in the state's largest, most diverse city, Manchester Community College (MCC) embraces a dynamic mission whose evolution reflects changes in both the institution and the community it serves. Founded in 1945 as a state trade school whose target population was World War II veterans, the school's charge was "to prepare ... skilled workers to meet the occupational needs of the state.¹"

Although the fundamental aim of providing business and industry with a skilled workforce has remained a constant throughout the institution's history, our mission has grown ever more diverse and inclusive, keeping pace with the demographic and economic realities of our community as well as our own institutional journey. We take pride in our origin as a trade school, but welcome the challenges and rewards of our current, more expansive mission: "we are a dynamic, student-centered and accessible community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region." Now in its 72nd year of operation, MCC is proud of its transformation from trade school to comprehensive community college serving students whose needs range from entry into the job market to transfer to other educational institutions to professional skills development and personal enrichment. Our success at meeting the varied demands of our community is reflected in our Carnegie classification for IPEDS (Integrated Postsecondary Education Data System) reporting: we are the only CCSNH institution classified as "Mixed Transfer / Career & Technical" as well as "Mixed Traditional," showing the breadth of programming we provide as well as the diverse goals of our core student population.

We ensure that our mission remains an appropriate guide for our endeavors through an annual review process at a campus-wide meeting. Most recently reaffirmed by faculty, staff and administration in 2016, our mission not only informs our academic programs, it also supports and provides direction for student services at the college. MCC offers a mix of proven and new in-demand academic programs to meet industry and community needs. The college has added degree and/or certificate programs in Health Information Management, Advanced Manufacturing Technology, Electrical Technology (including a new Line Worker certificate) and Cyber Security to long-standing programs such as Welding, HVAC and Nursing. To aid our transfer-bound students, formalized articulation agreements and 2+2 pathways have been developed to provide students with clearly defined pathways to a bachelor's degree. Fully realizing our mission of accessibility requires outreach to and programming for our community. MCC provides a variety of academic supports (including peer, professional, and computer-based tutoring, mentoring, academic coaching, and research assistance) and

^{1 1} Gittell & Reid, "The Community College System of New Hampshire: Evolution, Challenges, and Opportunities." August 2013.

programming (including remediation in English and mathematics). We also partner with Manchester schools and community organizations, offering programming and other events that bring members of the community onto campus. For example, we provide on-campus space for the NH Jobs for America's Graduates program. NH-JAG is part of a national, non-profit organization focused on helping at-risk 12-24 year olds stay in high school (or obtain an equivalent credential if a student has already dropped out); pursue post-secondary education; and obtain entry-level work with career advancement. As part of the partnership between the CCSNH, the NH Department of Resources and Economic Development, and the NH Department of Employment Security, we also host WorkReadyNH, a tuition-free workforce development program targeted towards un/under-employed residents. Those who successfully complete the program receive a nationally recognized certificate to provide prospective employers.

Project Running Start, our dual enrollment program, offers area high school students the chance to earn college credits at their high school for a reduced tuition rate (\$150 / course vs. \$200 / credit for in-state students). In the past academic year, over 1,500 students at 23 area high schools took one or more of the 225 courses offered through the program. College credits can also be earned through our Early College program, which affords high school students the opportunity to earn college credit by taking two courses on the MCC campus at a reduced rate (50% of course tuition beginning in Fall 2017). There are currently four programs offering Early College courses: Advanced Manufacturing, Allied Health, Computer Science, and HVAC. Each program offers an Early College option for its introductory courses, with a second option to be determined by the student and his/her MCC advisor.

MCC strives to provide all of its students with the academic supports needed to ensure their success. To reflect the pedagogical shift from a teacher-centered approach to a studentcentered approach, a "learning commons" model was adopted in 2014. To integrate academic support and services into one location, the Academic Success Center (which provides academic advising, peer mentoring, academic coaching and tutoring by College Reading and Learning Association-certified tutors), Office of Online Learning, and IT Help Desk all moved into the library space. The space was also re-purposed to create more spaces that allowed for student collaboration. The group study rooms were equipped with a white board and plasma monitor. The Learning Commons also houses a "Citizenship Corner," providing resources from the US Citizenship and Immigration Services for residents of the greater Manchester area seeking US citizenship. Materials provided include citizenship forms, study guides, and information on life in the US. The college also provides space for a Multicultural Center to support our diverse students and community; our Veteran's Center provides former and current members of the military a space to relax, study, and socialize. Our Workforce Development Center offers noncredit ELL courses ranging from basic speaking, listening and pronunciation to more advanced academic writing and vocabulary development. A free "conversation café" offers the opportunity for informal practice of developing language skills.

The college offers a variety of opportunities for students needing to build or strengthen basic academic skills. To improve persistence and graduation rates, we restructured developmental classes in English and Math; MATH 070, 080, and 131 were combined into a single class, MATH

090, which uses an adaptive learning system to help students master foundational math skills. Four developmental reading and writing classes were combined to form a two-level integrated developmental English course, ENGL 093 and ENGL 095. The lowest level integrated reading and writing class, ENGL 093, was recently deactivated; it was consistently under-enrolled, which too often resulted in the cancellation of one or more sections.

ENGL 093 Enrollment History				
Total Capacity	Total Enrollments	% Capacity		
48	29	60%		
48	26	54%		
64	27	42%		
	Total Capacity4848	Total CapacityTotal Enrollments48294826		

Figure 1

Students who place into or below ENGL 095 are referred out to the appropriate service: Workforce Development Center ELL classes, self-paced computer instruction through PLATO or Khan Academy, area adult basic education centers, or in-house tutoring in the Academic Success Center.

Appraisal

The close alignment between MCC's mission statement and the CCSNH mission statement ensures that our mission enjoys the support of our Board of Trustees as we all work towards a common goal. Though consistent with the system mission, it still reflects the unique influences of our community as well as our institutional history and culture. Along with our vision statement, which articulates our desire to "be a college that empowers our students and inspires their success through innovative education," our mission statement has provided a touchstone for the development and delivery of our academic programs, services, and community outreach. Whether responding to the needs of employers by creating new academic programming or reaching out to fill a community need, we strive to keep our mission statement in the forefront of our decision-making by remaining:

Dynamic: Both the institution and its academic programming have, historically, evolved in response to workforce and community trends. The original trade school in Manchester integrated into a statewide vocational-technical college system to better serve the state's students and employers; the need for a more affordable pathway to higher education led to the development of the Liberal Arts program and MCC's transition from a vocational-technical to comprehensive community college. Core programs that have been a part of our identity for decades remain but the college also revises programming as needed. Our share of a \$20 million US Department of Labor, Employment and Training Administration (USDOLETA) grant awarded to the system funded the development of an advanced manufacturing lab and allowed the hiring of an additional faculty member. We also received a health care training grant through TAACCCT, the Trade Adjustment Assistance Community College Career Training, to help train un/under-employed individuals for careers in health care.

A scarcity of trained line workers led to a new certificate program in partnership with Eversource; decreased opportunities in the home construction industry prompted the closure and teach-out of our building construction program. Partnerships between the community and our credit and non-credit divisions continue to be forged; our Workforce Development Center and Elliot Health Systems are teaming to offer a pharmacy technician program; computer science students may soon be able to do internships at Silvertech, a local digital marketing company. MCC is, in many ways, a very different institution than the one that opened its doors in 1945, but through all the changes there has been one constant: the college does not seek change for the sake of change, but rather, aims to evolve in ways that best respond to our community's anticipated needs, resources, and circumstances.

Student-centered: One of the primary ways in which the college fulfills its mission of being student-centered is by providing students with a high-quality education designed to prepare them for entry into the workforce or for transfer to a bachelor's program. The college employs many measures, fully described in the Standard 4 narrative, to ensure academic quality in order to keep its graduates / transfer students well equipped for their post-MCC pathways. Instruments like the Noel-Levitz College Student Inventory and the Community College Survey of Student Engagement (CCSSE) provide actionable data about students' educational experience to help us improve success and persistence. Our findings from both instruments are discussed in the Standard 8 narrative. The college also demonstrates its student-centeredness through the services it offers, providing a range of academic supports.

Currently, we are doing a better job supporting underprepared students than another core population in our community, ELL students. We transitioned the college's once-robust credit ELL offerings to the non-credit division in 2012 after several years of fluctuating enrollment that led to frequent cancellations. Our Workforce Development Center can offer more classes and more varied schedule options at a lower price.

ELL Enrollment History						
Course	2011-12	2010-11	2009-10	2008-09	2007-2008	2006-2007
ESL 098 – Intermediate	0	0	6	9	5	0
ESL 120 – Advanced	0	17	19	9	18	0

Figure 2

Staffing and resource shortages have hindered offering a wider array of specialized supports for ELL students. We currently have no full-time faculty or staff with ELL credentials. Still, given the inarguable need, the institution is working to meet this population's needs and provide the same comprehensive services we provide to other demographic groups.

Accessible: MCC works to maintain a strong presence in the community it serves. Both the college and most academic programs have advisory boards comprised of industry partners,

giving us direct feedback on the effectiveness of our programs. The college uses a variety of methods of outreach to the community including college fairs, on-site acceptance in high schools, open houses, its website, and social media. We have a long-standing practice of outreach to local middle and high schools, offering on-campus programming such as the annual "Girls in Technology Day" to introduce ninth and tenth grade women to vocational opportunities in high-tech fields. We work in partnership with the Area Health Education Center (AHEC) to provide programming for middle-school aged students with an interest in the medical field; we provide enhanced educational experiences for identified populations through BRING IT, a program centered on helping under serviced youth in our community.

We participate in initiatives such as the "STEAM Ahead" project – a partnership between the college, the University System of New Hampshire, the Manchester School District and the business community designed to bring more students into STEM / Arts & Humanities fields. Open events such as the ELL Conversation Café, the Multicultural Center, and Citizenship Corner bring members of Manchester's diverse communities onto campus. Members of the community can borrow materials from the Library as well as use the space and work on available computers. The college's Diversity Team works to promote understanding of and commitment to diversity on the part of the campus community; it is a critical part of efforts to foster an environment of respect and inclusion. For example, this fall, the Diversity Team is arranging a cultural competency training for faculty and staff during our pre-semester work weeks.

MCC further ensures its accessibility by offering classes in a variety of formats and modalities. Day, evening, weekend and online / hybrid classes provide students with a variety of options for completing coursework. The college has recently added 12-week "late start" classes to its 16 and 8-week options, recognizing that many of our students, often the most underprepared, begin the application, financial aid and registration processes too late to get admission and aid in place for the traditional start of the semester. A formal assessment of student success in these late-start classes versus their 8-week counterparts is planned for the 2017-2018 academic year; anecdotally, we have ample feedback from faculty and advisors indicating that underprepared students tend to struggle in 8-week classes. To support students who take advantage of these modalities and scheduling options, the Library works to ensure its resources are easily accessible; over 90% of its collection is available online.

In our print and digital publications, our mission, vision, and values are highlighted. That our mission is widely embraced by MCC's governing boards, administration, faculty, and staff can be seen in how our mission, vision, and values statements inform goals for our various offices and academic programs. Despite the availability of the mission, vision, and values statements on our website and in our publications, according to feedback from our student readers, many students are unfamiliar with our mission statement. Posting the mission on physical displays throughout the college offers an easy solution to ensuring that it is more visible to students; it would also serve as an effective reminder to the campus community of who we are, and who we strive to be.

Particularly in a time when resources are limited, the mission serves to guide our academics, community outreach and partnerships, and promotion of student success. The college's major planning documents cohere with the principles outlined in our mission; the five major initiatives outlined in the Strategic Plan provide a direct or indirect means for some aspect of the mission to be realized. The planned integration of strategic initiatives into our program review template will further help in keeping departmental goals and initiatives mission-centric, furthering our identity as an institution that "promotes and fosters the intellectual, cultural, and economic vibrancy of our region."

Standard 1 Projections			
Projection	Responsibility	Timeline	
Through increased signage / inclusion in print and	Marketing	Beginning 2017-	
digital publications, the college will increase the	Department	2018 academic	
visibility of its Mission and Vision statements.		year	
Via profiles / spotlights of students, faculty, and staff	Marketing	Beginning spring	
on the college website, MCC's involvement in the	Department	2018	
greater Manchester community will be highlighted.			
The college will conduct an inventory of ELL services in	Academic	Spring 2018	
the Greater Manchester area to identify service gaps	Affairs		
and develop programming to meets those gaps in			
service.			

Standard 1.1: Mission and Purposes

Attach a copy of the current mission statement.

		Date Approved by the
Document	Website location	Governing Board
We are a dynamic, student-center, and	http://www.mccnh.edu/about/mission	2015
accessible community college that promotes	-vision-values	
and fosters the intellectual, cultural, and		
economic vibrancy of our region.		

	Mission Statement published	Website location	Print Publication
	Strategic Plan	http://www.mccnh.edu/about/objectives	2016-2020 Strategic Planning
			0 0
:			
		http://www.mccnh.edu/academics/academic	2015-2016 Academic
	Academic Catalog	-catalogs	Catalog

	Related statements	Website location	Print Publication
	Vision Statement	http://www.mccnh.edu/about/mission-vision-values	Academic Catalog
?			Strategic Plan
	Core Value Statement	http://www.mccnh.edu/about/mission-vision-values	Academic Catalog
			Strategic Plan
	Diversity Statement	http://www.mccnh.edu/about/mission-vision-values	Academic Catalog
	Code of Ethics	http://www.mccnh.edu/about/mission-vision-values	Academic Catalog

Standard Two

Planning and Evaluation



Standard 2 - Planning and Evaluation

Description

Since the writing of the Fifth Year Report in 2012, we have refined and updated planning and evaluation to ensure our continued ability to fulfill our mission. There have been changes to many processes and documents, perhaps nowhere more so than in our approach to institutional effectiveness planning. When the Fifth Year Report was written, institutional effectiveness measures were largely concentrated in the Office of Planning and Institutional Effectiveness (OPIE), a two-person office comprised of our Institutional Research Director (OIR) and Director of the Center for Teaching and Learning (CTL). In 2012, the CTL director retired and the position kept vacant, leading to a loss of momentum for our existing IE efforts. In December 2012, a new associate vice president of Academic Affairs was hired to lead assessment efforts. Under her leadership, IE planning was reinvigorated and our existing planning and evaluation processes changed, resulting in the achievement of a model that is more sustainable than previous models, and grounded in broad participation from the college community.

Over the past five years, a series of committees and task forces began the work of revising institutional planning documents such as the college's Strategic Plan, Academic Plan, and the Academic Program Review Process. Eight Core Attributes, our previous standard for student achievement, were refined and updated into six Core Learning Outcomes; more importantly, we have developed an instrument for assessing student achievement of these outcomes. We have been successful in developing these planning and evaluation documents / processes with wide representation from the college community and sufficient institutional research to support them. Discussion of our major institution-level planning follows below; others relating more to educational effectiveness are fully discussed in the Standard 8 narrative.

Planning

Financial Planning

No planning process is more crucial to our continued ability to fulfill our mission than our financial planning. The college's ability to effectively shepherd its financial resources determines the success of all our major planning initiatives. Finances are also, of course, one of the most difficult areas to predict because of our biennial state budgeting process and our dependence on tuition: only 23% of our budget comes from the general fund; the remainder must be raised from tuition. Budgeting and financial planning at MCC are multi-directional processes involving both local and system levels as well as external constituencies. Departments make their needs known to department heads, who submit annual budget requests to the Business Affairs Officer (BAO). The BAO and the president develop a budget based on our likely allocation, taking into consideration department requests and tuition rates. The

budget developed is submitted to the Board of Trustees Finance Committee, who combine each college's submission into one system-wide proposal; that combined proposal goes to the NH legislature. Once the entire CCSNH appropriation is approved by the legislature, the system office allocates funds to each college and to the Chancellor's Office; those funds support the college's overall budget plan, including allocations approved for individual departments. Each of the colleges in the CCSNH contributes to the support of the system office, which received roughly \$2.5 million of its \$11 million operating budget from the general fund. The remainder of the system office's support comes from the seven colleges, who contribute a portion of total revenue. MCC's portion of that support is 6.15% of its revenue, for a total contribution of \$1,025,051.

Each institution supplements its portion of State funds with revenue generated from tuition and fees, a practice that requires careful attention to enrollment history and demographic trends. The president, vice-presidents, and BAO set an enrollment goal for each year to generate the tuition need to reach planned revenue. Unexpected expenses, some of which require immediate attention, complicate the planning process; accordingly, financial planning at MCC must be adaptable. Departments and offices are well practiced in spending strategically in the early months of the academic year, until a more defined financial picture emerges. In the past, when unexpected expenses have necessitated limitations on spending or reallocation of resources, the college community has responded positively, delaying purchasing, repairing instead of replacing equipment and seeking cost saving alternatives to lower expenses. Unfortunately, the biggest budgetary impact can be made by a delay in refilling open positions, and the college has frequently held positions in reserve, not rehiring until it is clear that we have enough revenue to do so. Any unspent "lapsed" funds go into a reserve fund held for MCC at the system level; accessing these reserve funds requires the approval of the Board of Trustees.

MCC's planning work goes well beyond the realm of finances. Institutional planning efforts have resulted in the creation or revision of a number of guiding documents; these documents now comprise our major planning efforts at the institutional level and are discussed below:

Master Plan

The college's last master plan was written in 2005 and projected both enrollments and campus needs through 2015. The master plan identified four programs whose ability to grow was most limited due to space issues: Nursing, Medical Assistant, Automotive, and Welding. Insufficiencies in the size and holdings of the Library were also pointed out. To foster growth in our Allied Health programs, a new "Health Science" wing was added in 2008 to house an expanded library and four new science labs along with faculty offices. The top floor of the addition contained new lab spaces and faculty offices for the Nursing and Medical Assistant programs.

A new building for the Automotive programs containing labs, classrooms and faculty offices was completed in 2012; the Welding space was expanded in 2014, allowing both programs to accept

more students. The system capital budget for fiscal years 2018-19 includes funding for a new master plan, a project that will get underway during the 2017-2018 academic year.

Strategic Plan

The Strategic Plan is the college's core planning and evaluation document, shaping institutional priorities and providing a mission-focused direction for the college. As a result of newly energized attention to planning and assessment, we had already updated a number of key planning and evaluation documents such as the Academic Plan, our Core Learning Outcomes, and Academic Program Review template. In spring 2015, the President formed a committee of faculty, staff, and administrators to update the expiring Strategic Plan (2010 – 2015) in a way that better reflected these ongoing priorities. Four questions – *Who are we as an institution? Where do we want to go? How can we get there? How will we know when we've arrived?* - framed the committee's approach to the document. Those four questions were brought to the college community department by department for feedback, which was then relayed to the full committee. The committee also reviewed our Mission and Vision statements along with the revised Core Learning Outcomes to ensure that the developing plan aligned with the college's central values and student achievement measures. At the culmination of this process, with final approval from the president, the committee identified five strategic goals for 2016 – 2020:

- Prioritize Student Success
- Maximize Faculty and Staff Success
- Foster College-Wide Communication
- Strengthen Community Partnerships
- Stimulate Innovation and Growth

These overarching goals fed into the development of strategic initiatives for the 2016-17 academic year, including the completion of a new HVAC/Electrical building, the development of guided pathways in Business and Liberal Arts, increases in retention, and partnerships between MCC and local employers. To close the feedback loop, progress toward the Strategic Plan will be assessed as part of the Annual Program Review Process for academic programs. The Student Affairs division is adapting the Academic Program Review Process for its own assessment processes. That process, too, will be guided by the Strategic Plan and incorporate the same feedback process.

Academic Plan

In the same way that the Strategic Plan set institutional priorities and direction, the Academic Plan has helped to provide a framework for academics at MCC. In the Fifth Year Report, we committed to the creation of an Academic Plan, a priority that was echoed in the Commission's response to the report. In the fall of 2013, the vice president of Academic Affairs formed an Academic Plan Committee consisting of faculty representing a wide range of MCC's academic programs. Those representatives acted as liaisons between their faculty colleagues and the committee. A major goal was to ensure that faculty led the process and that conversations focused on establishing college-wide priorities. The Academic Plan, approved by the VPAA and

presented during an All-Faculty meeting, aligns academic priorities for the institution with our ongoing strategic planning efforts and with Commission standards. Covering 2014-2016, the Academic Plan grounds its three major areas of focus in the belief that learning is an active process requiring faculty to think about learning, and students to "think, write, reflect and 'do' as they learn.²" The Academic Plan focuses on Teaching (faculty development), Learning (academic support and student success), and Application (career and community engagement). To further ensure alignment between all MCC's planning documents, the Academic Plan also played a key role in shaping Micro/Macro-Objectives in individual Academic Program Reviews. An update of the Academic Plan will begin in fall 2017.

Academic Technology Plan

When the Fifth Year Report was written, the college was making regular progress on its plan to ensure that all classrooms were at least minimally equipped with an instructor computer station, internet access (including wireless access for students) and projection. With the academic plan completed and strategic planning beginning anew, the college turned its focus from equipment to pedagogy, seeking to encourage innovative use of available technology to enhance student learning, an approach that also required grounding faculty in technological best practices. To that end, in the spring of 2015, Academic Affairs and the Office of Information Technology began work on an Academic Technology 3-Year Plan. Through face-to-face focus groups with multidisciplinary groups of faculty, the committee was able to gather and analyze the information faculty provided. Three areas of improvement were selected: IT consistency, mobility and accessibility. An electronic survey of the faculty framed around these three areas identified four goals seen as attainable:

- Completing the installation of instructor stations in all classrooms
- Providing mobile projection capability for all tablet users
- Ensuring that the sound system is appropriate to classroom scale
- Providing Cloud Storage (including accessibility for all campus-supported software programs)

Implementation of the plan began in 2016. A key aspect of technology planning over the past academic year has been our ability to use "early adaptors" in the faculty ranks to test out instructional technology being considered for purchase. Their input has shaped the college's acquisition of new technologies and helped to ensure the cost effectiveness of our purchases. For example, our Computer Science faculty discovered an alternative to costly SMART boards: a \$350 adaptor that turns a TV into a touchscreen, a discovery that will allow us to better equip more classrooms.

Evaluation

MCC engages in regular, systematic evaluation of its academic programming and support services using both quantitative and qualitative data. The Office of Institutional Research

² ² Manchester Community College Academic Plan 2014 – 2016 p. 2

supplies much of the quantitative data used to assess and improve our educational offerings. For example, our program review metrics include program demographics, completion, and retention rates, allowing departments to develop individualized strategies in addition to participating in institutional level retention efforts. As part of its coordination of Track Team, Institutional Research also provides data on our administration of key surveys: Noel-Levitz College Student Inventory, the Community College Survey of Student Engagement, the Voluntary Framework of Accountability, and CourseEval. As these greatly impact Educational Effectiveness, all are more fully described in Standard 8. Institutional research efforts also receive support at the system level through the recently hired Associate Vice-Chancellor of Strategic and Financial Planning, who works cooperatively with institutional researchers at the seven campuses.

As part of our participation in the Complete College America initiatives, we supply them with data on graduation and retention, receiving analysis of the data. They also provide grants and consulting services that allow us to develop initiatives that respond to those findings. As a result of finding troublingly low retention and completion rates in both Liberal Arts and Business Studies, these two programs were selected to develop degree pathways that both reduce credits and provide clearer direction to students in these majors. Over the next year, we will address onboarding and co-requisite remediation across the college to improve outcomes for all programs.

Retention					
Program	Fall 13 – Fall 14	Fall 14 – Fall 15	Fall 15 – Fall 16		
Accounting	66%	39%	33%		
Automotive	69%	62%	51%		
Business Studies	44%	46%	38%		
Exercise Science	80%	80%	60%		
Fine Arts	43%	40%	53%		
Graphic Design	81%	64%	44%		
HVAC	69%	61%	60%		
Liberal Arts	34%	32%	30%		
Medical Assistant	100%	92.31%	100%		

Figure 3

Qualitative data likewise provides us with actionable information, often, though not exclusively, at the program or course level. For example, the college's social media accounts are monitored for comments and feedback to track student satisfaction and address any problems. A critical comment left on the college's Facebook page prompted customer service training to address the issue. Student comments captured as part of the course evaluation process provide information on everything from assignments to teaching effectiveness. Some of this information is incorporated into faculty evaluations; departments have also acted on other information gleaned. For example, the Computer Science department moved its morning start time from 8:00 to 8:20 to address student complaints about late arrival due to heavy traffic /

bus schedules. The college conducted a "We Heard You" campaign in 2015, putting up posters that matched student comments from course evaluations to the corresponding action taken to address the issues raised; the intent of the campaign was to encourage students to complete course evaluations by showing that the college does act on student feedback.

Surveys of students and faculty were the basis for the 2014 redesign of the First Year Cornerstone course, and will also constitute part of its upcoming redesign. Most recently, a series of focus groups with faculty, staff, and students were conducted by diversity consultants T.L. Hill Associates. The college's Diversity and Equity Committee is reviewing findings and developing programming that will be implemented beginning in fall 2017. Our most systematic collection of qualitative data comes from our academic program advisory boards, comprised of industry experts and employers in a given field. Their input helps shape both course and program curricula, ensuring that graduates are well prepared for entry into the field.

Academic Program Review

Each academic degree / program at Manchester Community College conducts a full program review on a three-year cycle and generates an annual report on progress toward goals. The Academic Program Review process functions as one of the key departmental planning vehicles. The new template is framed around five sections: 1) Establishing Context; 2) Program Priorities; 3) Measuring Student Outcomes; 4) High Impact / High Touch Learning; 5) Program Faculty Biographies. Section 2 (Program Priorities) details most of the planning for the three-year cycle covered by that program review. Broken down into macro and micro objectives, timelines, action steps and responsible person(s), it provides academic programs with measurable objectives to work towards; those objectives align with departmental mission and also further the college mission and strategic goals. The program review for English offers an example: development of a model that ensured cohesion in the composition offerings was one of the defined objectives. Over the next two years, department faculty reviewed and refined curriculum, integrating developmental reading and writing classes, adding an advanced composition class, and revising methodology for teaching the research process in College Composition. Programs share their completed program reviews with their faculty colleagues at All-Faculty meetings, a practice that most faculty find informative and satisfying. In addition to increasing their knowledge of other academic programs, it has enhanced collegiality among the faculty ranks.

Academic Support Processes Review / Department Plans

The College's completion of the 2016-2020 Strategic Plan and the 2016-17 Strategic Initiatives brought into focus the lack of a systematic assessment tool for our Student Affairs departments. While our academic programs use the program review process to set goals and track progress, our student affairs division, which includes the Academic Support Center, Student Activities, Student Services Hub (Registration, Admissions, Bursar, and Financial Aid), has only recently put planning and assessment tools in place. The Academic Support Center has the most developed model, analogous but not identical to the Academic Program Review process. With the support of the Vice President for Students and Community Development, the Academic Success Center is now working with other student affairs departments to implement a similar model for their respective offices. This model, too, will mirror the Academic Program Review process in terms of template, annual feedback loop, and use of evaluation tools to track progress. So far, Admissions and Financial Aid have undergone this assessment process; more departments will begin the process over the next academic year. These reports, too, will connect department efforts to the Strategic Plan initiatives to ensure a focused and sustainable effort.

Appraisal

MCC's new model of institutional effectiveness planning has improved both process and product. Concentrating institutional effectiveness planning and evaluation in OPIE had several major drawbacks. The size of the office did not adequately reflect its importance to college efforts. Particularly after the retirement of one left the other working alone, it was inevitable that progress would slow to a crawl. A further problem was in the very concentration of IE efforts in one office, as it had the unintended effect of disconnecting faculty and staff from the major planning and evaluation initiatives. Moving responsibility for our IE efforts to the wider college community has led to more faculty and staff investment in the process and products of planning and evaluation; it has also spread out the workload onto a greater number of people. We are pleased with the progress we've made in this area. Though we are a small college with small faculty and staff ranks, we have been able to create or revise four major evaluation documents over the past five years. With this new approach, MCC has a model of planning and evaluation in place that is not only effective; more importantly, it is one the institution can sustain long term, regardless of personnel changes. Transitions in the Academic Affairs office and the filling of the AVPAA and VPAA positions with interim staff slowed but did not halt planning and evaluation at either departmental or institutional levels. Both interim positions have been filled with full-time administrators: the new VPAA joined MCC in January 2017, and the new AVPAA was named in July 2017. Full staffing in Academic Affairs will allow us to resume planning and evaluation at full speed. We can say with confidence that our intense focus on planning and evaluation over the past several years has paid off: a culture of assessment has taken hold throughout the institution, not just in concentrated pockets. It is this culture of planning and assessment that has allowed us to revise our key institutional planning processes and documents and to create means of assessing progress in each.

Planning

Financial Planning

Because our ability to fulfill our mission is dependent on our financial stability, evaluation of our financial planning is a high priority. More than 70% of our funding comes from tuition. With finances highly dependent on enrollment, having accurate numbers is critical to our planning efforts. In addition to our own internal information gathering, we receive a regular enrollment report from the system office, allowing us to continually update financial projections and proactively manage contingencies. We can also request retention reports from the system

office, helping us track fall-to-fall enrollments by individual student; the VFA also provides us with useful information on completion and retention rates. The information gained from these measures allows us to develop and implement appropriate outreach strategies to encourage degree completion.

Our enrollment-driven budget also means that our BAO operates somewhat reactively. Staying on top of our financial situation demands that she be constantly looking at numbers and, with the president, responding to changes and planning for contingencies. While the college community works cooperatively to delay or minimize spending in the event of contingencies, it is undeniable that the delay in filling open positions takes its toll by increasing the workload on the remaining faculty and staff. Still, our conservative approach to spending in order to maintain financial stability has been rewarded; most promising is the refilling of four lost positions after a 2015 reduction in force.

MCC, along with the rest of the colleges in the system, relies heavily on tuition to fund its operating expenses. However, unlike many other independent colleges, tuition prices are set by the Board of Trustees for the entire system, and are not directly controlled by each individual campus. Accordingly, their decisions can impact the colleges in unforeseen ways. For example, the 2014 tuition reduction coincided with an unexpected decline in enrollments, and the resulting financial impact prompted layoffs in 2015 to regain our financial footing.

MCC Enrollment Goals ³					
Term	Headcount	Credits Sold	% of Goal Met		
Fall 2011	2871	23,707	100		
Fall 2012	2845	23,867	99		
Fall 2013	3871	28,518	99		
Fall 2014	3513	28,224	98		
Fall 2015	3138	26082	91		
Fall 2016	3730	26,898	94		
Figure 4					

The Board of Trustee's recently requested colleges to build up their reserve funds, setting a goal of 25% of annual operating funds. Though meeting this request is challenging, MCC's continues to grow its reserve funds. At the start of fiscal year 2017, there was \$901,000 in the reserve fund; we anticipate adding approximately \$300,000 more at the end of the fiscal year accrual period. The Board's permission is required to access lapsed funds, a necessity which has met with some dissatisfaction at the campus level. Similarly, few argue with the need to support the system office, which generates no revenue; however, how the system office operates can sometimes be a bone of contention. This feeling has lessened since 2015, which saw the establishment of clear lines of control over reserve funds; prior to then, the Board

³ Does not include Running Start

controlled the use of reserve funds. While Board approval is still required, colleges now have full control of the reserve funds they have generated.

Master Plan

The previous master plan made projections through 2015. Funds to commission a new master plan were approved for the upcoming biennium. Work on a new plan will commence in the 2017-18 academic year; we expect the plan will be completed in the following academic year. Updating this key document is important as projects under consideration at the city / state level⁴ have the potential to greatly impact MCC. Those contingencies were considered in the expired academic plan but will need to be revisited in the new one.

Strategic Plan

Somewhat unusually, revision of the Strategic Plan occurred after the Academic Plan and new Academic Program Review process were in place. However, as the committees that created all of those planning documents kept our mission and vision forefront in their work, alignment between all was achieved. In effect, we have "nested" plans which keep our focus on the same general initiatives from the macro level (system / institutional) to the micro level (academic and student affairs departments). The MCC Strategic Plan is consistent with the overall CCSNH Strategic Plan but reflects the identity and priorities unique to our college. To ensure that work progresses steadily, each of the Strategic Initiatives for 2016-17 has been assigned to a person / group responsible for assuring progress; a timeline for completion was also established. A sample of progress towards each initiative is given on the following page.

⁴ Development of an office / industrial area at Hackett Hill (near the college) and possible development of a new interchange of Route 293

Strategic Goal 1	Prioritize Student Progress		
16-17 Strategic Initiative	Establish 2 guided pathways		
Person(s) Responsible	VPAA, Department Chairs, Department Faculty		
Timeline	December 2016		
Status	Completed for Liberal Arts (parent degree and four concentrations) and Business Studies (Accounting, Business Comm., Management, Marketing)		
Strategic Goal 2	Maximize Faculty and Staff Success		
16-17 Strategic Initiative	Establish mentoring system for new faculty and staff		
Person(s) Responsible	HR Director, Senior Leadership, faculty		
Timeline	Continued to 17-18 strategic initiatives		
Status	In progress		
Strategic Goal 3	Foster College-Wide Communication		
16-17 Strategic Initiative	Complete college self-study		
Person(s) Responsible	Steering Committee, One-Voice Writer, Senior Leadership		
Timeline	July 2017		
Status	In progress		
Strategic Goal 4	Strengthen Community Partnerships		
16-17 Strategic Initiative	Create company-based curricula		
Person(s) Responsible	Department Chairs, President		
Timeline	December 2016		
Status	New MCC / Eversource partnership: Line Worker Certificate		
	approved		
Strategic Goal 5	Stimulate Innovation and Growth		
16-17 Strategic Initiative	Create Free-Form Technology Enabled classroom(s)		
Person(s) Responsible	AVPAA, IT Director, Computer Science		
Timeline	January 2017		
Status	Ongoing. Several tiered classrooms have been created using models from the CSC departments		

Figure 5

The Strategic Planning Committee will oversee processes through which academic programs and student support services engage the Strategic Initiatives in annual planning and evaluation. Annual reports for both Academic Program Review and the forthcoming Academic Support Services review process will include a means of reporting out on progress towards the college's strategic goals and initiatives. A sub-group of the Strategic Planning Committee has met and developed an addition to the existing template that will allow departments to connect their work to the strategic goals; that feature will be included in the Student Support Services review form when it is drafted.

Academic Plan

The Academic Plan (2014-2016) played a key role in shaping MCC's academic priorities for those years as well as the Micro/Macro-Objectives developed in individual Academic Program Reviews. College initiatives directly related to the objectives outlined in the Academic Plan include:

- Developmental course revision including MATH 090 and MATH 145 and the consolidation of English remedial courses (094, 097, 098, and 099) into two comprehensive reading and writing courses;
- Adjunct faculty hiring, training, and development specifically in programs with high adjunct numbers such as English;
- Strengthening partnerships with local employers, Advisory Boards, and community groups especially in technical programs (Line Worker certificate);
- Online course development.

The Academic Plan also helped drive other College-wide initiatives including the use of Faculty Fellows in the Advising Center. As the creation of a new Academic Plan gets underway in the coming year, the academic planning process needs further consideration in the following areas:

- Development, oversight, and analysis of the updated Academic Plan;
- Collaboration between the academic planning process and student services;
- Alignment of Academic Plan goals with objectives outlined in individual program reviews.

Academic Technology Plan

Implementing the Academic Technology Plan has faced challenges because of budget constraints; lower than projected enrollment forced the reallocation of discretionary funds to personnel and operating expenses. Staffing changes in the Academic Affairs office, specifically the loss of the AVPAA who helped create the plan, have also impacted work on the plan. Work continues, mostly on a project-by-project basis. For example, the new HVAC/ETEC building is being equipped to follow plan guidelines around mobile technology; rather than having fixed projection at only one location, several mobile plasma monitors will be installed to allow for different room configurations and a "front row" experience for students from any position in the classroom. The English program is following the same multiple monitor set-up in its new dedicated classroom, allowing instructors to fully implement a "bring your own device" model of instruction.

Evaluation

While our data collection processes have improved, translating that data into policy and acting on it are still in the beginning stages in many ways. The MCC Track Team is one of the key means we have developed to collect, analyze, and act on data in the eight areas under their charge. Our newly hired VPAA will be a critical part of further efforts; he is working closely with our IR office to look at raw data, draw conclusions, spot trends, and develop appropriate policy and initiatives in response. Individual departments and offices continue to use data to direct their efforts on the micro-level as part of their ongoing work on program review.

Academic Program Review

MCC had a long-established process of program review; with new vision powering strategic and academic planning, however, flaws in our existing practice came to light. Most basically, we lacked a standard set of requirements for what programs reviewed and how they reviewed it. The program review reports had little life beyond the creation of the document; they did not drive faculty work during the remainder of the program review cycle. Beginning in 2012, we developed a more faculty-driven process that was supported by Academic Affairs. The new, uniform program review process, finalized in the fall of 2013, emphasizes student learning outcomes and institutional assessment, areas of focus that keep program review in alignment with our larger strategic and academic planning documents. Each program identifies goals for the three-year program review cycle; the expectation is that these goals become a focus for departmental conversation and work during the academic year. Staffing changes in Academic Affairs have impacted annual reporting but departments are still working to achieve goals set in their initial reviews. Reinstating the practice of annual reporting would help to ensure that work towards these goals is prioritized. As of this writing, 16 programs have completed their program reviews and presented them to faculty colleagues. Five additional departments have program review in progress; three have yet to begin but are expected to do so in the 2017-18 academic year.

Academic Support Processes

So far, only three student services departments (Registrar, Financial Aid, and Admissions) have completed the program review process; they are too early in the cycle to have gained significant actionable findings at this point. Our Academic Success Center, however, has a long-standing practice of planning and evaluation, and provides the best example of its effectiveness. As part of its annual reporting, the ASC gathers and analyzes data about its services and makes necessary changes. For example, a couple of years ago, there were questions about the accuracy of English and Mathematics placements based on Accuplacer scores. The ASC surveyed English and Mathematics faculty for further feedback. According to that survey, placements were accurate for 85% of students. More information about unsatisfactory placements was gathered, including student effort, length of time between placement testing and course registration, high school grades, and whether revisions were supported. The ASC then met with faculty in English and Mathematics to discuss findings and reset Accuplacer scores.

The most significant action was the establishment of minimum scores for developmental placements; students who score below a certain threshold do not receive a placement and are directed towards individualized services instead. An informal survey of faculty one year later suggests that placement accuracy has improved. The ASC also collects data on the effectiveness of its tutorial services, and has learned that 80% of students receiving tutoring go on to pass the class with a C or better. Information gathered has also been used to direct tutor training efforts. Tutors meet bi-weekly with the tutor training coordinator and receive a variety of trainings (working with students with a Reasonable Accommodation Plan, changes in MLA, etc.) It is hoped that the success of the ASC in gathering and using data will provide a model for other departments who are beginning the same practice.

We expect more data to be collected and used by Student Services as they implement the program review process in more departments. In the meantime, there are weekly meetings of the departments to share information and, where needed, address identified needs. One of the groups that meets has a more strategic focus while the other is more tactical in nature.

Standard 2 Projections				
Projection	Responsibility	Timeline		
The college will update its master plan over	MCC President	Funds available in the		
academic years 2017-2018 / 2018-2019.		2017-18 budget to begin the master plan		
A comprehensive means of assessing progress on annual strategic initiatives will be developed and employed.	Strategic Planning Committee	Building it into the micro- objectives for 2017-18		
Via a collaborative process with widespread representation across academic departments, the VPAA and faculty will update MCC's Academic Plan, ensuring that the plan includes a means of evaluating progress made on achieving plan goals.	VPAA, faculty	Fall 2017		
The college's Academic Technology Plan will	AVPAA, IT	Spring 2018 (after the		
be updated.	Director, CS chair,	Academic Plan is		
	Department chairs	completed)		
Annual updates will be restored to the Program Review process.	VPAA, faculty	Spring 2018		

Standard 2.1: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans	?	?	2
Immediately prior Strategic Plan	2009	2010-2015	www.ccsnh.blackboard.MCC NEASC 2017
Current Strategic Plan	2016	2016-2017	www.ccsnh.blackboard.MCC NEASC 2017
Next Strategic Plan			
	Year	Effective	
	completed	Dates	Website location
Other institution-wide plans*			
Master plan			
Academic plan	2013	2014-2016	www.ccsnh.blackboard.MCC NEASC 2017
Financial plan	2016	2016-2017	
Technology plan	2015	2016-2017	www.ccsnh.blackboard.MCC NEASC 2017
Enrollment plan (Admissions)	2016	2016-2018	
Development plan			
Plans for major units (e.g., departments,	library)*		
? Admissions	2016	2016-2017	
Registrar	2016	2016-2018	
Academic Success Center	2016	2017-2017	
Career Development & Transfers	2016	2016-2018	
Student Support Services	2016	2017-2018	
Workforce Development	2016	2016-2017	
Student Life	2016		
Child Development Center	2016	2016-2019	
Academic Affairs	2016	2016-2018	www.ccsnh.blackboard.MCC NEASC 2017

EVALUATION

Academic program review

Program review system (departments). System last updated: Program review schedule (e.g., every 3 years)

Sample program review reports (name of unit or program)*

Graphic Design Program Review
Nursing Advisory Committee minutes
HVAC Advisory Committee minutes

Other significant institutional studiesDateCommunity College Survey of Student Engagement2014Noel-Levitz College Student Survey2016Voluntary Framework of Accountability2015Course Evaluations2016Core Learning Outcomes2016

Website location

www.ccsnh.blackboard.MCC NEASC 2017 www.ccsnh.blackboard.MCC NEASC 2017

1

Wesite location				
https://resources.mccnh.edu/content/67-				
institutional-research/50-institutional-research-				
<u>documents</u>				
https://resources.mccnh.edu/content/67-				
institutional-research/50-institutional-research-				
documents				

Standard Three

Organization and Governance



Standard 3 - Organization and Governance

Description

Senate Bill 82 in 2007 marked the creation of the Community College System of New Hampshire (CCSNH) as "a body corporate and politic" and the beginning of its transition from State agency to autonomous entity. Now firmly established as a self-governing body, the CCSNH is under the direction "of a single board of trustees" which serves as the "policy-making and operational authority" for the system and its colleges. The trustees' charge is to ensure "that the colleges operate as a well-coordinated system of public community college education;" to accomplish this, the Board is invested with "the management and control of all the property and affairs of the Community College System, all of its colleges, divisions, and departments."⁵ The Board of Trustees appoints the CCSNH chancellor; provides direction and sets strategic goals for the system; presents capital and operating budget requests to the governor and legislature; further, it provides policy-level oversight for the seven colleges.

A centralized office located in Concord, New Hampshire provides administrative and operational support that would be too expensive or impractical for individual institutions within the system to maintain for themselves, such as risk management and legal counsel. System Office is, in turn, supported by an allocation of tuition revenue from each college. Beginning in fiscal year 2018, the CCSNH is moving to a shared services model for funding the System Office.

Governing Board

The 23 voting members of the CCSNH Board of Trustees are appointed by the governor and confirmed by the Executive Council. Under the requirements outlined in the statute and stated in the by-laws, trustees must represent a variety of sectors and interests: business and industry; education; health care; building and mechanical trades; law enforcement; community service; technology; and the public. One member must be an alumnus of one of the CCSNH colleges. Membership also includes two student trustees as well as an employee trustee chosen on a rotating basis from CCSNH institutions. The governor, CCSNH chancellor and associate vice-chancellors, several state commissioners and the seven college presidents serve as non-voting members of the board. Responsibilities and accountabilities for the members of the board, the chancellor, associate vice-chancellors, and college presidents are clearly delineated in the board's policies.

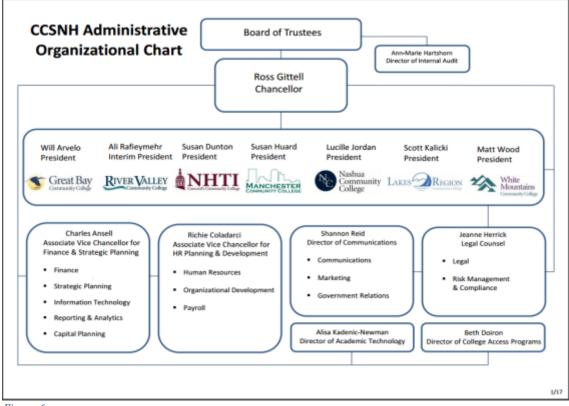
The full Board of Trustees meets bi-monthly, with an additional annual retreat for in-depth discussion and professional development also on the schedule. It operates through a committee structure, with each committee having a defined area of oversight. Standing

⁵ From Board of Trustees bylaws, available at ccsnh.edu

committees (which include the Executive Committee; Audit Committee; Academic & Student Affairs & Workforce Development Committee; Finance Committee; Facilities & Capital Budget Committee; Marketing Committee; and the Safety & Risk Management Committee) meet according to the schedule outlined in the Trustees' by-laws but may schedule additional meetings if needed; they report proceedings back to the full board. The schedule of meetings, meeting minutes, and a full list of trustees is publically accessible on the CCSNH website, as is the full listing of board and system policies.

As the chief executive officer of the Community College System of New Hampshire, the chancellor bears responsibility "for the overall administration and performance of the Community College System of New Hampshire." Together with the Board of Trustees, the chancellor "develops and implements the overall strategic direction of the System" and "oversees the Presidents of the seven colleges." There are two associate vice-chancellors, one overseeing Finance & Strategic Planning, the other in charge of HR Planning & Development.

The president of Manchester Community College serves as the institution's chief executive officer. Nominated by the chancellor and confirmed by the Board of Trustees, the president is responsible for the overall management and operation of the college, including preparation and control of the institution's budget as well as the administration of the facility and its personnel. The president reports to the chancellor. The full administrative structure is outlined in the chart below:





Reporting to the president, the vice president of Academic Affairs (VPAA) serves as the chief academic officer of the college, ensuring academic quality and integrity for all credit programming, regardless of schedule or modality. The VPAA oversees curriculum development and delivery as well as faculty (directly or through their respective department chairs); he also supervises the associate vice president of Academic Affairs (AVPAA). The VPAA is responsible for ensuring that faculty have the appropriate qualifications for their positions. The VPAA serves on the President's Cabinet and the Leadership Team. The AVPAA oversees numerous operational functions related to academics such as advising structure and assignments as well as the Office of Online Learning, the Library, Project Running Start, Academic Program Assistants, and the First Year Cornerstone Program Coordinator. The AVPAA is a member of the college's Leadership Team.

MCC faculty are organized into 14 academic departments; each is headed by a chair who is appointed by the president. Two departments with complex, diverse focus areas have more than one chair. In the Advanced Manufacturing and Electrical department, one chair oversees the Advanced Manufacturing program and the other Electrical Technology. Automotive and Welding has a similar structure, with one chair responsible for the Automotive Technologies program and the other for Welding. One chair from each of these departments serves as "lead chair" for administrative purposes. Program coordinators further assist with discipline-specific matters. Responsibilities for department chairs, program coordinators, and department faculty are outlined in the Collective Bargaining Agreement.

The Vice-President of Students and Community Development oversees all student services including admissions, financial aid, the registrar, the academic advising center, and student life; she also oversees the Workforce Development Center as well as the college's outside cafeteria, child care center, and bookstore vendors. The VP of Students is a member of both President's Cabinet and the Leadership Team. The college's Business Affairs Officer (BAO) also serves on both Cabinet and the Leadership Team. The BAO oversees the Bursar, Business Office, and Banner coordinator, as well as Facilities and Campus Safety. She is responsible for providing leadership in financial planning and management and advising college leadership on all financial matters.

Internal Governance

The president is assisted with "the general administration and supervision" of college operations through an administrative structure that includes the following bodies:

President's Cabinet

- Function: decision-making
- Members: president, vice presidents, BAO, Senior HR Officer

Leadership Team

- Function: advisory; information updates and sharing
- Members: president, vice presidents, associate vice president of Academic Affairs, human resources officer, business affairs officer, director of IT, marketing director, Faculty Forum representative

College Advisory Board

- Function: advisory, external perspectives
- Members: 14 members representing area business, industry, educational and community organizations. Names and affiliations of Advisory Board members are published on the college website.

Participation of the varying constituencies in college governance occurs through a number of means. Student input and involvement in college governance is invited. Though no students currently sit on standing committees, they have done so in the past. Student participation in formal and informal focus groups also provides an avenue for feedback. For example, the president convened a student focus group to get feedback on the proposed plan for the student center. Students have also participated in focus groups for Track Team and in focus groups conducted as part of a recent diversity and inclusion survey. Student feedback also gets forwarded through informal, conversational channels. The piano in the student center was obtained in response to student requests. Finally, student participation in a number of surveys ranging from library usage to graduation surveys to the Community College Survey of Student Engagement (CCSSE) ensure that students' needs and concerns are communicated to the appropriate person / office. Student representation is required as part of the college's formal judicial process for violations of the Student Code of Conduct.

Student Government is another means by which student participation in governance is invited. As the governing body for MCC students, Student Senate provides funding to recognized groups and acts as the student voice to the rest of the college community. A representative from Student Senate meets with the president; these meetings must take place at least once per academic year, but may take place more frequently depending on need. Each degree program has representation on Student Senate, and though only representatives can vote, Senate meetings are open to all students. Senate members engage in projects that improve student life at MCC and send an annual delegation to a national student leadership conference so that members can learn and bring ideas and skills back to the MCC campus.

For faculty and staff, membership in standing / operational committees provides opportunity for input on college matters. The major committees at MCC are:

<u>Strategic Planning Team</u>: The Strategic Planning Team drafted the MCC 2016-2020 Strategic Plan and oversees implementation of the yearly strategic initiatives. Membership includes faculty and staff representatives from a variety of programs and offices.

<u>Retention Committee</u>: Retention Committee developed as a sub-committee of the Strategic Planning Team and is focused on one key strategic initiative: effecting an increase in our retention rate. The committee's charge is to develop and implement strategies to increase retention from fall to spring, and fall to fall. Membership includes faculty from several academic programs as well as student services staff.

<u>Track Team</u>: Track Team helps to document and assess our institutional effectiveness measures, tracking data on eight key initiatives and making action / policy recommendations based on data collected. They work to increase participation results in the course evaluations, and to use our assessment methods to improve retention and help the other micro-initiatives in the Strategic Plan. The team is made up of faculty and staff and led by the Director of IR. (Track Team is more fully discussed in the Standard 8 narrative.)

<u>Curriculum Committee</u>: the role of Curriculum Committee is to support curriculum development in MCC's academic programs; to ensure that proposed additions and changes are academically sound, comply with the college mission, and address the needs to business and industry / transfer institutions.

<u>Diversity / Equity Committee</u>: The Diversity Team, comprised of staff, faculty and students, is responsible for establishing and encouraging a clear commitment to the value of diversity on the part of all members of the college community. The team ensures that the college adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action and advancement. The diversity team has responsibility for:

- Developing a focused action plan to increase the college community's awareness around cultural competency and diversity.
- Developing a focused action plan of college activities for students and staff from diverse backgrounds.
- Ensuring that all college publications and marketing materials accurately reflect the community.
- Assessing and evaluating college policies and practices as they relate to diversity.
- Determining the effectiveness of the team through evaluation activities on a regular basis and disseminating that data to the campus community.

<u>Safety Committee</u>: in compliance with both faculty and staff Collective Bargaining Agreements, the role of the Safety Committee is to develop programs for safety education, health protection, and reasonable standards for compliance by both the college and its employees. The committee discusses and, if need be, investigates incidents that resulted in injury. In addition to planning and scheduling safety drills, the committee proposes equipment and training that would be beneficial to the college.

There are also a number of task oriented committees at MCC: the graduation and orientation committees are responsible for planning those college-wide events, the Behavioral Intervention Team meets as needed to address student conduct concerns, and the Master Teacher Committee works with the VPAA to review faculty who are going through the promotion process.

A defunct Faculty Senate was revived this year into a new forum model; two Faculty Forum cofacilitators forward concerns and needs and provide feedback to college administration. A member of Faculty Forum has a seat on the College Leadership Team to facilitate communication between those bodies. A newly formed Staff Council serves the same function for the college's staff members; like its faculty counterpart, the Staff Council has been offered a seat at meetings of the College Leadership Team, though no representative has been designated as of this writing.

Faculty and staff also have the opportunity to provide input at the system level. For faculty, the Chancellor's Faculty Academic Advisory Council was instituted to facilitate communication between CCSNH faculty and system administration, while a Staff Advisory Council serves the same function for the system's staff members. One member of the Faculty Advisory Committee is appointed by college administration; the second is elected by Faculty.

Whether through communicating through the various departmental structures (e.g. faculty to chairs to the VPAA) or through participation in committees, teams, and task forces, MCC faculty have a voice in ensuring the quality of our academic programming. Active and engaged advisory boards allow faculty to revise curriculum in their respective areas to ensure that we are meeting the needs of business and industry; the program review process provides faculty and college administration with an opportunity to assess program effectiveness and set realistic goals for improvement. Faculty from multiple disciplines serve on curriculum committee, which reviews proposals for new or revised courses and programs to ensure they are consistent with the college's mission, that desired outcomes reflect our Core Learning Outcomes, and that curriculum is appropriately rigorous.

Appraisal

The two major milestones in our history were the creation of the State Trade School at Manchester in 1945 and the creation of the CCSNH in 2007. The move to self-governance significantly affected operations at the system level as well as the local level, leading to greater autonomy. What did not change was the essential focus of the system and the seven colleges, which continue to be on meeting the educational needs of NH's citizens and the workforce needs of its employers. Although the number of trustees has expanded, the composition of the Board of Trustees and process of appointment have not changed. The system also retained its State funding and concomitant heavy reliance on tuition and fees to generate operating revenues for the colleges. The major change, one with far-reaching effects, was the investment of the Board of Trustees, rather than the State, with control and stewardship of the system. This transition not only allowed bureaucratic processes to be streamlined; it also allowed individual campuses greater autonomy in everything from branding to hiring to purchasing.

Governing Board

The CCSNH is ably served by a Board of Trustees that fully supports the system's mission and is energized about its leadership role. Legislated composition requirements for the Board assure that a diverse mix of skills, experience, backgrounds and perspectives are represented. With the transition to self-governance long completed, the Board has a fully-functioning set of by-laws, policies, and procedures for conducting system business. A sound process for identifying and recruiting new membership is in place. New trustees receive a thorough orientation to the CCSNH and their responsibilities as trustees, including the need to disclose any personal interests in matters under discussion. If a potential conflict of interest exists, the trustee abstains from voting on that issue. The practice of rotating meetings from campus to campus ensures that members get to know the physical facilities and institutional cultures of the seven colleges; this practice assists with communication between the system and local levels. Multidirectional channels of communication exist to facilitate the flow of information between the Board and its subcommittees. In addition to publishing meeting minutes on the website, proceedings of the board meetings are emailed to all CCSNH employees.

The Board engages in regular planning and evaluation of everything from by-laws to member skills. An annual retreat provides professional development to Board members; informal discussion at the retreat carries the charge to "think about why we are there,"⁶ ensuring that the Board of Trustees remain mission-centric in the oversight of system business. The full Board and its committees meet frequently enough to effectively address the matters at hand and provide for timely resolution and decision-making. The Board works to assure appropriate distribution of committee assignments; members complete an interest survey to determine assignments of interest, but they also maintain a "skills matrix" to ensure performance efficiency and effectiveness of the standing committees. A biannual survey allows the Board of Trustees to provide feedback on everything from how well prepared they feel for meetings to their own understanding of the lines of responsibility and authority between the Board, the chancellor, and the colleges.

MCC works cooperatively with the CCSNH System Office. In general, the support and centralized services provided by the centralized system office work to the benefit of the college. For example, grant oversight at the system office provides support for the on-campus administrators, who often have numerous other responsibilities to maintain. Occasionally, the need for standardization of shared services proves frustrating. For example, MCC would like to change its Banner setting to allow a class to build a waitlist in the Student Information System; however, cannot because the other CCSNH colleges do not want this feature. There is also some minor frustration with some system office projects and initiatives, such as the recent

⁶ Interview with Trustee Connie Roy-Czyzowski, 4 October 2016

System Banner Revitalization, largely due to the increased workload required to accomplish these projects.

Internal Governance

MCC's internal governance relies heavily on effective communication between constituencies, and on the ability of information to reach senior administration for decision making / policy setting. The vice presidents have the authority to act on matters in their purview; they are also members of President's Cabinet, MCC's major governing body, for matters that require coordination or permissions across multiple areas. Often, a concern or need originates not in any one group, but in several, each of whom communicates through channels that lead to one or more members of senior administration. The two vice presidents sit on numerous teams and committees, which ensures they hear the concerns or needs being articulated by those bodies.

For example, the need for better training, mentoring, and oversight of online classes was a subject of discussion across multiple areas of the college: academic departments, Faculty Forum, Academic Affairs, even the advising center. Because each of those bodies contains, reports to, or communicates with a vice president, that need is being acted on. The VPAA and Faculty Forum have committed to addressing the need long-term; in the short term, Academic Affairs instituted a process of checking for required elements in online courses. Online faculty were also provided with a list of best practices and encouraged to seek further training if needed from the Blackboard administrator and/or their respective departments.

In an echo of the Fifth Year Report, we acknowledge that the desire for voice on the part of faculty and staff is too often at odds with their ability to participate; teaching or service to students is still prioritized over participation in teams and committees. Parts of the community are frustrated by lack of input and a simultaneous unwillingness / inability to participate in institutional governance. Because of our status as a commuter campus and the numerous commitments they are balancing, student participation on many teams and committees has been difficult to secure, making it hard to get the input of this key constituency.

We do not currently have a means of assessing how satisfied faculty and staff are with internal governance structures. The College Leadership Team is researching evaluation measures, but none has been decided on yet. Anecdotally, some in the MCC community find the organizational and governance structure opaque. In contrast to prior years, there is no one document that lists the names, charges, and composition of our teams and committees. Some, such as Curriculum Committee, post updates in Monday Morning Memo (a campus-wide communication sent out each week) after each meeting; others do not. We are also in the process of assessing our "Forms Drive," a shared drive where meeting minutes were regularly posted. Much of what was on the Forms Drive has been migrated to an online "Resources Directory" accessible on or off campus; we have not yet addressed where and how we as an institution are going to ensure meeting minutes are available to all who want to see them. It has also been several years since organizational charts have been regularly distributed, leading

to some confusion after department reorganizations. Recently created documents are addressing this problem by providing clear organization charts / department alignments. Both faculty and staff have requested the opportunity to meet with the College Advisory Board. Although logistics need to be worked out, administration has committed to arranging that meeting during the next academic year.

MCC's academic departments have undergone realignment. Feeling that the administrative structure was too top-heavy, in spring 2017 the college experimented with reducing the number of department chairs from 14 to 10, more aligned with the Academic Focus Areas coming out of the Guided Pathways work. Those combined departments, however, were often too diverse for one chair to manage; large or complex departments such as English, Humanities, Art and Design were split with each major area receiving its own department chair. The "lead chair / chair" structure being used in two departments is still relatively untested; whether it will streamline or complicate department functioning is unknown at this point. It is likely that internal governance will remain an area of continued work for the foreseeable future at MCC.

Standard 3 Projections				
Projection	Responsibility	Timeline		
The college will select and deploy an instrument to	Office of the	Spring 2018		
assess the effectiveness of internal leadership and	President			
governance.				
An annual meeting between the College Advisory	Office of the	Fall 2017		
Board and Faculty/Staff will be scheduled to provide	President			
opportunities for communication between groups.				
Standing committees and governance bodies will	Office of the	Fall 2017		
publish meeting minutes in an accessible location to	President			
foster better awareness / improved communication				
between these groups and the college community.				

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

Please attach to this form:

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

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the

legal authority of the institution to award degrees in accordance with applicable requirements.

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

Name of the sponsoring entity

Board members' names and affiliations

Website location of documentation of relationship

Governing Board

By-laws

Board committees *

Community College System of New Hampshire www.ccsnh.edu

Website location

http://www.ccsnh.edu/sites/default/files/content /documents/Board%20Policy-%20100%20Bylaws-%2012%2003%2015.pdf

http://www.ccsnh.edu/about-ccsnh/board-trustees

Website location or document name for meeting minutes http://www.ccsnh.edu/board-trustees/meetings -and-minutes

Major institutional faculty committees or governance groups*

President's Cabinet Leadership Team Department Chairs Curriculum Committee Safety Committee Track Team

Major institutional student committees or governance groups*

Website location or document name for meeting minutes G:\GOVERNANCE - Meeting Minutes

G:\GOVERNANCE - Meeting Minutes

Website location or document name for meeting minutes

Other major institutional committees or governance groups*

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	Website location or document name for meeting minutes
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*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3.2: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)				Enrollment*	
			2 years	1 year	Current
	Location (City, State/Country)	Date Initiated	prior*	prior*	year*
?			(FY2015)	(FY 2016)	(FY 2017)
? Main campus	1066 Front Street, Manchester NH	4/28/1945	5,212	4,986	4,736
?					
5					
?					
2					
2					
			<u> </u>	ł	
Educational modalities				Enrollment*	
		Date First	2 years	1 year	Current
	Number of programs	Initiated	prior	prior	year
Distance Learning Programs	<u> </u>		(FY2015)	(FY 2016)	(FY 2017)
Programs 50-99% on-line					
Programs 100% on-line**	2***				
? Dual Enrollment Programs					

Please enter any explanatory notes in the box below

* IPEDS data

** even though a student can complete a certificate or a degree 100% online, the college does not track students that are completing their program of studies 100% online.

*** programs are Accounting and Management

Standard Four

The Academic Program



Standard 4 - The Academic Program

Description

Manchester Community College offers more than 60 degree and certificate programs across a wide range of disciplines ranging from trades and technology to allied health to the liberal arts and sciences. Students may take classes in a variety of formats and modalities: day, evening, weekend, face-to-face, fully online, or hybrid. The schedule includes traditional full-semester offerings, concentrated 8-week courses, and, more recently, 12-week "late start" courses. Two degree programs, Accounting and Management, may be completed fully online; in most programs at least some required coursework, particularly in the general education areas, may also be completed online. The college catalog outlines each program's curriculum, outcomes, and competencies in detail in addition to transfer or employment opportunities. The catalog also lists program-specific accreditations, where applicable. Our programs offer a comprehensive mix of general education and appropriately sequenced discipline-specific content aligned with newly revised CCSNH guidelines for AA, AS, and AAS degrees.

The academic program at MCC is mission-centric and dynamic; we add, modify, or (more rarely) eliminate academic programs in keeping with changing area needs and employment forecasts. For example, to meet a need for electrical line workers, the college recently partnered with Eversource, the International Brotherhood of Electrical Workers and the National Electrical Contractors Association to offer a certification program. In addition, based on employment trends, in 2015 the college made the difficult decision to discontinue the Building Construction program, one of its legacy degrees, and "teach out" the currently enrolled students. The last students graduated from the program in May 2017.

A number of programs have articulation agreements with high schools, allowing students to begin work towards their MCC degrees even before matriculating into the institution. High school students may earn college credit via two additional avenues. MCC participates in Project Running Start, a dual enrollment program which allows high school students to earn college credit for select courses; those courses are proposed by high school instructors and approved by MCC's department chairs and VPAA. The Early College program allows area high school students to take college classes on the MCC campus at a reduced tuition rate.

Similarly, MCC provides its students with the means to progress towards a bachelor's degree. Many of our programs have formed articulation agreements with colleges and universities; there is also a dual admission program between CCSNH and University System of New Hampshire institutions that ensures students in approved programs can make a seamless transition from an associate's to a bachelor's degree. MCC students in certain majors may transfer up to 90 credits towards a bachelor's at Southern New Hampshire University.⁷ A

⁷ Cambridge College, Franklin Pierce College, Plymouth State University, Granite State College and St. Joseph college (Maine) also accept 90 credits in transfer.

previous agreement, NH Transfer Connections, is still in place; it allows students to transfer general education coursework completed at Manchester Community College to participating USNH institutions. We have an RN to BSN pathway with Granite State College, a USNH institution, and 3+1 programs with Franklin Pierce and Southern New Hampshire University. Information on these agreements is available in multiple locations, including a shared drive, the Admissions office, the college catalog, and our website.

The college's aim is to provide students with knowledge and skills that will serve them whether their goal is a higher degree or entry into the workforce. In addition to program-specific outcomes, the college has identified general outcomes of an MCC education. When the fifthyear report was written, our conceptual framework for student achievement centered around a set of eight skills, attitudes, and behaviors referred to as the "Core Attributes:" Human Relationship Skills; Communication Skills; Critical Thinking; Global Perspectives; Quantitative Reasoning; Scientific Processes; Technical Skills; Study Skills.

In 2014, college administration and faculty reviewed the Core Attributes and, by consensus, revised them into Core Learning Outcomes, six competencies seen as essential to the educated person: Oral & written communication; Problem solving, inquiry & analysis; Initiative & engagement; Cultural & social understanding; Information literacy; Technical knowledge & skills.

These Core Learning Outcomes inform and guide individual course curriculum as well as degree requirements. Ensuring that our programming meets these objectives for students requires a collaborative effort from the MCC community. One example of that collaboration is offered by the college's composition classes, which integrate an information literacy component. The English department and Library work closely together developing appropriate research guides for each class and in teaching students to locate and evaluate source material. That collaboration has now extended beyond MCC; the MCC Library staff is working with library staff at the University of New Hampshire to align information literacy requirements and ensure our students have the skills they will need upon transfer to a baccalaureate institution.

Assuring Academic Quality

Oversight of our academic programming begins with the college's chief academic officer, the vice president of Academic Affairs. The VPAA supervises and provides direction to the associate vice president of Academic Affairs and academic department chairs. Department chairs then work with their respective program faculty, both full-time and adjunct, to ensure that requirements for program and course content, assessments, and objectives are met. Both external and internal stakeholders also have a voice in this oversight process: through measures such as academic and strategic planning, program advisory boards, and program review, the college employs varied and collaborative means of oversight to ensure the continued quality of its programs and courses.

The quality of academics at MCC is also a central focus of our academic plan, crafted to address the Commission's recommendation that MCC develop a means to "ensure the College is meeting the needs of the community it serves." A detailed discussion of the drafting process is given in the Standard 2 narrative. The final plan, covering academic years 2014-2016, identified three overarching priorities: improving teaching, supporting student learning, and providing increased opportunities for applied learning. Concrete initiatives resulting from this plan saw a revision of both the developmental Math and English curriculums, a complete rewrite of the freshman experience class, and the development of more community-based capstone experiences. Assessing the success of those initiatives will be part of the process of drafting a new academic plan, a project that will begin in fall 2017 under the direction of our new VPAA, Dr. Brian Bicknell. Until this new academic plan is in place, the college's recently drafted strategic plan and existing academic plan provide direction to its academic programs, while program review provides each academic program with the opportunity to set specific goals and direction.

The program review process has been updated and standardized, replacing a more idiosyncratic approach used when our previous self-study was written. Faculty review the purpose as well as stated goals and outcomes of their respective programs, on a three-year cycle. As part of the process, faculty and department chairs collaborate to identify realistic, achievable program objectives for the coming cycle, and then develop an action plan for implementation. These action plans also identify a person responsible for ensuring continuing progress on those objectives.

Program review also serves as a key component of MCC's Institutional Effectiveness initiatives, affording an opportunity to track student outcomes for enrollment, retention, and completion. A further change from the former process is the identification of "high impact / high touch" opportunities and activities for students which align with both program outcomes and the college's Core Learning Outcomes. These opportunities and activities are comprehensive, spanning a student's academic career from gateway courses to capstone experiences. Key high impact / high touch projects and assignments are outlined, as are any necessary internal and external partnerships. The totality of a student's MCC experience is considered; in addition to academics, the college has identified touch points in onboarding and alumni outreach, though lack of staffing has resulted in the deferral of any systematic outreach to alumni.

MCC's Curriculum Committee plays an equally important role in ensuring the quality of academics at the college. Comprised of a cross-section of faculty from the college's academic programs as well as representatives from Student Affairs, Curriculum Committee hears proposals for new courses, course revisions, course deactivations, and changes to program requirements. Proposals for major revisions such as new courses or programs require substantive documentation from faculty in the department and from program advisory boards. Changes that will affect other programs (e.g. a revision to prerequisites for College Composition) require input from other departments. Required presentation of proposed curriculum additions / revisions to the committee ensures that proposals are consistent with

the college's mission, vision, and academic standards. The committee votes to recommend / not recommend proposals; final approvals rest with the VPAA.

Finally, external stakeholders provide invaluable perspective on MCC's academic programs. A number of programs (Business, Nursing, ECE, HIM) have their own accreditation requirements; nearly all MCC academic programs rely on outside advisory boards comprised of people in the industry. Program advisory boards help MCC fulfill its mission to contribute to the economic vibrancy of the greater Manchester area by offering feedback on current program composition, proposed changes to program requirements, new courses, and revisions to courses.

Undergraduate Degree Programs

In addition to courses in their respective majors, students in MCC's degree programs must meet system-set requirements for general education coursework in writing, quantitative reasoning, arts / humanities, and science. Requirements for MCC's degree and certificate programs are outlined in program checklists readily available on the website or in hard copy. Nearly all degree programs publish a recommended two-year sequence of classes as well, allowing students to progress smoothly from introductory to upper-level coursework.

Requirements for the balance and distribution of courses in the AA, AS, and AAS degrees are set by the CCSNH and have recently been revised to allow for credit reductions being proposed under our Guided Pathways work. Additionally, degree program construction reflects the guiding principles articulated in our Core Learning Outcomes. Via the capstone experience now included in nearly every degree program, the college is able to assess student achievement of those key competencies.

General Education

MCC follows general education distribution requirements set by the CCSNH to ensure adequate breadth across the liberal arts and sciences. The general education core for AA programs consists of a minimum of 37 credits with the following distribution:

English Composition	3 – 4 credits
Literature / Composition	3 credits
Humanities / Fine Arts / Language	9 credits
Mathematics	6-8 credits
Natural or Physical Sciences	7-8 credits
Social Science	9 credits
Electives	21-24 credits

AS and AAS programs require a minimum of 20 credits in general education; the one general education course that previously separated AAS degrees from AS degrees has been eliminated, allowing published guidelines to be streamlined.

The Major or Concentration

MCC's academic degrees provide students with the opportunity to develop knowledge in a specific discipline or concentration. Students build on a foundation of entry-level coursework and progress to more advanced concepts; course pre-and-co-requisites ensure a logical progression for the introduction of concepts and building of competencies. Each course syllabus draws its description, learning objectives and mandatory assessments from course content outlines drafted by the departments and approved by our curriculum committee and VPAA. Department chairs ensure that faculty follow these documents to assure consistency of content regardless of faculty status or course modality. Student course evaluations, completed each semester, provide further feedback on teaching and learning effectiveness.

Current program sheets outline a two-year sequence for earning a degree; however, on average, according to VFA data, only 15% of our students take the required number of credits per semester (15-20) necessary for two-year degree completion.

VFA 2 Year Graduation Rate							
Cohort %							
Fall 2007	15.5						
Fall 2009	10.7						
Fall 2011	15.8						
Fall 2012	20.1						
Fall 2013	14.4						
Average 15.3							
Figure 7							

Further complicating two-year degree completion for our students is the fact that approximately two-thirds of them require some foundational work in English and /or mathematics. Cognizant of the impact of developmental coursework on retention and timely degree completion, the college has sought ways to address the needs of developmental learners without sacrificing needed content. In English, separate developmental reading and writing courses were integrated into one. In Mathematics, three courses were integrated into one; more importantly, approaches to teaching the material were revised. Full-time and adjunct faculty were trained in the new approach and materials. The new course, MATH 090, uses a web-based adaptive learning system, allowing students to master concepts at a pace they find comfortable. Students may take the course over multiple semesters, until all necessary modules have been mastered. Through the Guided Pathways initiatives, both English and mathematics are also developing co-requisite remediation models. The mathematics department will begin offering co-requisite sections during the 2017-18 academic year; the English department plans to pilot test sections in the spring of 2018 with an aim of unrolling an expanded number of offerings for the fall of 2018.

Integrity in the Award of Academic Credit

Through collaborative efforts of program faculty, department chairs, Curriculum Committee, and the Office of Academic Affairs, MCC's faculty and administration work to ensure that academic integrity is maintained at both course and programmatic levels. Course content outlines and regular review of syllabi serve to ensure that course objectives are being met and student achievement fairly assessed. These standards are consistent for all schedules and modalities: face-to-face and online sections, full semester and half-semester classes, and courses taken on campus or through Project Running Start. The college further upholds its standards of academic integrity through its academic honesty and integrity rules, referenced in course syllabi and outlined in detail in the student handbook.

MCC aligns with federal credit hour guidelines in setting credit awards for classes. One credit hour equals one hour of work per week over a 16-week semester; that work may take the form of classroom instruction and/or lab work, clinical, internship or co-op experiences.

MCC Credit Hour Guidelines								
Contact Hrs. / Week Contact Hrs. / Semester *One instructional hour = *Based on min.15 week 50 minutes semester								
Class	1	15						
Laboratory	2 or 3	30-45						
Clinical	3 - 5	45 - 75						
Practicum	3	45						
Internship	3 – 6	45 - 90						
Со-ор	Variable by Dept.	Variable by Dept.						

Figure 8

Department chair review of course syllabi along with faculty evaluation allow us to ensure that the amount of work required matches the credits awarded with successful completion of a course. Currently, we offer classes days, evenings, weekends, and in online / hybrid formats; students may need to take classes in any or all of those formats in order to complete published degree requirements on schedule. If a class needed for timely graduation is cancelled, students have the opportunity to complete it via directed study.

Courses offered through our dual high school enrollment program, Project Running Start, must adhere to the description, objectives, and required assessments of an on-campus course. High school instructors who teach a Running Start course must meet the same credentialing requirements as any MCC adjunct faculty member and work from a syllabus approved by the chair of the academic department overseeing that content area. Each high school faculty is assigned a full-time or adjunct MCC faculty member as a partner. The MCC faculty member is responsible for a required minimum number of contacts with the high school partner and for an annual evaluation of course delivery. In addition to Project Running Start, MCC students may also earn credits towards a degree or certificate in the following ways:

- Transfer of credit from another institution
- Advanced Placement (AP) coursework
- International Baccalaureate Diploma Program
- College Level Examination Program (CLEP) or Excelsior College Examinations
- Internal Credit by Examination
- Credit for Prior Learning

The "Academic Policies" section of the college catalog outlines specific policies and procedures governing each type of credit award. Program-specific requirements for transfer that differ from the general college policy are listed in the program information section of the catalog. For example, HIM, and Medical Assistant do not award transfer credit for certain courses taken more than five years previous. The college's residency requirements for degrees and certificates provides a cap on how much credit may be earned through alternate means; students must take a minimum of 16 credits, including at least 8 credits in upper-level coursework, at MCC in order to earn a degree or at least 25% of the credits required to earn a certificate. Students may not test out of classes that are part of their residency requirement.

Appraisal

Since the Fifth Year Report, we have seen concentrated work throughout the institution aimed not only at improving our planning, data collection, and assessment practices on programmatic and institutional levels, but also at building a culture of assessment at the college. While many of the processes and instruments developed are new, with only a few semesters of data accumulated, they are grounded in a blend of researched best practices and a realistic appraisal of our institutional resources. We are optimistic that we have a viable assessment framework that will allow us to accurately evaluate our academic programming for the foreseeable future.

Assuring Academic Quality

MCC has both added to and refined its existing systems of academic oversight since the writing of the fifth year report in 2012 and the 2013 progress report. The Fifth Year Report (2012) prioritized the creation of an academic plan to ensure that MCC was appropriately responsive to the needs of its constituent communities and that our academic programming reflected our commitment to institutional effectiveness. There were no specific assessment checkpoints or methods built into the plan, however, so in many cases, it has been impossible to close the feedback loop and accurately assess the progress we have made towards some of the goals articulated in the plan.

Still, one goal set out in the academic plan, an assessment of the developmental English and Math curriculum at MCC, has been achieved. The redesigned Mathematics course contains modules that students must successfully complete to enroll in a college-level Mathematics course. Students take an assessment in the first class meeting to determine the appropriate starting module. This early assessment ensures that students don't repeat content they've mastered. Early assessment results from the redesigned course show an increase in students' pass rates through the Fundamentals and Pre-algebra modules (2016 results) compared to the traditional lecture-based format (2010-2015). The increased pass rate for the Pre-algebra module was particularly striking.

Fundamental Math Pass Rates Spring Semester, 2010-2016									
Year Population Size Pass Rate									
2010 (MATH 070)	185	55%							
2011 (MATH 070)	96	55%							
2012 (MATH 070)	52	63%							
2013 (MATH 070)	70	64%							
2014 (MATH 070)	30	50%							
2015 (MATH 070)	33	55%							
2016 (MATH 090)	50	64%							

Figure 9

Pre-algebra Pass Rates Spring Semester, 2010 - 2016									
Year Population Size Pass Rate									
2010 (MATH 080)	169	59%							
2011 (MATH 080)	152	53%							
2012 (MATH 080)	174	60%							
2013 (MATH 080)	176	59%							
2014 (MATH 080)	146	49%							
2015 (MATH 080)	123	61%							
2016 (a) ⁸ (MATH 090)	65	78%							
2016 (b) ⁹ (MATH 090)	89	84%							

Figure 10

The English Department has also revisited its developmental curriculum, resulting in the integration of its developmental reading and writing classes. An Integrated Reading and Writing class had been offered on a pilot basis in previous semesters; beginning in fall 2014, the newly combined classes were offered college-wide. The English department will evaluate the curriculum of the higher-level class, ENGL 095, beginning in the spring of 2018, once a co-requisite model has been developed and a clearer picture emerges of how that change will impact the existing course.

⁸ 2016 (a) – students who entered the redesigned course at Pre-algebra level

⁹ 2016 (b) – students who entered the redesigned course at Fundamentals level

One of MCC's major means of academic oversight, its program review process, has seen significant change since the Fifth Year Report in 2012. As with the Academic Plan, input from faculty was sought as the Office of Academic Affairs worked to develop a process that would meet our needs for data collection, institutional effectiveness, resources, and culture. The existing process was department driven, with few set requirements for content or formatting, meaning what departments assessed in their processes varied. Further, completed reviews tended to become static documents that did little to drive programmatic or curricular change. A new, more standardized process and template was developed and phased in over several years. The initial timetable, which called for completion of all programs by the 2016-17 academic year, has not been realized; the process of program review has been slowed but not stalled due to personnel changes in Academic Affairs, our heavy involvement in the Guided Pathways initiative, and the resulting restructuring of several academic departments. The final group of programs will complete their first program review in academic year 2017-2018.

Faculty in programs undergoing program review are trained to understand the purpose, expectations, formatting, and follow-through expectations for program review. Completed program reviews are shared with the college community at all-faculty meetings, allowing for information sharing across the college community. This practice has helped to disseminate information and improve communication among academic programs. Programs undergo program review on a three-year cycle and are supposed to report annually on progress towards those goals. In practice, staffing changes in Academic Affairs have resulted in annual reporting becoming more sporadic. The refilling of the AVPAA position will allow annual reporting to become a consistent practice once again.¹⁰ It's particularly critical that we do so given the integration of goals from the Strategic Plan into the program review process.

Perhaps the most significant development in our institutional effectiveness has been the ability to more accurately assess students' achievement of the Core Learning Outcomes through capstone experiences, classes, and projects. The rubric we use outlines three levels of competency for each Core Learning Outcome: benchmark, emerging, and proficient. The major advantage of this new assessment tool lies in its focus on student learning, rather than on teaching. The previously used Core Attribute model required cumbersome mapping in Course Content Outlines and program review reports; moreover, the focus on whether a competency was introduced, emphasized, or formally assessed placed more emphasis on what was being taught than what was being learned.

By including clearly articulated expectations for student achievement in each area, the Core Learning Outcomes allow a better means of assessing what students are actually learning. The process for evaluating students' performance in their summative classes is relatively new; the first assessment of Core Learning Outcomes via the capstone experience was completed in fall 2015. The data collected from these assessments, however, is already showing promise as a means to drive necessary course / program changes. We are confident that using the Core

¹⁰ See Standard 2 projections

Learning Outcomes as an assessment framework provides us with a viable means of assessing student learning.

Now that we have consistent data collection at the culminating point of a student's academic program, we need to round out our assessment focus by having each program identify a class, preferably in the first semester, in which a baseline assessment can be conducted. Our initial intent for assessment was to collect data on students' performance at three key points in their academic paths: in the first semester via FYE 100 (First Year Cornerstone), at the mid-point through program-identified "Cable" courses, and at the conclusion via a capstone or other summative course. In practice, however, this has not proven effective for several reasons. The assessments conducted in First Year Cornerstone don't measure the Core Learning Outcomes, meaning we don't have a real basis for comparison; identification of a mid-point "Cable" concept has been inconsistent across programs and the concept has lost momentum. With a culminating assessment tool in place, we are focusing on developing a baseline measure that we can compare to the capstone assessment; we feel this will give us the best means of identifying the change in student competency from beginning to end of their program. Our participation in the Guided Pathways initiative has prompted many academic programs to examine their curriculum, helping them to identify their most important courses, and the likeliest places to do this initial assessment.

Growth in mastery of the Core Learning Outcomes is not the sole focus of our assessment efforts. We employ a number of assessments and methods to determine what students are gaining from the experience at the college. We continue to participate in the CCSSE. According to findings presented at an adjunct symposium in Spring 2015, there has been a slight upward trend in reported academic challenge (rigorous courses and complex assignments) and a slight downward trend in active and collaborative learning (in or out of class collaboration). A CCSSE task force aligned CCSSE Item 12 responses with the Core Learning Outcomes and made a series of recommendations to address these findings. In 2014, a "Track Team" comprised of representatives from administration, the institutional research office, the Academic Success Center and faculty was formed to examine student success at MCC. The group analyzes data and feedback from the MCC community to determine steps to improve our institutional effectiveness. The effectiveness of this approach should become clearer when the CCSSE is administered in spring 2017; Track Team will review the results and determine how to respond.

Likewise, MCC's participation in the Voluntary Framework of Accountability has spurred renewed efforts to increase completion and retention rates, as well as bringing urgency to conversations around the impact of developmental coursework on both. Too many students are leaving without their desired credential or taking six years or more to achieve it:

6-Year Outcomes / 1 st Time in College Cohort N=508								
Students Percent								
Associate (Transfer)	26	5.1						
Associate (No Transfer)	75	14.8						
Certificate (Transfer)	2	0.4						
Certificate (No Transfer)	33	6.5						
No Award (Transfer)	56	11						
Still Enrolled (after 6 years)	181	35.6						
Left with ≥ 30 credits	7	1.4						
Left with < 30 credits 128 25.2								
Figure 11								

Of 372 students who did not earn a credential, 222 had developmental course placements:

No Credential Earned / Developmental Coursework Completed N=222					
Coursework	Number	Percent			
Took 1 developmental course	222	60%			
Took more than 1 developmental course	109	50%			
Took 1 developmental ENGL course	167	45%			
Took more than 1 developmental ENGL course	90	54%			
Took 1 developmental MATH course	164	44%			
Took more than 1 developmental MATH course	45	27%			

Figure 12

This retention and completion problem is being examined and addressed across multiple areas of the college, including the VFA team, Track Team, and, most recently, a Retention Team whose formation was recommended as an outcome of our strategic plan. The institution has a set a goal of achieving a 2% increase in retention by fall 2017 and another 4% by fall 2018; we are also working to create a culture that reinforces the message of degree completion at every stage of a student's pathway and from the entire institution, from admissions to advising to student support offices. Through our continued participation in Guided Pathways, we are working on credit reduction and improved program mapping with a goal of increasing completion rates. We anticipate that implementing co-requisite remediation will improve persistence, as it has at other institutions, but will follow up our implementation of the new model with a formal evaluation of its success.

Undergraduate Degree Programs

Course and program maintenance and revision at MCC is a participatory process that begins at the department level and incorporates findings and feedback from a variety of internal and external constituencies: program faculty, department chairs, advisory boards, outside

accrediting bodies, and Curriculum Committee. Program advisory boards have proven particularly helpful in ensuring that graduates possess the knowledge and skills that employers are looking for; placement rates remain high overall for our trade and technical graduates. More detail on placement rates is available in the Standard 8 narrative.

Balancing this depth in content-area study with breadth in general education coursework has resulted in "credit creep" in some programs. A number of programs approach 70 credits; a few exceed that. As part of our participation in Guided Pathways, the college is looking at total program credits and, where possible, proposing reductions. The CCSNH has supported this by issuing new guidelines (listed above) beginning in fall 2017. Both Liberal Arts and Business Studies are offering lower-credit programs effective for fall 2017; other programs have proposed or will propose credit reductions. For example, the Exercise Science program has reduced credits for fall 2017; the Early Childhood Education program is proposing a reduction from 68 to 65 credits next year.

General Education

MCC's definition of an educated person is articulated in its six Core Learning Outcomes (see above); students' mastery of these competencies is assessed via a capstone / culminating experience class. A standard rubric is used to assess student performance as either "benchmark", "emerging", or "proficient". Scores from the spring 2016 semester ranged from a low of 9.7 (Cultural and Social Understanding) to a high of 10.5 (Information Literacy). These scores provide a benchmark for comparisons of future scores; that data could drive future revisions to courses and/or programs. Intriguing but impossible to research at this point due to staffing patterns would be a comparison of individual student performance at early and late points in their progression towards a degree. As it is, however, the scores have already begun to spur change. Resulting in part from students' scores in the area of written communication, the English department has revised ENGL 110 (College Composition I) to strengthen students' research and writing skills.

The department is currently piloting a lab-based approach that allows for more faculty guidance as students locate and work with sources and ultimately synthesize new material into their own thinking. The college has provided a dedicated space and supported a "bring your own device" requirement for ENGL 110. The Library has loaned a number of laptops to assist students in meeting this BYOD mandate. MCC librarians collaborated with department faculty to create an online course research guide that provides students with easy access to the Library's information resources at every stage of the research project. A small scale pilot (two instructors) was offered in fall; that group was expanded to six in the spring 2017 semester. The English department will further expand the BYOD program in fall 2017.

The Major or Concentration

A key strength of MCC's academic programs is the opportunity for applied learning whether in the form of labs, practicums, internships, co-ops, or clinical. As part of the emphasis on high impact, high touch educational strategies, an applied learning element is built into a number of programs. The practicum experiences in programs like Early Childhood Education, Medical Terminology and Health Information Management are obvious examples, as are the clinical experiences in Nursing and co-ops in Automotive Technology. Programs with less obvious opportunities have also found ways to incorporate these key experiences into their program sequences. For example, the Liberal Arts capstone project requires students to identify and participate in a campus or community organization or business related to their future field of study; their reflection on the experience forms part of the required work for the project.

In addition, programs such as Exercise Science, Electrical Technology and Heating, Ventilation & Air Condition graduates may sit for state or national licensing or certification exams. In some programs, such as Automotive, certifications are earned throughout the course sequence.

Although nearly all programs provide students with a clearly sequenced two-year checklist, relatively few of our students complete a degree in that timeframe. Roughly two-thirds of students place into developmental levels of Mathematics and/or English, adding to the time required to complete a program. It is our hope that the success of co-requisite remediation in Mathematics and English seen at similar institutions will be duplicated at MCC, allowing students to reduce or eliminate time spent in developmental coursework. In many cases, students are not able to attend full-time due to work or family responsibilities. In response, some programs (e.g. Heating, Ventilation & Air Conditioning) have developed informal 3-year sequences to use with advisees, though these materials are not publicly available. As part of the Guided Pathways initiatives, the Liberal Arts and Business Studies programs have proposed revised checklists explicitly outlining two and three year pathways to degree completion; the Liberal Arts program has also developed a degree sequence that will allow for completion in four years or two calendar years.

Integrity in the Award of Academic Credit

MCC relies on defined and articulated processes to ensure that course and program integrity are maintained for all students and across all modalities of course delivery. As noted previously, the course syllabus draws from the Course Content Outline so that description, learning objectives and mandatory assessments are consistent across sections. Syllabi and/or rubrics outline grading criteria for assignments. Grade disputes are addressed through a process outlined in the catalog and student handbook, beginning with the student and faculty member and progressing, if necessary, through the department chair and the VPAA. Department chairs and program coordinators review faculty syllabi each semester to ensure that regardless of course length or modality, assignments align with course objectives. In addition to pre-semester feedback from chairs and coordinators, faculty also receive feedback from students via end-of-semester course evaluations. These evaluations can provide valuable feedback on teaching effectiveness, but since the transition from pencil-and-paper to online surveys in 2010, the completion rate has plummeted from 75 – 80% completion to under 40%. This lack of response is consistent across semesters, even when students are given in-class computer access to complete the survey. Many faculty want to see a return to pencil-and-paper evaluations, though again, low staffing levels to scan and compile hard copy evaluations make this an impracticable solution. Track Team is working on improving response rates and in spring 2017, targeted a selected number of courses to test methods to boost completion.

The college's full-time faculty are formally evaluated (including a teaching observation) on a schedule outlined in the Collective Bargaining Agreement. Until recently, there was no standardized practice for observing and evaluating adjunct faculty. Departments followed their own processes and schedules for assessing their adjunct faculty. In the spring of 2016, Academic Affairs introduced a standardized form and process for adjunct evaluation. Criteria for selecting an adjunct for evaluation is outlined on the form and can include a lack of experience at MCC, student concerns, or lack of prior evaluation. Adjuncts may also request feedback on their performance. Although this new process represents progress, its benefit might be more philosophical than practical. Given the high proportion of adjunct to full-time faculty in some departments, evaluating all the adjunct faculty in a single academic year is not feasible.

Project Running Start, our dual enrollment program, has similarly high faculty numbers, which makes oversight more complicated. With over 800 sections being offered at various locations throughout New Hampshire, our program is the second largest in the system. Of sheer necessity, a large number of the MCC faculty who partner with high school teachers are adjuncts, adding an even greater urgency to ensuring our adjunct faculty are properly informed and mentored. In addition to a faculty partner, the college assures the quality of courses offered by requiring Running Start students to meet MCC course prerequisites in order to register. For example, students who want to register for a section of ENGL 110 (College Composition I) offered through Running Start must place into the course via the Accuplacer[®]. Academic Success Center staff and/or the English Program Coordinator review scores; students with borderline placements are allowed to retake the Accuplacer[®]. Students who earn a higher score may register for the class. Further, Running Start teachers are required to meet the same credentialing requirements as any full-time or adjunct faculty member in the discipline; MCC faculty partners must meet a required minimum number of contacts with the high school partner. Like their MCC counterparts, Project Running Start faculty are evaluated, in this case by their MCC faculty partner, to ensure that the course offered is consistent with college expectations. Student course evaluations are collected and reviewed by the Project Running Start director and the MCC faculty partner.

Course placement is another means by which the college works to ensure student success. Students who wish to register for courses that have English or Mathematics prerequisites must first take the Accuplacer[®]. In most cases, a student's Accuplacer[®] score is the primary means used to determine placement into college or developmental coursework; however, particularly in cases where scores are borderline, other indicators of success such as high school grades or additional writing samples may also be consulted. All in all, most English and Mathematics faculty report that students are correctly placed. In the last assessment of placement, done in 2014, there was an 11% error rate, with some students being placed below their ability and some being placed higher. Course prerequisites also ensure that students have the necessary baseline skills for successful completion of a class. For example, pre and co-requisites were recently added to GDES 150M, Digital Publishing Methods, because students lacked sufficient knowledge of required software to be successful in the course.

Students may earn credit towards a degree or certificate through a variety of means, outlined above. Working from guidelines established by the course content outline (and therefore approved by Curriculum Committee and the college's academic administration), faculty oversee the award of course credit. Even where course delivery and assessment methods vary, faculty are responsible for ensuring that course learning outcomes are upheld. Course syllabi are constructed in alignment with a template provided so that objectives, assignments, grading, and course policies are clearly articulated. The syllabus template includes links to the college's statement on academic honesty and MCC's compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Policies governing transfer credit, credit for prior learning and other alternatives to coursework are designed to ensure that a graduate has earned an appropriate amount of credit through coursework done at the institution. To meet residency, a degree student must take at least 16 credits, 8 at the 200-level, at MCC. Students enrolled in certificates must complete at least 25% of their coursework here. Students may not test out of courses required for residency. Credit for Prior Learning is earned through a rigorous process requiring submission of a portfolio; that portfolio is reviewed by a faculty member, the department chair, and the VPAA. These requirements weed out requests from students lacking sufficient preparation but seeking to minimize coursework. Requests for transfer credit are reviewed by Academic Affairs staff and subject to requirements outlined in the college catalog.

The college carefully selects which courses will be offered in alternative modalities or formats. For example, although the college offers eight-week terms embedded in the traditional 16week semester, not all courses are offered in this condensed format. Department faculty carefully consider whether course objectives can be met in alternate timeframes and make recommendations accordingly. For example, the English department offers only one eight-week section of College Composition I. Students must have permission of the department chair to enroll so that they can be properly advised about the demands of doing a rigorous course in a shortened time frame.

A similar review process exists for classes offered in either online or hybrid formats. A faculty member interested in offering a course online would meet with the chair or coordinator to discuss how to ensure that content is consistent with face-to-face sections and that

assignments align with course objectives. Although MCC has a formal onboarding process for online faculty, it has not been used because volume is low and most faculty come in with at least some online experience. Where training or development is needed, MCC's LMS Administrator works with faculty on an individual basis and often stays enrolled in the course shell once the course begins. Department chairs are also enrolled in online classes for supervisory purposes. Pass rates for these classes, seen in the table below, generally fall slightly below those for the same class offered in the traditional classroom format. The implications of this information bear a further look, particularly in the areas on online pedagogy and student supports.

Pass Rates Face-to-Face vs. Online Course Grades										
Grade	Fall 14 Fall 14 Spring 15 Spring 15 Fall 15 Fall 15 Spring 16 Spring 16									
	Online	In-class	In-class Online In-class Online In-class Online In-cla							
Pass (A-D-)	78%	84%	79%	85%	73%	85%	78%	85%		
F, AF, WF	18%	12%	17%	10%	22%	11%	19%	11%		
W, WP, I	W, WP, I .04% .04% .04% 5% .05% .04% .01% .04%									
Figure 13			•	•				•		

In spring 2017, a systematic evaluation of our 100% online courses for consistency, instructor presence, and use of required tools was performed. Another is planned for fall 2017. Continuing to train faculty to effectively use our LMS will remain key, especially as we transition from Blackboard to a new platform. Training on the new LMS will begin in spring 2018.

Faculty are not the only focus as we examine our online offerings. To help ensure that the student registered for an online course is the same student doing the work, each MCC student is assigned a student identification number that is used to set up password-protected student accounts (email, Blackboard, Student Information System). The college has considered other verification measures such as challenge questions and video capture but these remain financially out of reach at this time. To enforce academic honesty policies, a plagiarism detection system, SafeAssign, is embedded in Blackboard; instructors may set up assignments to require submission through the SafeAssign feature.

Standard 4 Projectio	ons	
Projection	Responsibility	Timeline
Track Team will spearhead a review / revision of our	Track Team,	Ongoing – Fall
current course evaluation process and develop	AVPAA, faculty	2017
strategies to improve the response rate.		
The college will develop a feedback loop (e.g. the "We	Academic Affairs,	Reinstate a
Heard You" campaign) to students detailing actions	Institutional	previous
taken as a result of student feedback on course	Research	campaign
evaluations.		spring 2018
The English department will implement and assess a	Academic Affairs,	Research &
co-requisite remediation model. The first class will be	English Department,	Development Fall 2017
piloted in spring 2018 and assessed at the end of the semester.	Institutional	Pilot course
Semester.	Research	Spring 2018
The Mathematics department will implement and	Academic Affairs,	Research &
assess a co-requisite remediation model.	Mathematics	Development
	Department,	2017-2018
	Institutional	Pilot course
	Research	Fall 2018
We will continue the evaluation / revision of the First	FYE Coordinator,	Fall 2017
Year Cornerstone course using research on best	AVPAA	
practices as well as student and faculty focus groups.		
Identify early point for Core Learning Outcome	VPAA, Department	2017-2019
assessment in each academic program to use as	Chairs, Faculty	
baseline against capstone assessment.		

Standard 4.1: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (c.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking
Main Campus FT	877							877
Main Campus PT	1,804							1,804
Distance education FT	0							0
Distance education PT*	287							287
Unduplicated Headcount Total*	2,968	0	0	0	0	0	0	2,968
Total FTE								0.00
Enter FTE definition:								
Degrees Awarded, Most Recent								
Year 2014-2015**	305							305

Please enter any explanatory notes in the box below * IPEDS Fall Enrollment 2015-2016

** IPEDS

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non- degree-Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT	25			25		25
Main Campus PT	208			208		208
Distance education FT	0			0		0
Distance education PT	10			10		10
Unduplicated Headcount Total	243	0	0	243		243
Total FTE				0		0.00
Enter FTE definition:						
Certificates Awarded, Most Recent Year	107					

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any

contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

Online certificate: Accounting and Management

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

	Number of	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (go
For Fall Term, as of Census Date	credits*	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)*	(Fall 2018
Certificate						
Accounting			4	7	6	
Administrative Medical Assist	+	9	15	9	8	
Advanced HVAC Air Conditioning/Refrigeration		7	0	5	4	
Air Conditioning/Refrigeration Automotive Technology		/	8	5	3	
Bookkeeping		5	8	2	,	
Building Construction			1	1		
Business Communications			1	2		
Computer Aided Drafting		8	8	9	5	
Early Childhood Lead Teacher		14	20	19	13	
Early Childhood Professional			5	5	9	
Early Childhood Special Educ		1	2	2	4	
Electrical Lineworker					18	
Electrical Technology			16	11	10	
Graphic Design			7	4	7	
Graphic Design for Web		3	3	2	3	
Graphic Illustration		2	2	1	2	
Heating Services		4	2	2	6	
Human Resources Mgmt Cert		2	3	3	5	
Infant/Toddler Lead Teacher		4	3	7	8	
Interior Design	+				1	L
Management Marketing	+		8	1	5	
Marketing Mechatronics	+	14	5	2	2	
Medical Assistant Professional	+	14	5	3		
Medical Coding	1	31	29	19	13	
Medical Coding Prof Cert	1	51	20	13	13	
Personal Training	1	7	5		1	
Phlebotomy	1	12	11	12	7	
Programming	1	5	3	1	1	
Robotics	1	8	8	10	4	
School Age Provider & Youth Co	L	2	1	1		
School Age Special Education		3	2	1		
Small Business Management Cert		2	5	4	5	
Web Programming			4	3	4	
Welding Professional			10	14	11	
Welding Technology			27	25	18	
To	al	143	249	200	198	
Associate	-					
Accounting		136	114	91	87	
Advanced Manufacturing Tech		13	26	22	28	
Automotive Technology		110	85	77	70 46	
Behavioral Science Building Construction		25	11	2	46	
Business Communications		45	41	42	39	
Business Studies - AA		29	74	69	67	
Business Studies - AS		20			26	
Computer Science		79	78	62	61	
Computer Science & Innovation		1	13	11	18	
Cyber Security Investigations		37	59	68	69	
Early Childhood Education		72	67	75	63	
Electrical Technology		86	71	64	64	
English					10	
Exercise Science		84	66	56	55	
Facilities Management		12	9	9	6	
Fine Arts		18	36	35	25	
General Studies		1				
Graphic Design	+	64	60	62	49	
Health Information Management	+	50	41	29	21	
Health Science				00	90	
HVAC (Heating, Ventilation & AC)	+	97	96	89	84	L
Interior Design Liberal Arts	+	27	28 394	27	30	
	+	440		278	267	
Liberal Arts - English	+	17 16	31 19	32	12 9	
Liberal Arts - Mathematics	+	26	19	17	3	
Liberal Arts - Psychology Liberal Arts/Behavioral Science	+	26	82	94	42	
Liberal Arts/Business Studies	+	37	02 16	94	42	
Liberal Arts/Education	1	31	6	6	4	
Liberal Arts/Health Sciences	1	133	220	245	145	
Liberal Arts/Life Science		50	53	60	54	
Liberal Arts/Social Science	1	12	16	16	11	
Life Science	1				25	
Management	1	188	165	138	125	
Marketing	1	54	38	45	37	
Mathematics					8	
Medical Assistant		66	49	54	48	
Nursing		125	124	116	122	
		8	8	7	8	
Nursing (Advanced)					4	
Nursing (Advanced) Nursing 2+1 GS					9	
Nursing 2+1 GS Social Science Teacher Education		26	31	33	9 29	
Nursing 2+1 GS Social Science Teacher Education Technical Studies		2	1		29	
Nursing 2+1 GS Social Science Teacher Education			31 1 86	33 76		

* as of 9/7/2017

Standard 4.3: The Academic Program (Credits by UNDERGRADUATE Major)

	Number of	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Yea Forward (g
For Fall Term, as of Census Date	credits*	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)*	(Fall 2018
Certificate					/	
Accounting			18	27	24	
Administrative Medical Assist		80	114	68	37	
Advanced HVAC					33	
Air Conditioning/Refrigeration		56	49	26	25	
Applied Career Fund Adv Mnfg	1	15	7			
Automotive Technology			120	102	66	
Bookkeeping		26	48	6		
Building Construction			6	6		
Business Communications			12	13		
Computer Aided Drafting		41	40	43	27	
Early Childhood Lead Teacher		57	100	90	62	
Early Childhood Professional			18	28	45	
Early Childhood Special Educ		9	12	20	23	
Electrical Technology			126	84	65	
Electrical Lineworker					216	
Graphic Design			35	19	56	
Graphic Design for Web		22	12	21	15	
Graphic Illustration		18	24	15	23	
Heating Services		29	13	10	46	
Human Resources Mgmt Cert		12	18	21	37	
Infant/Toddler Lead Teacher		30	15	36	45	
Interior Design					10	
Management	4		45	14	36	
Marketing	4		34	6	9	
Mechatronics	+	46	45	27	70	
Medical Assistant Professional	+		68	10		
Medical Coding	+	162	168	118	76	1
Medical Coding Prof Cert	+				7	
Personal Training		49	27		12	
Phlebotomy		40	40	40	37	
Programming		40	15	7	15	
Robotics		52	48	93	25	
School Age Provider & Youth Co	1	15	3	3		
School Age Special Education	+	20	15	3		
Small Business Management Cert	+	15	27	27	27	
Web Programming	+	12	31	19	28	
Welding Professional	+		77	130	137	
Welding Technology	<u> </u>		136	104	80	
Tot	al	846	1,566	1,236	1,414	1
Associate						-
Accounting	+	1299	1103	833	792	
Advanced Manufacturing Tech	+	160	269	222	320	
Automotive Technology	+	1270	1037	1006	872	
Behavioral Science	+	074	100		487	
Building Construction	+	274	120	23	054	
Business Communications	+	443	360	394	351	
Business Studies - AA	+	364	815	669	709	
Business Studies - AS	+	705	700		286	
Computer Science	+	765	769	623	612	
Computer Science & Innovation	+	14	152	114	165	
Cyber Security Investigations	+	388	645	790	812	
Early Childhood Education	+	567	544	619	472	
Electrical Technology	+	760	666	612	557	
English		<u> </u>			94	
Exercise Science	+	839	687	556	504	
Facilities Management	+	86	97	102	64	
Fine Arts		207	404	420	238	
General Studies						
	-	12				
Graphic Design		633	521	667	513	
Graphic Design Health Information Management			521 274	667 201	138	
Graphic Design Health Information Management Health Science		633 400	274	201	138 884	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC)		633 400 987	274 902	201 805	138 884 756	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design		633 400 987 244	274 902 259	201 805 230	138 884 756 291	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts		633 400 987 244 3895	274 902 259 2763	201 805 230 2512	138 884 756 291 2458	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts Liberal Arts - English		633 400 987 244 3895 170	274 902 259 2763 312	201 805 230 2512 308	138 884 756 291 2458 111	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts Liberal Arts - English Liberal Arts - Mathematics		633 400 987 244 3895 170 215	274 902 259 2763 312 224	201 805 230 2512 308 192	138 884 756 291 2458 111 109	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Psychology		633 400 987 244 3895 170 215 241	274 902 259 2763 312 224 68	201 805 230 2512 308 192 40	138 884 756 291 2458 111 109 13	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Psychology Liberal Arts/Behavioral Science		633 400 987 244 3895 170 215 241 665	274 902 259 2763 312 224 68 881	201 805 230 2512 308 192 40 943	138 884 756 291 2458 111 109 13 396	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Mathematics Liberal Arts / Psychology Liberal Arts/Business Studies		633 400 987 244 3895 170 215 241 665 344	274 902 259 2763 312 224 68 881 132	201 805 230 2512 308 192 40 943 57	138 884 756 291 2458 111 109 13 396 30	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Psychology Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Behavioral Science Liberal Arts/Education		633 400 987 244 3895 170 215 241 665 344 326	274 902 259 2763 312 224 68 881 132 64	201 805 230 2512 308 192 40 943 57 48	138 884 756 291 2458 111 109 13 396 30 26	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Business Studies Liberal Arts/Health Sciences		633 400 987 244 3895 170 215 241 665 344 326 1257	274 902 259 2763 312 224 68 881 132 64 4919	201 805 230 2512 308 192 40 943 57 48 1931	138 884 756 291 2458 111 109 13 396 30 26 1054	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Mathematics Liberal Arts/Behavioral Science Liberal Arts/Beavioral Science Liberal Arts/Business Studies Liberal Arts/Health Sciences Liberal Arts/Lfducation Liberal Arts/Lfdu Science		633 400 	274 902 259 2763 312 224 68 881 132 64 1919 545	201 805 230 2512 308 192 40 943 57 48 1931 638	138 884 756 291 2458 111 109 13 396 300 26 1054 549	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Psychology Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Behavioral Science Liberal Arts/Education Liberal Arts/Health Sciences Liberal Arts/Health Sciences Liberal Arts/Health Science Liberal Arts/Jocial Science		633 400 987 244 3895 170 215 241 665 344 326 1257	274 902 259 2763 312 224 68 881 132 64 4919	201 805 230 2512 308 192 40 943 57 48 1931 638 140	138 884 756 291 2458 111 109 13 396 30 266 1054 549 109	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Mathematics Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Business Studies Liberal Arts/Hauth Sciences Liberal Arts/Health Sciences Liberal Arts/Life Science Liberal Arts/Life Science Liberal Arts/Life Science		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136	274 902 259 2763 312 224 68 881 132 64 1919 545 189	201 805 230 2512 308 192 40 943 57 48 1931 638 1931 638 140 277	138 884 756 291 2458 111 109 13 396 300 26 1054 549 109 300	
Graphic Design Health Information Management Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Mathematics Liberal Arts/Behavioral Science Liberal Arts/Behavioral Science Liberal Arts/Behavioral Sciences Liberal Arts/Health Sciences Liberal Arts/Life Science Liberal Arts/Jocial Science Liberal Arts/Jocial Science Liberal Arts/Jocial Science Liberal Arts/Jocial Science Liberal Arts/Jocial Science		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136 	274 902 259 2763 312 224 68 881 132 64 1919 545 189 1569	201 805 230 2512 308 192 40 943 57 48 1931 638 140 277 1272	138 884 756 291 2458 111 109 13 396 300 26 1054 549 109 300 300	
Graphic Design Health Information Management Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Psychology Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Education Liberal Arts/Education Liberal Arts/Health Sciences Liberal Arts/Health Sciences Liberal Arts/Health Sciences Liberal Arts/Jocial Science Liberal Arts/Social Science Life Science Management Marketing		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136	274 902 259 2763 312 224 68 881 132 64 1919 545 189	201 805 230 2512 308 192 40 943 57 48 1931 638 140 277 1272 422	138 884 756 291 2458 111 109 133 396 300 266 1054 549 109 3000 1174 369	
Graphic Design Health Information Management Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Mathematics Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Health Sciences Liberal Arts/Health Science Liberal Arts/Life Science Liberal Arts/Life Science Liberal Arts/Cocial Science Liberal Arts/Cocial Science Liberal Arts/Cocial Science Liberal Arts/Health Sciences Liberal Arts/Health Sciences Liberal Arts/Social Science Liberal Arts/Social Science Liberal Arts/Gence Management Marketing Mathematics		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136 	274 902 259 2763 312 224 64 881 132 64 1919 545 545 189 	201 805 230 2512 308 1922 40 943 57 48 1931 1931 1931 1931 1400 2777 1272 4222 4222	138 884 7566 2911 2458 1111 1099 133 3966 1054 1054 1054 1054 300 300 300 109 300 1174 3699 110	
Graphic Design Health Information Management Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - Mathematics Liberal Arts - Mathematics Liberal Arts/Behavioral Science Liberal Arts/Business Studies Liberal Arts/Health Sciences Liberal Arts/Health Sciences Liberal Arts/Kocial Science Liberal Arts/Kocial Science Liberal Arts/Kocial Science Liberal Arts/Kocial Science Liberal Arts/Kocial Science Liberal Arts/Kocial Science Management Marketing Mathematics Medical Assistant		633 400 987, 244 3895 170 215 241 665 344 326 1257 537 136 	274 902 259 2763 312 224 68 881 132 64 1919 545 189 1569 379 379	201 805 230 2512 308 192 40 943 57 48 1931 1931 1931 1931 1931 1932 1922 101 101 558	138 884 7566 291 2458 1111 109 13 3966 300 266 300 266 1054 549 109 3000 31174 369 31174 369 1104 484	
Graphic Design Health Information Management Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Education Liberal Arts/Education Liberal Arts/Health Sciences Liberal Arts/Health Science Liberal Arts/Coccal Science Liberal Arts/Social Science Life Science Management Marketing Mathematics Medical Assistant Nursing		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136 - 1740 540 - - - - - - - - - - - - - - - - - - -	274 902 259 2763 312 224 68 881 132 64 1919 545 189 379 379 557 1205	201 805 230 2512 308 192 40 943 57 48 1931 638 140 277 1272 422 422 101 558 1130	138 884 7566 291 2458 1111 109 13 3396 300 266 1054 549 109 300 1174 3699 1109 484 4203	
Graphic Design Health Information Management Health Science HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - Anthematics Liberal Arts - Psychology Liberal Arts/Behavioral Science Liberal Arts/Education Liberal Arts/Health Sciences Liberal Arts/Health Science Liberal Arts/Life Science Liberal Arts/Life Science Liberal Arts/Gucation Management Marketing Medical Assistant Nursing (Advanced)		633 400 987, 244 3895 170 215 241 665 344 326 1257 537 136 	274 902 259 2763 312 224 68 881 132 64 1919 545 189 1569 379 379	201 805 230 2512 308 192 40 943 57 48 1931 140 2777 1272 422 422 1011 558 1130 588	138 884 7566 2911 2458 1111 109 109 300 26 1054 549 109 300 1174 3609 1174 3609 1174 380 80 80 80 80 80 80 80 80 80 80 80 80 8	
Graphic Design Health Information Management Health Information Management HVAC (Heating, Ventilation & AC) Interior Design Liberal Arts - English Liberal Arts - English Liberal Arts - Nathematics Liberal Arts/Business Studies Liberal Arts/Business Studies Liberal Arts/Health Sciences Liberal Arts/Left Science Liberal Arts/Left Science Liberal Arts/Social Science Life Science Management Marketing Mathematics Mursing (Advanced) Nursing 2+1 GS		633 400 987 244 3895 170 215 241 665 344 326 1257 537 136 - 1740 540 - - - - - - - - - - - - - - - - - - -	274 902 259 2763 312 224 68 881 132 64 1919 545 189 379 379 557 1205	201 805 230 2512 308 192 40 943 57 48 1931 1931 1931 1931 1931 1931 1931 1932 1932 1943 1932 194 1952 1953 1955 1	138 884 7566 2911 2458 1111 109 13 3966 300 26 300 2105 44 549 109 3000 1174 369 3000 1174 484 1203 80 80 22	
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** Please note that programs that are blank did not have enrollment during the years listed due to applicants no longer being accepting into those

programs. Revised April 2016

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

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years	2 Years	1 Year	Current	Next Year	
	Prior	Prior	Prior	Year	Forward (goal)	
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	
dergraduate (add more rows as needed)						
Allied Health	3,801	4,002	3,818	3,365	3,2	
Art and Design	3,119	2,785	3,208	2,978	2,8	
Automotive Technology	2,430	2,152	2,150	1,839	1,7	
Business Studies	6,842	7,620	7,376	6,838	6,	
Computer Science	2,975	3,738	3,920	3,592	3,	
Construction Technologies	4,508	5,297	4,856	4,334	4,	
Education	2,005	2,183	1,963	2,444	2,	
Science, Engineering and Mathematics	13,006	15,514	15,374	15,259	14,0	
Social/Behavorial Sciences- Humanities	18,470	18,549	16,679	14,404	13,8	
Nursing	2,329	2,412	2,224	2,196	2,	
Total	59,485	64,252	61,568	57,249	55,0	
formation Literacy Sessions						
Main campus						
Sessions embedded in a class	89	17	34	44		

Sessions embedded in a class	89	17	34	44	60
Free-standing sessions	200	67	156	110	150
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

A24: Sessions embedded in a class- includes sessions requested by faculty as an essential component of their course. A25: Free standing sessions - short sessions introducing basic concepts. Also included are reference interactions rated as 4 or above on the READ scale (Reference Effort Assessment Data).

Standard Five

Students



Standard 5 - Students

Description

The mission and vision statements of Manchester Community College frame the academic programs and student services we offer our students: as a "dynamic, student-centered and accessible" institution, we strive to "empower our students" and "inspire their success" in order to encourage the "intellectual, cultural, and economic vibrancy of our region." We meet that goal by offering quality academic programming and by providing our students with a comprehensive range of support services and co-curricular experiences to help them develop as well-rounded individuals and future leaders, as skilled workers, and as scholars.

Valuing the diversity of our community, New Hampshire's largest and most diverse urban center, we seek a student population that reflects it. MCC's total headcount, including students in non-credit and Project Running Start courses, is 3,993. Like other colleges, our student population contains slightly more females than males; women comprise 55% of the student body. Our students range in age from 17 to 69 years old. Roughly two-thirds of our students are part-time, an unexpected number given the decrease in the average age of our students, which has dropped from 34 years in 2010 to 26 in 2016. Though 96% of our population comes from within New Hampshire, over 70 countries are represented within MCC's student body. It is difficult to get a breakdown of the student population by race / ethnicity as many of our students do not disclose this information, though IPEDS data shows our fall 2015 cohort as nearly 70% white. Interestingly, we have undergone a change in Carnegie classification to reflect a relatively even split between career and transfer students as well as traditional / nontraditional students.

As an open-access institution, we recognize that our students bring a broad range of racial, cultural, socio-economic and educational backgrounds to the institution, and further, that they come here to fulfill a variety of professional, educational, and personal goals. We aim to help them realize their goals through sound academics and targeted support services that respond to the varied needs of our student body.

Admissions

The admissions process at MCC is informed by our mission, vision, and values statements; we are an open-access college that values diversity and complies with federal and state nondiscrimination requirements in recruiting and admitting students. Admission to the college is done via online or paper application; there is a \$20 application fee that is waived for students who apply during Open House or Express Admission days. First-time applicants must provide documentation of high school completion or its equivalent; home-schooled students must provide documentation that a high school program has been completed; acceptable forms of proof are listed in the catalog and on the website. Some programs have selective admission requirements. For example, Nursing students are required to attend an information session as part of the admission criteria for the program. Other programs, such as Welding and Automotive Technologies, require college-level placements in English and/or Math before accepting a student. Most programs have no admission requirements beyond those generally set for matriculation into the college.

Recruitment at MCC is handled through our Admissions office, where counselors meet with prospective students in and outside the college to provide information about our programs. Some department chairs and program coordinators also recruit for their individual programs through college and career fairs or similar events. We bring in students through regularly scheduled open houses, information sessions, and visits to high schools (including some with on-site acceptance). MCC works to offer access to higher education for people who live and work in our community through building relationships with community organizations such as the International Institute, Manchester Adult Learning Center, Granite State Independent Living, and Job Corps. MCC also maintains a social media presence to attract students to the college.

The college does not practice targeted recruitment of any group, but does provide programming and services directed at special populations. For example, to help attract females into technical majors, an annual "Girls in Technology" day is sponsored for 9th, 10th, and 11th graders; at an all-day on campus event, they can take workshops in a technical area such as cybersecurity, robotics, advanced manufacturing and website design. We offer support and resources for other populations as well, including single parents, veterans, and students with disabilities. Through other partnerships such as Project Running Start or Early College, we work actively with the high schools in our community to improve access to higher education.

Our admissions process adheres to all federal and state requirements. Our Director of Admissions maintains membership in the New England Association for College Admission Counseling (NEACAC); their best practices and ethical standards inform departmental practice in Admissions. Print or digital publications cover policies and procedures for every stage of the admissions process an MCC student encounters: application for admission (including collegewide and program-specific requirements), Financial Aid (including SAP), placement testing, academic standing, registration, and graduation and/or transfer. Faculty and staff in all areas of the college assist students directly, or by referral to the appropriate office for help. Key Hub offices are open late on Wednesdays, but their ability to expand evening hours is limited because of personnel numbers. Only the Library, the Academic Success Center, and the Academic Affairs office have weekend hours, though other offices respond to emails or voice mails.

The college uses several means to ensure that newly admitted students possess a reasonable potential for success in their chosen programs. As previously noted, certain programs have admission requirements (placement testing, criminal background check, readiness for college-level courses) while others require incoming students to meet certain technical requirements (e.g. physical lifting, ability to climb, etc.). Admissions counselors work with students to help them select a program that matches their interests and offers an opportunity for successful

completion. Faculty and staff advisors work with students to ensure they have the necessary prerequisites and placements for courses, or know the sequence of classes they will need to reach the necessary level of skill for a particular course / program. Some programs require a personal interview prior to admission in order to discuss the program and industry standards. Currently, Early Childhood Education, Medical Assisting, Health Information Management, and Automotive Technologies require this additional step in the admissions process.

The Academic Success Center offers the Accuplacer exam for placement into an appropriate level of English or Mathematics. Non-native speakers of English may request an ELL version of the Accuplacer, though it is primarily geared for students with a high level of English proficiency. The Workforce Development Center offers a placement test for students who wish to register for one of our non-credit ELL offerings. Incoming students are required to complete placement testing, though students who score at least a 500 on the quantitative SAT can opt instead for direct placement into MATH 145. There is no SAT equivalent score for waiving the English portion of the Accuplacer. Coursework taken at another institution may be used in lieu of, or in addition to, the Accuplacer to determine the most accurate placement. The Academic Success Center works with English and Mathematics faculty to set cut-off scores for placement into college-level or developmental coursework. As more NH high school students will be taking the SATs over the next year, the Academic Success Center is looking at the viability of using the SATs in place of the Accuplacer.

MCC offers developmental coursework in English and Mathematics to students who do not place into college-level courses in these disciplines. Cognizant of the negative impact of remedial education on student persistence, we have tried to minimize time spent in non-creditbearing courses without depriving students of the necessary foundations to succeed in their college level coursework. For example, when the Fifth Year Report was written, MCC had recently offered pilot sections of a course that integrated our developmental reading and writing courses. In fall 2015, we began offering the integrated courses exclusively. More recently, we have eliminated the lowest level course, ENGL 093. That course was replaced by referral to outside programs such as Adult Education, individualized online instruction through PLATO or Khan Academy, and/or in-house tutorial support. Those same services are recommended for the students who place below the cutoff for ENGL 095, our remaining developmental English class. Similar changes have occurred in developmental mathematics. One course, MATH 090, combines curriculum from three previous courses and provides an online, adaptive learning system that allows students to move at their own pace. Students who score too low for placement into MATH 090 are offered review through either Math Boot Camp and/or referred to Khan Academy for self-paced review. Students may retake the Accuplacer at any time. These changes to our developmental curriculum are more fully discussed in Standard 4, The Academic Program. Also discussed in Standard 4 is the implementation of co-requisite remediation models in both English and Mathematics.

Accuplacer "No Placement" Rates for English / Mathematics ¹¹						
Test Content	2012	2013	2014	2015	2016	
English	67	61	63	57	97*	
Mathematics				146**	143	

Figure 14

Student Services and Co-Curricular Experiences

Retaining the students we enroll is the focus of coordinated efforts between academic and student services offices at MCC. A focus on student success and goal achievement begins with New Student Orientation. Offered before the start of the fall and spring semesters, New Student Orientation provides students with a structured, formal introduction to the MCC campus and community. Students tour the campus, meet with faculty and students from their academic programs, and get a brief introduction to student services staff and offices. New students also get an introduction to MCC's student life; representatives from different clubs are present and information about opportunities such as Alternative Spring Break trips is featured. A separate program for parents is offered concurrently with the student event.

That orientation to campus life is continued in our required First Year Experience course. Its predecessor, College Success Seminar, was reviewed and rewritten in 2014. The new course, First Year Cornerstone (FYE 100), reflects a stronger focus on setting goals and developing a path to achieving them. Presentations from key student support offices are integrated into the class; the students attend a session outlining services offered by the Academic Success Center, Library, and Career and Transfer services. A financial aid literacy component is being added to the class for the 2017-18 academic year. The class also works to foster relationships between students and their advisor by making an advisor meeting a required assignment.

Academic advising is another means by which MCC supports student success and retention. All students have access to academic advising in individual and/or group settings. Matriculated students are assigned a faculty advisor in their program who helps them develop a plan for degree completion and/or transfer; Advisors also provide resources and referrals as needed. Students in the trade and technical majors such as HVAC and Graphic Design have the opportunity to meet with advisors by appointment, but opportunities to connect are also embedded in the class time, and students often take advantage of them. Some departments hold drop in advising hours. Virtual or phone advising sessions are available for evening, weekend, and online students; for those populations, much advising takes place via email. Liberal Arts and Business Studies, because of the ratio of faculty to advisees, are the programs that struggle most to provide advising; their efforts are supported by walk-in advising in the college's advising center, located in the Learning Commons. Non-matriculated students are also

¹¹ *Reading Comprehension threshold score raised to 40 **Implementation of MATH 090

assisted by staff in the Advising Center. The Career Development and Transfer Services Office provides a variety of career and transfer services to assist students in achieving the academic and career goals.

MCC's origin as a trade school for returning WWII service members inspires continued services to our military students. The Veterans Service Team combines personnel from Admissions, Registrar and Student Support Services to help veterans, active duty services members and reservists (and their families) through the admission and aid processes, with registration, and with transitioning to campus life. A staff member from Registration serves as our Certifying Official, assisting GI-benefit eligible students, maintaining records as required by the Veteran's Administration, and reporting back as required. Recognizing the unique experiences and needs of this population, MCC created a Veterans Center to provide a safe and welcoming space for our military students to relax, socialize, and study.

In addition to having the only program in New Hampshire accredited by the National Association for the Education of Young Children (NAEYC) MCC has an on-campus child care center for members of the campus and surrounding community. The Child Development Center is licensed for children aged 2 years, 10 months to school age; it also offers a multi-age preschool through pre-kindergarten summer program. The facility includes a certified outdoor classroom. There is an on-site Head Start program as well that promotes school readiness for low-income families that offers two part-day programs from September to June. Both the Child Development Center and Head Start serve as "lab schools" for students in the MCC Early Childhood and Teacher Preparation programs; they are also used as field sites for students in Psychology, Nursing, and Exercise Science classes.

As a commuter campus, MCC does not offer on-campus medical services beyond basic first aid and safety equipment such as AEDs and evacuation sleds. The campus does have a campus safety office and a well-equipped fitness center whose certified trainers give advice on nutrition, healthy lifestyle choices, and safe exercise technique. The Student Support Services counselor provides crisis counseling and advice to students who are experiencing difficulty pursuing their educational goals. Assistance can take the form of individual or group meetings, referral to community services and long-term counseling, and assistance navigating campus offices and services.

Sixty-five percent of the matriculated students at MCC receive Financial Aid, making that office a key element of student success. The Financial Aid office at MCC shares the system mission of "ensuring that all eligible students who are making satisfactory academic progress be afforded the opportunity for a post-secondary education." Print publications and the website provide detailed information about eligibility, the application process, and how aid types and levels are determined. Students are also advised about circumstances that can impact their financial aid such as return of title IV funds and SAP requirements. The Financial Aid office has been found in compliance on its yearly external audits, verifying that our office meets all federal regulations regarding our use of financial aid funds. Numerous co-curricular experiences, which provide valuable opportunities to develop students' leadership skills, also contribute to the quality of on-campus life. Students are informed about student life opportunities, including clubs, organizations, and Senate, at orientation, via our website, through the FYE curriculum, and through club fairs held at the beginning of each semester. Although the level of activity depends on student interest, and is therefore changeable from semester to semester, MCC students can choose from over 30 clubs and organizations representing a variety of interests; they can also participate in community service opportunities in the local area or internationally. Campus Activities Board brings events and performers to the MCC campus and organizes trips to off-campus events and attractions. Student Senate is the main governing body for students, providing funding for student clubs, organizations, and events and serving as the official student voice to administration.

The student center, which opened in 2014, has enhanced campus life for students, faculty, and staff alike. It houses the cafeteria, a gym that can be reserved by students and members of the community, a fully equipped fitness center, and inviting spaces for students to congregate for relaxation, socialization, or study. Student government offices, club meeting spaces, and the offices of the Director of Student Life and the Student Support Services counselor are located in the student center, promoting easy access to these two key staff members.

MCC's comprehensive range of student services and co-curricular opportunities are overseen by qualified staff members who maintain high standards of integrity in dealing with students and student information. The college's Code of Ethics, the Family Educational Rights and Privacy Act, Board of Trustees policy and the respective staff and faculty Collective Bargaining Agreements address confidentiality requirements. Through these policies and documents and through our onboarding process, MCC employees are made aware of the legal and ethical requirements for handling student information. Likewise, the college catalog and Student Handbook inform students at length about their rights and responsibilities as well as grievance procedures for everything from grade appeals to FERPA complaints.

Appraisal

The college strives to ensure that students have access to classes, support services, and cocurricular experiences at MCC that ensure they not only meet their educational goals but have the opportunity to develop as people, scholars, and future leaders.

The college has yet to implement a comprehensive look at students' college experience either academically or in terms of available support service; however, a number of academic departments do survey their graduates. For example, our Medical Assistant program is required to conduct an annual survey of student satisfaction, resources / supports, and employer surveys for all its graduates; the responses are reported to the Medical Assisting Education Review Board (MAERB) and Commission on Accreditation of Allied Health Education Programs (CAAHEP).

To encourage diversity and a welcoming climate for its students, staff, faculty and guests, MCC recently engaged with T.L. Hill Group, a consulting firm dedicated to improving outcomes and representation for underserved communities. In spring 2017, Hill Group conducted a college-wide survey as well as a series of focus groups seeking feedback. While MCC was noted as a welcoming place by some in focus group feedback, a lack of comprehensive services for ELL populations was noted, as was a lack of diversity in the ranks of faculty, staff, and administration.

Admissions

MCC's comprehensive range of degree and certificate programs ensures our students have many options for direct entry into a career or transfer. In 2015, a 2+2 program between the CCSNH and the University System created seamless pathway from MCC to the University System in several programs. Twenty students have so far submitted applications for dual admission; the first person to complete the MCC associate's program graduated in May 2017 and will move on to the USNH in fall 2017. Students in other academic programs, not covered by a dual-admissions agreement, can take advantage of articulation agreements with many institutions. Several colleges will accept up to 90 MCC credits in transfer. Our mission of access is also reflected in admissions processes that are clear, user friendly, and comply with federal laws and regulations prohibiting discrimination. This finding was confirmed by a 2016 compliance review by the New Hampshire State Office for Civil Rights (NHSOCR). The application further reflects our focus on ensuring access, requiring no SAT scores, recommendations, or essay, though certain programs impose additional requirements on applicants. Our already low application fee is waived in certain instances, such as for applications submitted during Open House and "Express Admission" days. A checklist is included to clearly delineate what, and when, students should do as many of our students are first-generation college students who are navigating admission and aid processes without family assistance.

Students may apply online or with paper applications (available in our Admissions office or for download on our website). Our three Admissions counselors work with assigned programs, ensuring depth of knowledge in those areas, but are able to field general questions for all degree programs. Easy access to campus is afforded by our location on a city bus route; students may ride for free with a valid MCC ID. The bus runs only on an hourly schedule, however, which means that a good deal of pre-planning is required to coordinate class times with the bus schedule. Still, roughly 80-100 students each semester make use of the MCC bus pass. The campus also contains sufficient parking for students, faculty, and staff. Facility layout also reflects our student-centered mission; the departments most vital to a new applicant (Admissions, Financial Aid, Registrar, Bursar) are either located in the same space (our Student Services "Hub") or in close proximity to it (Academic Success Center, Academic Affairs, Campus Safety). Unfortunately, we lack the staff to keep Admissions, Financial Aid and the Registrar open for extended evening hours more than one night a week, or for weekend hours.

Our students enter MCC with varying levels of preparedness; accordingly, comprehensive support for student success and retention is critical. The Academic Success Center is at the center of these efforts. The ASC offers testing services, including the Accuplacer; it is also a key source of academic advising, particularly for incoming students. The ASC provides back-up advising for all programs, and assists with primary advising needs for programs with large student populations and low faculty numbers such as Business Studies and Liberal Arts. During times when faculty are absent from campus, the ASC serves as the primary advising service for all students, providing summer advising for nearly 2000 students. During pre-semester peak times, faculty also perform general advising duties in the ASC to supplement staff efforts. Tutoring in an array of subjects is offered on a walk-in basis; online students can access tutoring through the SmarThinking link embedded in their Blackboard course site. Faculty can complete an "Opportunity for Success" form to refer a student at risk of failure to the ASC for assistance. The ASC follows up with referrals to offer tutorial help and/or more intensive academic coaching and mentoring. In addition, the ASC provides support, accommodation plans, and assistive technology for students with disabilities. Project Stride, another ASC program, offers MCC's single parents a weekly support group and referrals to community services. An upcoming Bridge program for high school students is being offered for the first time this summer.

In the 2014-2015 academic year, the Academic Success Center and MCC Library moved into a shared space renamed the MCC Learning Commons. The IT help desk and LMS support are also located in this space, combining four areas of need into one location. The Learning Commons model has benefited the college community by providing a collaborative space where the close proximity of one key support service to another encourages students to make use of multiple sources of assistance. An additional benefit of the Learning Commons approach has been in supplementing staffing; Library and ASC staff have been cross-trained to answer basic questions about each office, alleviating to some degree the impact of current low staffing levels.

Student Services and Co-Curricular Experiences

IPEDS and other indicators such as the Voluntary Framework of Accountability (VFA) and internal data collection show that MCC's retention and completion rates are somewhat below comparable institutions.¹² Qualitative data shows that we have a number of "stop out" students who attend, leave for various reasons (financial, work and child care issues, etc.) then return in a later semester. Improving our retention rate was a strategic initiative for the 2016-2017 academic year. It is also the charge of a newly created retention committee comprised of faculty and staff from student services. Detailed retention information is lacking; we know what number of students leave but frequently not why, or whether they in fact met their goal. The Retention Team is researching the major reasons students drop out, and will develop an action plan to address them.

¹² 2016 IPEDS – retention rates of full-time, first time degree / certificate seeking students (Fall 2014 cohort) and graduation / transfer-out rates of full-time, first-time degree / certificate-seeking undergraduates within 150% of normal time to program completion.

Numerous efforts have been, and continue to be, made to ensure that students are well informed about the various support services available to them. Information is available in numerous places, including the college's print publications, our website, orientation, academic advisors and our First Year Cornerstone course, which will be addressed in more detail in a later section of this report. New student orientation is the first opportunity to ensure that students are provided with information about the student services and co-curricular opportunities that are available to them. To increase access for students, both a day and evening orientation session are offered. No RSVP is required, so the total number of attendees at these events is not known, however, 64 students completed a survey after the spring 2017 orientation; 40 surveyed responded they had a "great" understanding of available services at the college, while 23 reported a "fair" understanding. Since not every student attends orientation, the college leaves information packets at a welcome table near the front desk for pick-up during the first week of the semester.

Orientation is continued in First Year Cornerstone through the various presentations by student services departments. In theory, incoming students are supposed to take this course in their first semester; in practice, we are a long way from achieving this level of compliance.

First-Time Freshmen and FYE Enrollments						
	2014	2015	2016			
First-Time Freshmen	801	772	734			
Enrolled in FYE	493 (62%)	491 (64%)	447 (61%)			
Pass Rate (A to D-)	71%	67%	70%			
Did Not Pass (W, WF/P, F, AF)	6%	8%	11%			

Figure 15

A number of students miss the opportunity to take the class at the beginning of their program, when it would do them the most good; it also means a missed opportunity for the college to collect information on their goals (via the Noel-Levitz College Student Inventory) that would help advisors target support services and co-curricular opportunities to further a student's development. Transfer students meeting certain criteria (15 credits earned at a previous institution with a minimum 3.0 CGPA) are not required to take the course and therefore miss the opportunity to learn about MCC's specific departments and offices. Further, information that we do collect from FYE students is not always effectively used. For example, Personal Learning Plans are shared with advisors but not between departments.

Anecdotally, there is a lack of support for the course among both students and some faculty advisors; though it is a requirement of all MCC degree programs, as a 1-credit course, it does not transfer. A further confounding factor is that despite its various iterations, we have yet to refine the course in a way that both meets its objectives and truly engages the students. Multiple changes to the course have made systematic evaluation of its effectiveness difficult; too many variables change from one version to the next to give us useful data on whether the changes implemented improve student results and lead to higher retention. A systematic

(re)evaluation of the course is planned for the 2017-18 academic year; student, staff and faculty focus groups will be consulted for feedback.

Most academic programs handle their own advising duties without difficulty. Students spend significant amounts of time in classes and labs where faculty are present, and can easily ask questions /set up individual advising appointments. Some programs, such as Nursing, have a more formalized advising structure: an orientation for incoming freshmen is mandatory, as is a subsequent registration session. Students who score below a 73.33 on exams are required to meet with their advisor to review study and test-taking strategies, organization, and time management. College-wide registration days are offered; in past semesters, advisors were available from 10:00 a.m. to 6:00 p.m. in the student center to meet with students and help them sign up for classes. In fall 2017, we offered registration labs; faculty brought their classes to the ASC where staff assisted students with registration. This registration lab approach showed an encouraging rise in the numbers of students registered compared to drop-in advising in the student center. Headcount of enrolled students was up to 140% of the previous year's rate at the end of the second week (361 v. 257) using registration labs. Academic Affairs and the ASC are planning a combination of the two events for fall 2017.

Record keeping by advisors is inconsistent across the institution at this point. A shared advising drive was created for the storage of checklists, processed changes of majors, and transcripts; we have recently begun to house students' Noel-Levitz reports there as well. Still, especially during busy times, checklists are inconsistently updated. Although we have a form for keeping notes about meetings, it is used mostly in special cases where documentation is critical. We have recently begun to use Degree Works, but faculty are still being trained in it, and many default to the more familiar Student Information System. The student Degree Works portal is still being developed, so right now, Degree Works is only available from the faculty end. We anticipate more faculty will adopt the system as training and support continue to be offered. A date on making the program available to students has not been determined. The college will also begin using two new onboarding / career development programs, AWATO and EAB's Navigate, in the 2017-2018 academic year. We are excited to see how these new programs impact academic advising at the college.

The addition of a part-time staff advisor in the Advising Center, while not a panacea, has improved access to advising for many students, particularly in Liberal Arts and Business Studies, our largest programs. The Advising Center also provides access to advising for non-matriculated students, opening up opportunities to talk to them about the benefits of matriculation. Unfortunately, advising opportunities for evening, weekend, and online students are limited; most advising for those populations is conducted via email or phone. As the hiring of additional staff advisors is unlikely due to financial constraints, we have to look to other solutions. Faculty and staff advisors work together at peak times (just prior to the start of a new semester and during pre-registration focused advising weeks) to provide additional hours of advising coverage. Further, a planned change in our learning management system might facilitate more effective communication between this group of students and their advisors. The college's ELL population is another group in need of increased programming and services. Although ELL classes are offered by our Workforce Development Center, the cost is prohibitive for many students and because the classes are non-credit, they cannot be covered by a students' financial aid. We also lack a course that effectively bridges the gap between the highest of these non-credit ELL courses and our English writing curriculum. Academic Affairs staff and the English department are beginning to review the needs of this population and implement changes to ensure they are better served; progress on that initiative is expected during the 2017-18 academic year. As initial steps in improving services to this group, the college opened the Multicultural Center, which is staffed by a VISTA volunteer who is experienced in working with multicultural populations.

Although the criteria for determining academic standing and Satisfactory Academic Progress for financial aid are clear, the processes involved are not as transparent and accessible as they could be. This problem is being addressed. The student financial and academic appeals process is being revised to make it easier for students to navigate. Currently, there are two separate appeals processes, one for academic probation / suspension and a separate one for probation / suspension from financial aid. Too often, this results in unnecessary confusion for both students and advisors, and duplication of efforts as there is significant overlap in the documentation required for both types of appeals. Academic Affairs and the Director of Financial Aid have recently collaborated on a process involving a single form that will be used for appeals beginning in summer 2017.

MCC's limited health and wellness services reflect our status as a commuter campus. We do not provide on-campus medical services to students aside from emergency first aid. Limited staffing in the Fitness Center restricts the hours that it can be open; it is largely unavailable to evening students. Once the college can satisfactorily address the twin issues of staffing and liability, it is likely that extended access will be offered to students. A new affiliation between Exercise Science and the Manchester Social and Sports club will expand opportunities further. Personal training services are available through the college's Exercise Science program, though that service is not as well advertised as it could be. Better collaboration between the Exercise Science program and MCC's Fitness Center to correct this issue is planned for the coming academic year.

Although we have a Student Support Services Counselor who can handle crisis situations, it requires several clicks down into the website to find a contact name and number or information on services offered. Student knowledge of this service in particular is too dependent on referral from faculty and staff who are informed. The Student Support Services Counselor also serves on the Behavioral Intervention Team, which deals with student behavioral issues as needed.

Anecdotally, students have expressed a desire for support in the form of child care assistance, preferably a free "drop in" service which would provide child care for school-age and younger children so that parents could attend classes. This would be particularly beneficial, they say,

during school vacation weeks, which do not coincide with the college calendar. As children cannot be brought into classrooms and labs, parents often feel that they are forced to choose between attending classes and caring for their children. The cost and age limitations on MCC's Child Development Center limit its ability to benefit a number of our students; emergency drop in child care would allow us to better support a larger number of our students.

MCC offers an array of co-curricular opportunities to support students' personal development and acquisition of leadership skills. Two blocks of time each week (12:30 to 2:00 p.m. Thursdays and Fridays) have been reserved as "symposium time." Only classes that require extended lab times meet during symposium time; in most other areas, this block of time is left open for participation in student life activities. These consistent meeting times allow the students who want to participate to have a consistent schedule, not only over a semester but also from year to year. Students have a variety of recreational activities to choose from, though lack of personnel to oversee them sometimes limits what can be offered. MCC lacks any athletic teams, a result of its commuter population and the cost of participation.

Assessing programming and service needs for our student population is difficult because the population, and its needs, changes so rapidly. Like other areas of the college, Student Services staff feel the effects of decreased staffing and increased job responsibilities.

Standard 5 Projections								
Projection	Responsibility	Timeline						
The Retention Committee and VPAA will lead an	Retention	Fall 2019						
effort to raise the retention rate for Spring 18 to Fall 19 by 4%	Committee, VPAA							
Professional development aimed at increasing cultural competency will be developed and implemented for faculty, staff, and students.	Diversity & Equity Committee	First workshop is August 2017						
AWATO / Navigate will be incorporated into current advising practices to improve career / major exploration for students.	Advisors, Career Development / Transfer Services Officer	Beginning Fall 2017						

Standard 5.1: Students (Admissions, Fall term)

		3 Years	2 Year	1 Year	Current	Next Year
		Prior	Prior	Prior	Year	Forward (goal)
_		(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
						** projected 3%
						decline as of
Freshmen - Undergraduate	?				* as of 8/28/17	8/28/17
Completed Applications	?	1,133	1,114	1,021	1,188	1,152
Applications Accepted	?	1,011	926	876	876	850
Applicants Enrolled	?				535	519
% Accepted of Applied		89.2%	83.1%	85.8%	70.0%	73.0%
% Enrolled of Accepted		0.0%	0.0%	0.0%	61.0%	61.0%
Percent Change Year over Year						
Completed Applications		3.7%	-1.7%	-8.3%	1.2%	
Applications Accepted		3.1%	-8.4%	-5.4%	0.0%	
Applicants Enrolled		-	-	-		
Average of Statistical Indicator of		l				
Aptitude of Enrollees: (Define						
Below)	?					
Delowy	·					
	_					
Transfers - Undergraduate	?					
Completed Applications		609	645	617	446	617***
Applications Accepted		403	454	400	372	400***
Applications Enrolled					288	
% Accepted of Applied	I	66.2%	70.4%	64.8%	83.0%	
% Enrolled of Accepted		0.0%	0.0%	0.0%	77.0%	
70 Entoned of Accepted		0.070	0.070	0.070	//.0/0	

Credit Seeking Students Only - Including Continuing Education

***Projected flat from 2016 as most of our Transfer numbers come in the Spring semester. ?

Standard 5.2: Students

(Enrollment, Fall Term)

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

		- ·		~			
		4 Years	3 Years	2 Year	1 Year	Current	Goal
		Prior	Prior	Prior	Prior	Year	(specify year)
		(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)*	(FY 2018)
UNDERGR	ADUATE						
First Year	Full-Time Headcount	625	643	599	549	500	490
	Part-Time Headcount	1,003	1,010	1,035	987	947	928
	Total Headcount	1,628	1,653	1,634	1,536	1,447	1,418
	Total FTE						
Second Year	Full-Time Headcount	246	285	252	206	241	236
	Part-Time Headcount	576	603	587	576	545	534
	Total Headcount	822	888	839	782	786	770
	Total FTE						
Unclassified	Full-Time Headcount	18	28	25	29	32	31
	Part-Time Headcount	430	489	475	463	417	409
	Total Headcount	448	517	500	492	449	440
	Total FTE	174.1	213.1	209.3		190.0	186
Total Undergr	raduate Students	·					
	Full-Time Headcount	889	956	876	784	773	758
	Part-Time Headcount	2,009	2,102	2,097	2,026	1,909	1,871
	Total Headcount	2,898	3,058	2,973	2,810	2,682	2,628
	Total FTE	2,085.6	2,237.3	2,175.0	2,051.3	1,949.2	1,910
% Change	FTE Undergraduate						
GRAND TO	TAL						
Grand Total H		2,898	3,058	2,973	2,810	2,682	2,628
Grand Total F	ΤE	2,085.6	2,237.3	2,175.0	2,051.3	1,949.2	1,910.2
% Change	Grand Total FTE						

Credit-Seeking Students Only - Including Continuing Education

Please enter any explanatory notes in the box below * as of 9/7/2017

Standard 5.3: Students

(Financial Aid, Debt, Developmental Courses)

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

? Where does the institution describe the stu	dents it seeks to serve?				
http://www.mccnh.edu/about/mission-	vision-values				
	(FY 2014)	(FY 2015)	(FY 2016)		
? Three-year Cohort Default Rate	12%	11.4%	11.5%*		
? Three-year Loan repayment rate		*esti	mate - info not yet available		
(from College Scorecard)					
	3 Years Prior	2 Years Prior	Most Recently	Current Year	Goal (specify
			Completed Year		year)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
? Student Financial Aid				· · · ·	
Total Federal Aid	\$13,780,581	\$13,816,476	\$12,711,800	\$11,503.966.41	\$11,503.966.41
Grants	\$3,868,960	\$3,952,334	\$3,635,945	\$3,286,439	\$3,286,439
Loans	\$9,802,226	\$9,823,786	\$9,013,433	\$8,152,772	\$8,152,772
Work Study	\$109,395	\$40,356	\$64,421	\$64,755	\$64,755
Total State Aid	\$388,422	\$402,618	\$362,838	\$362,149	\$362,149
Total Institutional Aid		\$15,067			
Grants		\$15,067			
Loans					
Total Private Aid	\$137,252	\$206,145	\$112,250	\$141,457	\$141,457
Grants					
Loans	\$137,252	\$206,145	\$112,250	\$141,457	\$141,457
Student Debt					
Percent of students graduating with debt	(include all students wh	o graduated in this calc	ulation)		
Undergraduates	64%	63%	57%	57%	57%
For students with debt:					
Average amount of debt for students l		th a degree			
Undergraduates	\$18,799	\$17,544	\$17,283	\$17,161	\$17,161
Average amount of debt for students l	eaving the institution wi	thout a degree			
Undergraduates					
Percent of First-year students in Develo	pmental Courses (cou	rses for which no cree	lit toward a degree is gr	anted)	
English as a Second/Other Language					
English (reading, writing,					
communication skills)	48%	47%	53%	57%	50%
Math	65%	60%	63%	61%	60%
Other					

Please enter any explanatory notes in the box below

Standard 5.4: Students (Student Diversity)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); a	dd more rows as	needed			
Gender- male	420	420	218		
Gender-female	556	556	283		
Ethnicity-white	548	548	329		
Ethnicity-African-American	46	46	30		
Ethnicity-Hispanic	45	45	20		
Ethnicity-Asian	24	24	12		
Ethnicity- Multi Ethnic	10	10	5		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); a	dd more rows as	needed			
Gender- male	407	646	1,053	865.7	
Gender-female	345	899	1,244	927.7	
Ethnicity-white	527	1,032	1,559	1,220.9	
Ethnicity-African-American	20	76	96	69.5	
Ethnicity-Hispanic	23	55	78	60.3	
Ethnicity-Asian	17	56	73	51.8	
Ethnicity- Multi Ethnic	5	10	15	12.8	
Please enter any explanatory notes in the box b Enrolled Fall 2016	below				

Standard Six

Teaching, Learning, and Scholarship



Standard 6 - Teaching, Learning & Scholarship

Description

Manchester Community College is served by a small, qualified, and dedicated body of faculty and staff. Faculty in most disciplines are required to hold at least a Master's degree in their field; in some specialized technical fields, faculty may substitute possession of other credentials (e.g. licensure) and experience for an advanced degree. The college's academic staff hold the appropriate credentials and/or experience for their positions. Whether through documentation such as job descriptions and the Collective Bargaining Agreement or through internal processes such as orientation, mentoring, and professional development, faculty and staff have a clear and detailed understanding of duties. Both faculty and staff support student success by working collaboratively with administration and each other. In carrying out their responsibilities inside and outside of the classroom, the MCC community embraces the college's student-centered mission and embodies its vision to "be a college that empowers our students and inspires their success through innovative education."

Faculty and Academic Staff

MCC's 49 full-time faculty members hold one of four ranks: instructor, assistant professor, associate professor, or professor. Placement or promotion into each rank occurs through defined criteria based on education and/or teaching experience. Though the core instructional and non-instructional accountabilities for each rank remain consistent, as faculty progress higher in the ranks, they are expected to exhibit increasing levels of leadership in matters of curriculum development and assessment. Full-time faculty responsibilities and workload are outlined in the Collective Bargaining Agreement (CBA) and the faculty job description. The standard faculty job description is a relatively generic document that outlines the responsibilities and necessary qualifications for a position; the job description may further delineate the scope of work and qualifications required for each of the academic ranks. A supplemental job description (SJD) allows further or unique responsibilities of a position to be articulated. The duties of Department Chairs and Program Coordinators are detailed in the full-time faculty's CBA; accordingly, they are usually not addressed in the faculty job description or SJD.

Full-time faculty workload is divided into instructional (teaching, preparation, grading) and noninstructional duties (advising, committees, department and institutional work). The teaching load for full-time faculty is set at 15-18 contact hours per semester / 30-36 contact hours per academic year. Faculty who have a higher workload, whether assigned or elected, are compensated for the overload according to their rank. Faculty may also receive a reduction in teaching responsibilities to allow time for special projects. Department chairs, by provision of the CBA, must be granted at least a one-course reduction to accommodate their administrative responsibilities; in practice, many receive further reductions, particularly in larger departments. Compensation for full-time faculty is set by the CBA and based on faculty rank; labor grades are further subdivided into steps. Faculty move up in grades or steps through successful performance evaluations, which are done on a schedule set in the CBA. Evaluations are performed annually for full-time faculty in their first four years of appointment; after four years, an evaluation is required every two years. An evaluation form and process exists for adjunct faculty, though it is difficult to conduct regular reviews in departments with a large number of adjuncts. Faculty and staff compensation in the CCSNH continues to lag in comparison to similar institutions in other states, as does its compensation for adjuncts.

The college's adjunct faculty members hold one of three levels that roughly correspond to their full-time faculty counterparts: level one (instructor – assistant professor), level two (associate professor), or level three (professor). Criteria for promotion from one rank to another are clearly outlined in the Collective Bargaining agreement for adjunct faculty.

Hiring of faculty and staff occurs through a fair and consistent recruitment process that involves participation from a variety of constituencies. Hiring practices comply with federal equal employment opportunity guidelines and state nondiscrimination laws. Believing that more diversity in our faculty and staff ranks will only strengthen our academic programs and achievement of our mission, the college strives to achieve a more diverse workforce that better reflects our student body and community. Job postings include the job description and SJD, qualifications needed, hours, salary, and other information as relevant. As mandated by the faculty and staff CBAs, open covered positions are posted internally for one week; if no appropriate internal candidates are identified, positions are then posted outside to widen the candidate pool. External recruitment methods include online job boards, print advertisements, the NHWorks Job Match system and other posting systems relevant to the field.

Human Resources reviews submitted applications for completeness. Applicants are then certified to ensure that those individuals whose applications are forwarded to the search committee meet the minimum qualifications listed for education and work experience. Faculty applications are certified by the VPAA, staff applications by the HR director. The search committee reviews certified candidates and decides which to interview. Questions developed by the search committee target the diverse components of responsibilities outlined in the job description. For example, for faculty positions, the committee would ask questions about teaching and learning, outcomes assessment, diversity, professional development, and general awareness of the mission and purpose of a community college. Faculty candidates typically provide a teaching demonstration; a presentation or some task might be required for a staff position as well. The search committee puts forward recommended candidates to the president / VPAA who then makes the ultimate hiring decision.

Onboarding of new staff and full-time faculty includes a review of policies and procedures as well as an orientation to the college's mission, vision, and values statements; full-time employees receive benefit information as well. The HR director schedules a follow-up meeting at six months to see how people are doing and to get suggestions to improve the onboarding

process. Each department / academic program sets its own processes for integrating and mentoring new hires, whether full or part time. Onboarding for adjunct faculty involves completion of new-hire paperwork and account set-up for email / Blackboard. An adjunct faculty development night is offered twice during the academic year, once before the fall semester begins and again before the start of spring semester. New adjuncts may be required to attend a separate session or an additional night of orientation. Further mentoring and orientation of adjunct faculty is provided by their academic departments.

Professional development is available for both faculty and staff. Requests for professional development money are included as part of a department's annual budget submission; whatever amount is approved is available for any faculty member, full-time or adjunct. Eligible programs can also use funds from the Carl D. Perkins grant to fund professional development for their faculty. Both full-time and adjunct faculty can also take advantage of in-house training opportunities such as those offered by the Academic Affairs office at bi-annual adjunct faculty development nights, to full-time and adjunct faculty during prep weeks, or by individual departments to their own faculty. The Behavioral Science department, for example, has held trainings on its publisher-provided electronic resources. The Mathematics department has conducted training on the software used for its Developmental Math course. The Workforce Development Center has offered courses in Microsoft Office programs for faculty and staff. The librarians attend and participate in trainings offered by the Association of College and Research Libraries. Information from workshops, conferences, and trainings is frequently shared with other faculty / staff to ensure that we gain maximum benefit from our limited funds.

Faculty and staff at Manchester Community College work in many other ways to promote student success. Faculty bear direct responsibility for ensuring that the content and methods of instruction meet academic and professional standards; they are also cognizant of their responsibility to remain current in the theory, knowledge, skills, and pedagogy of their discipline or profession through means such as working in the field, reading industry print materials, and attending industry workshops and conferences. The Academic and Student Services divisions coordinate their respective programming to support student success, providing a number of services to the MCC student community:

- Academic Success Center
 - o Tutoring / Math Boot Camp / Academic English development
 - Testing services (Accuplacer, CLEP, etc.)
 - Support for students with disabilities / Project Stride (single parent support)
 - Academic coaching / mentoring
 - Academic advising (staff and faculty fellows)
- Student Support Services
 - Crisis counseling / referral
 - Referral to campus resources and community agencies
 - Veteran's support services

- Career and Transfer Services
 - Career development, guidance, advocacy
 - Outbound transfer assistance

Teaching and Learning

Course and program content are largely overseen by department faculty. Assuring that courses and teaching methods meet academic and professional expectations is a cooperative endeavor of department faculty and their chairs, program advisory boards and/or accrediting bodies, Academic Affairs and the college's Curriculum Committee. As an institution with a mission of access, MCC offers a variety of scheduling formats and modalities to accommodate our students' needs. In addition to the traditional full and half semester courses we have typically offered, we have begun offering some classes in a 12-week option. Students can also choose between face-to-face, online, or hybrid modalities for many of their classes.

Online courses account for 18% of MCC's credits sold each semester; we are second in the system for number of online courses offered. Accordingly, MCC is working to ensure that instructional techniques and online course delivery are adequately supported. In the recent past, a full-time faculty member using a partial instructional release served as the LMS Administrator. Growth in the number of online courses necessitated a year-round administrator; that individual also serves as an instructional designer resource to all faculty teaching online at MCC. To ensure continuity and consistency of instruction, faculty teaching online, hybrid or on-campus are all hired by the Department Chair for that discipline. Further, a Course Content Outline (CCO) serves as the source template for the teaching of any course, with the same learning outcomes expected of students regardless of delivery modality. The CCO is at the same time general enough to allow faculty sufficient academic freedom to design and structure the course to fit their teaching style and the needs of the students.

Conversations about best practices in teaching and learning are facilitated in a number of ways at MCC. Faculty who participate in professional development often present about what they've learned or initiate on-campus dialog to further work; the Librarians are redesigning information literacy modules to incorporate the concepts from newly-adopted 2016 ACRL Framework for Information Literacy for Higher Education. Curriculum Committee provides a forum for discussing everything from modality to assessment of student learning outcomes. Another avenue for discussions has been the practice of peer-to-peer presentations at our All-Faculty meetings, a number of which have been held in various classrooms and labs around the college. An added benefit of the All-Faculty presentations has been increased collegiality; faculty are better informed about their colleagues' discipline areas.

MCC's Academic Program Review process, use of surveys, and assessment of Core Learning Outcomes also ensure that we have a comprehensive approach to understanding teaching and learning at the college. Program Review generates qualitative and quantitative data on program effectiveness that guides curricular and programmatic work throughout the 3-year cycle. MCC uses CoursEval to get students' perspective on their learning experiences; responses provide data for the "Measuring Outcomes" section of the program review report. Although return rates have dropped significantly since we moved from paper-and-pencil to an electronic survey format, some useful feedback on everything from class scheduling to textbook selection has nevertheless been gleaned from them. For example, poor feedback on MyMathLab in developmental Mathematics courses prompted the department to adopt ALEKS, an alternate program, instead. Feedback from students in the Medical Assistant program about the overwhelming pace of Clinical I prompted curriculum changes and the addition of another clinical class to give students more time to digest theory and gain skill. We have also used the data gathered from other survey instruments – the Community College Survey of Student Engagement (CCSSE), the Voluntary Framework of Accountability (VFA), and the Noel-Levitz College Student Inventory (CSI) - as a focus for dialog about teaching, learning, and outcomes. Because they relate directly to educational effectiveness, these surveys are more fully discussed in Standard 8.

Our Core Learning Outcomes provide a further framework for understanding student learning at MCC particularly as it connects to our general education outcomes. Using a rubric adapted from models developed by the American Association of Community Colleges (AACC), we are able to assess students' achievement of six key outcomes: Problem Solving, Inquiry, & Analysis; Communication; Information Literacy; Cultural and Social Understanding; Technical Skills; and Initiative and Engagement. Additional discussion of the Core Learning Outcomes, including their development and assessment, can be found in the Standard 8 narrative.

Finally, we gain a better understanding of what and how our students are learning through the capstone assessment. With capstone classes or experiences now a part of most of our academic programs, we are beginning efforts to identify an early-program point to conduct a baseline assessment. Once developed, we will be able to form a fuller picture of what students are learning across the length and breadth of their program. First Year Cornerstone is also still an important part of setting students up for success at MCC. In addition to acquainting students with the key student offices that support and serve them, it also requires students to articulate in writing their goal(s) and a plan for reaching them. First Year Cornerstone also stresses the advising process, requiring students to meet with their faculty advisor to fulfill a course assignment. Staff advisors and faculty fellows in the Academic Success Center support this procedure for programs with a large student-to-advisor ratio.

Appraisal

Inarguably, MCC has fewer full-time faculty and academic staff than we have had in the past, and we are feeling the effects of that shortfall. Faculty and staff alike report feeling stretched by the increase in responsibilities resulting from our diminished numbers. At the same time, both faculty and staff share a dedication to the college's mission and student body, and work to assure the continued quality of instruction and support services. The faculty have responded by increasing their advising time as well as the load of students they see during the semester; however, this is only a short-term fix. Student success suffers when faculty aren't available to give high touch advising because of the numbers of advisees. Administration duties such as adjunct oversight, materials processing and ordering, scheduling, textbook reviews, oversight of full time faculty have also increased, limiting the ability of faculty to develop new courses or provide quality time with the students in courses. Conversely, adjunct faculty numbers are high. We have 225 adjuncts and 49 full-time faculty as of this writing. The increased reliance on adjunct faculty complicates efforts to ensure consistency across courses, but has had the benefit of increasing diversity in the backgrounds, expertise and teaching styles that MCC students are exposed to.

Faculty and Academic Staff

MCC has efficient, fair, and well-established processes for hiring, leveling, and promoting its faculty and academic staff. To facilitate advertising of positions internally, as required by the CBA, the HR director sends out a weekly email to all faculty and staff (including part-time employees and adjunct faculty) listing open positions in the CCSNH. Externally advertised positions are advertised in relevant publications / posting services. Search committees are carefully constructed to include faculty and staff perspectives; committee chairs are instructed on how to follow each step of the search process. Currently, the HR director provides search committee chairs with a checklist detailing procedure; the college is working on a more comprehensive document that would address non-discriminatory hiring practices in greater detail.

Engaging different faculty and staff members helps to ensure a fair process and provides a valuable range of perspectives on applicants. We value the diversity of our current staff and faculty; when seeking new employees, we attempt to add to and complement that diversity. Still, we have yet to achieve the same diversity in faculty and staff that we enjoy in our student population. We anticipate that our work with the T.L. Hill Group (see Standard 2) will help us achieve a composition of faculty and staff that better reflects our community. Although the salary ranges we offer may occasionally limit the applicant pool, the college has nevertheless been able to attract qualified staff and full-time faculty.

We've been similarly able to continue to attract qualified adjunct faculty. Adjunct hiring processes vary by department; as yet there is no standardized practice in the college. In some departments, adjunct faculty are interviewed and selected only by the department chair and/or program coordinator; in others, department faculty participate in the process and applicants do a teaching presentation in addition to the interview. For highly specialized courses, the applicant pool can be limited. Many departments have been fortunate in having long-serving adjunct faculty, but we still spend a considerable amount of time recruiting and training new faculty, a task that is as time-consuming as it is necessary. Minimizing turnover in adjunct faculty ranks has been complicated by the CCSNH-imposed cap on their workload. Under system policy, adjunct faculty may teach no more than nine credits per semester across the system colleges. As a result, many of our adjunct seek teaching appointments outside the CCSNH to supplement their income. On balance, however, opportunities for training and

development help us attract and retain qualified adjunct faculty, as does the rare opportunity offered when a full-time position becomes available.

Adjunct faculty have a handbook that is updated each year; it outlines their rights and responsibilities, provides guidance on MCC/CCSNH policies and procedures, and provides them with contact information for key offices. The Collective Bargaining Agreement provides further guidance on issues like evaluation, promotion, and grievance procedures. The CBA for full-time faculty and staff is also used now in place of a faculty-staff handbook. The college is migrating many faculty and staff resources to a password-protected location on the college web site, allowing access to important documents and information from off campus. An added benefit has been the expansion of this capability to the college's adjunct faculty as well.

A number of departments have some sort of mentoring in place for new hires to further ensure that new employees are appropriately oriented. This is more easily done for the college's fulltime faculty and staff; however, both the college and individual academic departments make every effort to communicate with adjunct faculty consistently. The communication link is encouraged and supported by opening college and department meetings to adjunct faculty. Some adjunct faculty serve on college committees; for example, Curriculum Committee membership requires the inclusion of an adjunct faculty member. Some adjunct faculty have been appointed as advising fellows in the academic advising center, during summers or the academic year. A number of adjunct faculty have likewise participated in the self-study process by serving on one of the standards committees. Full integration of adjuncts into the college community is impeded by time constraints; scheduling department meetings or mentoring opportunities can be difficult given the diversity of schedules that must be considered.

MCC's student-centered mission serves as a touchstone for faculty and academic staff, who work in partnership to support students. Orientation to key student support services is part of the curriculum of our First Year Cornerstone course, which will be adding a financial literacy module to the existing presentations. A Retention Committee formed from both faculty and staff representatives was formed to further one of the 2016-17 Strategic Initiatives. Its mission is "to engage the entire College community in a more comprehensive effort toward student success and improved student retention." To accomplish this, the committee "will focus on identifying the unique needs and goals of the Manchester Community College student and address obstacles to the completion of these goals. The committee will engage Institutional Research and key departments to make data-driven decisions and approach retention as a collaborative effort, essential to the entirety of the College."

Whether this collaborative approach will improve retention is as yet unknown; so far we are on track to meet our goal of a two percent increase in retention for fall 2017 and have set a goal of 4% for fall 2018. The number of services we offer is both a strength and a potential complicating factor for retention. For example, the advising services offered by the Academic Success Center are needed, particularly for large programs that have untenable advisee – advisor ratios. However, even though the Academic Success Center encourages students to

seek out their assigned faculty advisor first, many do not, leading to inconsistent or duplicated efforts. What impact that inconsistency might have on retention is unknown. The college has recently adopted Degree Works, a web-based advising and degree planning tool, but faculty are not yet fully trained and use is not consistent.

Besides faculty, the Academic Success Center is the office most engaged in ensuring student success. In addition to bringing First Year Cornerstone students to the Learning Commons, the Academic Success Center staff promoted the use of tutoring services through visits to the classrooms. Classroom visits are also used to increase the use of the Academic Success Center's many other services as well. After visiting classrooms in the fall of 2015, the ASC saw an increase in tutoring of 10%. Twelve-hundred tutoring hours were logged, with a success rate (final grade of C or better) of nearly 80%.

The Counselor for Special Populations consulted with approximately 350 students regarding reasonable accommodation plans during 2015-2016 academic year. Of the 350 consultations, 250 received accommodation plans. In addition to formal accommodations, nearly 50 students engaged in ongoing, weekly to bi-weekly success coaching sessions with the Counselor for Special Populations. Seventy-four percent of the students with accommodation plans received a 'C' or better in their course.

Math Boot Camp is an intensive workshop of varying lengths designed to assist students in refreshing their math knowledge in hopes of increasing their scores on the Accuplacer exam. At the time of the last assessment, approximately 80% of those students participating in the Math Boot Camp improved their placement scores.

Teaching and Learning

Faculty take seriously their responsibility to ensure that course offerings and program requirements reflect the needs of the workforce or, for transfer-based programs, the institutions our students plan to attend. Advisory boards, specialized accreditations, and transfer partnerships provide invaluable input that faculty use to ensure program currency. The course content outline (CCO), delineating course objectives, required assessments, and outline of topics to cover is one of the key means by which academic quality is assured. Developed by program faculty and approved by Curriculum Committee, the CCO speaks directly to course integrity. While the CCO helps to ensure consistency, there is still significant variation from section to section of the same course. In many cases, this is a strength and speaks to the academic freedom of faculty; in other cases, however, it is not. End-of-semester evaluations, particularly for online classes, indicate that we still have considerable variation in course quality. The existing evaluation processes for faculty helps alleviate this problem, though the large number of adjunct faculty means that multiple semesters might pass before an adjunct is formally evaluated. However, many chairs and coordinators have strong working relationships with adjunct faculty in their programs, leading to informal evaluation and mentoring through conversation.

Most of MCC's faculty support online instruction, even if they elect to teach only face-to-face, because it offers needed flexibility to our student population. At the same time, faculty acknowledge across departments and institutionally, that ensuring quality online instruction requires continuous work. To assist with this process, in the fall of 2016, Academic Affairs put forth more stringent guidelines for online instructors. The LMS Administrator, with the assistance of a compensated faculty member, evaluated 100% online courses for compliance with these guidelines. We were pleased to find a high degree of consistency in course site set up as it makes it easier for students to navigate between multiple course sites. That survey showed room for improvement in integrating multi-media into course sites; however, we are confident that overall, online courses continue to meet our academic standards. There has been discussion of requiring a brief assessment for first-time registrants for online / hybrid courses to ensure that they have the necessary skills for that modality; this would allow faculty more time for content and require less troubleshooting in the early weeks of the course. The LMS Administrator is researching other institutions' best practices to see which might be adopted at MCC.

Through the numerous means outlined above, conversations around teaching and learning have become part of the institutional culture at MCC; faculty are interested in best practices and sound assessment methods. This has helped to keep dialog going even through administrative changes in Academic Affairs. One difficulty to furthering this conversation lies in inconsistent access to data. Too often, data collected is not shared widely or efficiently. For example, although all students in First Year Cornerstone are supposed to take the Noel-Levitz College Student Inventory, not all do. Until recently, when we began storing the assessment reports on a shared drive for advisors, students' assessment results were difficult to access. Results of Core Learning Outcomes assessment are shared within, but not between, departments; making that information more widely available will further help to ensure that assessment results are guiding our academic programming.

The engagement of MCC faculty with the question of what and how students are learning can be seen in creative approaches to teaching and learning. Departments are embracing a variety of modalities and methods of instruction beyond the traditional read-lecture-test model including collaborative learning, projects, case studies, and many others. Innovative technologies and approaches are being piloted and shared within and between departments. For example, students in physics have responded with enthusiasm to the opportunity to build and launch rockets; an eight inch telescope was recently purchased for use in the astronomy course. The Early Childhood Education program is building assignments around a multipleintelligences approach; students can select from different options that will satisfy assignment requirements. Student participation is sometimes a challenge when new methods are introduced. For example, when the English department introduced a bring-your-own-device model in College Composition I, a handful of students moved to traditionally taught sections instead, citing everything from feeling the model caused anxiety to not wanting to bring their laptop onto campus. When the Mathematics department moved to ALEKS (web-based adaptive learning), a number of students resisted the repositioning of the teacher as guide / mentor.

For faculty, student-centeredness is realized not only in the quality of our academic offerings, but also in the relationships developed through teaching and advising. Most academic programs handle their own advisees with the Academic Success Center providing back-up advising when faculty are not available (e.g. during breaks). Because the proportion of students to faculty in Liberal Arts and Business Studies is so high, many students in those programs use the advising services available through the ASC to ensure students have appropriate advising. In the academic year 2015-2016, the Academic Success Center met and advised 3500+ students. Although this advising model is an improvement, it has not solved all the problems. There are no full-time staff advisors in the ASC; there is a part-time advisor supplemented by a faculty member given a workload reduction to offset greater advising responsibilities. Other staff members in the ASC also see students, but have other responsibilities that are primary. Another problem has been in keeping advisor assignments updated through personnel changes and through students' changes of major. Too often, neither students nor faculty have a correct advisor assignment listed, resulting in needless confusion. An additional problem is the practice of keeping information on multiple systems. Most faculty use the Student Information System, but not all information is available on SIS. Releases of information, for example, are only available on Banner, which most faculty are not skilled in using. High school transcripts (used for prerequisite verification for certain classes) are on a read-only drive that does not interact with SIS, making online registration for certain classes impossible. Despite these and other challenges, faculty and academic staff remain committed to student success through providing academic sound teaching and learning opportunities.

Standard 6 Projections							
Projection	Responsibility	Timeline					
The college will develop and implement a	VPAA, Department	Fall 2017					
systematic, thorough, and college-wide process	Chairs, Faculty						
for mentoring new faculty hires.	Forum						
Faculty development workshops covering	VPAA, Department	2017 - 2019					
effective teaching techniques and leveraging	Chairs, Faculty						
new technologies will be offered to full-time	Forum						
and adjunct faculty.							
A centralized, accessible location for faculty	VPAA, Faculty	2017 - 2018					
development training materials will be	Forum						
identified and maintained.							

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

3 Years	2 Years	1 year	Current Year
Prior	Prior	Prior	
Fall 2013	Fall 2014	Fall 2015	Fall 2016

? Number of Faculty by category

rtainber of racardy by categor	· y			
Full-time	54	54	55	48
Part-time	0	0	0	0
Adjunct	95	102	106	211
Clinical	6	6	6	8
Total	155	162	167	267
Percentage of Courses taught	by full-time faculty			

? Number of Faculty by rank, if applicable

Professor	34	34	32	26
Associate	16	16	18	16
Assistant	3	3	5	5
Instructor	1	1	0	1
Total	54	54	55	48
Number of Academic Stat	ff by category			
Librarians	2	2	2	2
Total	2	2	2	2

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

		3 Years 2 Years		1 year	Current Year	
		Prior	Prior	Prior	Guirein Tear	
?		Fall 2013	Fall 2014	Fall 2015	Fall 2016	
*		1 all 2015	1 all 2014	1 all 2015	1 all 2010	
Highest Degree Earned	: Doctorate					
Faculty	Professor	2	2	2		
	Associate	0	2	2		
	Assistant	0	0	0		
	Instructor	0	0	0		
	Total	2	4	4		
Academic Staff	Librarians	0	0	0		
Highest Degree Earned	: Master's					
Faculty	Professor	24	24	22		
-	Associate	7	7	8		
	Assistant	0	0	1		
	Instructor	0	0	0		
	Total	31	31	31	2	
Academic Staff	Librarians	2	2	2		
	Total	2	2	2		
lighest Degree Earned	· Bachelor's					
Faculty	Professor	5	5	5		
1 wouldy	Associate	4	3	3		
	Assistant	1	1	2		
	Instructor	0	0	0		
	Total	10	9	10		
Academic Staff	Librarians	0	0	0		
lighest Degree Earned	· Associate's					
Faculty	Professor	3	3	3		
- acuity	Associate	5	4	5		
	Assistant	2	2	2		
	Instructor	1	1	0		
	Total	11	10	10		
Academic Staff	Librarians	0	0	0		
lighest Degree Earned	: Professional License					
Faculty	Professor	0	0	0		
2	Associate	0	0	0		
	Assistant	0	0	0		
	Instructor	0	0	0		
	Total	0	0	0		

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

		Pr	ears ior	Pr	ears ior	Pr	/ear ior		nt Year
		AY 201	13 - 2014	AY 20	14-2015	AY 202	15-2016	AY 201	16-2017
_		FT	РТ	FT	РТ	FT	РТ	FT	РТ
? Number of Fa	aculty Appointed								
Professor		2		0		1		0	
Associate		8		6		2		2	
Assistant		0		0		2		0	
Instructor		0		0		0		1	
Other (Adjunc	ts)		34		52		32		4
Total		10	34	6	52	5	32	3	4
	aculty in Tenured Po	sitions							
Professor		0		0		0		0	
Associate		0		0		0		0	
Assistant		0		0		0		0	
Instructor		0		0		0		0	
Other (Adjunc	ts)		0		0		0		
Total		0	0	0	0	0	0	0	
	aculty Departing								
Professor		1		1		2		1	
Associate		3		1		2		2	
Assistant		0		0		0		0	
Instructor		0		0		0		0	
Other (Adjunc	ts)		0		0		0		
Total		4	0	2	0	4	0	3	
Number of Fa	aculty Retiring								
Professor		2		2		5		2	
Associate		0		0		0		0	
Assistant		0		0		0		0	
Instructor		0		0		0		0	
Other (Adjunc	ts)		0		0		0		
Total		2	0	2	0	5	0	2	
	load, in credit hours								
Professor	Maximum	46.00	NA	46.00	NA	47.00	NA	46.00	Ν
	Median	27.00	NA	30.00	NA	31.00	NA	30.00	Ν
Associate	Maximum	53.00	NA	47.00	NA	44.00	NA	51.00	Ν
	Median	21.00	NA	26.00	NA	30.00	NA	31.00	Ν
Assistant	Maximum	48.00	NA	42.00	NA	45.00	NA	49.00	Ν
	Median	31.00	NA	40.00	NA	35.00	NA	39.00	Ν
Instructor	Maximum	26.00	NA	33.00	NA	NA	NA	27.00	Ν
	Median	26.00	NA	33.00	NA	NA	NA	27.00	Ν
No rank	Maximum	NA	NA	NA	NA	NA	NA	NA	Ν
	Median	NA	NA	NA	NA	NA	NA	NA	Ν
Other	Maximum	NA	NA	NA	NA	NA	NA	NA	N
	Median	NA	NA	NA	NA	NA	NA	NA	N

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

		3 Years Prior		2 Years Prior		ear or	Current Year	
	Fall	-		Fall 2014		2015	Fall 2016	
	FT	РТ	FT	РТ	FT	РТ	FT	РТ
umber of Faculty by Department (or o	comparable ac	ademic uni	it); insert add	litional rov	ws as needed	l		
Allied Health	5		4		5		5	
Art and Design	2		2		2		2	
Automotive Technology	4		4		4		4	
Business Studies	3		3		4		2	
Computer Science	3		2		2		2	
Construction Technologies	10		10		10		9	
Education	3		2		2		2	
Science, Engineering and Mathematics	6		9		10		9	
Social/Behavorial Sciences- Humanities	8		8		6		3	
Nursing	10		10		10		10	
Total	54	0	54	0	55	0	48	

Please enter any explanatory notes in the box below

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

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

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	22		22	
Female	26		26	
White	47		47	
Asian	1		1	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	0	0	0	
Female	2	0	2	
White	1	0	1	
Asian	4	0	1	

Standard Seven

Institutional Resources



Standard 7 - Institutional Resources

Description

Manchester Community College is funded primarily by tuition, which comprises more than half of the college's operating budget. The remainder of our funding comes mainly through appropriations from our state legislature, noted for its frugality; the college also receives about \$230,000 annually through the Carl D. Perkins grant. Although the Trustees are empowered to seek donations and accept gifts, these do not account for a regular or sizable portion of our resources. As our chancellor has noted, our limited revenue sources make "for a difficult operating environment," one that has forced the institution to be highly strategic in terms of its spending. The chancellor's optimistic assessment is that our financial challenges have resulted, ultimately, in "a stronger and more resilient institution.¹³" On a philosophical level, that is certainly true; on a practical level, however, it has implications for our ability to grow and provide services to our students. As we grapple with the twin challenges of limited state funding and a slight decline in enrollments, we look for ways to use our resources to their fullest extent in order to continue supporting our mission.

Human Resources

MCC's faculty and staff are highly qualified but not plentiful. There are currently 49 full-time faculty, down from a 2015 high of 55; since 2013, we have seen a significant rise in the number of adjunct faculty teaching at MCC. The college fulfills its mission through the dedication and creativity of its faculty, staff, and administration. In order to maintain its financial stability, the institution approaches hiring strategically and conservatively, filling empty positions as need dictates and the budget allows. As a result, already lean staffing patterns have become even more so over the past several years. Faculty numbers are down in many areas, particularly the liberal arts and sciences; a number of key staff and administrative positions have been eliminated or left unfilled. The spike in enrollment seen as a result of the 2008 recession has leveled off and in 2015, for the first time in several years, the college did not meet its projected enrollment for either spring or fall semester. This decline in enrollment, coupled with unanticipated costs, contributed to layoffs in the 2015-2016 academic year. Over a dozen faculty and staff positions were lost or reduced from full to part-time; only recently have we begun to regain some of these lost positions. We have tried to minimize the impact of these losses on students by hiring adjuncts on the faculty side, and by combining and/or realigning job accountabilities on the staff side. Still, both faculty and staff continue to feel the crunch of having to do more with fewer resources.

Compensation levels for faculty remain below the national average. According to information from The Chronicle of Higher Education, the average salary for a full professor at MCC is roughly

¹³ Gittell & Reid, "The Community College System of New Hampshire: Evolution, Challenges, and Opportunities." August 2013.

14% below an identically ranked peer at a two-year public institution.¹⁴ Although that reality resonates through all levels of the institution, the pay gap has a more pronounced impact on faculty positions in the college's trade / technical programs than it does in other disciplines; faculty compensation is not equal to what they can earn in industry. Intangible benefits (physical demands, collegial atmosphere, and dedication to students) are often a key component of attracting and maintaining qualified faculty and staff. As of this writing, faculty are still negotiating a contract; the 2013-2015 contract is in evergreen status. Compensation levels for senior administration were raised substantially in 2013 in the hope that more competitive salaries would attract and retain a strong administrative core at the college and system level; through the 2013-2015 Collective Bargaining Agreements negotiated, faculty saw a 5% raise and staff salaries were raised by 3%.

Financial Resources

Under RSA 188-F, the CCSNH Board of Trustees was granted autonomy in "the management and control of all the property and affairs of the Community College system." The Trustees are further empowered to set tuition and fees in the system. The Board of Trustees operates under a clear set of financial policies outlined on the CCSNH website; those include budgeting, financial planning, contracts and grants, investments, and audits. MCC's financial policies and practices are set by or derived from Board and system policies. Like our academic programming and student support services, our budgeting practices embody our articulated mission of providing quality, affordable education; they also reflect our implicit commitment to being responsible stewards of public funds and student-generated tuition. The biennial state budget process and our heavy reliance on enrollment-driven revenue make informed planning and judicious spending a necessity. The members of President's Cabinet keep a diligent eye on the general budget and financial condition of the college throughout the fiscal year, making adjustments as needed to maintain the financial health of the institution. A reserve fund ensures we are able to cover non-recurring emergencies.

Although the biennial budget makes some aspects of planning more difficult, having the general fund allotment as a known quantity for two years makes some aspects of planning easier. State funding and student tuition are the sources of revenue on which we depend; however, strong relationships with community partners have also helped the college maintain the quality of its academic offerings. For example, the Advanced Manufacturing Program received equipment donations from Milford-based Hitchiner Manufacturing; the company has also supported student scholarships in that program. Eversource donated funding, line poles, and two utility trucks to help establish the new Line Worker certificate program. The Automotive Technologies program regularly receives equipment, including cars, parts, and tools, from their partnering manufacturers. The Board of Trustees (BoT) is authorized under state law to accept gifts of equipment, supplies, and materials provided the value is greater than any attendant costs. The Chancellor must approve gifts valued in excess of \$50,000. Support for scholarships comes through a variety of means, including an annual trivia competition organized by our marketing

¹⁴ 2015-16 salary comparison https://data.chronicle.com/category/sector/4/faculty-salaries/

department. Scholarship monies are disbursed through the CCSNH Foundation, which works with MCC to ensure compliance with individual scholarship guidelines as well as timely processing of awards.

MCC establishes budgets in accordance with policies established by the Board of Trustees. As noted in Standard 2, the Chancellor's Office and the BoT Finance Committee provide basic guidance on projected increases in expenses such as salaries and benefit costs. President's Cabinet works to develop revenue projections in consultation with departments such as Admissions, Workforce Development, and Academic Affairs. Historical data such as enrollment history and high school graduation rates is considered, as are revenue opportunities such as the cafeteria contract and bookstore commissions. Once a revenue estimate is generated, the budget development process focuses on expense projections. In addition to personnel and benefit costs, Cabinet seeks input on projected expenses from department heads. (Budgeting instructions and worksheets sent to department heads are included in the workroom documents.) The Trustees submit a combined system budget to the State biennially after input and budget requests from individual colleges, and also allocate general fund appropriations back to the colleges. Quarterly reports from the college are provided for the BoT Finance Committee for their review.

Each institution supplements its portion of State funds through student tuition and fees, which, as noted previously, form the primary source of operating revenue at Manchester Community College. Grants and fundraising make up the remainder. In addition to the Carl D. Perkins grant, MCC has in the past been the recipient of TAACCCT 1 and TAACCCT 2 grants, a Title III grant, and H1B (healthcare) grants. Each of these allowed us to develop or enhance academic / job training programming.

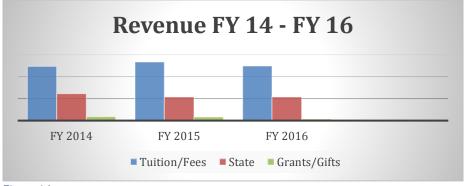


Figure 16

Most of the institution's operating budget is devoted to supporting its academic programming and advancing the educational objectives outlined in our mission statement. Seventy-eight percent of our budget supports salaries and benefits for faculty, staff, and administration, two expenses that allow for little adjustment. Any adjustments that need to be made come from cost savings realized in other areas of our operating funds.

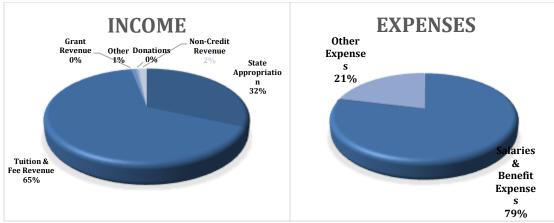


Figure 17

Our internal budget process is significantly simpler and more transparent than in previous years. Once the institution's operating budget is determined (see Standard 2 for details), departments submit budget requests to the Business Affairs Officer, who reviews them. She may ask for clarification or prioritization of requests before making final allocations. Department heads / academic program coordinators oversee their respective budgets throughout the academic year. Budget updates are provided at bi-weekly meetings of the College Leadership Team and communicated to faculty and through updates at All-College meetings, held every other month.

Internal academic and student services department transactions are overseen by the BAO's assistant / Accounts Payable, who ensures that purchases are appropriate and that necessary documentation has been submitted. The system performs regular internal audits, called "spot checks," to ensure that campuses are complying with all established policies, procedures, and operating practices. An external financial audit and the A-133 audit are arranged annually by a sub-committee of the Board of Trustees. These audits are done to ensure that the institution is stable and has sufficient financial resources to operate. Financial Aid policies and procedures are included in this annual audit. Board policies and institutional practices ensure that the audit is independent and objective. Findings are reviewed by both college administration and the Board of Trustees.

As part of their charge to provide "a well-coordinated system of public higher education," the Board of Trustees is authorized to manage the financial affairs of the CCSNH, including financial aid planning and policy development. The shared mission of the seven CCSNH financial aid offices is to "serve as advocates for students and families in securing and maintaining the necessary financial resources to pursue their educational goals." Sixty-five percent of our matriculated students receive financial aid. Clear, detailed policies and procedures help them understand the types of financial aid available to them, apply for and accept aid, and, when necessary, navigate the appeal process to retain / regain eligibility.

Information, Physical, and Technological Resources

The college has undergone substantial development in our physical, technological, and information resources over the past decade. The physical footprint of the college has expanded with several construction projects. Four classrooms were added to the Automotive Technology building; similarly, lab space for the Welding program was expanded and modernized. 2013 saw the opening of a 26,000 square foot student center that contains a multi-purpose space, a fitness center, offices for student organizations, a café, and lounge / study space. Currently under construction is a 21,000 square foot building for the college's HVAC and ETEC programs; it will include 14 state-of-the-art labs and allow us to offer the advanced classes in great demand by area employers. Parking has been expanded and/or reconfigured to accommodate these spaces. Maintenance support is provided by a staff of 11 full-time and two part-time workers spread across three shifts.

Although some discretionary projects have been deferred, the college has continued to work to improve functionality of its physical spaces, prioritizing critical maintenance, function, and safety. Recent upgrades include the installation of security cameras inside and outside the college and replacement of existing door locks with keycards or new, high-security cylinder locks. Windows on the north side of the Knox Building were replaced in 2013 to address leaks and to improve energy efficiency. The Graphic Design space was renovated and expanded; both auditoriums have been refurbished. As spaces in the building are vacated, they are repurposed. For example, the former automotive classrooms now house labs for the college's computer, exercise science, and robotics classes.

Upgrades to classroom spaces include new, reconfigurable furniture and the installation of internet-ready computer / projection equipment in every classroom. The college uses "test bed" classrooms to introduce technology for evaluation, testing instructional technologies on a small scale before adopting them for widespread use. Based on a model used in our Computer Science classrooms, the college has moved towards a bring-your-own-device model for ENGL 110, its required college composition course.

The college's current learning management system is Blackboard but a contract with a new LMS is being negotiated and we will move to the new platform for summer 2018. Smarthinking provides tutorial support in both online and face-to-face courses. Faculty for face-to-face courses are expected to meet the college's minimum usage requirements for Blackboard - posting the course syllabus, grades, and instructor information; many go well beyond these requirements. The college employs a full-time LMS Administrator / Instructional Designer to provide training and support to students, faculty, and staff.

The IT department at MCC relies on a staff of three full-time employees and one part-time employee to support educational and administrative computing at the college. That support includes a help desk for students, faculty, and staff, located in the Learning Commons for easy access. IT also provides hardware and software support for users on both the academic and

administrative networks, as well as network support at the campus level. The department also coordinates with our Banner administrator to support Banner users. The college endeavors to ensure safe computing practices by requiring passwords, restricting access to computers to IT staff, and campus-wide education efforts on security threats. IT further ensures security by maintaining two separate networks for employee and student computers.

The MCC Library supports students' academic success through its resources, services, and expert research assistance, a key need as information literacy is one of the college's core learning outcomes. Strategies employed to promote information literacy include reference face-to-face, email, or online interactions with students, classroom instruction, and online research guides for 40 subjects created in collaboration with faculty in those departments. The Library provides access to academic information resources needed for the various curricula at the college, printing / copying, and access to reserve materials. The vast majority of the Library's holdings are electronic; the Library's website provides 24/7 access to these resources. The MCC Library maintains membership in several consortia and library networks that allow it to access material from libraries around the state and the nation. A link to the MCC Library website is embedded in the Blackboard shell for every course offered in a given semester.

Currently the Library staff includes a full-time Library Director, a full-time Librarian and a fulltime Circulation Supervisor. The two professional librarians provide face-to-face research support and in-class information literacy instruction. Library staff are assisted by work-study students to staff the Library Services desk. The Library provides study and learning spaces that support preferences ranging from silent study spaces to carrels to group study rooms. The study rooms have been equipped with white board and flat screen monitors to enable collaborative learning. There are 50 computers, a number of laptops, and two printers designated for student use.

The Academic Success Center and the IT Helpdesk moved into the Library space in 2013, creating a Learning Commons. The intent of having the Library, Academic Success Center, IT and Blackboard help in one location was to provide students seeking academic support a student-centered, integrated experience. Now students can find research assistance, tutoring or resolve their login issues all at one location.

Appraisal

MCC has made, and continues to make, hard choices as a result of our budgetary realities. Limited resources are leveraged to maximum capacity to allow for continued fulfillment of our mission. We are not an institution or system that can adopt costly solutions to a problem; we have to be innovative and find approaches that respect our financial and staffing realities.

Human Resources

We are challenged by the scarcity of faculty and staff throughout the institution, and the unspoken but necessary mandate to do more with less. Staffing shortages in key areas such as our HUB offices (admission, registration, bursar and financial aid) have resulted in long lines in these areas at points of peak intensity in the enrollment cycle. There has been limited cross-training of staff in our Student Services Hub (Admissions, Bursar, Financial Aid, Registrar) and Learning Commons (Library and Academic Success Center); more would further help to address long lines and bottlenecks during peak times. The shortage of personnel is also felt on the academic side. Although the college has a dedicated and qualified pool of adjunct faculty, the remaining full-time faculty bear more of the non-instructional workload than ever before, forcing difficult prioritizing between curriculum development, adjunct mentoring, advising, and other duties.

To alleviate some of this load, the college has provided additional support for academic advising by setting up an advising center (located in the Library) and staffing it with part-time advisors (one part-time staff advisor and faculty fellows who receive a course release for taking on additional advising duties). Although students in any major can walk in and be advised, students from two majors with the highest student-to-advisor ratios – Business Studies and Liberal Arts – form the majority of students served. Despite this additional support, some students are failing to meet with advisors and consequently making incorrect class selections; repercussions from those unwise course selections can impact not only the student, but also academic support services and financial aid. With the recent department restructuring the decision was made to assign general Liberal Arts students (beginning mid spring 2017) to the Advising center at point of acceptance. This action will help the three full time faculty members, and one program coordinator in that program to focus on program specific advising in English, Behavioral Science, and Social Science; it will also allow the Advising Center staff to play a larger role in retaining the general Liberal Arts students. We continue to look at ways to build in support and college wide buy-in to creating a sense of community for the Liberal Arts students.

The remaining faculty and staff are rising to the challenge of maintaining services with fewer resources. The loss of institutional knowledge and memory due to the departure or retirement of veteran faculty and staff, while substantial, is offset by the introduction of new ideas from our new hires.

Financial Resources

Finances continue to be an area that the institution monitors carefully. Our two primary sources of funding can be difficult to predict with any accuracy. We are fortunate to have strong support for the CCSNH mission in the legislature, as much of our State funding hinges on legislative goodwill. Our reliance on student tuition and fees requires an honest look at area demographics, which all forecast a further decline in enrollment unless we can make inroads to additional populations. Any realistic look at our financial picture must recognize the difficulty

of our State processes: a biennial budget requires long-range forecasting, making quick adjustments difficult. Given New Hampshire's longstanding resistance to any new form of taxation, we can expect no significant increase in our general fund appropriation, and we must tread carefully when considering tuition.

Tuition at CCSNH colleges has been either frozen or reduced for four of the last nine years. In 2014, the Board of Trustees agreed to lower tuition to \$200 per credit in exchange for receiving a compensatory appropriation from the State. The timing of this reduction, however, coincided with the beginning of an enrollment decline that has had inevitable repercussions on the college's finances. The Trustee's most recent budget slightly increased tuition to \$210 per credit. With enrollments in flux, the impact of that proposal is difficult to determine. Decreasing our dependence on semester-by-semester enrollments by seeking grants or fundraising would greatly benefit the college; finding personnel to take on these tasks with our current level of staffing is challenging.

The college continues to spend very conservatively and carefully analyzes the long-range repercussions of any major expenditure. As noted, this practice has left a number of key faculty and staff positions unfilled; it has also led to the deferral of both large and small projects such as replacement of outmoded rooftop AC units and to the closure of our MCC Downtown office. The college recognizes that neither situation is ideal, but counts its continued financial stability as a higher priority.

While our budget numbers are not optimum, our finances are managed by well-qualified individuals using efficient and transparent processes. Departments work collaboratively with the BAO in developing their budgets, allowing an opportunity for dialog on requests. Purchasing of consumables has evolved from a paper-and-labor intensive IHR (in-house requisition) system that required issuing checks to a purchasing card (P-card) which pays and tracks purchases electronically. Department heads get a monthly statement of P-card expenditures; they can also log in anytime to a website and check balances. To the greatest extent possible, financial duties are segregated to ensure integrity; no one person initiates, approves, records or reconciles any transaction. Internal controls available through Banner Finance provide only the authority appropriate to a respective position; the Bursar and Financial Aid Director have different permissions. The college's integrity in managing its finances is borne out by external audits.

Information, Physical, and Technological Resources

The college's physical space has been substantially expanded and improved since the Fifth Year Report was written. The expansion of the classroom / lab spaces in Automotive and Welding have allowed the programs to enroll more students in these high-demand majors. The college has also effectively repurposed vacated spaces. The former automotive labs were renovated to house a state-of-the-art robotics lab for the new Advanced Manufacturing Program and new

lab spaces for the Computer Technologies programs. The fitness center's vacated space has afforded the Graphic Design program a much-needed space for growth.

The construction of the student center has made a significant impact on the college community, providing students with lounge, meeting, and recreational spaces. This capacity has been critical as the college transitions from an older, commuter population to a younger student body that seeks to spend more time on campus. The most recent construction is a new facility for our HVAC / ETEC programs. There are no other construction projects planned during the next budget cycle, though reallocating space is an ongoing process. The Business Studies department recently took over vacated space in the Marketing department; this new space has allowed them to create a more collaborative workspace that encourages students to drop in. The college is also creating a dedicated classroom for ENGL 110 set up to allow for movable desks, student laptop use, and multiple monitors so that every student gets a "front row" experience no matter where he or she is sitting.

The college will continue to renovate and repurpose spaces in response to changing needs; faculty are gaining a stronger voice in the redesign of these spaces. Refurbishing and equipping was previously done by the college's facilities and IT departments, resulting in room set ups that some faculty found counterintuitive. Faculty now have more input into the setup and equipping of new / renovated spaces. Simple changes like arranging desks in groups instead of rows and multiple points of projection, for example, facilitate student communication, allowing for a more collaborative, decentered classroom that is ideal for a number of disciplines. A number of spaces have already been redone in this style, resulting in a better learning environment for our students. Improved technical infrastructure has provided better access and computer resources for students. Expanding access to the computer labs would benefit students as well; right now, college policy dictates that a faculty member must be present in computer labs in order for students to use them.

Regular upkeep as well as critical maintenance, particularly for the antiquated "B" building, will remain a necessity. Some of the mechanical systems in "B" building are decades old and have reached the point of obsolescence. Rooftop AC units must be replaced as well. The initial outlay of money is likely to be balanced out by lower operating costs, making the project a smart long-term investment. The single road leading onto / off campus remains an area of concern; evacuating the college in an emergency would be difficult. The college would like to move forward with plans for a second access point, even if it would only be used for emergencies, to alleviate this concern. Some improvement in traffic flow was realized through reconfiguring the driveway and Route 3A to provide turning lanes. In addition, the project allowed us to address drainage and paving issues.

The college has made similar progress on its technological resources. We are proud of our recognition for innovative use of technology by the Center for Digital Education, rising from a 9th place ranking in the 2014 Digital Community Colleges Survey to a 5th place spot in 2015. Our 4th place rank for 2016 reflects innovative technology-enhanced pedagogical practices

across multiple academic programs. Numerous classes / programs incorporate technology into the classroom; a more limited number offer multiple monitors so that every student, no matter where he/she is seated, has a "front row" experience. Mathematics and English have moved to technology-based instruction, the former using the college's traditional computer lab spaces, the latter adopting a "Bring Your Own Device" model for College Composition.

There is room for improvement in the college's learning management system. The system will be switching from Blackboard to another LMS in order to improve performance. Although Blackboard has been in use for a number of years, it is a high-cost system, and has had numerous challenges in maintaining connectivity. While 24/7 support is provided, students and faculty have expressed dissatisfaction with the competency and usefulness of that support. Although faculty use of Blackboard is strong, support for / investment in Blackboard is not universal; the college has not yet achieved 100% compliance with its minimum usage requirements.

Overall, IT security protocols function well; the institution has suffered only one successful spam attack that brought down our email system. The MCC network is generally reliable. Network uptime is consistently over 99%. One area of concern is that the disaster recovery plan created by the CCSNH has not been recently updated. In response, the IT office at MCC is drafting an institutional IT disaster recovery plan. The MCC plan includes provisions for cyber disruptions, including off-site data storage and backup.

Information

The college relies on Banner for managing records and finances. Although a very capable database, it is difficult to use and even more difficult to extract information from. There has been little to no formal training in Banner provided for faculty; as a result, many faculty prefer to use the Student Information System to access information on classes, students, and advisees and the reporting capacities of Banner go largely unused.

The physical space of the Library is bright, spacious and conducive to student-centered learning; the staff is responsive to student needs. A silent study space was added after the 2013 survey revealed the need for one. The same survey confirmed student satisfaction with the Learning Commons/Library model and it was adopted after a semester long pilot. While moving the Academic Success Center and the IT Help Desk into the Library space allows for more consistent availability of library facilities, including computers and printers, it does not address the need for training students and faculty on the Library's services and new or updated online resources.

Support for the Library in terms of staffing and funding does not reflect the importance of information literacy in the college's list of Core Learning Outcomes. The Library is understaffed, with only two full-time librarians, one para-professional staff member, and a handful of work-study students. As a result, the Library staff works hard to maintain a basic level of service,

leaving little to no time for assessment, planning, or developing information literacy programming.

Standard 7	7 Projections	
Projection	Responsibility	Timeline
Through a combination of on-campus and	LMS	Initial Pilot Fall 2017
online resources, the college will provide	Administrator,	Expanded Pilot Spring 2018
information and training on new LMS to students, staff, and faculty.	Academic Affairs	Full integration Summer 2018
The college will maintain and continue to improve a comprehensive, campus wide disaster recovery plan that includes IT operations.	Director of IT	Ongoing fall 2017
The college will continue participation in system efforts to promote financial sustainability at the institutional and system levels.	College Leadership, BAO, Directors, Chairs	Ongoing fall 2017
The college will continue to identify resources and explore additional opportunities to generate revenue through grants / foundation work.	College Leadership, BAO, Directors, Chairs	Ongoing fall 2017

Standard 7.1: Institutional Resources (Headcount of Employees by Occupational Category)

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

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

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

		2 Years			1 Year		С	arrent Ye	ar	I	Next Yea	r
		Prior			Prior			Prior		For	ward (go	al)
	(F	Y 2014- 1	l5)	I)	FY 2015-1	6)	I)	Y 2016-1	7)	(F	(FY 2017-18)	
	FT	РТ	Total	FT	РТ	Total	FT	РТ	Total	FT	РТ	Total
Instructional Staff	54	295	349	55	348	403	47	226	273	50	235	285
Research Staff												
Public Service Staff												
Librarians	1	0	1	2	0	2	2	0	2	2	0	2
Library Technicians	1	0	1	1	0	1	1	0	1	1	0	1
Archivists, Curators, Museum												
staff												
Student and Academic Affairs	24	69	93	24	49	73	23	38	61	23	39	62
Management Occupations	5	1	6	6	0	6	3	0	3	3	0	3
Business and Financial												
Operations	7	1	8	6	1	7	5	0	5	5	0	5
Computer, Engineering and												
Science	8	0	8	8	0	8	4	2	6	4	2	6
Community, Social Service,												
Legal, Arts, Design,												
Entertainment, Sports, and												
Media												
Healthcare Practitioners and												
Technical												
Service Occupations	11	0	11	11	9	20	9	8	17	9	8	17
Sales and Related Occupations												
Office and Administrative												
Support	15	0	15	11	9	20	8	6	14	8	6	14
Natural Resources,												
Construction, Maintenance												
Production, Transportation,												
Material Moving												
Total	126	366	492	124	416	540	102	280	382	105	290	395

Please enter any explanatory notes in the box below

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

	2 Years Prior	1 Year Prior	Most Recent	Percent Ch	nange
FISCAL YEAR ENDS month & day: (6 / 30)	(FY 2014)	(FY 2015)	Year (2016)	2 yrs-1 yr prior	1 yr-
ASSETS					
CASH AND SHORT TERM INVESTMENTS	\$3,879,328	\$2,958,953	\$2,221,790	-23.7%	-24.9%
CASH HELD BY STATE TREASURER	\$0	\$0	\$0		
DEPOSITS HELD BY STATE TREASURER	\$0	\$ 0	\$ 0		
ACCOUNTS RECEIVABLE, NET	\$1,447,839	\$1,447,839	\$284,030	0.0%	-80.4
CONTRIBUTIONS RECEIVABLE, NET					
INVENTORY AND PREPAID EXPENSES					
LONG-TERM INVESTMENTS					
LOANS TO STUDENTS					
FUNDS HELD UNDER BOND AGREEMENT					
PROPERTY, PLANT AND EQUIPMENT, NET					
OTHER ASSETS	\$23,145,019	\$23,145,019		0.0%	-100.0
TOTAL ASSETS	\$28,472,186	\$27,551,811	\$2,505,820	-3.2%	-90.9
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$2,254,678	\$2,187,174	\$1,566,078	-3.0%	-28.4
DEFERRED REVENUE & REFUNDABLE ADVANCES	\$808,203	\$844,100	\$0	4.4%	-100.0
DUE TO STATE	\$0	\$0	\$26,047		
DUE TO AFFILIATES	\$0	\$0	\$0		
ANNUITY AND LIFE INCOME OBLIGATIONS	\$0	\$0	\$0		
AMOUNTS HELD ON BEHALF OF OTHERS	\$0	\$0	\$0		
LONG TERM DEBT	\$5,280,000	\$4,920,000	\$4,560,000	-6.8%	-7.3
REFUNDABLE GOVERNMENT ADVANCES	\$0	\$0	\$182,128		
OTHER LONG-TERM LIABILITIES	\$0	\$13,219,242	\$12,407,800	-	-6.1
TOTAL LIABILITIES	\$8,342,881	\$21,170,516	\$18,742,053	153.8%	-11.5
NET ASSETS	+ • ;• • = ;• • =	+	<i>+,,</i>		
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	\$18,170,335	\$20,129,304	\$7,747,034	10.8%	-61.5
FOUNDATION		1			
TOTAL	\$18,170,335	\$20,129,304	\$7,747,034	10.8%	-61.5
TEMPORARILY RESTRICTED NET ASSETS		. , ,			
INSTITUTIONAL	\$0	\$0	\$0		
FOUNDATION	\$0	\$0	\$0		
TOTAL	\$0	\$0	\$0		
PERMANENTLY RESTRICTED NET ASSETS	֥	÷.	֥		
INSTITUTIONAL	\$0	\$0	\$0		
FOUNDATION	\$0	\$0	\$0		
TOTAL	\$0	\$0	\$0		
	\$18,170,335	\$20,129,304	\$7,747,034	10.8%	-61.5
TOTAL NET ASSETS	ירבר נו/ ו הוה				

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

FISCAL YEAR ENDS month &day: (6 / 30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017) Unaudited	Current Budget* (FY 2018)	Next Year Forward (FY 2019)
OPERATING REVENUES					
? TUITION & FEES	\$13,360,058	\$12,420,808	\$11,941,544	\$12,426,607	\$12,426,607
? ROOM AND BOARD	\$0	\$ 0	\$0	\$0	\$0
? LESS: FINANCIAL AID	(\$3,899,164)	(\$3,899,164)	(\$3,728,212)	(\$3,755,075)	(\$3,755,075)
NET STUDENT FEES	\$9,460,894	\$8,521,644	\$8,213,332	\$8,671,532	\$8,671,532
? GOVERNMENT GRANTS & CONTRACTS	\$453,483	\$392,294	\$620,365	\$457,855	\$457,855
PRIVATE GIFTS, GRANTS & CONTRACTS	\$347,772	\$ 0	\$88,733	\$ 0	\$ 0
? OTHER AUXILIARY ENTERPRISES	\$0	\$0	\$852,255	\$785,500	\$ 785 , 500
ENDOWMENT INCOME USED IN OPERATIONS	\$0	\$0	\$ 0	\$0	\$C
? OTHER REVENUE (specify):					
OTHER REVENUE (specify):	\$693,449	\$648,030	\$827,793	\$575,000	\$575,000
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	\$10,955,598	\$9,561,968	\$10,602,478	\$10,489,887	\$10,489,887
OPERATING EXPENSES				· · · · ·	· · ·
? INSTRUCTION	\$8,767,306	\$11,367,788	\$9,060,464	\$7,610,997	\$7,610,997
? RESEARCH	\$2,900	\$4,335	\$15,324	\$12,872	\$12,872
PUBLIC SERVICE	\$65,245	\$73,405	\$91,274	\$76,672	\$76,672
ACADEMIC SUPPORT	\$1,302,599	\$1,452,467	\$1,221,124	\$1,025,772	\$1,025,772
? STUDENT SERVICES	\$779,980	\$2,019,206	\$1,426,268	\$1,198,097	\$1,198,097
? INSTITUTIONAL SUPPORT	\$7,435,728	\$6,847,856	\$2,214,701	\$1,860,399	\$1,860,399
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)			\$5,002,326	\$4,102,068	\$4,102,068
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public					
institutions)	\$3,983,340	\$4,740,713	\$3,803,219	\$3,728,160	\$3,728,160
AUXILIARY ENTERPRISES	\$0	\$0	\$501,334	\$785,500	\$785,500
DEPRECIATION (if not allocated)	\$0 \$0	\$0	\$0 \$0	\$0	\$(
OTHER EXPENSES (specify):	\$0 \$0	\$0	\$0 \$0	\$0	\$(
OTHER EXPENSES (specify):	\$ 0	\$ 0	\$ 0		\$(
TOTAL OPERATING EXPENDITURES	\$22,337,098	\$26,505,770	\$23,336,032	\$20,400,537	\$20,400,537
CHANGE IN NET ASSETS FROM OPERATION	(\$11,381,500)	(\$16,943,802)	(\$12,733,554)	(\$9,910,650)	(\$9,910,650
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)	\$6,139,872	\$5,411,079	\$5,786,806	\$6,593,444	\$6,593,444
INVESTMENT RETURN					
INTEREST EXPENSE (public institutions) GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN					
OPERATIONS					
OTHER (specify): Federal (H1B, TAACCCT,	\$3,527,762	\$5,970,512	\$3,920,090	\$588,629	\$588,629
NET NON OPERATING REVENUES	\$9,667,634	\$11,381,591	\$9,706,896	\$7,182,073	\$7,182,073
INCOME BEFORE OTHER REVENUES	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, , , . ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, , , , , , , , , , , , , , , , , , , ,	, . , _ 3 _ , 0 7 0
EXPENSES, GAINS, OR LOSSES	(\$1,713,866)	(\$5,562,211)	(\$3,026,658)	(\$2,728,577)	(\$2,728,577
CAPITAL APPROPRIATIONS (public institutions)	\$1,787,936	\$444,396	\$4,337,107	\$3,828,254	\$650,000
TOTAL INCREASE/DECREASE IN NET ASSETS	\$74,070	(\$5,117,815)	\$1,310,449		(\$2,078,577

(Statemen	t of Debtj						
FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Budget* (FY 2018)	Next Year Forward (FY 2019)		
DEBT							
BEGINNING BALANCE	\$5,280,000	\$4,920,000	\$4,560,000	\$4,312,425	\$3,884,566		
ADDITIONS			\$180,285				
? REDUCTIONS	(\$360,000)	(\$360,000)	(\$427,860)	(\$427,860)	(\$427,860)		
ENDING BALANCE	\$4,920,000	\$4,560,000	\$4,312,425	\$3,884,565	\$3,456,706		
INTEREST PAID DURING FISCAL YEAR	\$222, 000	\$204,000	\$193,368				
CURRENT PORTION	\$360,000	\$360,000	\$427,860	\$427,860	\$427,860		
BOND RATING	N/A	N/A	N/A	N/A	N/A		
DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.							
Total Bond \$6,000,000.00 Interest Pmt \$2,072,486.00 Over 20 years. 20 year loan through the State of NH. We are provided with schedules for repayment to the State. The State can refinance at any time.							

Standard 7.4: Financial Resources (Statement of Debt)

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

MCC does not have lines of credit.

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

No Future Borrowing Plans

Standard 7.5:	Institutional Resources				
(Supplemental Data)					

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY2017) Unaudited	Current Year (FY2018)	Next Year Forward (FY2019)
NET ASSETS					
Net assets beginning of year	\$18,170,335	\$20,132,600	\$7,747,034	\$7,747,034	\$15,747,03
Total increase/decrease in net assets	\$1,962,265	(\$12,385,566)	\$ 0	\$8,000,000	Ş
Net assets end of year	\$20,132,600	\$7,747,034	\$7,747,034	\$15,747,034	\$15,747,034
		3302754			
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$184,993	\$179,915	\$190,190	\$190,190	\$190,19
Federal, state and private grants	\$4,740,673	\$4,081,996	\$3,302,754	\$3,302,754	\$3,302,75
Restricted funds	\$0	\$0	\$0		
Total	\$4,925,666	\$4,261,911	\$3,492,944	\$3,492,944	\$3,492,944
% Discount of tuition and fees	3.8%	4.2%	5.4%	5.4%	5.4
? % Unrestricted discount	3.8%	4.2%	5.4%	5.4%	5.4
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE ? SCORE					
lease indicate your institution's endowment s	pending policy:				

Please enter any explanatory notes in the box below

FY17 was complete as of 6/30/17, but is in the process of being audited. Audited financials will not be complete until the end of November 2017, all information referenced are estimates. All FY18/19 are estimates based on FY17 actuals, plus an \$8,000,000 increase to net assets due to the new HVAC Building.

Standard 7.6: Institutional Resources (Information Resources)

			Year		
	(FY2015)	(FY2016)	(FY2017)	(FY2018)	(FY2019)
Total Expenditures					
Materials	\$70,400	\$70,451	\$73,091	\$86,826	\$86,82
Salaries & wages (permanent staff)	\$116,537	\$143,913	\$147,932	\$163,389	\$163,38
Salaries & wages (student employees)	\$3,231	\$6,449	\$10,913	\$10,913	\$10,91
Other operating expenses	\$25,736	\$21,219	\$7,419	\$8,125	\$8,12
Expenditures/FTE student					
Materials	\$35	\$34	\$37	\$37	\$3
Salaries & wages (permanent staff)	\$59	\$69	\$74	\$ 74	\$7
Salaries & wages (student employees)	\$2	\$3	\$5	\$5	ţ
Other operating expenses	\$13	\$10	\$4	\$4	5
Collections					
Percent available physically	9%	8%	8%	8%	
Percent available electronically	91%	92%	92%	92%	92
Number of digital repositories					
Personnel (FTE)					
Librarians - main campus	1	2	2	2	
Librarians - branch / other locations					
Other library personnel - main campus	1	1	1	1	
Other library personnel - branch/other locations					
Availability/attendance					
Hours of operation/week main campus	67	67	67	67	
Hours of operation/week branch/other locations					
Consortia/Partnerships					
Community College System of NH					
University System of NH					
NH State Library System					
Online Computer Library Center - OCLC					

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Standard 7.7: Institutional Resources (Technological Resources)

_					
	3 Years	2 Years	Most	Current	Next Year Forward (goal)
	Prior	Prior	Recently	Year	
			Complete		
			d Year		
	(FY2014)	(FY2015)	(FY2016)	(FY2017)	(FY2018)

*

Summer 2018 - Canvas

? Course management system

Blackboard (Bb)

*

*

Number of classes using the system

* All faculty are required to use Blackboard for basic course infomraiton

*

Bandwidth

?

On-campus network	1 GB				
Off-campus access					
commodity internet (Mbps)	N/A	N/A	N/A	N/A	N/A
high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
Wireless protocol(s)	A,B,G,N	A,B,G,N	A,B,G,N	A,B,G,N	A,B,G,N

Typical classroom technology

Main campus	projector/TV, computer				
Branch/other locations	N/A				

Software systems and versions

5	
Students	Banner Ver: 8.9.4
Finances	Banner Ver: 8.10
Human Resources	ADP from HRIS Systems & Banner Ver: 8.9
Advancement	None
Library	Library.Solution Ver: 4.2 from TLC (The library Corporation)
Website Management	Joomla! Content Management Ver: 3.7.5
Portfolio Management	None
Interactive Video Conferencing	None
Digital Object Management	Banner BDMS Ver (coming the Ellucian BDMS consultant project just starting).

Website locations of technology policies/pl	ans
Integrity and security of data	http://www.ccsnh.edu/about-ccsnh/information-technology - Local policies being dra
Privacy of individuals	http://www.ccsnh.edu/about-ccsnh/information-technology - Local policies being dra
Appropriate use	http://www.ccsnh.edu/about-ccsnh/information-technology - Local policies being dra
Disaster and recovery plan	http://www.ccsnh.edu/about-ccsnh/information-technology - Local policies being dra
Technology replacement	http://www.ccsnh.edu/about-ccsnh/information-technology - Local policies being dra

Please enter any explanatory notes in the box below

Standard 7.8: Institutional Resources

	iluara 7.0. Ilistitu		ources			
	(Physical Re	esources)				
	Serviceable		Assignable	Square Feet		
Campus location	Buildings	_	(0	00)		
Main campus				328,869		
Other U.S. locations						
International locations						
		3 Years	2 Years	1 Year Prior	Current	Next Year
		Prior	Prior		Year*	Forward
						(goal)
		(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Revenue (\$000)						
Capital appropriations (public institutions)		\$1,787,935	\$1,804,430	\$4,337,107	\$3,828,254	\$650,000
Operating budget		\$17,996,356	\$17,470,941	\$17,280,263	\$19,602,801	\$19,602,801
Gifts and grants		\$1,865,265	\$2,185,842	\$767,916	\$457,855	\$457,855
Debt		-\$360,000	-\$360,000	-\$427,859	-\$427,859	-\$427,859
Total		\$21,289,556	\$21,101,213	\$21,957,427	\$23,461,051	\$20,282,797
Expenditures (\$000)						
New Construction		\$ 0	\$ 0	\$4,337,107	\$3,828,254	\$ 0
Renovations, maintenance and equipment		\$413,219	\$67,048	\$58,800	\$60,000	\$650,000
Technology		\$125,803	\$77,585	\$179,890	\$100,000	\$100,000
Total		\$539,022	\$144,633	\$4,575,797	\$3,988,254	\$750,000

Assignable square feet (000)		Main campus	Off-campus	Total			
Classroom				0			
Laboratory				0			
Office				0			
Study				0			
Special				0			
General				0			
Support				0			
Residential				0			
Other (Main Building)*		210,320		210,320			
Main Bldg-includes classrooms, cont	ference space and	l					
Major new buildings, past 10 years (a	dd rows as need	led)					
Building name	Purpose(s)		Assigna	ible Square Fee	et (000)	Cost (000)	Year
Health Science Building	Classrooms &	Classrooms & labs for the H		50300		\$ 8,765,000	2008
Automotive Bldg	Classrooms &	Classrooms & Labs		28452		\$2,589,586	2012
Student Center	Student lounge, gym, cafeter			18797		\$6,000,000	2013
HVAC Building	Heating, AC, Welding, Elec '			21000		\$8,165,361	2017
New buildings, planned for next 5 yes	ars (add rows as	needed)					
Building name	Purpose(s)		Assi	enable Square	Feet	Cost (000)	Year

New buildings, planned for next 5 years	(add rows as needed)				
Building name	Purpose(s)	_	Assignable Square Feet	Cost (000)	Year
Major Renovations, past 10 years (add ro	ws as needed)	-			
The list below includes renova	tions costing \$XXX	or more			
Building name	Purpose(s)	_	Assignable Square Feet	Cost (000)	Year
Renovations planned for next 5 years (ad	· · · · · · · · · · · · · · · · · · ·	1			
The list below includes renova	tions costing \$XXX	or more			
Building name	Purpose(s)		Assignable Square Feet	Cost (000)	Year
Please enter any explanatory notes in the bo	x below				
None presently planned					

Standard Eight

Educational Effectiveness



Standard 8 - Educational Effectiveness

Description

Ensuring the effectiveness of our educational programming is the responsibility of multiple departments at MCC. Primary among them is the Office of Institutional Research, which gathers and analyzes data on many of MCC's key institution-wide student success measures, including the Noel-Levitz College Student Inventory, the Community College Survey of Student Engagement, CourseEval, academic program review, and the Voluntary Framework of Accountability. Institutional Research also provides enrollment, retention and graduation rates needed for program review, IPEDS / VFA reporting, and strategic planning. The Director of Institutional Research heads one of MCC's key institutional effectiveness groups, the MCC Track Team, discussed in more detail later in this standard. He also presents at bi-weekly meetings of the College's Leadership Team and as needed to other groups: faculty / staff, Strategic Planning Team, etc. Other departments such as the Registrar, Academic Support Center, Admissions, Academic Affairs, and the Career Development and Transfer Services Office collect specific student data important to their respective functions. Data collected for institutional effectiveness planning is centered in three major areas: assessment of student learning outcomes, student engagement and satisfaction, and student success indicators such as retention, graduation, and transfer rates. Each of these major assessments will be discussed later in the standard, along with specific actions taken as a result of their findings.

One of the ways in which MCC works to ensure student success is by setting and articulating clear admission requirements and learning outcomes in our print and digital publications. Program-specific admission criteria, where different from the institutional requirements, are identified in program information pages in the catalog and on the website. Student learning expectations are delineated on both the programmatic and institutional levels. Each academic program defines its unique program outcomes in both print and digital materials such as the web site, marketing information and college catalog. The general goals of an MCC education, our definition of an educated person, are articulated in six Core Learning Outcomes: problem solving, inquiry, & analysis; communication; information literacy; cultural and social understanding; technical skills; a culminating assessment is done via the capstone experience. The desired outcomes for individual courses are listed on syllabi and on our course content outlines; they are also included on task or competency lists completed for hands-on activities in our trade and technical programs.

Assessment of student learning begins with the Accuplacer and continues on the course level, with faculty evaluation of student performance in meeting course learning outcomes. Many faculty use rubrics that outline specific evaluation areas and provide detail on performance expectations. For example, the Personal Learning Plan created in FYE 100 (First Year Cornerstone) is graded using a rubric that addresses a student's planning and reflection in creating the document, focus and structure, synthesis of course content and personal experience, and grammatical correctness. Other faculty, including many in trade / technical

areas, use task / competency checklists that measure student performance. Students in AUTO 111, as an example, are assessed on a checklist of competencies that includes general engine repair, suspension and steering, and other categories; these competencies correspond with the objectives listed on the Course Content Outline.

Across the breadth of courses in a program, students progressively build the skills to reach the educational outcomes for that particular program. In some programs, such as Exercise Science, successful completion of the program ensures that students have the knowledge needed for leading industry certification exams such as the American Council on Exercise (ACE) personal trainer exam. Students in Nursing must pass the National Council Licensure Exam (NCLEX); MCC's pass rate is consistently higher than the state and national averages:

NCLEX-RN Pass Rates						
	2011	2012	2013	2014	2015	2016
MCC Pass Rate	100%	100%	97.78%	98.08%	91.94%	92%
NH Pass Rate	91.85%	93.85%	83.17%	85.53%	87.02%	90.31%
National Pass Rate	87.90%	90.34%	83.04%	81.78%	84.51%	84.56%
Figure 18						

MCC's Medical Assisting Program also shows similarly high pass rates for its program exam:

Medical Assisting – Exam Pass Rates						
	2011	2012	2013	2014	2015	2016
Pass Rate			100%	71.43%	92.86%	
Figure 19						

Students in Welding take an in-house exam (modeled on the Structural Code Welding exam offered by the American Welding Society) as part of their assessment for WELD 211 (Structural Code Welding Lab); the 2016 class had a 100% pass rate with multiple attempts allowed.

MCC's Academic Program Review process provides a means for programs to evaluate not only the program quality, but also student outcomes as an aggregate. The report includes program history, mission, vision, and desired outcomes; setting goals and defining action steps and timelines for their achievement; student outcomes using measures such as graduation and retention; and identification of high impact / high touch learning opportunities. Annual reporting is built into the program review process and keeps program faculty focused on the goals articulated in the 3-year action plans.

Assessment of student learning outcomes at the institutional level is done largely through the capstone, which measures general education outcomes. Through a collaborative process over the 2014-2015 academic year, the college community identified six competencies, the Core Learning Outcomes, as essential to the educated person. With these key outcomes identified, our focus for the next academic year turned to how they could be effectively assessed. Most

MCC programs have since created capstone classes or incorporated a capstone assignment into an existing class to provide an end-of-program assessment point; the college has created a rubric for assessing achievement of these six key learning outcomes. A student's capstone experience (project, paper, etc.) is evaluated for evidence of achievement of the CLOs; a student may be assessed at one of three levels: benchmark, emerging, or proficient. In 2016, ten academic programs provided assessment data to the VPAA¹⁵:

MCC Core Learning Outcome Assessment Spring 2016					
Program	Capstone	Assignment / Focus	# of Students		
Automotive	AUTO 223	Final Assessment	18		
Computer Science	CIS 291	Final Project	2		
ECE	ECE 212	Portfolio Review	4		
Exercise Science	EXER 223	Portfolio Review	4		
Health Info. Mgmt.	HILM 225	Portfolio Review	4		
Health Science	HLTH 229	Project / Presentation	2		
HVAC	HVAC 299	Final Project	10		
Liberal Arts	LXXX 299	Research Project / Presentation	12		
Medical Assistant	MEDA 223	Practicum Evaluation	4		
Nursing	NURS 212	Case Presentation / Care Project	10		

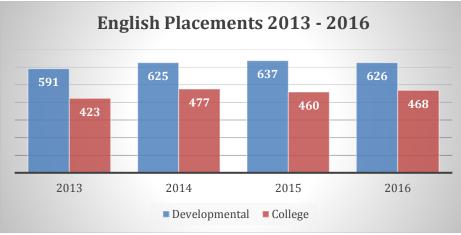
Figure 20

MCC Core Learning Outcome Assessment Average Scores – Spring 2016 Assessed: n=70						
Benchmark 0-3	Emerging 6-9	Proficient 12-15				
Outcome		Sample Mean				
Written Communica	9.8					
Oral Communication	9.9					
Problem Solving	10.4					
Initiative / Engagem	10.1					
Cultural Understanding		9.7				
Information Literacy		10.5				
Technical Skills		10.2				
Figure 21						

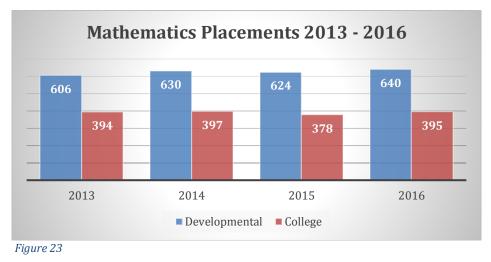
Figure 21

To gain perspective on the student experience at MCC, we collect both qualitative and quantitative data. Some of those data collection points come early in a student's MCC experience, beginning with the Accuplacer, taken before a student meets with an advisor to select classes and develop a plan for degree completion. More than half our students place into developmental levels of English and Mathematics; a significant number place below the minimum threshold for developmental placement. Standards 1 and 5 provide a fuller discussion of how the college handles those placements.

¹⁵ Cook, John B. MCC General Education and Learning Outcomes Assessment: 2016 Summary





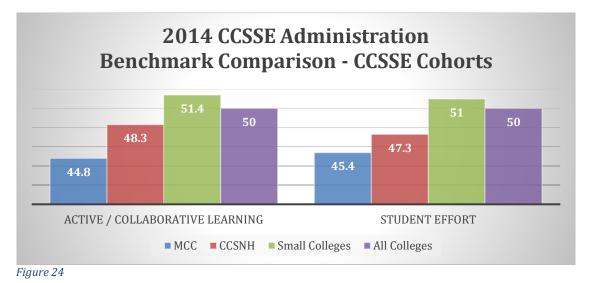


Another early point assessment is the Noel-Levitz College Student Inventory. That survey provides us with data on three key success indicators: academic motivation, general coping, and receptivity to support services. Because the Noel-Levitz CSI is able to identify at-risk students early in their academic pathway, helping advisors link students to necessary supports, MCC administers the assessment as part of the curriculum for FYE 100 (First Year Cornerstone), a required first-semester course.¹⁶ The three main categories assessed by the CSI can help us better understand and address the needs of our unique student population. For example, the finding that 78% of our students prefer face-to-face courses prompted us to begin offering onground sections of FYE 100 once more. To date, 2,728 students have taken the CSI, allowing us to create a demographic and academic profile of the MCC Track Team, our major institutional effectiveness body, described later in this standard. In this way, we ensure the Retention Committee's access to this important information about our student body. The college has also recently purchased AWATO, a career exploration program, and EAB's Navigate, which includes

¹⁶ Students with 15+ credits and a minimum 3.0 CGPA at their previous institution can request a waiver of the course

"Career Coach." We are confident that these programs will provide us with comprehensive information on students' educational and career goals. These assessments will be incorporated in an early point of a student's academic program, perhaps even at the point of the Accuplacer / initial course advisement. We expect the information gained through these assessments will prove similarly useful to our advisors.

MCC administers the Community College Survey of Student Engagement (CCSSE) to gather information on student engagement, a key indicator of student learning and potential for retention. The survey has been given during spring semester in 2003, 2006, 2008, 2011, 2014, and 2017. When results for the 2017 administration become available, they will be analyzed to show score comparisons over the six administrations of the survey, and provide us with some longitudinal data. Some trends have already become evident: MCC's benchmark for Active and Collaborative Learning has been falling consistently; in 2014, MCC scored below other CCSNH institutions, other small colleges, and all colleges in the CCSSE cohort. The Student Effort benchmark has similarly fallen.



In 2014, Track Team assigned a task force to analyze survey results and make recommendations to improve benchmarks in these two areas. The task force also analyzed CCSSE Item 12 questions in context of MCC's Core Learning Outcomes, and made recommendations for the use of that analysis.

We also gain perspective on how students see their academic experiences through course evaluations, which are administered online at the end of every semester. These surveys provide students with an opportunity for direct feedback on course and instructor effectiveness. (For a discussion of how the college acts on students' comments, see Standard 2.) Instructors can download various reports that compare results from one class with another, and compare results with institutional or departmental benchmarks. Student course evaluations are included in the faculty evaluation process. Falling response rates since moving from a paper-and-pencil survey to an online instrument are being acted upon. The fall 2016 surveys had a response rate

of 34%; our goal is to raise that rate to at least 40%. The college has begun asking departments to identify one or two courses most closely tied to our Core Learning Outcomes and targeting efforts towards improving response rates for those courses.

Most of our data collection is quantitative; however, the college does collect limited qualitative data as well. To better understand the student experience at MCC and identify areas of concern for improvement, an informal survey was conducted in spring 2017. Using a focus group format, two groups of MCC students (one freshman class, one senior) in spring 2017 were asked to provide feedback about their experiences and suggestions for making their MCC experience a positive one.

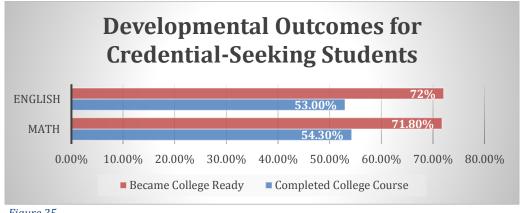
Student responses were recorded, transcribed, and summarized for analysis. A qualitative analysis report will be prepared this summer and presented to the Leadership Team in the fall. Focus groups were also conducted by diversity consultants T.L. Hill Group; for a fuller discussion, see the Standard 2 narrative.

The college collects student success data such as enrollment, retention, transfer and graduation rates using several means. MCC participates in mandatory reporting of IPEDS data to the Department of Education. From IPEDS we know that the vast majority of our students, 71%, are enrolled part-time. That statistic has implications for our programming because of the impact of part-time status on retention and graduation rates: according to IPEDS, our fall 2015 – fall 2016 retention rate was 78% for full-time students, but fell to 62% for part-time students. IPEDS and internal tracking tells us that only 15% of our students, on average, graduate "on time." Another 27% graduate within 150% of "normal time" to completion. Another 24% of students transfer out within 150% of "normal time" for completion.¹⁷ That leaves a large number of students who take significantly more than normal time to achieve a credential, or stop attending. The college is keenly aware of these numbers as we begin work on our own retention goals in addition to system initiatives to improve completion rates. We are also concerned because of the potential impact on our students' financial well-being. Roughly twothirds of our students received financial aid; on average, our students graduate with \$17,000 in student debt. At 12%, our loan default rate varies only slightly from the national average; nevertheless, the college is working to lower it. The CCSNH has contracted with North Star, a financial literacy company, to provide outreach to students based on cohorts provided by the Department of Education (e.g. students entering repayment).

More student data is collected through our participation (since 2013) in the Voluntary Framework of Accountability (VFA). Because the VFA includes more diverse measures (e.g. parttime and non-credit students), it often affords us more meaningful data for improvement than IPEDS, which tracks a single cohort of first-time college students. A VFA task force, formed in the 2015-16 academic year (and related to Track Team) analyzed and reported on the data collected. Examination of the two and six year cohorts had implications that need more analysis. Echoing data from IPEDS, the VFA shows we have a higher rate of enrollment in the six-year cohort compared to other benchmarking institutions: 36% still enrolled after 2 years, 33% after 6 years. Retention of first-time students was, consistently, lower than similar

¹⁷ For VFA transfer rates, see fig. X in the Standard 4 narrative

institutions. A fourth administration of the VFA data is scheduled for summer; results will be compared to the 2016 report. Of particular interest, given our involvement in Guided Pathways, are developmental course completion rates and first-time student retention rates. The 2015-2016 VFA Outcomes report shows that developmental classes remain a roadblock to completion for our students:





There is no college-wide tracking of exam scores or licensure and job placement rates, though they are tracked by those programs with specialized accreditations. Placement rates for our Nursing graduates remain consistently high:

Job Placement Rates – MCC Nursing Students					
Graduating Class	% Survey Response Rate	% Employed			
2016	98%	100%			
2015	95%	100%			
2014	96%	100%			
2013	100%	100%			
2012	95%	98%			
2011	96%	100%			
Figure 26	•				

Job Placement Rates MCC Medical Assistant Students				
Graduating Class	Placement			
2016				
2015	78.57%			
2014	72.73%			
2013	75%			
2012	61.54%			
2011	70.59%			
Figure 27				

Although some programs without specialized accreditation also track job placements for their graduates, they do so mostly informally. For example, the employment rate for graduates of our Welding and Automotive Technologies programs is 100%, though no formal statistics are kept or reported to college administration.

The college coordinates many of the institutional effectiveness measures described above through the MCC "Track Team," the fully developed version of the Manchester Assessment Action Plan (M.A.A.P.) referenced in our 2013 progress report. Comprised equally of faculty and staff, Track Team ensures that the college both collects and uses data to improve academic programming and use our limited resources to maximum effect. Track Team monitors and assesses outcomes for the Noel-Levitz College Student Inventory, the Community College Survey of Student Engagement, the Voluntary Framework of Accountability, Academic Program Review, and our Core Learning Outcomes. Track Team is headed by the Director of Institutional Research, who also sits on the college's Leadership Team, ensuring that the results of our assessments and data collection are communicated to administration for follow up. Our practice of overlapping committee / team membership also enables communication on important institutional effectiveness initiatives. For example, the AVPAA serves on both Track Team and the Strategic Planning Team; the VPAA sits on Leadership Team, Cabinet, and the Retention Committee, ensuring that we not only report, but act on, findings about retention and completion rates.

Appraisal

Broader participation across the institution coupled with better coordination of efforts has resulted in substantial gains in our ability to assess the effectiveness of our educational programs and services. The Office of Institutional Research retains the primary responsibility for collecting, analyzing, and reporting data on student success, a daunting task for an office staffed by one person who also carries a limited teaching load. His work is supplemented at the department level by program faculty and department heads in areas such as Admissions, the Academic Support Center, Financial Aid and the Career Development and Transfer Services Office, who collect and act on data within their respective areas of responsibility.

Ensuring student success begins by making sure that college / program admission requirements and learning outcomes are clearly articulated in our print or digital publications. Both internal and external perspectives are considered when programs develop their respective curricula. Our trade and technical programs have active, engaged advisory boards whose input helps to shape program curricula. For example, both Exercise Science and Computer Science worked closely with their respective advisory boards to ensure that credit reductions would not adversely impact program integrity. Transfer partners also provide valuable input into curriculum. Life Science faculty across the CCSNH have collaborated with their University of New Hampshire counterparts to better align the degrees and ensure a more seamless transition for transfer students. The institution's Core Learning Outcomes were the result of a similarly collaborative and iterative process between faculty and Academic Affairs, and represent those attributes seen by both parties as most essential to the educated person.

Rubrics or competency checklists are used widely throughout the institution as a means of assessing student achievement of learning outcomes at the course level. For some key classes, a common rubric exists; for example, FYE 100 uses a standardized rubric to ensure that grading expectations are clearly articulated and consistent across multiple sections of the course. In courses where gaining a particular competency is critical, checklists allow faculty across multiple sections to evaluate a student's progress towards achieving course objectives.

Our revised program review process is working well; the data provided for the process helps us identify areas where improvement is needed. The data provided on graduation and retention is more useful to programs than the institutional data provided through VFA and IPEDS reporting because it is program-specific. The three-year cycle helps to keep departments focused on work to improve programming, enrollment, retention, or transfer rates. Due to changes in Academic Affairs staffing and high faculty workload in small departments, we have fallen somewhat behind schedule for completing Academic Program Review, though work is still progressing. Institutional and departmental commitment to the process remain strong, in part because we recognize the importance of what programs have discovered as a result of undergoing the process.

In Mathematics, the program review process has led to a number of improvements in curriculum. We now offer the full Calculus sequence essential for our transfer students (Calculus I, Calculus II, Differential Equations, Multidimensional Calculus); the expansion of curriculum has allowed us to develop and offer an A.S. in Mathematics. Concern over the impact of multiple developmental courses on student persistence led to a complete redesign of the developmental math curriculum (discussed in more detail in Standard 4). The Electrical Technology program has nearly doubled in size since it was first offered in 2011. This expansion has driven the hiring of more full-time faculty (three as of Fall 2016) and construction of a dedicated space for ETEC / HVAC expansion, a 20,000+ square foot facility slated for completion in fall 2017. Additionally, responding to a critical need defined by the New Hampshire energy sector, MCC, in conjunction with Eversource, developed a Line Worker certificate. The first students were enrolled in spring 2017.

MCC's Nursing program was recognized as #1 in New Hampshire on the registerednurse.org rankings, but the pressure to set a BSN as the entry-level credential continues to gain traction in the profession. The Nursing program has responded by developing pathways from ADN to BSN with several institutions. Program review in Computer Science spurred pedagogical changes in CIS 110, a critical gateway course. In keeping with the program's goal of developing "problem solving and critical thinking skills," students can now accelerate their progress through CIS 110 through a proficiency approach. Students can also attend any available section, at any time, when on campus, if extra assistance is needed.

One of MCC's legacy programs, Welding, has strong enrollments, as evidenced by a recent expansion of the welding lab. A key challenge identified through program review was the difficulty in transitioning into the degree from the evening certificate program. Faculty in the department are beginning work on curriculum revisions to address this problem. The demographic information provided as part of the program review process shows that the number of women enrolled in MCC's technical programs remains low (Electrical Technology @ 2.5%; Automotive 8%; Welding 7%; and HVAC 2%), an area of concern for the college. Lack of full-time female faculty in these disciplines may be significant in these statistics.¹⁸

Perhaps the most significant gain in institutional effectiveness since the Fifth Year Report was written is in our ability to evaluate general education via Core Learning Outcomes assessment. By the end of academic year 2015-16, 10 academic programs had either identified or created a culminating assessment point (course, project, assignment, etc.) to measure student achievement of the Core Learning Outcomes and begun assessing them with a common rubric. With several semesters of data collection, academic programs can now begin to see if initial findings from this assessment are corroborated by other qualitative or quantitative data sources and make changes accordingly. One remaining area to address is the lack of a systematic means of sharing Core Learning Outcomes assessment between departments. At this time, each program's findings are not shared with other departments, though members of the college community are often invited to attend capstone presentations.

Another needed development with respect to the Core Learning Outcomes is the identification of an entry-point assessment to compare to the end-point evaluation. With a true "bookends" approach to assessment, one that measured the same competencies at the beginning and end of a student's academic coursework, we could more accurately see what gains students make across the length and breadth of their academic programs. First Year Cornerstone offers a possible place for entry-point assessment, particularly if the final project were redesigned to allow for better measure of the Core Learning Outcomes. The FYE coordinator, Academic Affairs, and course faculty will meet over fall 2017 to discuss course revision; the intent is to implement two test sections using the new assignment in the second fall semester, and finalize curriculum changes in the spring of 2018.

We continue to gain useful data from entry point assessments such as Accuplacer and early program assessments such as the Noel-Levitz. The increasing number of students who place below the thresholds for developmental English and Mathematics has prompted the development or use of resources to help students reach levels of competency needed for placement. (See fuller discussion in the narratives for Standard 1 and Standard 5.) We gain some useful information from the Noel-Levitz, though, as indicated earlier, because the survey is administered in FYE 100, transfer students are almost entirely omitted from the results. Still, having administered the survey since 2013, we have learned more about our students, including their academic preparation, college plans, and personal backgrounds. For example, 22% of the researched cohort see themselves as C or lower students. Whether that correlates

¹⁸ Program review statistics / findings derived from Cook, John B. *Program Review 2013 - 2016*

with the CCSSE's low benchmark score on student effort is worth researching, as it would help develop more targeted supports and interventions. The profile of students gleaned from the CSI is being shared with the Retention Committee; they will develop specific recommendations over the 2017-18 academic year. One easy but substantial improvement has already been achieved in making the reports more readily available by putting them in a folder on a shared drive that can be accessed by advisors. More advisor training on how to interpret and work with this assessment is needed. Although faculty advisors received training when we first began administering the assessment; due to changes in the faculty ranks, it is time to offer that training again.

From the beginning of a student's academic path to the end, we employ tools that help us better assess student needs, program effectiveness, and outcomes. We have also improved our communication of these assessment results to key constituencies; however, information flows up to administration more consistently than it flows down to faculty and staff. Outside of information shared at All-College meetings, there is no direct communication between the Office of Institutional Research and the college community as a whole. Meetings between vice presidents and department heads provide one means for information to move from Institutional Research / administration to academic departments, but there are inconsistencies in communication. To help improve communication of data college-wide, Academic Affairs and Student Affairs now hold scheduled weekly data-sharing meetings so that information is shared between both divisions.

Track Team has helped to improve both communication and coordination of efforts on major institutional effectiveness measures. Headed by the Director of Institutional Research, Track Team contains both faculty and staff representatives from student services, and collects information on areas that are key to institutional effectiveness: the Noel-Levitz CSI, CCSSE, VFA, Program / Department Review, and the Core Learning Outcomes. The practice of overlapping membership across key committees such as the Strategic Planning Team, Retention Committee, and the Diversity and Equity Committee ensures that data is shared with a group empowered to act upon it.

This practice also ensures action when there are consistent findings across multiple assessment points. For example, the 2016 benchmark for the "Cultural and Social Understanding" Core Learning Outcome scored in the "emerging" category, somewhat surprising for an urban campus. That data was corroborated by a below-cohort score on question 12K of the CCSSE (Understanding people of other racial / ethnic backgrounds) and in the focus groups conducted by T.L. Hill Associates. In response, the Diversity and Equity Committee is developing cultural competency awareness and training for faculty, staff, and students that will be implemented beginning this fall. Where findings are not yet corroborated, we monitor a situation to see if action is warranted. For example, we are awaiting results from the most recent administration of the CCSSE in spring 2017; if the benchmarks for Student Effort and Active and Collaborative learning are unchanged, or drop further, conversation between administration, institutional research and faculty will be initiated to address this trend.

Standard 8 Projections						
Projection	Responsibility	Timeline				
The college will complete its implementation of the full program review process by completing the remaining academic programs.	VPAA, faculty	2017 - 2018				
The Track Team will refine the analysis of information provided via student measurements tools (such as VFA, CCSSE, and Noel-Levitz) to aid the Retention Committee in improving retention.	Office of Institution Research, Track Team, Data Study Group,	Ongoing Fall 2017				
The Data Study Group will meet weekly to discuss current enrollment data and how to use it.	VPAA	Fall 2017				
Form a Liberal Arts Retention Team to create a retention and completion plan for Liberal Arts students.	Academic Affairs, ENLG/LIBA Department Chair	Fall 2017 – form team Spring 2018 – communication retention and completion plan				
Transform the Retention committee into a Steering Committee to oversee initiatives to improve student success and completion.	VPAA	Spring 2018				

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2014)	(FY2015)	(FY2016)	(FY2017)	(FY2018)
IPEDS <u>Retention</u> Data					
Associate degree students (full-time)	61%	64%	41%	35%	39%
Associate degree students (part-time)	53%	46%	39%	18%	22%
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	20%	19%	15%	27%	29%
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years			38%	32%	34%
Awarded a degree within eight years			39%	35%	37%
Not awarded within eight years but still enrolled			1%	1%	1%
First-time, part-time students					
Awarded a degree within six years			20%	15%	20%
Awarded a degree within eight years			23%	18%	23%
Not awarded within eight years but still enrolled			3%	3%	3%
Non-first-time, full-time students					
Awarded a degree within six years			76%	40%	42%
Awarded a degree within eight years			80%	40%	42%
Not awarded within eight years but still enrolled			6%	1%	18%
Non-first-time, part-time students					
Awarded a degree within six years			50%	34%	36%
Awarded a degree within eight years			51%	36%	38%
Not awarded within eight years but still enrolled			5%	2%	3%
? Other Undergraduate Retention/Persistence Rates (Add	definitions/methodo	logy in #1 below	v)		
1 VFA Two-Year Cohort	56%	56%	75%	73%	75%
2 VFA Six-Year Cohort	58%	76%	57%	60%	65%
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions,	/methodology in # 2	below)			
1 VFA Two-Year Cohort	16%	20%	14%	16%	20%
2 VFA Six-Year Cohort	30%	31%	28%	24%	26%
3					
4					
5					
Definition and Methodology Explanations					
Voluntary Framework of Accountability (VFA) Two-Year Con	nort: fall to next term r	etention and 2-ye	ear graduation ra	te.	
Voluntary Framework of Accountability (VFA) Six-year Cohor	rt: fall to next term rete	ntion and 6-vear	graduation rate		

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

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

	Associate Coh	ort Entering
Category of Student/Outcome Measure	6 years ago	4 years ago
First-time, Full-time Students		
Degree from original institution	24%	21%
Not graduated, still enrolled at original institution	6%	27%
Degree from a different institution*	7%	3%
Transferred to a different institution	46%	35%
Not graduated, never transferred, no longer enrolled	17%	14%
First-time, Part-time Students		
Degree from original institution	15%	9%
Not graduated, still enrolled at original institution	14%	27%
Degree from a different institution*	1%	0%
Transferred to a different institution	30%	27%
Not graduated, never transferred, no longer enrolled	41%	37%
Non-first-time, Full-time Students		
Degree from original institution	22%	18%
Not graduated, still enrolled at original institution	2%	4%
Degree from a different institution*	4%	10%
Transferred to a different institution	49%	41%
Not graduated, never transferred, no longer enrolled	23%	27%
Non-first-time, Part-time Students		
Degree from original institution	25%	20%
Not graduated, still enrolled at original institution	2%	6%
Degree from a different institution*	5%	4%
Transferred to a different institution	50%	36%
Not graduated, never transferred, no longer enrolled	18%	34%

Measures of Student Achievement and Success/Institutional Performance and Goals						
	3 Years	2 Years	1 Year		Next Year	
	Prior	Prior	Prior	Current Year	Forward (goal)	
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	
Success of students pursuing higher	degrees (add more rows	s as needed; add	definitions/met	hodology in #1 b	elow)	

1			
2			
3			
4			

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1			
2			
3			
4			

Definition and Methodology Explanations

1	* Degree from a different institution % is only those students that transferred
2	

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

	3-Year	s Prior	2 Year	s Prior	1 Year	r Prior		Recent ear
	(FY	2014)	(FY	2015)	(FY	2016)	(FY	2017)
State Licensure Examination Pass	sage Rates							
	# who took	# who	# who took	# who	# who took	# who	# who took	# who
Name of exam	exam	passed	exam	passed	exam	passed	exam	passed
Nursing NCLEX-RN	46	45	52	51	62	57	50*	463
*data as of 9/5/17								
National Licensure Passage Rates	s	-	-	-	-	-	-	
	# who took	# who	# who took	# who	# who took	# who	# who took	# who
Name of exam	exam	passed	exam	passed	exam	passed	exam	passed
Certified Medical Assistant	7	5	14	13	11	8	19*	17**
*number of students eligible to sit for exa	am							
**number of students projected to pass								
Job Placement Rates		-	-	-	-	-	-	
Major/time period	* # of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
NA - data not collected at this time								

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

Web location of gainful employment report (if applicable)

http://www.mccnh.edu/academics/programs/gainfulemployment-disclosure

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

				Next Year
3 Years	2 Years	1 Year	Current	Forward
Prior	Prior	Prior	Year	(goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

		((= = ====)	(= = = = = =)	(= = ===.)	()
?	Completion Rates					
1						
2						
3						
4						
5						
?	Placement Rates					
1						
2						
3						

Please enter any explanatory notes in the box below

We do not have any programs that fit this criteria.

4 5

Standard Nine

Integrity, Transparency, and Public Disclosure



Standard 9 - Integrity, Transparency, and Public Disclosure

Description

Both academics and operations at Manchester Community College are guided by a key set of ethical principles affirmed in our Core Values Statement and Code of Ethics. Mindful of its responsibility to the community, the college prioritizes student and community success, lifelong learning, community service, scholarship, and open, honest, respectful communication and behavior as the fundamental values that define us as an institution; those qualities set a standard for the conduct of all members of the MCC community from trustees to students. MCC strives to communicate honestly and accurately with its internal and external constituencies and to ensure that decisions, policies, actions and procedures embody our principles of responsibility, mutual respect, fairness and integrity.

Integrity

MCC operates within the framework of institutional integrity outlined in Commission standards as well as those set by its own statements of mission, vision, and values. Through print and digital publications, the college informs its varied constituencies of the integrity expectations specific to their role as well as related institutional and system policies and procedures.

MCC's integrity standards align with those set by and for the CCSNH and Board of Trustees. NH RSA 188-F established the CCCSNH as a self-governing body in 2007, transferring to the Board of Trustees powers previously held by the State of New Hampshire. In addition to guaranteeing individual institutions within the system are "authorized to grant and confer … degrees, literary titles, honors, and distinctions...," self-governance enables the system and its member colleges to set policies and procedures within their respective areas of responsibility.

Policies specific to the Board of Trustees in addition to general system policies governing faculty, staff, and administrators, are outlined on the CCSNH website. Equal opportunity and non-discrimination policies apply to all constituencies. System policies further address IT acceptable use, information security, and conflicts of interest.

In 2016, employees completed a mandated online training to raise awareness of sexual harassment; that training is included in the onboarding process for new hires as well. As part of the onboarding process, new administrative, faculty and staff hires sign acknowledgements confirming receipt of our policies on:

- Sexual Harassment
- Domestic Violence in the Workplace
- Drug Free Workplace
- Information Technology Acceptable Use Policy
- FERPA policies
- Code of Ethics

In compliance with federal and state law, MCC provides information on the following for its employees; the notices are posted on a bulletin board outside the human resources office:

- Minimum wage law
- Equal Employment Opportunity protections
- Employee Polygraph Protection Rights
- Uniformed Service Employment and Reemployment Rights Acts (USERRA)
- Occupational Health and Safety (OSHA)
- Family Medical Leave Act (FMLA)
- Right to Work in the United States
- Whistleblowers' Protection Act
- Unemployment, Worker's Compensation, Equal Pay law

MCC faculty, staff, trustees and administrators are expected to act responsibly, ethically, and with integrity; those goals are supported by numerous policies and procedures easily accessible in print or digital publications. Language in the Collective Bargaining Agreements for faculty and staff stress academic freedom and professional responsibility as "essential" to the "free search for truth" and "fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning." The handbook for those employees covered by the Collective Bargaining process contains sections devoted to "General Employment Expectations" and "A Fair and Safe Workplace." Many are also addressed in the MCC Academic Catalog, updated annually.

MCC's commitment to integrity is further seen in its oversight of sponsored activities. To ensure that college activities not only comply with all legal requirements but also support our mission, approval is needed from one of the following:

- MCC President
- Director of Marketing (to ensure consistency with logo / image)
- Director of Student Life / Club advisors
- Workforce Development Center (handles facility rental for outside groups)

Campus Activities Board (CAB) sponsors and supports activities that reflect the mission of Student Life and are open to the entire student body. The rights of and expectations for student members of the MCC community are detailed in the Student Handbook and Student Code of Conduct. Topics covered in one or both of those documents include, but are not limited to, disability and equity policies, student records and FERPA policies, finance policies including tuition refund, the IT acceptable use policy, and general college policies. The policies and procedure for student judicial proceedings as well as sanctions are discussed. Students are advised of key support services, including disability and academic support services, during orientation and during meetings of First Year Cornerstone, a class required by all majors.

The student handbook provides a definition of academic honesty and cheating as well as possible sanctions for such offenses; faculty further include statements of academic integrity in their course syllabi. Faculty in numerous courses, including but not limited to composition, teach responsible and ethical use of source material and appropriate citation.

Members of the college community are further informed about applicable grievance procedures for specific complaints. Grade appeal procedures for students are outlined in both the academic catalog and student handbook; those documents also cover the appeal procedures for academic standing and tuition refund for extenuating circumstances (military deployment, long-term illness, or administrative error).

Grievance procedures for faculty and staff depend on whether the employee is "covered" (union eligible) or "confidential" (not union eligible) and on whether the grievance addresses an issue covered within the Collective Bargaining agreement. If a contractual matter is at issue, the covered employee may pursue a grievance through the union. Non-contractual issues are addressed through the Human Resources office. Confidential employees work through the Human Resources processes in place at the college or system level. Both covered and confidential employees are encouraged to address and resolve concerns before they escalate into full-blown grievances.

Transparency

The Fifth Year Report highlighted the need for the institution to be "more strategic about the dissemination of information to both its external and internal constituents." Accordingly, we use a variety of formats, both print and digital, to convey information internally, to members of the college / system community, and externally, to the public. The MCC Marketing department oversees the design and publication of informational materials in all formats. The MCC website is comprehensive, including information on admission and aid, academic programs and policies, and student life as well as general information about the institution. Visitors are directed to the appropriate information based on their relationship to the college: current student, future student, faculty or staff, alumni, or members of the community. One major behind-the-scenes change has made a profound impact on the website. The Banner Revitalization project – a system-wide integration of our Banner databases – has made accessing information easier for both students and advisors. With databases for the entire CCSNH combined, students can now also see all classes taken at CCSNH colleges on an unofficial combined transcript. Official transcripts are still issued by individual institutions. Advisors can access scores from placement

tests administered at other colleges in the system, streamlining the registration process in many cases.

The college catalog and student handbook are detailed; department chairs and /or supervisors review the information annually to ensure that information on admissions, learning outcomes, program requirements and policies and procedures are accurate. Information on the website is updated to reflect any changes made. Past years' catalogs are archived on the website as well. A directory of faculty and staff is included, as are the names and contact information of academic advisors by program. The web page also includes information on the college's accreditation status (general as well as program-specific) and its major strategic initiatives.

Also noted in the Fifth Year Report was the college's desire "to improve communication within and among departments." Methods of internal communication have been added and revised to better accomplish this plan. A number of means are currently used to facilitate communication within the organization. The MCC Marketing department sends out the Monday Morning Memo weekly via email. This bulletin provides key updates on enrollment, personnel, upcoming events / activities, and other college news. A submission form on the college website allows faculty and staff at the institution to submit items for publication. Periodic email updates from the president ensure the college community is kept informed about important news. Further, the president maintains an open-door policy; staff, faculty, and students have the opportunity to ask questions and address concerns.

Meetings provide one of the primary ways for information to be directed to the appropriate audience. Members of the senior leadership team and representatives from the faculty and staff forums meet bi-weekly; minutes of those meetings were previously stored on a shared internal drive although we are looking at migrating them to the resource drive to provide wider access. The vice presidents of both Academic and Student Affairs hold monthly meetings with department chairs / area supervisors; information presented at those meetings is disseminated to faculty and staff by their respective supervisors at formal or informal department meetings. All-College and All-Faculty meetings, held in alternating months, are another key forum for making sure members of the college community are kept updated on institutional news, initiatives, budget overview, personnel updates, and other relevant information. Communication between the system and institutional levels occurs via both face-to-face and electronic channels. An annual symposium, attended by faculty and staff from all seven CCSNH colleges as well as employees at the system office, not only provides information on systemwide initiatives but also affords an opportunity for interaction and collaborative work with colleagues across the system. For example, the 2016-17 symposium days were devoted to updates and work sessions on the Guided Pathways initiatives. The chancellor also visits the campuses each year to provide updates and invite discussion on the state of the system. Two advisory councils representing faculty and staff from the seven colleges were formed in 2015; these advisory councils meet with the Chancellor on a set schedule (twice a semester for faculty, quarterly for staff) and serve as a conduit for information between the colleges and the chancellor. The chancellor's office provides quarterly updates via email; minutes of the Board of Trustees' meetings are also made available through email. This information is also stored on the main CCSNH website. A faculty or staff member from one of the seven CCSNH institutions has a seat at Board of Trustees meetings; representation rotates among the colleges. A student representative to the Board of Trustees is also selected on a rotating basis; the current student trustee is from MCC.

MCC employs a number of methods to communicate information to its student population. The college catalog and student handbook provide students with basic policies and procedures as well as contact information for various student support offices. The college's First Year Cornerstone course schedules "presenters" from a range college offices, including the Academic Success Center (tutoring, general academic advising for Liberal Arts students, disabilities services), the Library, and the Career Development and Transfer Services Office.

Advertisements and schedules for various student events are posted around the college, including on rolling slides displayed on TV monitors located throughout the building. In addition to being posted on the website, pertinent information on add/drop dates, registration and financial aid information is available in student-related offices (registrar, bursar, admissions, etc.) Some student support offices (Financial Aid, Admissions) do face-to-face information sessions for current and incoming students. In 2016, the college began text messaging registered students reminders about financial aid and tuition payment deadlines and add/drop dates. Student Life uses a texting service to provide students who opt in with updates on campus events.

Public Disclosure

Manchester Community College complies with federal regulations and Commission standards in providing members of the public with access to comprehensive, accurate, and detailed information about the institution. Our mission, vision, and values statements inform the institution's presentation of itself in its print and digital publications. Our admission and student aid policies and procedures, academic policies such as placement testing and transfer of credit, and students' rights and responsibilities are located in digital and/or print publications. Program information pages provide detailed information on academic programs including special admission requirements, outcomes, program requirements, technical standards and estimated cost (including tools). Where applicable, pass / licensure rates and gainful employment statistics are included.

The website includes a Consumer Information Page in compliance with Title IV requirements; in accordance with the Clery Act, the college publishes annual statistics on campus safety. A "Fast Facts" page provides demographic information about the college and its community. In keeping with Commission policy, MCC also provides information on its accreditation status, both general and program-specific. Student Life opportunities including clubs, activities, and service trips, are promoted on the website, via signage and posters, and at college events such as "Club Fair." Inquiries for additional information, whether in person, phone or email are welcomed

and directed to the appropriate office. A "Request for Information" link on the college website provides an additional means of responding to inquiries from internal or external constituencies.

Appraisal

Since the Fifth Year Report was written, MCC has made progress towards improving communication within the institution and between the institution and the public. One of the most visible improvements to our transparency can be seen in the revision of our website. It has been designed to be clearer and more navigable, directing specific audiences (current students, prospective students, faculty and staff, and members of the community) to the sections of the website most relevant to them. Course schedules and costs as well as program information can be found in only a few clicks. Program checklists as well as cost estimates can also be accessed quickly and easily. The hiring of a new webmaster in February has seen quick benefits; there are markedly fewer website errors and malfunctions. However, that webmaster is a part-time employee. Maintaining a fully functioning and up-to-date website with a parttime webmaster has proven challenging; as a result, there is sometimes a delay in updating the website information. Although information takes only a click or two to access, some, particularly students, feel that information on the website could be made more accessible. For example, students in a recent NEASC feedback group stated they were not aware of the number of clubs and organizations on campus, despite that information being accessible in two clicks.

System Banner Revitalization (SBR), a four-year project of integrating databases across all CCSNH institutions, has led to significant changes, some positive, some challenging, for all levels of users across the system. Students can now search for courses offered by any or all colleges across the system from one site. We do not track registrations outside the institution, so can't determine whether the integration has led to more cross-college registration.

The rapid timeline for implementation of SBR resulted in some complications for administrative offices that use Banner regularly. Processes and reports that had been automated in the colleges' separate databases need to be run manually until code can be rewritten, putting strain on already understaffed areas.

While the colleges agreed on common course prefixes, common course numbering remains elusive. A letter added to course codes indicates which college is offering a given course – "M" for Manchester, "N" for Nashua, etc. This distinction is easily lost on students; some have unwittingly registered for courses offered at another campus. Finally, course numbering is inconsistent, causing confusion for students. Course numbering for College Composition I varies across the system: depending on which college is offering it, it is ENGL 110, 101, 102, 1200, or 120. Course names and prefixes also vary, potentially causing confusion for students and advisors alike. For example, Introduction to Computer Applications is BCPT101 at one college

and IST102 at another. The same course is Manchester is listed as CIS110M, Microsoft Computer Applications.

Internally, broad participation on college teams and committees affords faculty and staff opportunities for input and the betterment of academics and college operations. For example, a new Faculty Forum model replaced a several-years-defunct Faculty Senate; a representative from Forum is included in meetings of the College Leadership Team to keep lines of communication between faculty and administration open. A system-wide Faculty Forum has been proposed to facilitate communication between faculty across the system and system-level administration.

The college has also moved to an online "Resource Drive" that can be accessed from on or off campus to replace the "Forms Drive," a central location for storing documents. Besides off campus access, an additional benefit of the resource drive is that adjunct faculty can access it, where they could not access the forms drive. The Resource Drive has potential as a central, easily accessed location for proceedings of various governance committees, but no minutes have as yet been posted there.

Communication between MCC and its student body develops as technology changes. Although bulletin boards and monitors throughout the campus provide information about upcoming deadlines and events, students are still not consistently using their CCSNH email accounts. Some, but not all, faculty encourage or even require students to use their college accounts for communication; however, even so, many students are still not accessing this resource. Text messages have shown promise as a means of communicating with students, but the college is wary of sending so many text messages that students stop responding to them. One of the most effective means of disseminating information remains the college website, which has been redesigned to allow for better access from mobile devices. We also expect to take advantage of improved communication capabilities offered by the new LMS.

Standard 9 Projections						
Projection	Responsibility	Timeline				
A regular review of the college website will be performed to ensure accuracy and ease of use.	Marketing Department	Initial Review Fall 2017				
Print and digital publications will be reviewed / revised to ensure it reflects our institutional commitment to diversity and inclusion	Marketing Department, Equity & Diversity Committee	Initial Review Spring 2018				

Standard 9.1: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last	? Website location where policy is posted	Responsible Office or Committee
	Updated		
Academic honesty	2011	http://www.mccnh.edu/pdf/StudentCodeof	Academic Affairs
		Conduct.pdf	
Intellectual property rights	2015	http://www.ccsnh.edu/copyright-and-	CCSNH, CBA
		intellectual-property	
Conflict of interest	2015	http://www.mccnh.edu/about/career-	CCSNH, CBA
		opportunities	
Privacy rights	2015	http://www.mccnh.edu/academics/academic-	CCSNH
		policies	
Fairness for students	2015	http://www.mccnh.edu/pdf/StudentHandbo	MCC Student Affairs
		ok.pdf	
Fairness for faculty	2015	http://www.mccnh.edu/about/career-	CBA, HR department
		opportunities	
Fairness for staff	2015	http://www.mccnh.edu/about/career-	CBA, HR department
		opportunities	
Academic freedom	2015	http://www.ccsnh.edu/academic-freedom	CCSNH, CBA
Research		-	
Title IX	2016	http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy	coordinator
Other; specify			

Non-discrimination policies

Recruitment and admissions	2016	http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy#recruitment	coordinator
Employment	2016	http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy#employment	coordinator
Evaluation	2016	http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy#evaluation	coordinator
Disciplinary action	2015	http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy#disciplinary	coordinator
Advancement		http://www.mccnh.edu/about/non-	CCSNH, CBA, HR department, Title IX
		discrimination-policy#advancement	coordinator
Other; specify			

Resolution of grievances

	incontation of Shertaneeo			
	Students	2015	http://www.mccnh.edu/pdf/StudentHandbo ok.pdf	Student Affairs
	Faculty	2015	http://www.mccnh.edu/faculty-and-staff- resources/item/2243-grievance-procedures	СВА
	Staff		http://www.mccnh.edu/faculty-and-staff- resources/item/2243-grievance-procedures	СВА
	Other; specify		iesources/ieii/224.)-gitevaite-pioteuries	
?	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory

notes in the box below

Standard 9.2: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can	http://www.mccnh.edu/future-students,
	http://www.mccnh.edu/contact/college-offices-and-hours,
	http://www.mccnh.edu/admissions,
questions be addressed?	http://www.mccnh.edu/admissions/information-sessions
Notice of availability of publications and of audited financial	
statement or fair summary	
Processes for admissions	http://www.mccnh.edu/admissions
Processes for employment	http://www.mccnh.edu/about/career-opportunities
	http://www.mccnh.edu/academics/academic-policies#1438,
Processes for grading	http://www.mccnh.edu/pdf/StudentHandbook.pdf
Processes for assessment	http://www.mccnh.edu/academics/prior-learning-assessment
Processes for student discipline	http://www.mccnh.edu/pdf/StudentCodeofConduct.pdf
Processes for consideration of complaints and appeals	http://www.mccnh.edu/pdf/StudentHandbook.pdf

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. Website location and/or publication where valid documentation Statement/Promise can be found The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (ACBSP). Our national accreditation allows our graduates to transfer to four-year colleges and universities in all regions of the country. MCC's Early Childhood Education degree program is http://www.mccnh.edu/academics/programs/early-childhoodcurrently the only ECE associate degree program in NH ducation accredited by the National Association for the Education of Young Children with full accreditation and no conditions. Each of the reports below will provide you with employment outcomes that lead to gainful employment in a specific occupation. Please note that only the financial aid eligible certificate programs that MCC offers are listed below MCC's MA programs are accredited by the Commission on http://www.mccnh.edu/academics/programs/medical-assistant Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB): Commission on Accreditation of Allied Health Education Programs (CAAHEP) 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, (727) 210-2350. ttp://www.mccnh.edu/acade Graduates of the Medical Assisting program at Manchester Community College are satisfied with the education that the receive at Manchester Community College institution, as there is an average 100% graduate satisfaction rate over the past five years. Medical Assisting program at Manchester Community College institution has an average retention rate of 98% for the past five years. Support services are available to students so that they can successfully complete the program. A large section of this page highlights Accreditation and the Student Achievement of the Program for Nursing //www.mccnh.edu/about/accreditation This page highlights all the college's accreditations, from Automotive Technology, Business and others. Highlights the college's Strategic Plan Gainful Employment Disclosure Date of last review of: rint publications

Digital publications

Please enter any explanatory notes in the box below

Standard 9.3: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	
~	http://www.mccnh.edu/odf/academics/16-17-mcc-academic-catalog.odf
Obligations and responsibilities of students and the institution	http://www.mccnh.edu/pdf/StudentHandbook.pdf
Information on admission and attendance	http://www.mccnh.edu/admissions,
	http://www.mccnh.edu/pdf/StudentHandbook.pdf
Institutional mission and objectives	http://www.mccnh.edu/about/mission-vision-values
Expected educational outcomes	http://www.mccnh.edu/academics/programs/gainful-employment- disclosure, http://www.mccnh.edu/academics/programs/nursing
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.mccnh.edu/about
Requirements, procedures and policies re: admissions	http://www.mccnh.edu/admissions
Requirements, procedures and policies re: transfer credit	http://www.mccnh.edu/admissions/transfer
A list of institutions with which the institution has an articulation agreement	http://www.mccnh.edu/services/career-development-transfer-
Student fees, charges and refund policies	services/transfer-resources_ http://www.mccnh.edu/services/payment/tuition-and-fees,
	http://www.mccnh.edu/services/payment/refunds
Rules and regulations for student conduct	http://www.mccnh.edu/pdf/StudentCodeofConduct.pdf
Procedures for student appeals and complaints	http://www.mccnh.edu/pdf/StudentHandbook.pdf
Other information re: attending or withdrawing from the institution	http://www.mccnh.edu/services/payment/frequently-asked-questions, http://www.mccnh.edu/academics/academic-policies#1437
Academic programs	http://www.mccnh.edu/academics/programs
Courses currently offered	http://www.mccnh.edu/academics/course-schedules
Other available educational opportunities	http://www.mccnh.edu/wdc, http://www.mccnh.edu/workreadynh
Other academic policies and procedures	http://www.mccnh.edu/academics/academic-policies
Requirements for degrees and other forms of academic recognition	This information can be found on all Programs of Study pages
List of continuing faculty, indicating department or program affiliation, degrees	
held, and institutions granting them	http://www.mccnh.edu/contact/faculty-directory
Names and positions of administrative officers	http://www.mccnh.edu/president/administration
Names, principal affiliations of governing board members	http://www.mccnh.edu/about/advisory-board
Locations and programs available at branch campuses, other instructional	http://www.mccnh.edu/academics/online-learning,
locations, and overseas operations at which students can enroll for a degree, along	http://www.mccnh.edu/academics/course-schedules
with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year.	http://www.mccnh.edu/academics/academic-catalogs
Size and characteristics of the student body	http://www.mccnh.edu/about/statistics
Description of the campus setting	http://www.mccnh.edu/about/history
Availability of academic and other support services	http://www.mccnh.edu/services/academic-success-center,
	http://www.mccnh.edu/services/other-student-services,
	http://www.mccnh.edu/academics/advising
Range of co-curricular and non-academic opportunities available to students	http://www.mccnh.edu/student-life, http://www.mccnh.edu/student-life/clubs
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.mccnh.edu/services/academic-success-center
Institutional goals for students' education	http://www.mccnh.edu/about/mission-vision-values
Success of students in achieving institutional goals including rates of retention and	http://www.mccnh.edu/academics/programs/health-information-
graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	management, http://www.mccnh.edu/academics/programs/nursing,
Total cost of education and net price, including availability of financial aid and	http://www.mccnh.edu/services/payment/tuition-and-fees,
typical length of study	http://www.mccnh.edu/academics/course-schedules,
	http://www.mccnh.edu/admissions/financial-aid
Expected amount of student debt upon graduation and loan payment rates	http://www.mccnh.edu/admissions/financial-aid/net-price-calculator,
	http://www.mccnh.edu/admissions/financial-aid/student-loan-refund-
	information
Statement about accreditation	http://www.mccnh.edu/about/accreditation





Appendix A - I

Update on CCSNH Enhanced Credit Sharing Initiative

In 2013, the CCSNH began work on a new credit transfer and course sharing initiative designed to "broaden access and improve completion outcomes for students across our state."¹⁹ To accomplish this goal, the Enhanced Credit Sharing Initiative focused on several key areas:

- 1. Creation of a system-wide portfolio of common online courses, effectively expanding course options for students, particularly those at smaller campuses.
- 2. Creation of more industry-aligned online courses to meet the needs of NH employers.
- 3. Development of a new model for sharing credit dollars between a student's home campus and the campus providing the course(s).
- 4. Improvement in / streamlining of the end-user experience including:
 - a. One-stop class search, registration, and payment options
 - b. Centralized Student Information System to make credit / grade information available system-wide
 - c. A system-wide transcript showing home college / CCSNH grade point information

A necessary early step, the integration of seven distinct Banner databases into one, began in 2013. Three million dollars was set aside for the upgrade, which was carried out in consultation with Ellucian (Banner's parent company). An early step in the process was getting the seven colleges to agree on common course prefixes for all programs, a task which was accomplished by early September, 2014. Admissions offices across the system began using the combined database in November, students and advisors the following spring. Concurrent with System Banner Revitalization was the implementation of another Ellucian product, Degree Works, to enhance advising efforts and make it easier to do degree audits. Advisors at MCC gained access to Degree Works for fall 2016; training sessions were offered during faculty work weeks. Degree Works is not yet accessible to MCC students. As it is essential to the implementation of EAB's Navigate, however, making sure the database is updated and available to everyone is a priority for this coming academic year.

By the end of 2013, 31 courses, mostly general education, had been identified as equivalent and designated as "easy transfer" courses. Work on a centralized student portal using Banner's Flex Reg system was also underway, though that project's intended goal, a single site to search, register, and pay for classes had been put on hold, though it reemerged as a priority after this summer's Guided Pathways Institute. The VPAAs will begin discussions on this project in the fall of 2017. The system continues to troubleshoot problems arising from the merging of seven databases into one, a slow process because personnel are stretched thin in many institutions. A

¹⁹ Coladarci, Richard, email 13 May 2015: Student Banner Revitalization Update

number of the goals of the Enhanced Credit Sharing Initiative remain unrealized as of this writing:

- Although students can search courses across the system, online registration is only
 possible for those classes that do not have prerequisites. Navigating prerequisite
 requirements still necessitates contact with an advisor / faculty member who can
 authorize the registration. Even then, online registration is not possible and students
 must contact the registrar at the institution offering the course.
- Financial aid sharing across institutions still requires completion of paperwork for a consortium agreement.
- None of the seven registrars will certify courses not taken at their institution, so an official system-wide transcript is not available. Students and advisors can access an unofficial transcript showing coursework from multiple institutions.
- Apart from the established "Easy Transfer" courses, most institutions still require an official transcript from the college where coursework was taken. MCC is the only CCSNH institution that will award transfer credits based on information available in the shared database. This practice benefits our students who are transferring in credits from another college in the system; students who wish to transfer our credits to another CCSNH institution must continue to request a transcript.

Work on the Enhanced Credit Sharing Initiative has slowed but not stopped as a result of implementation snags and personnel shortages. Since 2016, Guided Pathways has been a growing area of focus across the system, at least in part because higher completion and retention rates have implications for our overall financial sustainability, a reality we cannot overlook in our current climate.

Appendix A - II

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION New England Association of Schools and Colleges 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514 Fax: (781) 425 1001 Voice: (781) 425 7785 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.mccnh.edu/academics/academic-policies		
Print Publications	Academic Catalog page 12		
Self-study/Interim Report Page Reference	Pg 34		

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	http://www.mccnh.edu/admissions/transfer
Print Publications	Academic Catalog page 3, 15-17
Self-study/Interim Report Page Reference	Pg 35

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	http://www.mccnh.edu/academics/academic-policies		
Print Publications	Academic Catalog page 11		
Self-study/Interim Report Page Reference	Pg 93		

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	Unique student ID number and login required for online courses.	
Self-study/Interim Report Page Reference	Pg 44	

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	http://www.mccnh.edu/news/item/2325-invitation-for-public-comments
Print Publications	Union Leader
Self-study Page Reference	Pg A15

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

Chief Executive Officer: Myran D. Huard

Date: _ 9/5/2017

Appendix A - III

E-Series Forms: Making Assessment More Explicit Option E2. College Portrait/VSA Plus Program Review

I. Institutions selecting this option should include copies of the most recent College Portrait institutional template under the Voluntary System of Accountability and up to two prior templates. The templates are available from APLU and AASCU.

MCC participates in the Voluntary Framework of Accountability, attached are the three most recent results from our participation in the VFA from 2013 – 2014, 2014 – 2015, and 2015 – 2016.

CATEGORY List each degree program:	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
1. Automotive	2015	The Automotive program has active partnerships with local dealerships, and pathways to several automotive companies. The Chrysler MCAP program is NATEF Certified. The program also has an advisory board they meet with to discuss program focus.	The faculty have been revising the existing automotive technology degree and the program is currently undergoing curriculum changes to maintain industry standards.	The Subaru manufacturing track has been added to the automotive program. The first course has undergone curriculum changes, and the rest of the program is being evaluated.	2017- 2018
2. Behavioral Science	2015	The department works to keep their program aligned to four-year schools in	One of the micro goals of the Behavioral Science program	The program has been reviewed and updated to provide greater	2017- 2018

II. Complete the information on program review, below.

[1			,
		the area to help	review was to	transferability for	
		create a smooth	create a strong	students.	
		transfer process for	identity around		
		students.	the		
			concentration.		
			The recent		
			creating of the		
			Behavioral		
			Science major will		
			allow the		
			program to		
			continue to grow		
			their identity.		
3. Business	2016	The Business	ACBSP accredits	The Business	2018-
Studies	ACBSP	Department	the Management,	department moved	2019
Department	Review	received	Accounting,	into a new spaced	
		Accreditation	Business Studies	dedicated to their	
		through ACBSP,	and Marketing	program in Spring	
		and external	programs.	2017. They hope to	
		accrediting body.		use the space to	
		This, along with our		encourage a sense of	
		advisory board,		identity among their	
		provides external		students.	
		perspective to our			
		program.			
4. Computer	2015	Local industry and	The faculty have	In order to address	2017-18
Science/Cybe		advisory board	been	changing industry	
rsecurity		connections.	investigating	needs the Computer	
-			experiential and	Science and	
			non-traditional	Innovation program	
			classroom	was created and	
			technologies.	began enrolling	
			Their research	students in 2014-2015	
			has led to new	academic school year.	
			technology being	,	
			introduced		
			through the		
			Academic		
			Technology Plan		
			and being		
		1		1	

			adopted by other departments, such as English.		
5. Early Childhood Education	2015 Program Review 2017 NAEYC	The ECE program is externally accredited by NAEYC. Their last review was completed in 2017.	Keeping their program review in mind the faculty have worked to maintain their NAEYC accreditation, which can serve as a recruitment and retention tool with interested students.	The ECE program created a Natural Outdoor Classroom for use by their students and the children in the Child Development Center. This space allows the program to incorporate specific objectives related to the outdoor classroom.	2019- 2020
6. Electrical Technologies	2016	An advisor board was created for the program in 2014.	Keeping an eye on industry needs the ETech faculty have helped grow enrollment and launch a new Line Worker certificate program.	A new building with space for the ETech program is opening in Fall 2017. A third full time faculty member was hired in the Fall of 2016.	2018- 2019
7. English	2015	The department works to keep their program aligned to four-year schools in the area to help create a smooth transfer process for students.	The English program has been evaluated and under gone curriculum changes to better align with 4-year programs. There has recently been a creation of an English Department and	Assessment of development ENGL courses lead to ENGL095. Assessment of ENGL110 lead to Bring Your Own Device sections.	2017- 2018

					1
			major which will		
			encourage a		
			sense of		
			community		
			within the		
			program.		
8. Exercise	2016	Industry partners	The faculty within	Creation of an Applied	2018-
Science		and advisory board	this program	Nutrition course	2019
		input.	have continued	specifically for	
			to offer high	Exercise Science	
			touch, high	students which was	
			impact offerings	offered beginning in	
			to their students.	Fall 2016.	
9. Fine Arts	2016	The department	This department	A new part-time Fine	2018-
		works to keep their	has not had a	Arts/Humanities	2019
		program aligned to	Program	program coordinator	
		four year schools in	Coordinator or	was hired and begin in	
		the area to help	full time faculty	the Spring of 2017.	
		create a smooth	member for a few		
		transfer process for	years. The		
		students. Including	program review		
		working with the	highlights work		
		local art institution	for a coordinator		
		to create	to work on when		
		articulation	hired.		
		agreements.			
10. Graphic	2016	The department	The faculty	The Graphic Design	2018-
Design		works with industry	, continue to	spaced underwent	2019
		partners to develop	remain aware of	minor renovations to	
		curriculum that	changing	update the spaces.	
		allows students to	technology in the		
		remain current in	field and their		
		the field.	Program review		
			highlights their		
			ability to change		
			with the industry		
			needs.		
11. HVAC	2015	Advisory board of	The program	A new building with	2017-
11.11770	2013	industry contacts.	review process	space for the HVAC	2017
			encouraged HVAC	program is opening in	2010
L			CITCOULAGED ITVAC		

			Constanting		
			faculty to	Fall 2017. This will	
			redesign	allow the program to	
			curriculum, and	expand their	
			work to create	advanced course	
			advising material	offerings.	
			for part time		
			students.		
12.	2015	The department	The Mathematics	The Mathematics	2017-
Mathematics		works to keep their	department set	department as was	2018
		program aligned to	high goals in their	able to develop a new	
		four year schools in	program review,	developmental level	
		the area to help	and have worked	math course,	
		create a smooth	hard to achieve	MATH090M. The	
		transfer process for	them. They have	program became a	
		students.	development	Liberal Arts	
			new math	concentration in	
			sequence, and a	2014-2015, and	
			new certificate	independent	
			offering in Data	Mathematics degree	
			Analytics.	in 2015-2016	
13. Medical	2016	Advisory Board of	Industry input has	Curriculum changes to	2018-
Assistant		industry contacts.	driven	specific courses to	2019
			assessment of	make a more	
			program and	comprehensive	
			curriculum	course.	
			development.		
14. Nursing	2014	The Nursing	As a program well	The Nursing	2017-
	Program	program is	used to	department has	2018
	Review	accredited through	assessment the	worked to increase	
		Accreditation	Nursing	pathways for students	
	2011	Commission of	department used	to continue to their	
	ACEN	Education Nursing	the Program	BSN. Pathways now	
		(ACEN) and	Review to bridge	exist with 6 NH	
		approved by the	their time	colleges.	
		New Hampshire	between ACEN		
		Board of Nursing	accreditation		
		(NHBON). This	visits.		
		program also has			
		an advisory board.			

		Advisory Board of	Since the review	The faculty are	2017-
15. Welding	2015	industry contacts.	the department	evaluating curriculum	2018
			has a new chair	to look at creating	
			and one new	pathways with local	
			faculty member.	secondary schools, as	
			The program	well as with the	
			review has	evening professional	
			helped set goals	certificate students.	
			for the new		
			faculty.		



The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The VFA's Public Outcomes Report includes the data that colleges are required to report and share publicly. Listed below are the contents of this report.

Manchester Community College (NH) (Manchester, NH)

VFA Data Collection Cycle 2013-14

- Overview of what is in the VFA Public Outcomes Report
- Two Year Cohort (Fall Students 2011)
 - o Two-Year Progress Measures
- Six Year Cohort (Fall Students 2007)
 - o Developmental Education Progress Measures
 - o Six-Year Outcomes Measures
- Career & Technical Education (CTE)
 - o CTE Profile
 - o CTE Credit and Non-Credit Measures, Tables
 - o CTE Credit Measures, Graphs
- Adult Basic Education (ABE)
 - o ABE Cohort
 - o ABE Outcomes

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

TWO YEAR

Students that entered the college two years ago (fall 2011) and their progress /attainment by the end of those two years

Colleges are required to report

the TWO-YEAR PROGRESS MEASURES for the students that entered two years ago

SIX YEAR

Students that entered the college six years ago (fall 2007) and their progress and outcomes by the end of those six years

Colleges are required to report the DEVELOPMENTAL EDUCATION and SIX-YEAR OUTCOMES MEASURES for the students that entered six years ago

SPO Student Cohort Types

Colleges are also required to report the SPO measures for three types of student groups:

A. Main Cohort Fall entering students who are first time at the reporting college

B. Credential Seeking Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College Students in the Main Cohort who are <u>first time in college</u>

CTE Measures & Cohort Reports on the post-collegiate

completed credit or non-credit

CTE or had a significant CTE

outcomes of students that

experience at the college

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- · Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- · Enrolled in any developmental
- · Completed all developmental (and are college-ready)

SPO: TWO-YEAR PROGRESS MEASURES

- · Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two # of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
 # of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- · Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- · Persistence: still enrolled
- Left with < or = to 30 credits; left with > 30 credits

CAREER & TECHNICAL EDUCATION (CTE)

CTE Profile

CTE profile of the college

- · CTE Enrollment (credit and non-credit); change over previous year
 - CTE Completions (credit and non-credit); change over previous year

CTE student outcomes post CTE (credit and non-credit)

- · Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE)

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE
- Gained employment post ABE

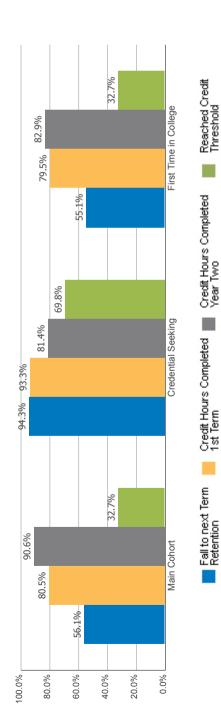
Manchester Community College (NH) (Manchester, NH)

Two Year Cohort(Fall Students 2011)

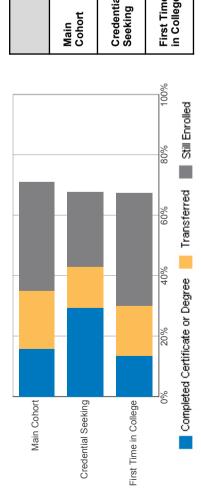
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type



Completed Transferred	15.8% 19.0%	29.2% 13.6%	13.4% 16.5%
	Main	Credential	First Time
	Cohort	Seeking	in College

Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at *reporting* college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college. The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

- Unduplicated
 - Hierarchical
- Achieved by the end of two
 - years Credentials earned at the
 - reporting college

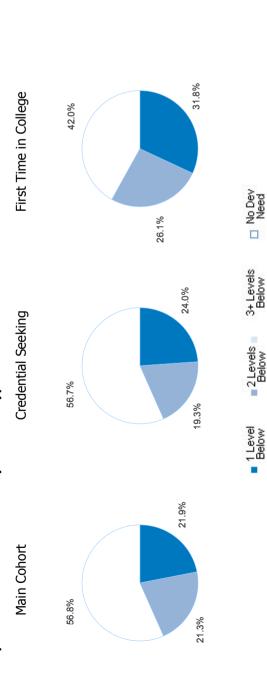
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Six Year Cohort (Fall Students 2007)

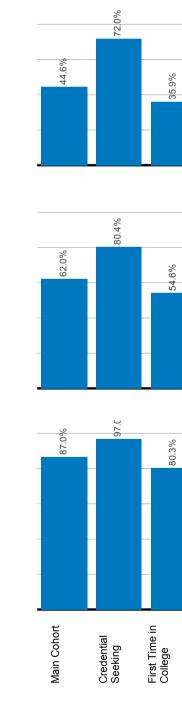
These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type



Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at reporting college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Math Need*

Percent of students in cohort that were referred/placed into developmental math

further into three levels of need, below Developmental need is broken down college level.

Completed College Course

Completed Highest Dev Course

Attempted Dev Course

Developmental Math Need

to successfully complete a college-level These outcomes answer the question: What percentage of students in the developmental math and progressed developmental math – completed cohort type that needed course in math?

*The method of identifying students with a developmental need is "By Placement/Referral".

100%

80%

%09

40%

20%

%

100%

80%

%09

40%

20%

%

100%

80%

%09

40%

20%

%

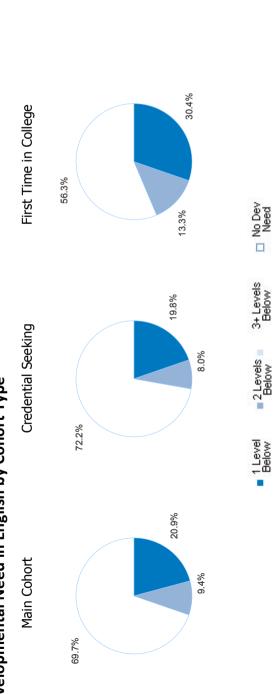
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Six Year Cohort(Fall Students 2007)

These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

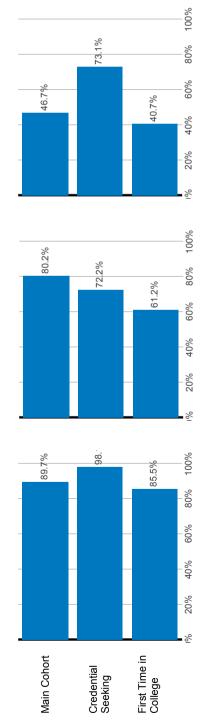
Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Completed College Course



Cohort Types Different types of students

- A. Main Cohort: fall entering, first time at *reporting* college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental English Need*

Percent of students in cohort that were referred/placed into developmental English

Developmental need is broken down further into three levels of need, below college level.

Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a college-level course in English?

*The method of identifying students with a developmental need is "By Placement/Referral".

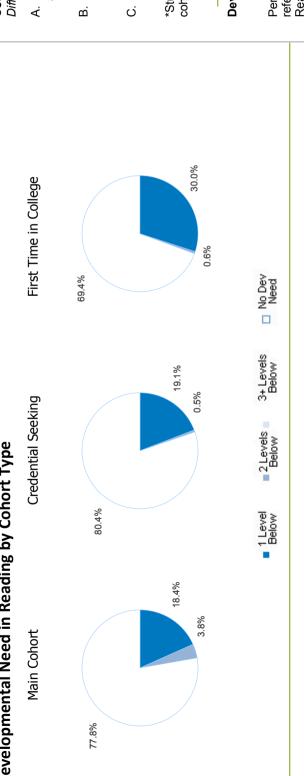
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°M) (NN
College
ster Community
inchester

Six Year Cohort (Fall Students 2007)

These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type



Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type

Completed College Course Completed Highest Dev Course Attempted Dev Course

100% 80% %09 40% 20% %0 %0. %0 100% 72.4% 80% 58.7% 56.5% %09 40% 20% % 100% 87.9% 75.7% 76.0% 80% %09 40% 20% % First Time in College Main Cohort Credential Seeking

Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at reporting college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Reading Need*

Percent of students in cohort that were referred/placed into developmental Reading

further into three levels of need, below Developmental need is broken down college level.

Developmental Reading Outcomes

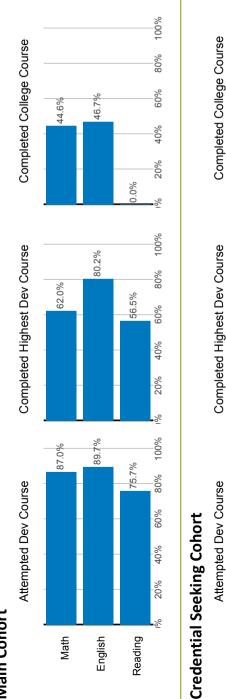
developmental Reading – completed developmental Reading and progressed to successfully complete a college-level These outcomes answer the question: What percentage of students in the cohort type that needed course in Reading?

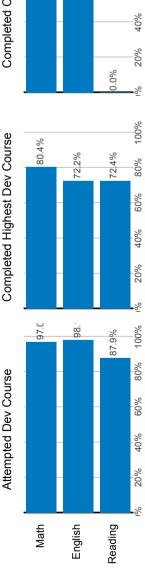
*The method of identifying students with a developmental need is "By Placement/Referral".

Manchester Community College (NH) (Manchester, NH) Six Year Cohort (Fall Students 2007) These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

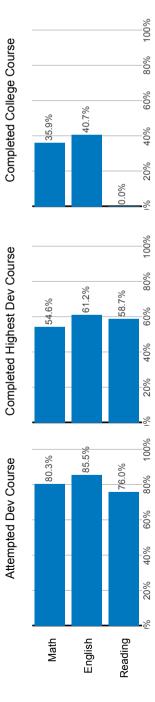
Developmental Outcomes across Subjects by Cohort Type

Main Cohort





First Time in College Cohort



Different types of students Cohort Types

- A. Main Cohort: fall entering, first time at reporting college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Outcomes by Subject

These outcomes answer the question: – completed developmental education developmental education in a subject successfully complete a college-level What percentage of students in the in that subject and progressed to cohort type that needed course in the subject?

100%

80%

60%

73.1%

72.0%

students that are classified by a specific complete developmental education. cohort type progress through and This view of the data shows how

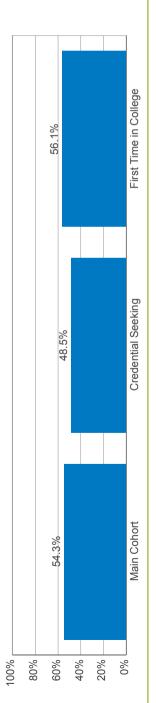
Manchester Community College (NH) (Manchester, NH)

Six Year Cohort (Fall Students 2007)

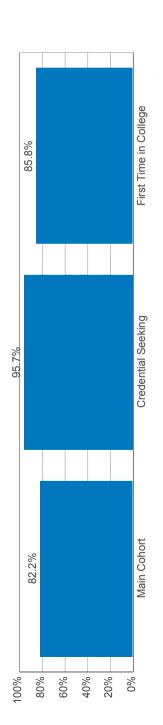
These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

Any Developmental

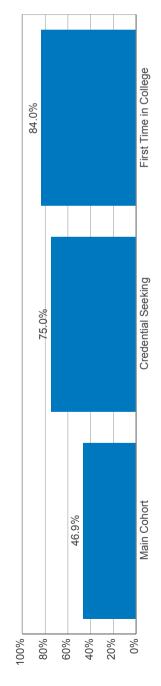
Any Developmental Need by Cohort Type



Attempted at Least One Developmental Course by Cohort Type



Completed All Developmental Education by Cohort Type



Cohort Types Different types of students

- A. Main Cohort: fall entering, first time at *reporting* college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

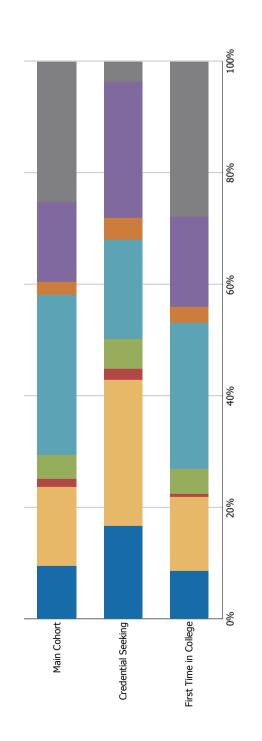
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Six Year Cohort (Fall Students 2007)

These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Bachelor's	%0'0	0.0%	%0.0
Associate (Transfer)	6.5%	16.8%	8.6%
Associate (No Transfer)	14.2%	26.0%	13.3%
Certificate (Transfer)	1.5%	2.1%	0.6%
Certificate (No Transfer)	4.3%	5.4%	4.5%
No Award (Transfer)	28.7%	17.8%	26.1%
Still Enrolled	2.4%	3.9%	2.9%
Left (=> 30 Credits)	14.3%	24.5%	16.1%
Left (< 30 Credits)	25.2%	3.6%	28.0%

Cohort Types

- Different types of students
- A. Main Cohort: fall entering, first time at reporting college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college
- *Students could be in more than one cohort type.

Six-Year Outcomes Measures

ranging from receipt of a credential (with outcomes for the students in the cohort and without transfer) to left the college. These measures report nine potential

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated

Achieved by the end of two years Credentials earned at the *reporting* college

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- Hierarchical

Manchester Community College (NH) (Manchester, NH)

Career & Technical Education Profile

These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for the: 2011-12 and 2012-13. CREDIT CTE completions, are sourced from IPEDs.

Career & Technical Education (CTE) Measures

CTE Profile

Credit



0

0

Completions

Award Type	2011-12	2010-11	%Change
CTE Bachelor's	0	0	(1) N/A
CTE Associate	183	133	• 27.3%
Certs. >= 1 Year	5	4	▲ 20.0%
Certs. <1 Year	80	72	▲ 10.0%
Total	268	209	▲ 22.0%

Source: IPEDS completions data

NON-CREDIT CTE

Enrollment

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Non-Credit

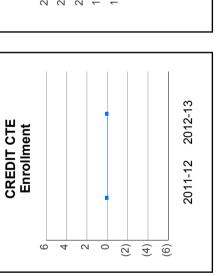
	N/A	/	
icated)	0		
(Seat count; Duplicated)	2011-12	0	
Enrollment (S	2012-13	0	

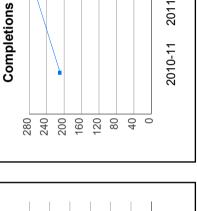
A/A 0 2011-12 0 Completions 2012-13 0

2012-13

2011-12

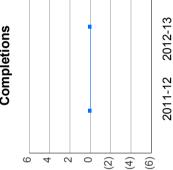
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About the CTE Profile

The CTE Profile provides the college's context about the college's CTE. It is not based on a cohort of students. enrollment and completions data (for both credit and non-credit CTE offerings). This information provides most recently available CTE

CREDIT CTE

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Career & Technical Education Cohort Outcomes (CTE Students Completed/Left in 2010-11)

These data represent students that took CTE at the college, exited the college in the 2010-11 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

Career & Technical Education (CTE) Measures

CTE Completer/Leaver Cohort & Outcomes

CTE Completer/Leaver Cohort

0	NA	N/A	N/A	0	
Total Credit Completers/Leavers	Awarded Associate Degree	Completed Certificate	Left with No Award	Non-Credit Completers/Leavers	

Completers/Leavers with Prior Awards

	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	0 N/A	0 N/A	0 N/A
Awarded Associates	N/A N/A	N/A N/A	N/A N/A
Completed Certificate	N/A N/A	N/A N/A	N/A N/A
Left with No Award	N/A N/A	N/A N/A	N/A N/A
Non-Credit Cohort	0 N/A	0 N/A	0 N/A

Industry Recognized Credentials of Completers/Leavers

0 N/A	V/N 0	V/N 0	0 N/Y	0 N/A
Total Credit Completers/Leavers	Awarded Associate Degree	Completed Certificate	Left with No Award	Non-Credit Completers/Leavers

Licensure Exam Pass Rate of Completers/Leavers

	Passed	Attempted	Pass Rate
Total Credit Cohort	0	0	N/A
Awarded Associate	0	0	N/A
Completed Certificate	0	0	N/A
Left with No Award	0	0	N/A
Non-Credit Cohort	0	0	N/A

Median Wage Growth of Completers/Leavers

	Wage Prior	Wage Post	Change
Total Credit Cohort	0\$	0\$	\$0_N/A
Awarded Associate	0\$	0\$	\$0 N/A
Completed Certificate	0\$	0\$	\$0 N/A
Left with No Award	0\$	0\$	\$0 N/A
Non-Credit Cohort	0\$	0\$	\$0 N/A

Education and Earnings of Completers/Leaver

		Ē	ucation and E	arnings or Co	Education and Earnings of Completers/Leavers	/ers		
	Enrolled in	Enrolled in Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Employed with	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Employed with	Unemployed
	Education						l ivahle Wane	/I lnknown
hort	D N/A	D N/A	D N/A	D N/A	D N/A	D N/A	D N/A	O N/A

0 N/A 0 N/A 0 N/A

> Left No Award Ion-Credit Cohort

otal Credit Coho Associate Certificate

0 N/A 0 N/A 0 N/A (N/A) 0

0 N/A

CTE Completer/Leaver Cohort

The CTE Cohort is made up of students that took CTE at the college (credit or non-credit CTE) and either earned a formal award in CTE [completers] or left the college with a significant CTE experience – having earned 7 CTE credits or having received 180 contact hours of CTE instruction [leavers].

About CTE Outcomes

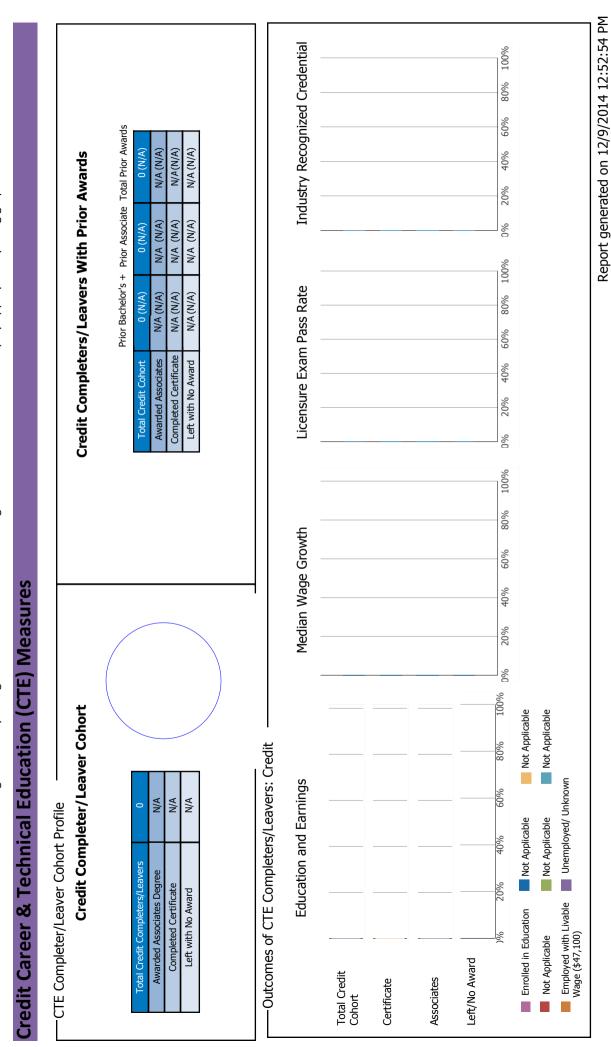
For the CTE Completer/Leaver Cohort, the VFA then reports these students' outcomes after the CTE experience (post-collegiate).

Manchester Community College (NH) (Manchester, NH)

Career & Technical Education Cohort (CTE Students Completed/Left in 2010-11)

These data represent students that took CREDIT CTE at the college, exited the college in the 2010-11 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore there is not enough NON-CREDIT CTE data to display appropriately using graphics.



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Adult Basic Education Cohort (Students from

These data represent students that came to the college for ABE in the

academic year and their outcomes within one year of leaving the college.

Adult Basic Education (ABE) Measures

ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.



The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The VFA's Internal Outcomes Report (2014-15) includes the data that colleges are required to report and the data that are optional to report. Listed below are the contents of this report.

Manchester Community College (NH), Data Collection Cycle 2014-15

- Overview of what is in the VFA Internal Outcomes Report
- Two Year Cohort (Fall Students 2012)
 - o Two-Year Progress Measures
 - o Developmental Education Progress Measures (OPTIONAL)
- Six Year Cohort (Fall Students 2008)
 - o Six-Year Outcomes Measures
 - o Developmental Education Progress Measures
 - o Two-Year Progress Measures (OPTIONAL)

- Career & Technical Education (CTE Students 2011-12)

- o CTE Profile and Credit and Non-Credit Measures, Tables
- o CTE Credit Outcomes, Graphs
- Adult Basic Education (ABE Students
 - o ABE Cohort and Outcomes (OPTIONAL)

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STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2012) and their progress /attainment by the end of those two years college two years ago

SIX YEAR COHORT

Students that entered the college six years ago (Fall Students 2008) and their progress and outcomes by the end of those six years

SPO Student Cohort Types

For the SPO Measures, Colleges group students from each timeframe (two years and six years) into three cohort types.

A. Main Cohort

Fall entering students who are first time at the reporting college

B. Credential Seeking

Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College

Students in the Main Cohort who are first time in college

CAREER & TECHNICAL EDUCATION (CTE) MEASURES

CTE Profile

CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
- Number of total credits completed with a C grade (C-, C+) or better by the cohort • Reached credit threshold by end of year two
- Number of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

Colleges are required to report the TWO-YEAR PROGRESS MEASURES for the students that entered two years ago. Colleges may optionally report the report TWO-YEAR PROGRESS MEASURES for the students that entered the college six years ago.

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = to 30 credits; left with < 30 credits

Colleges are required to report the SIX-YEAR OUTCOMES MEASURES for the students that entered the college six years ago.

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

Colleges are required to report the DEVELOPMENTAL EDUCATION MEASURES for the students that entered six years ago. Colleges may optionally report the DEVELOPMENTAL EDUCATION MEASURES for the students that entered the college two years ago.

CTE profile of the college

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

CTE student outcomes post CTE (credit and non-credit)

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE) MEASURES

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE completion
- Gained employment post ABE completion

Two Year Cohort(Fall Students 2012)

(Manchester, NH) Manchester Community College (NH)

These data represent students that first entered the college in Fall Students 2012 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

the end of a student's first two years at persistence/attainment outcomes by These measures report milestones along the educational pathway and the college.

by the end of year two provide an early The persistence/attainment outcomes students in the cohort. The outcomes are: indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the

- Unduplicated
- Hierarchical
- Achieved by the end of two years
 - Credentials earned at the *reporting* college

First Time in College Reached Credit Threshold 73.0% 78.4% 56.5% Credit Hours Completed Year Two 55.7% **Credential Seeking** 79.2% Credit Hours Completed 82.2% 62.5% Progress by End of Year Two by Cohort Type Fall to next Term Retention 44.0% Main Cohort 75.4% 81.6% 56.2% 100% 80% %09 40% 20% %0

40.6%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Completed Transferred Still Enrolled	Still Enrolled	Main Cohort	
Main Cohort	066	20.1%	28.1%	47.3%		
Credential	512	27.0%	28.7%	44.3%	Credential Seeking	
GENIIA						
First Time in College	589	14.4%	18.2%	51.6%	First Time in College	
					č	700
					>	20

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Transferred Still Enrolled

Completed Certificate or Degree

100%

80%

%09

40%

20%

Two Year Cohort (Fall Students 2012)

These data represent students that first entered the college in Fall Students 2012 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Fall to Next Te Retention	Fall to Next Term Retention	Credit Hours Com First Term	: Completed Term	Credit Hours Completed Credit Hours Completed First Term Year Two	s Completed Two	Reached Credit Threshold	d Credit shold
		Count	%	Count	%	Count	%	Count	%
Main Cohort	066	556	56.2%	4,123	81.6%	7,212	75.4%	436	44.0%
Credential Seeking	512	320	62.5%	2,680	82.2%	4,766	79.2%	285	55.7%
First Time in College	589	333	56.5%	2,384	78.4%	4,434	73.0%	239	40.6%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed or De	Completed Certificate or Degree	Trans	Transferred	Still Enrolled	Irolled
		Count	%	Count	⁰⁄₀	Count	‰
Main Cohort	066	199	20.1%	278	28.1%	468	47.3%
Credential Seeking	512	138	27.0%	147	28.7%	227	44.3%
First Time in College	589	85	14.4%	107	18.2%	304	51.6%

Two Year Cohort (Fall Students 2012)

Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2012 (or summer before) who needed developmental education in math. Of those studen (Man Gbester, NH) developmental education in math, the measures show their progress and outcomes in math by the end of two years.

Developmental Math (Optional to Report)

Developmental Math Need

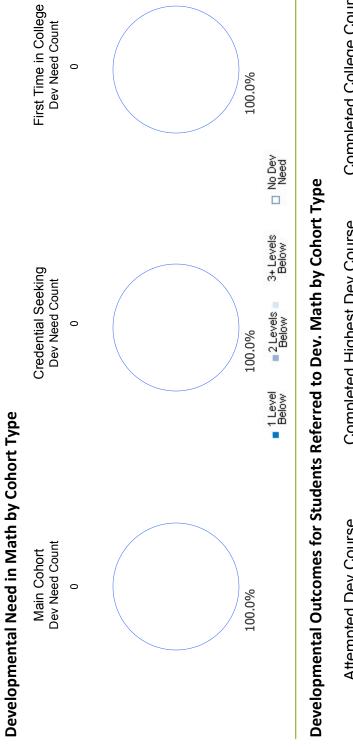
Percent of students in cohort that needed developmental math

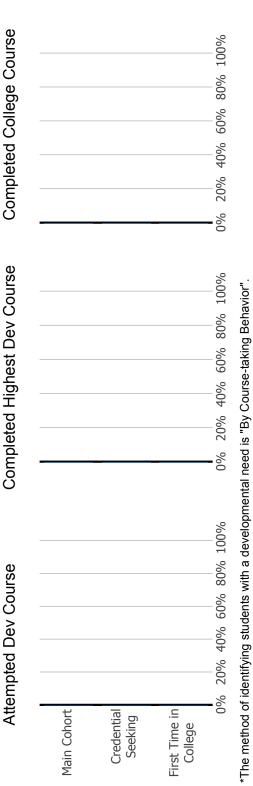
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

Developmental Math Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?





Two Year Cohort(Fall Students 2012)

Manchester Community College (NH)

Dev Need Count 0

These data represent students who first entered the college in Fall Students 2012 (or summer before) who needed developmental education in English. Of those stud **Manghester, NH)** developmental education in English, the measures show their progress and outcomes in English by the end of two years.

Developmental English (Optional to Report)

Developmental English Need

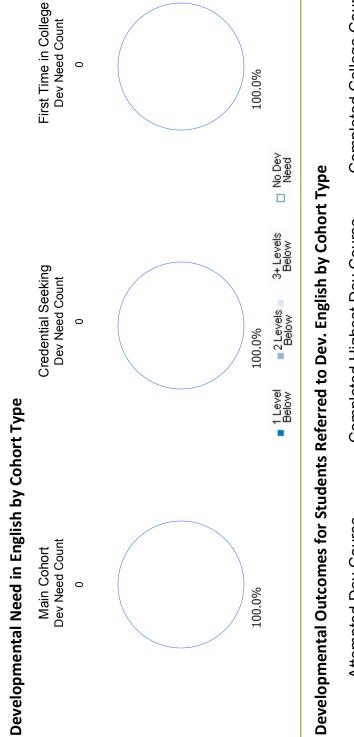
Percent of students in cohort that needed developmental English

down further into three levels of Developmental need is broken need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

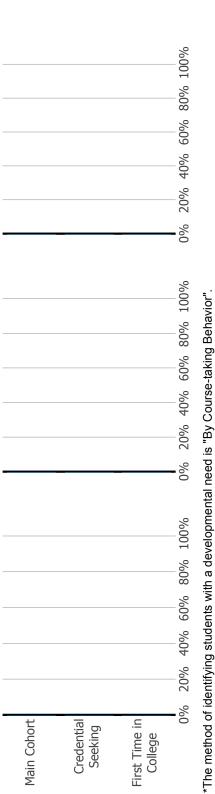
Developmental English Outcomes

question: – What percentage of students in the cohort type that needed developmental English – successfully complete a college-These outcomes answer the English and progressed to completed developmental evel course in English?



100.0%





Two Year Cohort (Fall Students 2012)

Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2012 (or summer before) who needed developmental education in reading. Of those stude Manager Rester, NH) developmental education in reading, the measures show their progress and outcomes in reading by the end of two years.

Developmental Reading (Optional to Report)

Developmental Reading Need

Percent of students in cohort that needed developmental reading

down further into three levels of Developmental need is broken

1 level below college.

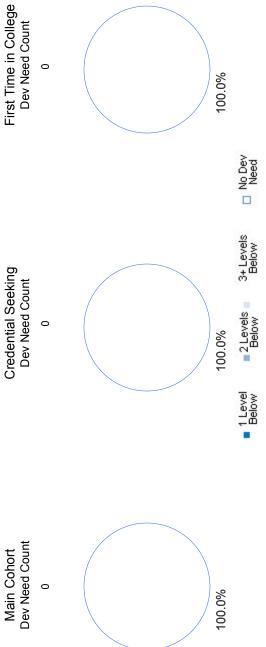
need:

- 2 levels below college.
 3+ levels below college.

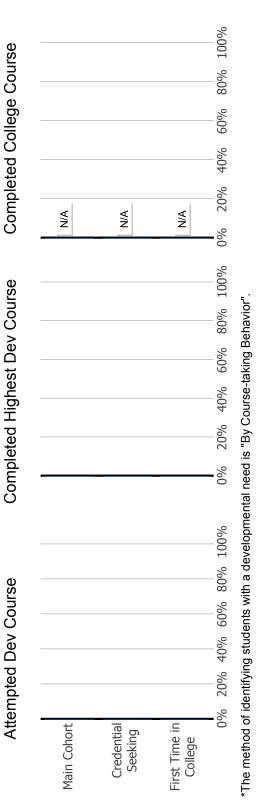
Developmental Reading Outcomes

complete a college-level course in completed developmental reading needed developmental reading question: – What percentage of and progressed to successfully students in the cohort type that These outcomes answer the reading?









Developmental Outcomes across Subjects by Col	itcomes acros	s subjects by colloit		LU KEPULL		
	Attem	Attempted Dev Course	Completed Highest Dev Course	lest Dev Cours		Completed College Course
	Math					
Main Cohort	English					
	Reading				-	
	0% 200	20% 40% 60% 80% 100%	0% 20% 40%	60% 80% 100%	%0	20% 40% 60% 80% 100%
	Math					
Credential Seeking	English					
	Reading				-	
	 0% 20%	% 40% 60% 80% 100%	0% 20% 40%	60% 80% 100%	0% 20%	% 40% 60% 80% 100%
	Math					
First Time in College	English					
	Reading				-	
	0% 20	20% 40% 60% 80% 100%	0% 20% 40%	60% 80% 100%	0%0	20% 40% 60% 80% 100%
				Main Cohort	Credential Seeking	First Time in College
		Dev Need Count	Math	0	0	0
		Dev Need Count	English	0	0	0
		Dev Need Count	Reading	0	0	C

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*The method of identifying students with a developmental need is "By Course-taking Behavior".

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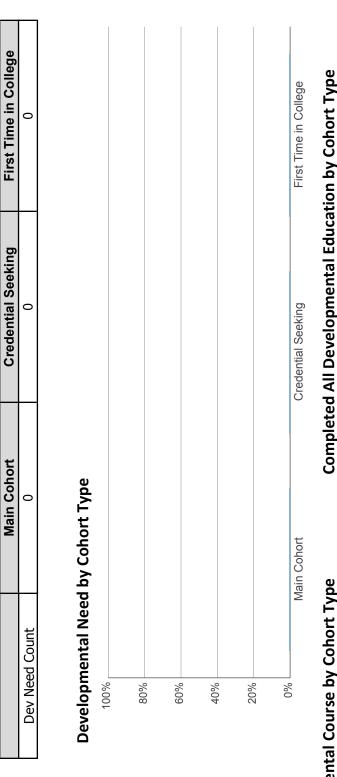
Two Year Cohort (Fall Students 2012)

These data represent students who first entered the college in Fall Students 2012 (or summer before) and needed developmental education in math, English, and/or **(WangchrestebsUNH)** show their progress through developmental education in these subjects.

Any Developmental (Optional to Report)



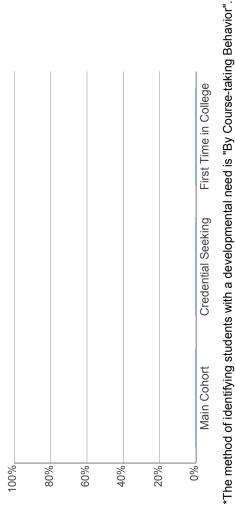
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

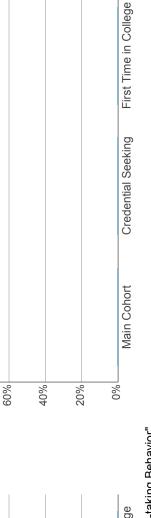


Attempted at least One Developmental Course by Cohort Type

100%

80%





Two Year Cohort (Fall Students 2012)

These data represent students who first entered the college in Fall Students 2012 (or summer before) and needed developmental education in math, English, reading, (Manyconstrution) of the subjects, and their progress and outcomes in developmental education by the end of two years.

Developmental Education Progress Measures (Optional to Report)

Developmental Subjects	Measures	Main (Main Cohort	Credential Se	Credential Seeking Cohort	First Time in (First Time in College Cohort
		# of Students in Cohort: 0	Cohort: 0	# of Students in Cohort:	Cohort: 0	# of Students in Cohort: 0	Cohort: 0
	Dev Need in Math	0	N/A	0	N/A	0	N/A
	Math Need: 1 Level Below College	0	N/A	0	N/A	0	N/A
Math M	Math Need: 2 Levels Below College	0	N/A	0	N/A	0	N/A
	Math Need: 3 or + Levels Below College	0	N/A	0	N/A	0	N/A
	Attempted Dev Math Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Math Course	0	N/A	0	N/A	0	N/A
	Completed College Course in Math	0	N/A	0	N/A	0	N/A
	Dev Need in English	0	N/A	0	N/A	0	N/A
	English Need: 1 Level Below College	0	V/N	0	V/N	0	V/N
	English Need: 2 Levels Below College	0	V/N	0	V/N	0	V/N
English	English Need: 3 or + Levels Below College	0	V/N	0	V/N	0	V/N
	Attempted Dev English Course	0	N/A	0	V/N	0	V/N
	Completed Highest Dev English Course	0	V/N	0	V/N	0	V/N
	Completed College Course in English	0	N/A	0	N/A	0	N/A
	Dev Need in Reading	0	%0'0	0	V/N	0	V/N
	Reading Need: 1 Level Below College	0	%0'0	0	V/N	0	V/N
Reading	Reading Need: 2 Levels Below College	0	%0'0	0	V/N	0	V/N
)	Reading Need: 3 or + Levels Below College	0	%0'0	0	V/N	0	V/N
	Attempted Dev Reading Course	0	V/N	0	V/N	0	V/N
	Completed Highest Dev Reading Course	0	V/N	0	V/N	0	V/N
	Completed College Course in Reading	N/A	N/A	N/A	V/N	N/A	V/N
,	Need in Any Developmental Subject	0	V/N	0	V/N	0	V/N
Any	Attempted at least one Dev Course	0	V/N	0	Y/N	0	V/N
	Completed All Dev Education	0	V/N	0	V/N	0	V/N

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2008)

Manchester Community College (NH) he end of six vears. (Manchester, NH)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

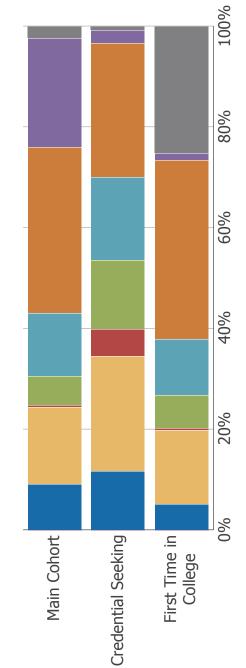
Six-Year Outcomes

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

The Six-Year Outcomes are:

- Unduplicated
- Hierarchical
 Achieved by the end of six years
 Credentials earned at your college.





Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	816	394	508
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	9.1%	11.7%	5.1%
Associate (No Transfer)	15.3%	22.8%	14.8%
Certificate (Transfer)	0.4%	5.3%	0.4%
Certificate (No Transfer)	5.9%	13.7%	6.5%
No Award (Transfer)	12.4%	16.5%	11.0%
Still Enrolled	33.0%	26.6%	35.6%
Left with > or = 30 credits	21.6%	2.5%	1.4%
Left with < 30 credits	2.5%	0.8%	25.2%

Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

	Main	Cohort	Credential Se	Credential Seeking Cohort	First Time In (First Time In College Cohort
Outcome	# of Students	# of Students in Cohort: 816	# of Students	# of Students in Cohort: 394	# of Students	# of Students in Cohort: 508
	Count	%	Count	%	Count	%
Bachelor's	N/A	Y/N	N/A	N/A	N/A	Y/N
Associate (Transfer)	74	9.1%	46	11.7%	56	5.1%
Associate (No Transfer)	125	15.3%	06	22.8%	22	14.8%
Certificate (Transfer)	ĸ	%7'0	21	5.3%	2	%7.0
Certificate (No Transfer)	48	%6'9	54	13.7%	33	6.5%
No Award (Transfer)	101	%7.21	65	16.5%	56	11.0%
Still Enrolled	269	33.0%	105	26.6%	181	35.6%
Left (= or > 30 Credits)	176	21.6%	10	2.5%	7	1.4%
Left (< 30 Credits)	20	2.5%	ъ	0.8%	128	25.2%

Six Year Cohort (Fall Students 2008)

These data represent students who first entered college in Fall Students 2008 (or summer before) who needed developmental education in math. Of those students the students th developmental education in math, the measures show their progress and outcomes in math by the end of six years.

Developmental Math

Developmental Math Need

Percent of students in cohort that needed developmental math

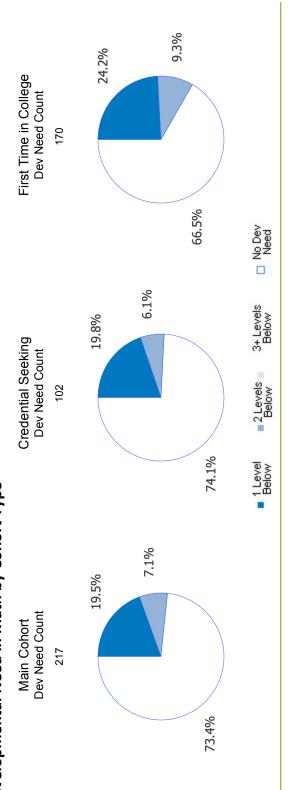
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
 3+ levels below college.

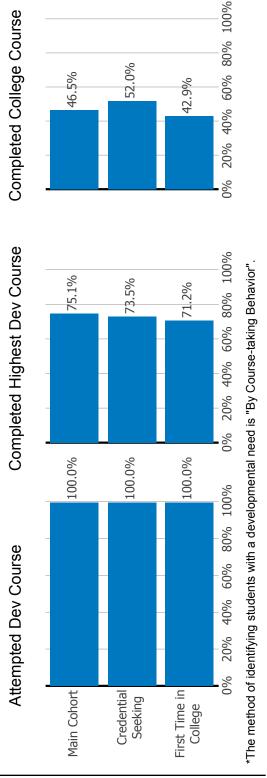
Developmental Math Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

Developmental Need in Math by Cohort Type



Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Six Year Cohort (Fall Students 2008)

These data represent students who first entered the college in Fall Students 2008 (or summer before) who needed developmental education in English. Of those stud **Manghester, NH)** developmental education in English, the measures show their progress and outcomes in English by the end of six years.

Developmental English

Developmental English Need

Percent of students in cohort that needed developmental English

Developmental need is broken down further into three levels of need:

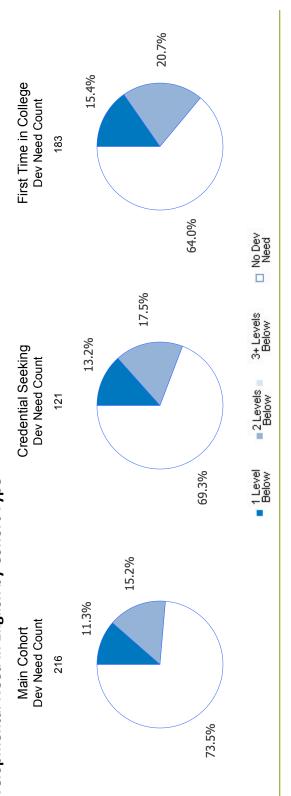
- 1 level below college.

- 2 levels below college.
- 3+ levels below college.

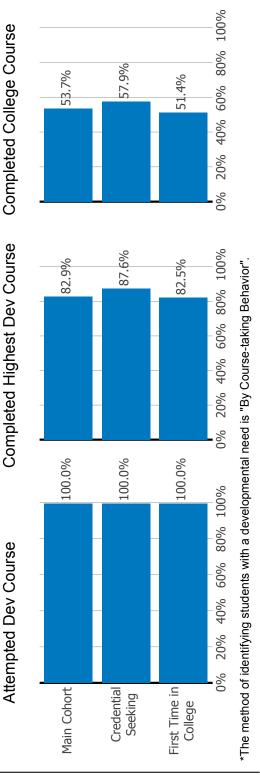
Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a collegelevel course in English?

Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Six Year Cohort (Fall Students 2008)

Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2008 (or summer before) who needed developmental education in reading. Of those stude Manager Rester, NH) developmental education in reading, the measures show their progress and outcomes in reading by the end of six years.

Developmental Reading

Developmental Reading Need

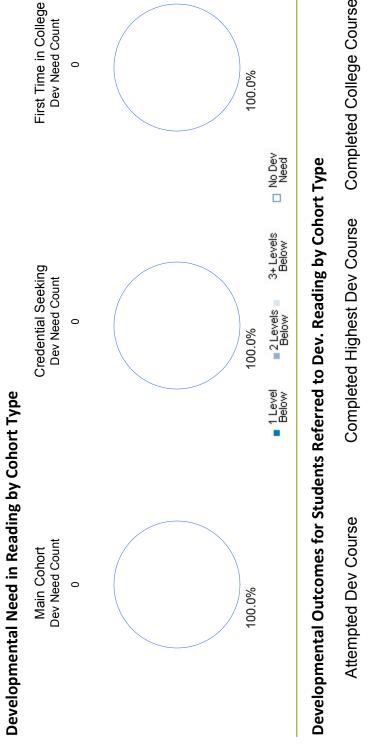
Percent of students in cohort that needed developmental reading

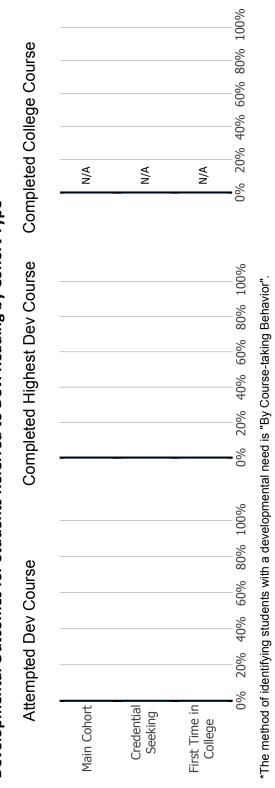
down further into three levels of Developmental need is broken need:

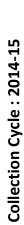
- 1 level below college.- 2 levels below college.
- 3+ levels below college.

Developmental Reading Outcomes

of students in the cohort type question: - What percentage These outcomes answer the that needed developmental developmental reading and progressed to successfully complete a college-level course in reading? reading – completed







Six Year Cohort (Fall Students 2008)

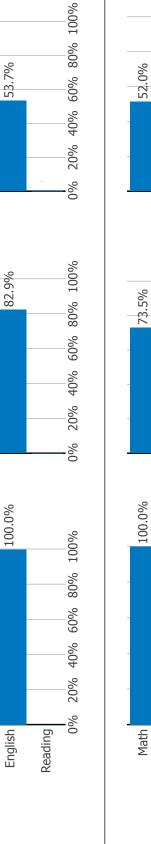
Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2008 (or summer before) and needed developmental education in math, English, and/or **(Wang-Chrestie EsuNed)** show their progress through developmental education in these subjects.



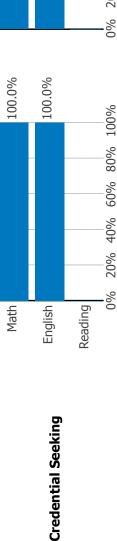
Main Cohort

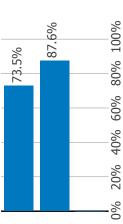
Developmental Outcomes across Subjects by Cohort Type

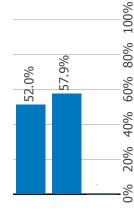


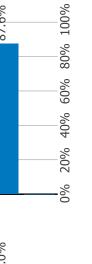
53.7%

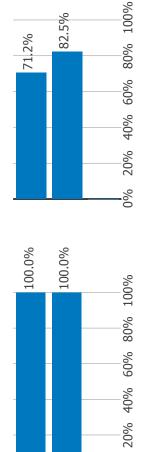
46.5%











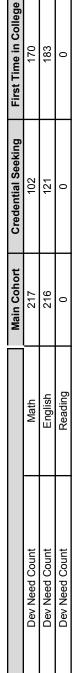
English

First Time in College

Math

0%

Reading



0% 20% 40% 60% 80% 100%

51.4%

82.5%

71.2%

42.9%

*The method of identifying students with a developmental need is "By Course-taking Behavior".

Six Year Cohort (Fall Students 2008)

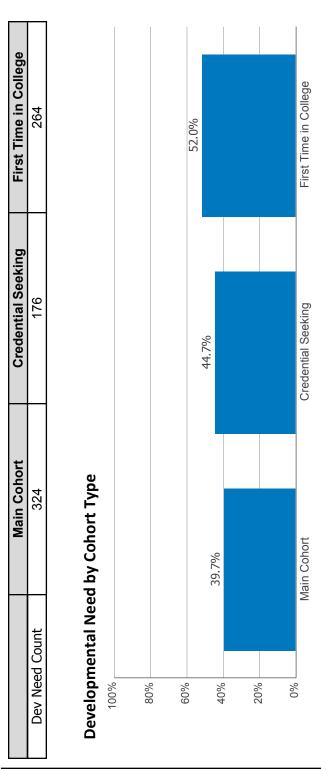
Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2008 (or summer before) and needed developmental education in math, English, and/or **(WangchrestebsUNH)** show their progress through developmental education in these subjects.

Any Developmental

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).



Attempted at least One Developmental Course by Cohort Type

Completed All Developmental Education by Cohort Type

66.7%

75.0%

69.4%

80%

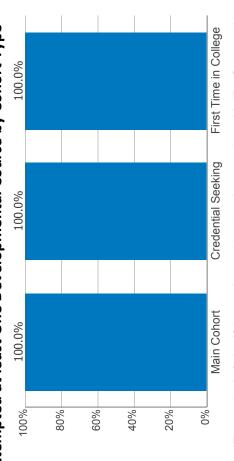
80%

40%

20%

0%|

100%



*The method of identifying students with a developmental need is "By Course-taking Behavior".



Six Year Cohort (Fall Students 2008)

These data represent students who first entered the college in Fall Students 2008 (or summer before) who needed developmental education in math, English, reading (Manychansting in Many these subjects.

Developmental Education Progress Measures

Developmental Subjects	Measures	Main (Main Cohort	Credential Se	Credential Seeking Cohort	First Time in C	First Time in College Cohort
		# of Students i	of Students in Cohort: 816	# of Students i	of Students in Cohort: 394	# of Students i	of Students in Cohort: 508
	Dev Need in Math	217	26.6%	102	25.9%	170	33.5%
	Math Need: 1 Level Below College	159	19.5%	78	19.8%	123	24.2%
Math	Math Need: 2 Levels Below College	58	7.1%	24	6.1%	47	9.3%
3	Math Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	%0.0
	Attempted Dev Math Course	217	100.0%	102	100.0%	170	100.0%
	Completed Highest Dev Math Course	163	75.1%	75	73.5%	121	71.2%
	Completed College Course in Math	101	46.5%	53	52.0%	73	42.9%
	Dev Need in English	216	26.5%	121	30.7%	183	36.0%
	English Need: 1 Level Below College	26	11.3%	52	13.2%	78	15.4%
	English Need: 2 Levels Below College	124	15.2%	69	17.5%	105	20.7%
English	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	%0'0
	Attempted Dev English Course	216	100.0%	121	100.0%	183	100.0%
	Completed Highest Dev English Course	179	82.9%	106	87.6%	151	82.5%
	Completed College Course in English	116	53.7%	20	57.9%	94	51.4%
	Dev Need in Reading	0	%0'0	0	%0.0	0	%0'0
	Reading Need: 1 Level Below College	0	%0'0	0	%0.0	0	%0'0
Reading	Reading Need: 2 Levels Below College	0	0.0%	0	%0.0	0	%0'0
)	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	%0.0
<u> </u>	Attempted Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
	Need in Any Developmental Subject	324	39.7%	176	44.7%	264	52.0%
Any	Attempted at least one Dev Course	324	100.0%	176	100.0%	264	100.0%
	Completed All Dev Education	225	69.4%	132	75.0%	176	%2'99

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2008)

(Manchester, NH) Manchester Community College (NH)

These data represent students who first entered the college in Fall Students 2008 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures (Optional to Report)

persistence/attainment outcomes by the end of a student's first two years at These measures report milestones along the educational pathway and the college.

by the end of year two provide an early The persistence/attainment outcomes students in the cohort. The outcomes indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the are:

- Unduplicated
- Achieved by the end of two years Hierarchical
 - Credentials earned at the reporting college

54.3% **Credential Seeking** 79.8% 76.4% 64.5% Progress by End of Year Two by Cohort Type 39.2% 78.1% Main Cohort 75.5% 52.6% 100% 80% 60% 40% 20% %0

37.0%

74.2%

72.5%

52.6%

First Time in College

Reached Credit Threshold

Credit Hours Completed Year Two

Credit Hours Completed

Fall to next Term Retention

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Η			80%
				60%
				40%
				20%
Main Cohort		Credential Seeking	First Time in College	%0
Still Enrolled	36.4%	40.4%	37.4%	
	31.4%	19.0%	26.0%	
Completed Transferred	30.4%	40.6%	26.8%	
Cohort Count	816	394	508	
	Main Cohort	Credential Seeking	First Time in College	

Report generated on 6/26/2015 8:57:21 AM Completed Certificate or Degree 📕 Transferred 📕 Still Enrolled

100%

Six Year Cohort (Fall Students 2008)

Manchester Community College (NH) *ir first two years.* (Manchester, NH)

These data represent students who first entered the college in Fall Students 2008 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures (Optional to Report)

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Fall to Next Term Retention	ext Term ntion	Credit Hours Com First Term	: Completed Ferm	Credit Hours Completed Credit Hours Completed First Term Year Two	: Completed Two	Reached Credit Threshold	ached Credit Threshold
		Count	%	Count	%	Count	%	Count	%
Main Cohort	816	429	52.6%	2,967	75.5%	3,361	78.1%	320	39.2%
Credential Seeking	394	254	64.5%	1,945	76.4%	2,285	79.8%	214	54.3%
First Time in College	508	267	52.6%	1,809	72.5%	2,067	74.2%	188	37.0%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed or De	Completed Certificate or Degree	Trans	Transferred	Still Enrolled	Irolled
		Count	%	Count	⁰‰	Count	‰
Main Cohort	816	248	30.4%	256	31.4%	297	36.4%
Credential Seeking	394	160	40.6%	75	19.0%	159	40.4%
First Time in College	508	136	26.8%	132	%0.26	190	37.4%

Manchester Community College (NH) (Manch	unity Coll	ege (NH)	(Manche	ester,			Ľ	ederal Co VFA Co	ohort Yea ohort Yea	r: Fall Stu r: Fall Stu	Federal Cohort Year: Fall Students 2008 VFA Cohort Year: Fall Students 2008
Comparison of the college's IPEDS (federal) grad	ollege's IPE	:DS (feder		uation rate to the college's VFA Six-Year Outcomes	the colle	ge's VFA S	ix-Year O	utcomes			
Federal Grad Rate (IPEDS) Compared to V (by VFA full-time and part-time stu	Grad Rate (IPEDS) Compared to V (by VFA full-time and part-time stu) Compa and part-	rred to VF time stud	/FA Outcomes udents)		ederal Gr	ad Rate (by V	(IPEDS) (/FA full-ti	Rate (IPEDS) Compared to (by VFA full-time students)	Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)	utcomes
100%					100%	%			Ī		
80%					80%	%				ľ	
60%					60%	%					
40%				ľ	40%	9					
20%					20%	%				ľ	
0%					%0	%					
Fed Cohort VFA Main Cohort		Fed Cohort VFA Credential Fed Cohort Seeking		VFA First Time in College		Fed Cohort	VFA Main Cohort	Fed Cohort V	/FA Credential I Seeking	VFA Credential Fed Cohort VFA First Time Seeking in College	First Time College
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College				IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	6.7%	33.0%	26.6%	35.6%		Still Enrolled	rolled	6.7%	31.7%	20.3%	33.1%
No Award (Transfer)	0.0%	12.4%	16.5%	11.0%		No Award (Transfer)	Transfer)	0.0%	13.5%	16.3%	12.4%
Total Earned Awards**	20.4%	30.6%	53.6%	26.8%		Total Earned Awards**	d Awards**	20.4%	34.9%	58.9%	32.0%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

• Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at reporting institution, "all students".
 Credential Seeking: fall entering, earned 12 credits by end of year two.
 First Time in College: fall entering, first time in any post-secondary institution.

All VFA Colleges					Fed	eral Coho	nt Year:	Fall Stuc VFA Co	dents 20(ohort Yeá)7, Fall Stu ar: Fall Stu	Federal Cohort Year: Fall Students 2007, Fall Students 2008 VFA Cohort Year: Fall Students 2008
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes	iparison c	of IPEDS (f	ⁱ ederal) gr	aduation rat	e to VFA	Six -Year C	Jutcomes	~			
Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)	(IPEDS) II-time aı	Compare nd part-tii	∋d to VFA me stude	FA Outcomes lents)		Federal G	rad Rate (by	(IPEDS) VFA full-	Rate (IPEDS) Compared to ¹ (by VFA full-time students)	Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)	Outcomes
100%					100%	9					
80%					80%	%					
60%					60%	%					
40%					40%	%					
20%					20%	9					
0% Fed Cohort VFA Main Cohort	Fed Cohort	Fed Cohort VFA Credential Fed Cohort Seeking		VFA First Time in College	%0	% Fed Cohort	VFA Main Cohort	Fed Cohort	VFA Credential Seeking	VFA Credential Fed Cohort VFA First Time Seeking in College	\ First Time n College
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College				IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	20.0%	25.8%	24.7%	23.5%	<u> </u>	No Award (Transfer)	ransfer)	20.0%	26.1%	25.8%	24.9%
Total Earned Awards**	20.5%	22.3%	32.2%	21.2%	I	Total Earned Awards**	Awards**	20.5%	29.2%	35.6%	27.6%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

• Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at reporting institution, "all students".
 Credential Seeking: fall entering, earned 12 credits by end of year two.
 First Time in College: fall entering, first time in any post-secondary institution.

Career & Technical Education, Collection Cycle : 2014-15

Manchester Community College (NH) (Manchester, NH)

(Manchester, NH) About the CTE Profile. These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for 2011-12 and 2012-13. The CREDIT CTE completions are sourced from IPEDs. The enrollment and completions contrast about to cont IPEDs. The enrollment and completions counts provide context about a college's CTE. The enrollment and completions are not based on the CTE cohort.

CTE Profile

CTE Profile

Credit

Enrollment (Headcount; Unduplicated)

2011-12	0
2012-13	0

Completions

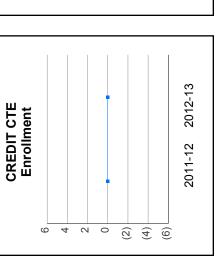
Award Type	2012-13	2011-12	%Change
CTE Bachelor's	0	0	(0)
CTE Associate	148	183	 -19.1%
Certs. >= 1 Year	5	5	%0 .0 *
Certs. <1 Year	87	80	▲ 8.8%
Total	240	268	 + -10.4%

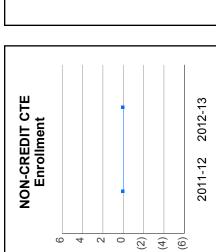
Source: IPEDS completions data

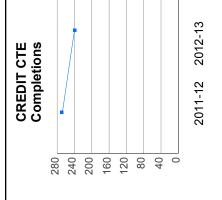
Non-Credit

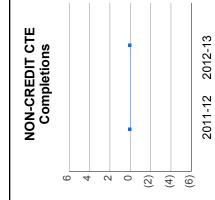
icated)	(0)		
(Seat count; Duplicated)	2011-12	0	
Enrollment (S	2012-13	0	

	(0)	
	2011-12	0
Completions	2012-13	0









About the CTE Profile

The CTE Profile provides the college's most recently available CTE enrollment and completions data (for both credit and non-credit CTE offerings). This information provides context about the college's CTE. It is not based on a cohort of students.

Career & Technical Education, Collection Cycle : 2014-15

Manchester Community College (NH)

(Manchester, NH) (Manchester, NH) (Manches. These data represent students that took CTE at the college, exited the college in the 2011-12 academic year, and their outcomes upon exiting the college with a CTE credit hours or received 180 contact hours of CTE instruction).

CTE Cohort & Outcomes

CTE Completer/Leaver Cohort & Outcomes **CTE Completer/Leaver Cohort**

~	N/A	N/A	N/A	0	
Trtal Cradit Completere/Leavers	a dei e compreteraj econologia Awarded Associate Degree	Completed Certificate	Left with No Award	Non-Credit Completers/Leavers	

Awards	
Prior	6
s with	
-eaver	_
leters/l	the second state and
Comp	

	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	0 N/A	0 N/A	0 N/A
Awarded Associates	N/A N/A	N/A N/A	0 N/A
Completed Certificate	N/A N/A	N/A N/A	0 N/A
Left with No Award	N/A N/A	N/A N/A	0 N/A
Non-Credit Cohort	0 N/A	0 N/A	0 N/A

Industry Recognized Credentials of Completers/Leavers

Total Credit Completers/Leavers	0 N/A
Awarded Associate Degree	N/A N/A
Completed Certificate	N/A N/A
Left with No Award	N/A N/A
Non-Credit Completers/Leavers	0 N/A

Licensure Exam Pass Rate of Completers/Leavers

	Passed	Attempted	Pass Rate
Total Credit Cohort	0	0	N/A
Awarded Associate	N/A	N/A	N/A
Completed Certificate	N/A	N/A	N/A
Left with No Award	N/A	N/A	N/A
Non-Credit Cohort	0	0	N/A

Median Wage Growth of Completers/Leavers

	Wage Prior	Wage Post	Change
Total Credit Cohort	\$0	\$0	\$0 N/A
Awarded Associate	V/N	N/A	N/A N/A
Completed Certificate	V/N	N/A	N/A N/A
Left with No Award	V/N	N/A	N/A N/A
Non-Credit Cohort	\$0	0\$	\$0 N/A

Education and Earnings of Completers/Leavers

	\$47,700 or more	\$35,000 - \$47,699	\$25,000 - \$34,999	\$20,000 - \$24,999	\$15,000 - \$19,999	\$1 - \$14,999	Enrolled in Education	Unemployed /Unknown
Total Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A
Associate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Certificate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Left No Award	N/A N/A	N/A N/A	N/A N/A	N/A N/A	0 N/A	N/A N/A	N/A N/A	N/A N/A
Non-Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 (N/A)

CTE Completer/Leaver Cohort

students that took CTE at the college [completers] or left the college with a significant CTE experience – having (credit or non-credit CTE) and either received 180 contact hours of CTE earned 7 CTE credits or having The CTE Cohort is made up of earned a formal award in CTE instruction [leavers].

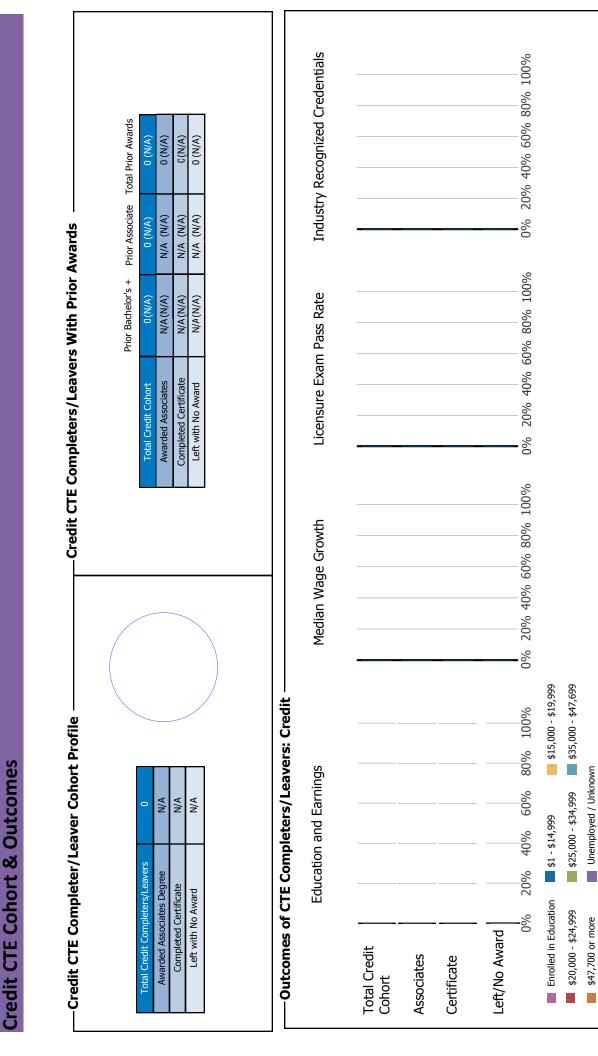
About CTE Outcomes

these students' outcomes after the CTE experience (post-collegiate). For the CTE Completer/Leaver Cohort, the VFA then reports

Career & Technical Education (CTE), Collection Cycle : 2014-15

These data represent students that took CREDIT CTE at the college, exited the college in the 2011-12 academic year, and their outcomes upon exiting the college with WAP Chester MAN significant CTE experience (earned 7 CTE credit hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore, there are not enough NON-CREDIT CTE data to display appropriately using graphs.



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(HN ,
(Manchester,
(HN)
College (
Community
Manchester

Adult Basic Education Cohort (Students from

These data represent students that came to the college for ABE in the

academic year.

Adult Basic Education (ABE) Measures (Optional to Report)

ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.

Students	
Educational	
lt Basic I	
of Adul	
Outcomes	

Numb	ber of Students in ABE Cohort	Number of students Completed ABE	Enrolled in More Education	Gained Employment
ABE				

*Students that enrolled in more education or gained employment are a percentage of those students that completed ABE.



The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The VFA's Internal Outcomes Report (2015-16) includes the data that colleges are required to report and the data that are optional to report. Listed below are the contents of this report.

Manchester Community College, Data Collection Cycle 2015-16

- Overview of what is in the VFA Internal Outcomes Report
- Two Year Cohort (Fall Students 2013)
 - o Two-Year Progress Measures
 - o Developmental Education Progress Measures (OPTIONAL)
- Six Year Cohort (Fall Students 2009)
 - o Six-Year Outcomes Measures
 - o Developmental Education Progress Measures
 - o Two-Year Progress Measures (OPTIONAL)

- Career & Technical Education (CTE Students 2012-13)

- o CTE Profile and Credit and Non-Credit Measures, Tables
- o CTE Credit Outcomes, Graphs
- Adult Basic Education (ABE Students
 - o ABE Cohort and Outcomes (OPTIONAL)

)

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2013) and their progress /attainment by the end of those two years college two years ago

SIX YEAR COHORT

Students that entered the college six years ago (Fall Students 2009) and their progress and outcomes by the end of those six years

SPO Student Cohort Types

For the SPO Measures, Colleges group students from each timeframe (two years and six years) into three cohort types.

A. Main Cohort

Fall entering students who are first time at the reporting college

B. Credential Seeking

Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College

Students in the Main Cohort who are first time in college

CAREER & TECHNICAL EDUCATION (CTE) MEASURES

CTE Profile

CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
- Number of total credits completed with a C grade (C-, C+) or better by the cohort • Reached credit threshold by end of year two
- Number of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

Colleges are required to report the TWO-YEAR PROGRESS MEASURES for the students that entered two years ago. Colleges may optionally report the report TWO-YEAR PROGRESS MEASURES for the students that entered the college six years ago.

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- · Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = to 30 credits; left with < 30 credits

Colleges are required to report the SIX-YEAR OUTCOMES MEASURES for the students that entered the college six years ago.

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

Colleges are required to report the DEVELOPMENTAL EDUCATION MEASURES for the students that entered six years ago. Colleges may optionally report the DEVELOPMENTAL EDUCATION MEASURES for the students that entered the college two years ago.

CTE profile of the college

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

CTE student outcomes post CTE (credit and non-credit)

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE) MEASURES

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE completion
- Gained employment post ABE completion

Two Year Cohort (Fall Students 2013)

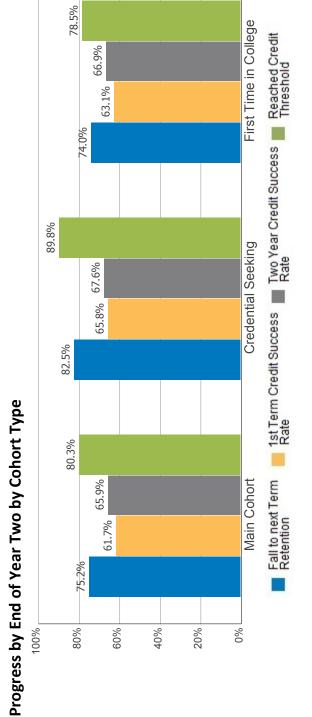
Manchester Community College (Manchester, and of their first two vers

These data represent students that first entered the college in Fall Students 2013 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college. The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of two years
 - Credentials earned at the reporting college



Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Transferred	Transferred Still Enrolled	Main Cohort			
Main Cohort	871	14.4%	10.8%	45.7%			H	
Credential	778	16.1%	10.7%	50.3%	Credential Seeking			
Billyppo								_
First Time in College	585	10.1%	%6.6	48.4%	First Time in College			
					%0	20%	40%	60%

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Transferred Still Enrolled

Completed Certificate or Degree

100%

80%

Two Year Cohort (Fall Students 2013)

Manchester Community College (Manchester, NH)

These data represent students that first entered the college in Fall Students 2013 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Fall to Next Term Retention	ext Term Ition	1st Term Credit Success Rate	dit Success te	Two Year Credi Success Rate	Two Year Credit Success Rate	Reached Credit Threshold	l Credit hold
		Count	%	Count	⁰⁄₀	Count	%	Count	%
Main Cohort	178	655	75.2%	27,914	61.7%	82,875	65.9%	669	80.3%
Credential Seeking	822	642	82.5%	27,752	65.8%	82,683	67.6%	669	89.8%
First Time in College	585	433	74.0%	21,096	63.1%	61,627	66.9%	459	78.5%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree	leted Certificate or Degree	Trans	Transferred	Still Enrolled	Irolled
		Count	%	Count	⁰⁄₀	Count	‰
Main Cohort	178	125	14.4%	94	10.8%	398	45.7%
Credential Seeking	822	125	16.1%	83	10.7%	391	50.3%
First Time in College	285	59	10.1%	58	%6.6	283	48.4%

Two Year Cohort (Fall Students 2013)

Manchester Community College (Manchester,

(HZ These data represent students who first entered the college in Fall Students 2013 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of two years.

Developmental Math (Optional to Report)

Developmental Math Need

Percent of students in cohort that needed developmental math

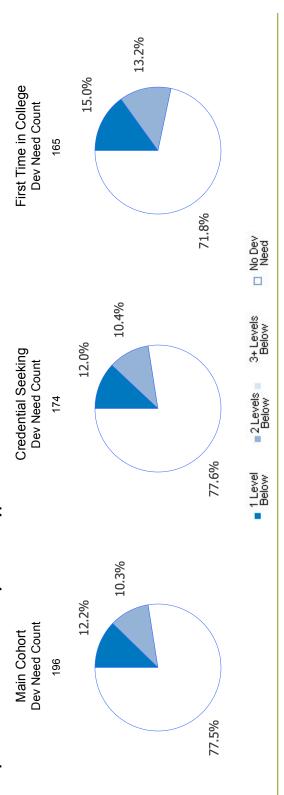
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

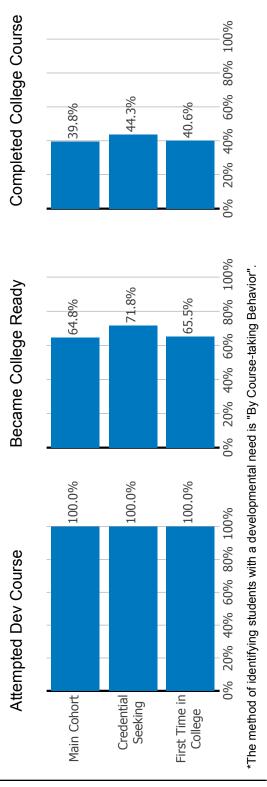
Developmental Math Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

Developmental Need in Math by Cohort Type



Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Two Year Cohort (Fall Students 2013)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2013 (or summer before) who needed developmental education in English. Of those students that needed NH) developmental education in English, the measures show their progress and outcomes in English by the end of two years.

Developmental English (Optional to Report)

Developmental English Need

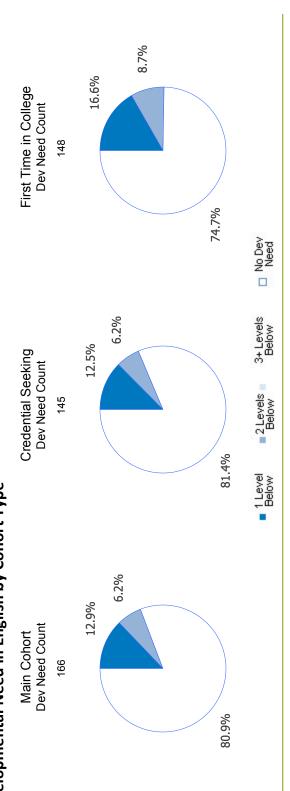
Percent of students in cohort that needed developmental English

Developmental need is broken down further into three levels of need:

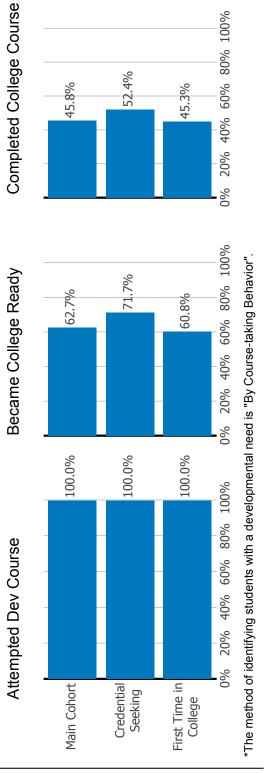
- 1 level below college.
- 2 levels below college.
 3+ levels below college.
- Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a collegelevel course in English?

Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Two Year Cohort (Fall Students 2013)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2013 (or summer before) who needed developmental education in reading. Of those students that needed NH) developmental education in reading, the measures show their progress and outcomes in reading by the end of two years.

Developmental Reading (Optional to Report)

Developmental Reading Need

Percent of students in cohort that needed developmental reading

Developmental need is broken down further into three levels of

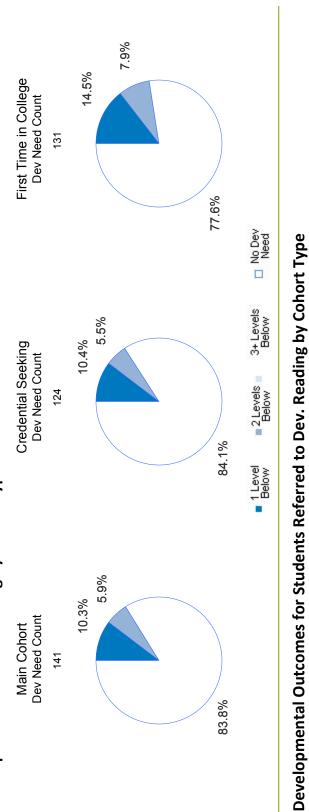
need:

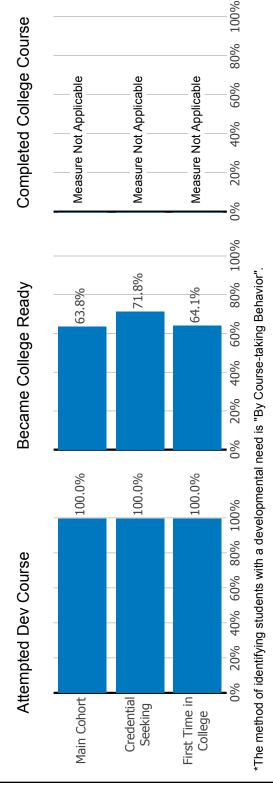
- 1 level below college.
- 2 levels below college.
 3+ levels below college.

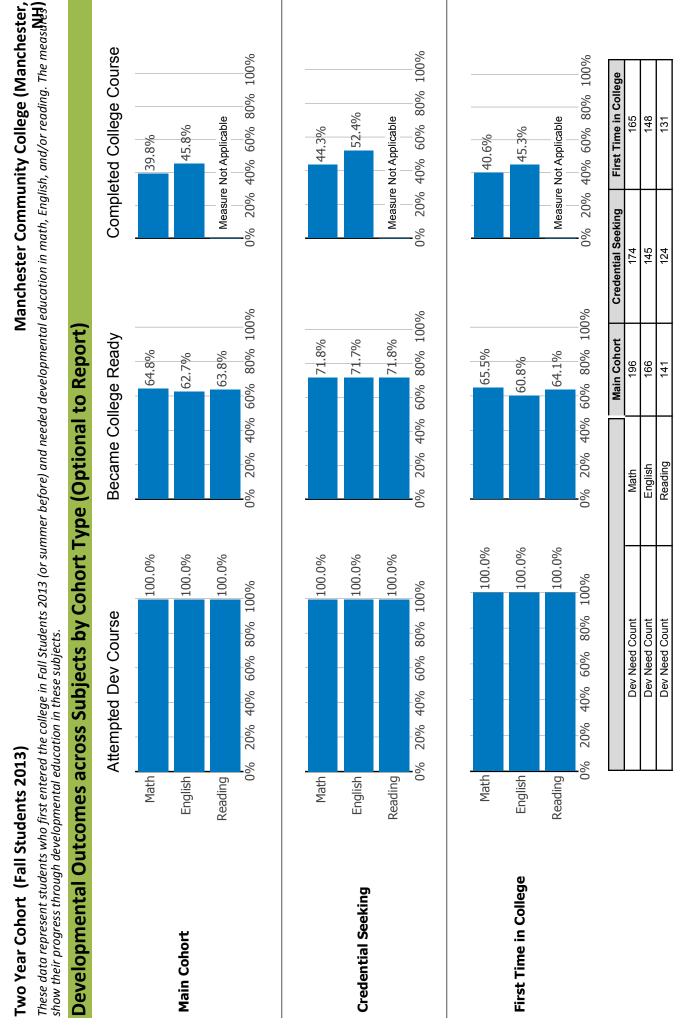
Developmental Reading Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental reading – completed developmental reading and progressed to successfully complete a college-level course in reading?

Developmental Need in Reading by Cohort Type







*The method of identifying students with a developmental need is "By Course-taking Behavior".

Two Year Cohort (Fall Students 2013)

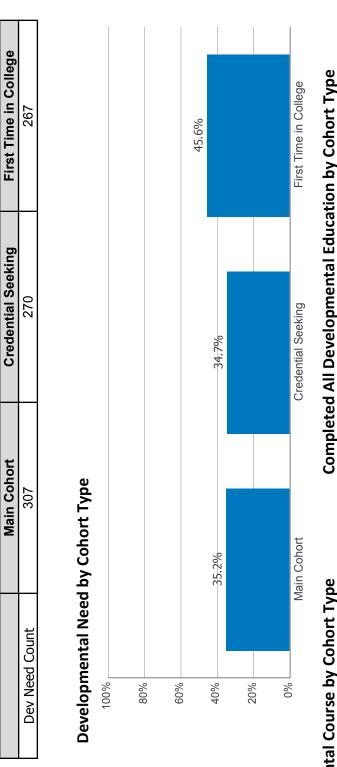
Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2013 (or summer before) and needed developmental education in math, English, and/or reading. The measured show their progress through developmental education in these subjects.

Any Developmental (Optional to Report)

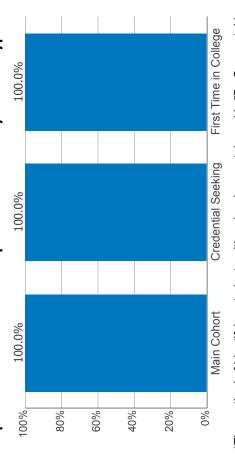
Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

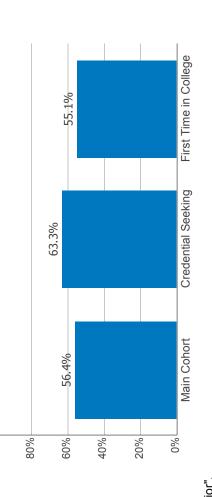


Attempted at least One Developmental Course by Cohort Type

100%



*The method of identifying students with a developmental need is "By Course-taking Behavior".



Two Year Cohort (Fall Students 2013)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2013 (or summer before) and needed developmental education in math, English, reading, or any combinati **MH** these subjects, and their progress and outcomes in developmental education by the end of two years.

Developmental Education Progress Measures (Optional to Report)

Developmental Subjects	Measures	Main	Main Cohort	Credential Se	Credential Seeking Cohort	First Time in (First Time in College Cohort
		# of Students in Cohort: 871	Cohort: 871	# of Students in Cohort: 778	Cohort: 778	# of Students in Cohort: 585	Cohort: 585
	Dev Need in Math	196	22.5%	174	22.4%	165	28.2%
	Math Need: 1 Level Below College	106	12.2%	93	12.0%	88	15.0%
Math	Math Need: 2 Levels Below College	06	10.3%	81	10.4%	27	13.2%
	Math Need: 3 or + Levels Below College	0	0.0%	0	%0.0	0	%0.0
	Attempted Dev Math Course	196	100.0%	174	100.0%	165	100.0%
	Completed Highest Dev Math Course	127	64.8%	125	71.8%	108	65.5%
	Completed College Course in Math	78	39.8%	77	44.3%	67	40.6%
	Dev Need in English	166	19.1%	145	18.6%	148	25.3%
	English Need: 1 Level Below College	112	12.9%	97	12.5%	26	16.6%
	English Need: 2 Levels Below College	54	6.2%	48	6.2%	51	8.7%
English	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev English Course	166	100.0%	145	100.0%	148	100.0%
	Completed Highest Dev English Course	104	62.7%	104	71.7%	06	60.8%
	Completed College Course in English	76	45.8%	76	52.4%	67	45.3%
	Dev Need in Reading	141	16.2%	124	15.9%	131	22.4%
	Reading Need: 1 Level Below College	06	10.3%	81	10.4%	85	14.5%
Reading	Reading Need: 2 Levels Below College	51	5.9%	43	5.5%	46	%6'2
)	Reading Need: 3 or + Levels Below College	0	0.0%	0	%0.0	0	%0.0
	Attempted Dev Reading Course	141	100.0%	124	100.0%	131	100.0%
	Completed Highest Dev Reading Course	06	63.8%	89	71.8%	84	64.1%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
	Need in Any Developmental Subject	307	35.2%	270	34.7%	267	45.6%
Any	Attempted at least one Dev Course	307	100.0%	270	100.0%	267	100.0%
	Completed All Dev Education	173	56.4%	171	63.3%	147	55.1%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2009)

(HN Manchester Community College (Manchester,

These data represent students that first entered the college in Fall Students 2009 (or summer before) and their progress and outcomes by the end of six years.

Six-Year Outcomes

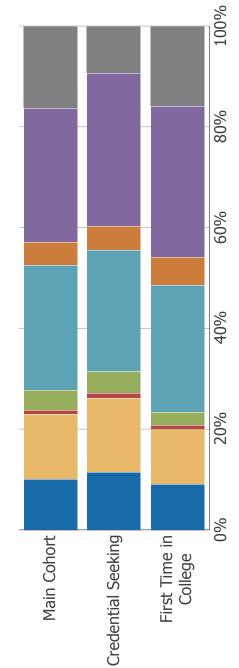
Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

The Six-Year Outcomes are:

- Unduplicated

- Hierarchical
 Achieved by the end of six years
 Credentials earned at your college.





Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	813	712	549
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	10.1%	11.5%	9.1%
Associate (No Transfer)	12.9%	14.7%	10.9%
Certificate (Transfer)	0.7%	0.8%	%2.0
Certificate (No Transfer)	3.9%	4.5%	2.6%
No Award (Transfer)	24.8%	23.9%	25.3%
Still Enrolled	4.7%	4.9%	5.5%
Left with > or = 30 credits	26.4%	30.2%	30.1%
Left with < 30 credits	16.4%	9.4%	15.8%

Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester, MH)

These data represent students that first entered the college in Fall Students 2009 (or summer before) and their progress and outcomes by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

	Main (Cohort	Credential Se	Credential Seeking Cohort	First Time In (First Time In College Cohort
Outcome	# of Students	# of Students in Cohort: 813	# of Students	# of Students in Cohort: 712	# of Students	# of Students in Cohort: 549
	Count	%	Count	%	Count	%
Bachelor's	N/A	Y/N	A/A	N/A	N/A	N/A
Associate (Transfer)	82	10.1%	82	11.5%	20	9.1%
Associate (No Transfer)	105	%6721	105	14.7%	60	10.9%
Certificate (Transfer)	9	%2'0	9	0.8%	4	%2.0
Certificate (No Transfer)	32	3.9%	32	4.5%	14	2.6%
No Award (Transfer)	202	%8`72	170	23.9%	139	25.3%
Still Enrolled	38	%1.4	35	4.9%	30	5.5%
Left (= or > 30 Credits)	215	%†'92	215	30.2%	165	30.1%
Left (< 30 Credits)	133	16.4%	67	9.4%	87	15.8%

Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester,

(HZ These data represent students who first entered college in Fall Students 2009 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of six years.

Developmental Math

Developmental Math Need

Percent of students in cohort that needed developmental math

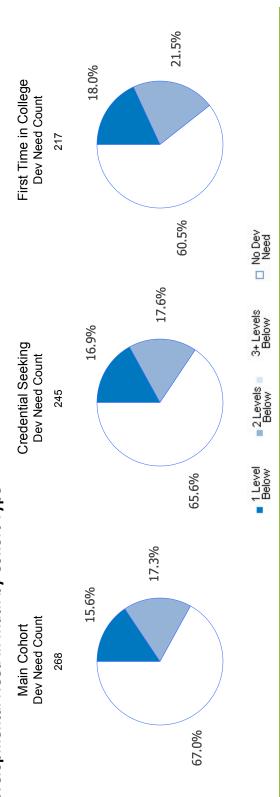
Developmental need is broken down further into three levels of need:

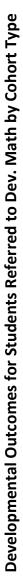
- 1 level below college.
- 2 levels below college.
 3+ levels below college.

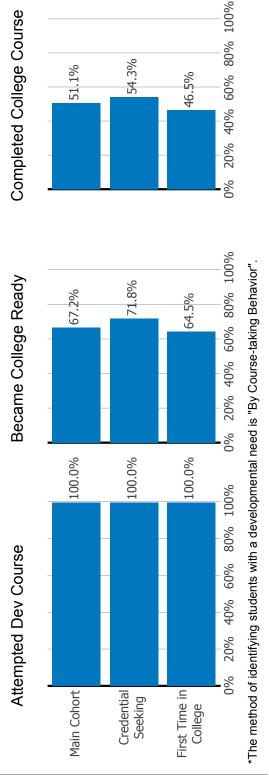
Developmental Math Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

Developmental Need in Math by Cohort Type







Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) who needed developmental education in English. Of those students that needed NH) developmental education in English, the measures show their progress and outcomes in English by the end of six years.

Developmental English

Developmental English Need

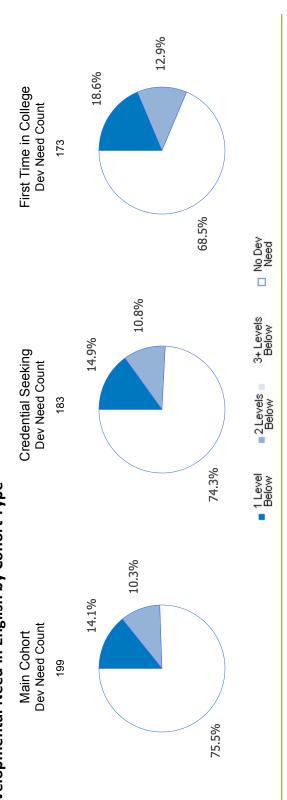
Percent of students in cohort that needed developmental English

Developmental need is broken down further into three levels of need:

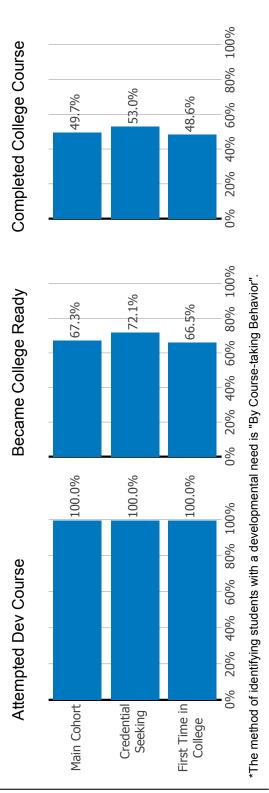
- 1 level below college.
- 2 levels below collège.
 3+ levels below collège.
- Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a collegelevel course in English?

Developmental Need in English by Cohort Type



Developmental Outcomes for Students Referred to Dev. English by Cohort Type



Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) who needed developmental education in reading. Of those students that needed NH) developmental education in reading, the measures show their progress and outcomes in reading by the end of six years.

Developmental Reading

Developmental Reading Need

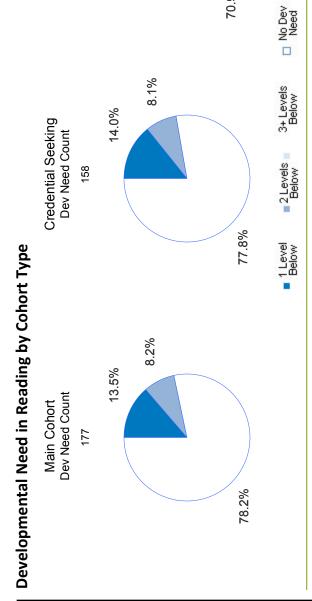
Percent of students in cohort that needed developmental reading

Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
 3+ levels below college.

Developmental Reading Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental reading – completed developmental reading and progressed to successfully complete a college-level course in reading?



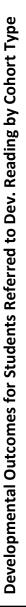
11.5%

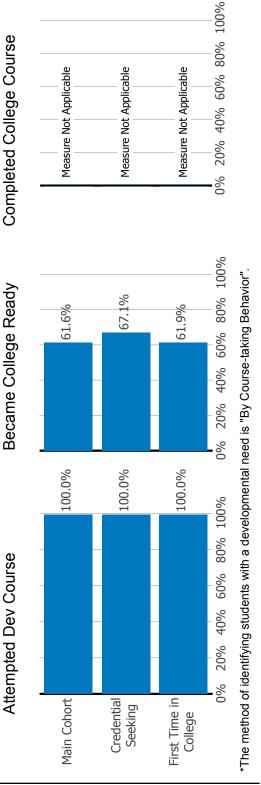
70.9%

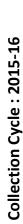
17.7%

First Time in College Dev Need Count

160





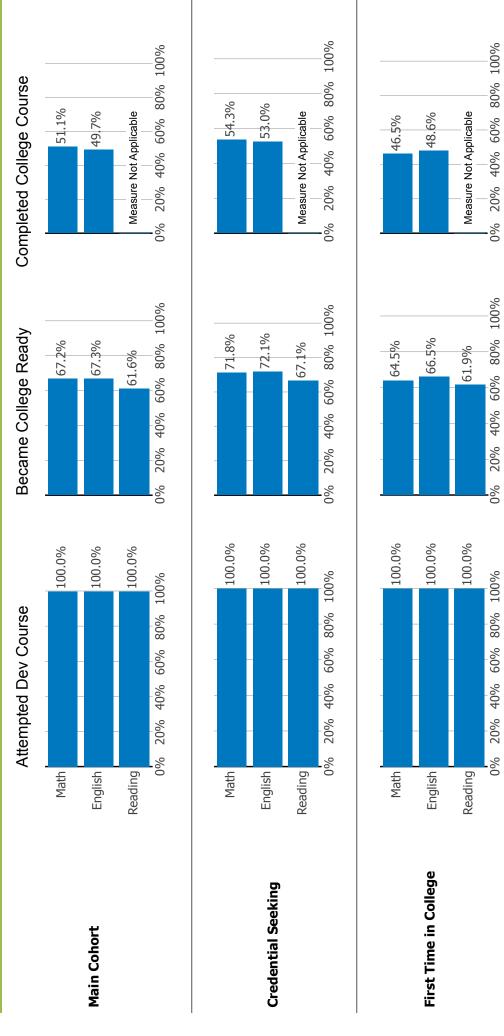


Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

Developmental Outcomes across Subjects by Cohort Type



*The method of identifying students with a developmental need is "By Course-taking Behavior"

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First Time in College

Credential Seeking 245 183 158

Main Cohort

268 199 177

Math English Reading

Dev Need Count Dev Need Count Dev Need Count

173

217

160

Six Year Cohort (Fall Students 2009)

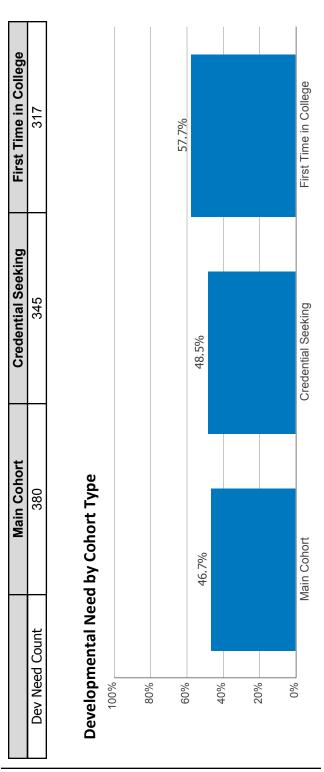
Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) and needed developmental education in math, English, and/or reading. The measured show their progress through developmental education in these subjects.

Any Developmental

Any Developmental

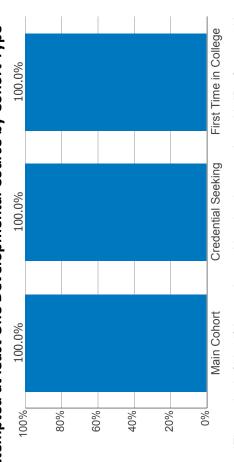
needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated Students represented by these data count of the students in each of the cohorts that were not college ready needed developmental education).



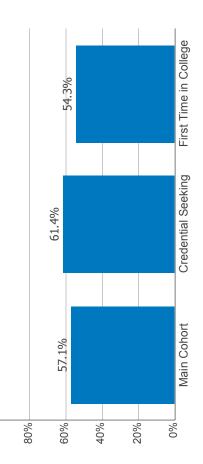
Attempted at least One Developmental Course by Cohort Type

Completed All Developmental Education by Cohort Type

100%



*The method of identifying students with a developmental need is "By Course-taking Behavior".



Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) who needed developmental education in math, English, reading, or any combination these subjects.

Developmental Education Progress Measures

Developmental Subjects	Measures	Main (Main Cohort	Credential Se	Credential Seeking Cohort	First Time in C	First Time in College Cohort
		# of Students in Cohort:	in Cohort: 813	# of Students i	of Students in Cohort: 712	# of Students i	of Students in Cohort: 549
	Dev Need in Math	268	33.0%	245	34.4%	217	39.5%
	Math Need: 1 Level Below College	127	15.6%	120	16.9%	66	18.0%
Math	Math Need: 2 Levels Below College	141	17.3%	125	%9'21	118	21.5%
3	Math Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Math Course	268	100.0%	245	100.0%	217	100.0%
	Completed Highest Dev Math Course	180	67.2%	176	71.8%	140	64.5%
	Completed College Course in Math	137	51.1%	133	54.3%	101	46.5%
	Dev Need in English	199	24.5%	183	25.7%	173	31.5%
	English Need: 1 Level Below College	115	14.1%	106	14.9%	102	18.6%
	English Need: 2 Levels Below College	84	10.3%	22	10.8%	12	12.9%
English	English Need: 3 or + Levels Below College	0	%0.0	0	%0'0	0	0.0%
	Attempted Dev English Course	199	100.0%	183	100.0%	173	100.0%
	Completed Highest Dev English Course	134	67.3%	132	72.1%	115	66.5%
	Completed College Course in English	66	49.7%	97	53.0%	84	48.6%
	Dev Need in Reading	177	21.8%	158	22.2%	160	29.1%
	Reading Need: 1 Level Below College	110	13.5%	100	14.0%	26	17.7%
Reading	Reading Need: 2 Levels Below College	67	8.2%	58	8.1%	63	11.5%
)	Reading Need: 3 or + Levels Below College	0	0.0%	0	%0.0	0	%0.0
	Attempted Dev Reading Course	177	100.0%	158	100.0%	160	100.0%
	Completed Highest Dev Reading Course	109	61.6%	106	67.1%	66	61.9%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
	Need in Any Developmental Subject	380	46.7%	345	48.5%	317	57.7%
Any	Attempted at least one Dev Course	380	100.0%	345	100.0%	317	100.0%
	Completed All Dev Education	217	57.1%	212	61.4%	172	54.3%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2009)

ĤΝ Manchester Community College (Manchester,

These data represent students who first entered the college in Fall Students 2009 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures (Optional to Report)

the end of a student's first two years at persistence/attainment outcomes by These measures report milestones along the educational pathway and the college.

by the end of year two provide an early The persistence/attainment outcomes students in the cohort. The outcomes indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the are:

- Unduplicated
- Achieved by the end of two years Hierarchical
 - Credentials earned at the **reporting** college

78.9% Reached Credit Threshold First Time in College 62.7% 58.0% Two Year Credit Success Rate 0.0% 89.6% Credential Seeking 64.6% 1st Term Credit Success Rate 62.1% 0.0% Progress by End of Year Two by Cohort Type 78.5% Fall to next Term Retention 63.3% Main Cohort 58.8% 0.0% 100% 80% 60% 40% 20% %0

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Main Cohort		eeking	College	%0
		Credential Seeking	First Time in College	
Still Enrolled	47.8%	53.2%	49.4%	
erred	12.8%	12.4%	12.6%	
Transfe				
Completed Transferred	10.7%	12.2%	7.5%	
Cohort Completed Transfe Count	813 10.7%	712 12.2%	549 7.5 %	

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Still Enrolled

Transferred

Completed Certificate or Degree

100%

80%

60%

Six Year Cohort (Fall Students 2009)

Manchester Community College (Manchester, NH)

These data represent students who first entered the college in Fall Students 2009 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures (Optional to Report)

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Fall to Next Term Retention	ext Term Ition	1st Term Cr Ra	1st Term Credit Success Rate	Two Year Credi Success Rate	Two Year Credit Success Rate	Reache	Reached Credit Threshold
		Count	%	Count	%	Count	%	Count	%
Main Cohort	813	0	0.0%	24,477	58.8%	72,970	63.3%	638	78.5%
Credential Seeking	712	0	%0.0	24,251	62.1%	72,674	64.6%	638	89.6%
First Time in College	649	0	0.0%	18,574	58.0%	54,189	62.7%	433	78.9%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed or De	Completed Certificate or Degree	Trans	Transferred	Still Er	Still Enrolled
		Count	⁰‰	Count	‰	Count	%
Main Cohort	813	87	%10.7%	104	12.8%	389	47.8%
Credential Seeking	712	87	12.2%	88	12.4%	379	53.2%
First Time in College	549	41	%9.7	69	12.6%	271	49.4%

Manchester Community College (Manchester	nunity Coll	lege (Mar	. ~	(HN			Ľ	ederal Co VFA Co	ohort Yeá ohort Yea	rr: Fall Stu rr: Fall Stu	Federal Cohort Year: Fall Students 2009 VFA Cohort Year: Fall Students 2009
Comparison of the college's IPEDS (federal) grad	ollege's IPI	EDS (fede		uation rate to the college's VFA Six-Year Outcomes	he colleg	e's VFA S	ix-Year O	utcomes			
Federal Grad Rate (IPEDS) Compared to \ (by VFA full-time and part-time stu	Grad Rate (IPEDS) Compared to V (by VFA full-time and part-time stu	S) Compa and part-	ared to VF time stud	/FA Outcomes udents)		∋deral Gr	ad Rate⊣ (by \	(IPEDS) (/FA full-t	Rate (IPEDS) Compared to (by VFA full-time students)	Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)	utcomes
100%					100%						
80%					80%						
60%					60%						
40%				T	40%						
20%					20%						
0% C											
Fed Cohort VFA Main Cohort		Fed Cohort VFA Credential Fed Cohort Seeking		VFA First Time in College		Fed Cohort	VFA Main Cohort	Fed Cohort	VFA Credential Seeking	VFA Credential Fed Cohort VFA First Time Seeking in College	First Time College
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College				IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	14.2%	4.7%	4.9%	5.5%		Still Enrolled	rolled	14.2%	3.0%	3.1%	3.8%
No Award (Transfer)	0.0%	24.8%	23.9%	25.3%		No Award (Transfer)	Transfer)	0.0%	27.3%	27.2%	26.3%
Total Earned Awards**	20.1%	27.7%	31.6%	23.3%		Total Earned Awards**	d Awards**	20.1%	31.8%	32.9%	29.2%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

• Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at reporting institution, "all students".
 Credential Seeking: fall entering, earned 12 credits by end of year two.
 First Time in College: fall entering, first time in any post-secondary institution.

All VFA Colleges					Fede	Federal Cohort Year: Fall Students 2008, Fall Students 2009 VFA Cohort Year: Fall Students 2009	irt Year:	VFA C	ohort Ye	ло, ган эц ar: Fall Stu	VFA Cohort Year: Fall Students 2009
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes	rison of IPI	EDS (feo	deral) gra	duation rate	to VFA S	ix -Year C	Dutcome	0			
Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)	PEDS) Co ime and p	npared art-tim	l to VFA e studer	⁻ A Outcomes lents)	ш 	ederal G	rad Rate (by	(IPEDS) VFA full	Rate (IPEDS) Compared to ¹ (by VFA full-time students)	ed to VFA dents)	Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)
100%					100%						
80%					80%						
60%					60%						
40%					40%						
20%					20%						
0% Fed Cohort VFA Main F	Fed Cohort VFA Credential Fed Cohort Seeking	Credential F		VFA First Time in College	%0	Fed Cohort	VFA Main Cohort	Fed Cohort	VFA Credential Seeking	VFA Credential Fed Cohort VFA First Time Seeking in College	N First Time n College
Ц Ц	IPEDS Fed V Cohort C	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College				IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seekina	VFA First Time in College
No Award (Transfer) 20	20.1% 25	25.0%	24.5%	22.1%		No Award (Transfer)	ransfer)	20.1%	24.9%	24.7%	23.9%
Total Earned Awards** 19	19.9% 23	23.0%	33.4%	22.2%		Total Earned Awards**	Awards**	19.9%	31.0%	37.0%	28.3%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

• Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812

VFA Cohort Types:

- Main Cohort: fall entering, first time at reporting institution, "all students".
 Credential Seeking: fall entering, earned 12 credits by end of year two.
 First Time in College: fall entering, first time in any post-secondary institution.

Career & Technical Education, Collection Cycle : 2015-16

Manchester Community College (Manchester,

NH) About the CTE Profile. These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for 2012-13 and 2013-14. The CREDIT CTE completions are sourced from IPEDs. The enrollment and completions are not based on the CTE concreations are sourced from provide context about a college's CTE. The enrollment and completions are not based on the CTE cohort.

CTE Profile

CTE Profile

Credit

Enrollment (Headcount; Unduplicated)

2012-13	0
2013-14	0

Completions

%Change	0	20.6%	▲ 20.0%	19.5%	0 20.3%
2012-13	0	194	5	87	286
2013-14	0	234	9	104	344
Award Type	CTE Bachelor's	CTE Associate	Certs. >= 1 Year	Certs. <1 Year	Total

Source: IPEDS completions data

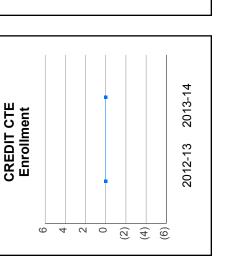
Non-Credit

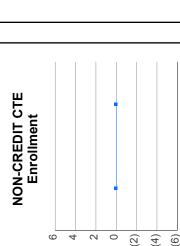
icated)	0)	
(Seat count; Duplicated)	2012-13	0	
Enrollment (S	2013-14	0	

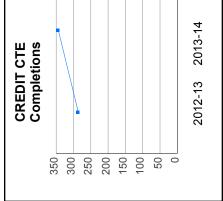
	0)
	2012-13	0
Completions	2013-14	0

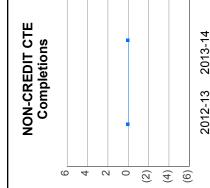
2013-14

2012-13









About the CTE Profile

The CTE Profile provides the college's most recently available CTE enrollment and completions data (for both credit and non-credit CTE offerings). This information provides context about the college's CTE. It is not based on a cohort of students.

Career & Technical Education, Collection Cycle : 2015-16

Manchester Community College (Manchester,

(HZ About the CTE Completers/Leavers Cohort and Outcomes. These data represent students that took CTE at the college, exited the college in the 2012-13 academic year, and their outcomes upon exiting the college with a CTE credit hours or received 180 contact hours of CTE instruction).

CTE Cohort & Outcomes

CTE Completer/Leaver Cohort & Outcomes **CTE Completer/Leaver Cohort**

0	N/A	N/A	N/A	0	
Total Credit Completers/Leavers	Awarded Associate Degree	Completed Certificate	Left with No Award	Non-Credit Completers/Leavers	

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	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	0 N/A	0 N/A	0 N/A
Awarded Associates	N/A N/A	N/A N/A	0 N/A
Completed Certificate	N/A N/A	N/A N/A	0 N/A
Left with No Award	N/A N/A	N/A N/A	0 N/A
Non-Credit Cohort	0 N/A	0 N/A	0 N/A

Industry Recognized Credentials of Completers/Leavers

Total Credit Completers/Leavers	0 N/A
Awarded Associate Degree	N/A N/A
Completed Certificate	N/A N/A
Left with No Award	N/A N/A
Non-Credit Completers/Leavers	0 N/A

Licensure Exam Pass Rate of Completers/Leavers

	Passed	Attempted	Pass Rate
Total Credit Cohort	0	0	N/A
Awarded Associate	N/A	N/A	N/A
Completed Certificate	N/A	N/A	N/A
Left with No Award	N/A	N/A	N/A
Non-Credit Cohort	0	0	N/A

Median Wage Growth of Completers/Leavers

			7
	wage Prior	wage Post	Change
Total Credit Cohort	0\$	\$0	\$0 N/A
Awarded Associate	V/N	N/A	N/A N/A
Completed Certificate	V/N	N/A	N/A N/A
Left with No Award	V/N	N/A	N/A N/A
Non-Credit Cohort	0\$	0\$	\$0 N/A

Education and Earnings of Completers/Leavers

	\$48,500 or more	\$35,000 - \$48,499	\$25,000 - \$34,999	\$20,000 - \$24,999	\$15,000 - \$19,999	\$1 - \$14,999	Enrolled in Education	Unemployed /Unknown
Total Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A
Associate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Certificate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Left No Award	N/A N/A	N/A N/A	N/A N/A	N/A N/A	0 N/A	N/A N/A	N/A N/A	N/A N/A
Non-Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 (N/A)

CTE Completer/Leaver Cohort

students that took CTE at the college [completers] or left the college with a significant CTE experience – having (credit or non-credit CTE) and either received 180 contact hours of CTE earned 7 CTE credits or having The CTE Cohort is made up of earned a formal award in CTE instruction [leavers].

About CTE Outcomes

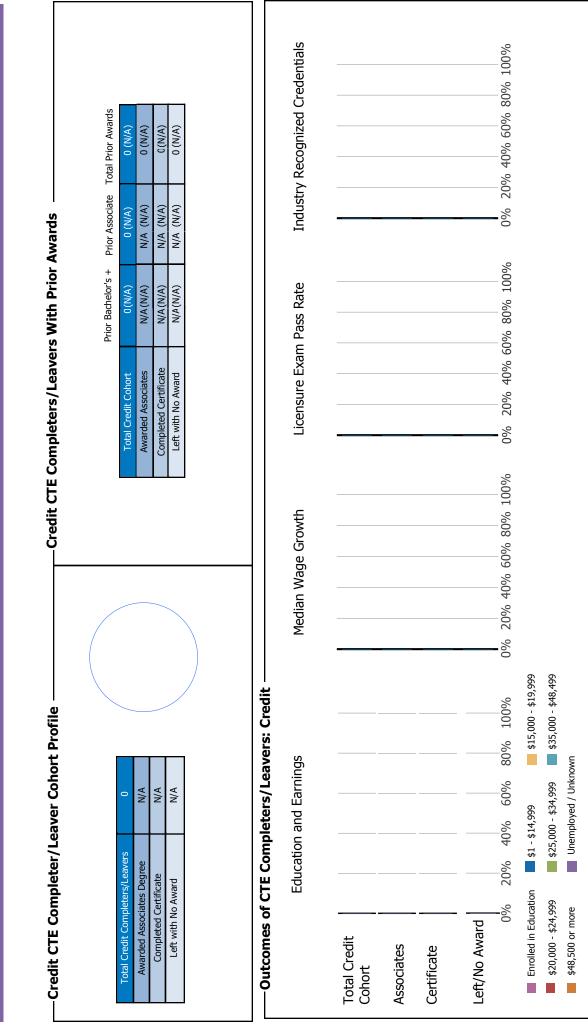
these students' outcomes after the CTE experience (post-collegiate). For the CTE Completer/Leaver Cohort, the VFA then reports

2015-16
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Careei

These data represent students that took CREDIT CTE at the college, exited the college in the 2012-13 academic year, and their outcomes upon exiting the college with a CTE credential **OBH**) significant CTE experience (earned 7 CTE credit hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore, there are not enough NON-CREDIT CTE data to display appropriately using graphs.





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Adult Basic Education Cohort (Students from

These data represent students that came to the college for ABE in the

academic year.

Adult Basic Education (ABE) Measures (Optional to Report)

ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.

Students	
Educational	
t Basic	
of Adul	
Outcomes	

Ż	umber of Students in ABE Cohort	of Students in ABE Number of students Cohort Completed ABE	Enrolled in More Education	Gained Employment
ABE				

*Students that enrolled in more education or gained employment are a percentage of those students that completed ABE.

Appendix A - IV

Included is the most recent audit and financial documentation.







(A Component Unit of the State of New Hampshire)

FINANCIAL STATEMENTS

and

FEDERAL REPORTS IN ACCORDANCE WITH OMB CIRCULAR A-133

June 30, 2015 and 2014

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 Supplemental Information

June 30, 2015 and 2014

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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)

Report on Financial Statements

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 June 30, 2015 and 2014, and for the years then ended, 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, except that the financial statements of the discretely presented component unit were not audited in accordance with *Government 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 Page 2

Opinions

In our opinion, based on our audit and the report 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, 2015 and 2014, and the respective changes in financial position and cash flows thereof for the years then ended, in accordance with U.S. generally accepted accounting principles.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that management's discussion and analysis on pages 3 through 9 and the required supplementary information on pages 33 and 34 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 (GASB), 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. 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.

Change in Accounting Principle

As disclosed in Note 2 to the basic financial statements, in 2015 CCSNH adopted new accounting guidance, GASB Statement No. 68, Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date - an amendment of GASB Statement No. 68. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2015 on our consideration of CCSNH's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CCSNH's internal control over financial reporting and compliance.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire December 17, 2015

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

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, 2015, 2014 and 2013. 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 statewide 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 four academic centers in Keene, Littleton, Rochester and Lebanon.

It includes the Community Colleges of New Hampshire 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 Community Colleges of New Hampshire Foundation (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.

CHANGE IN ACCOUNTING PRINCIPLE

As disclosed in Note 2 to the basic financial statements, in 2015 CCSNH adopted new accounting guidance, GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date-an amendment of GASB Statement No. 68 (the new accounting standards).

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

The changes made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment as of the beginning of the year ended June 30, 2015. Because it was not practical for CCSNH to determine the amounts of all deferred inflows of resources and outflows of resources related to the pension plan as of June 30, 2014, the beginning balances of deferred inflows of resources and deferred outflows of resources related to pensions have not been reported. The impact of the adoption of the new accounting standards as of the beginning of the year ended June 30, 2015 was an increase in long-term liabilities related to the net pension liability amounting to \$63,843,950, an increase in the deferred outflows of resources of \$5,035,405 and a decrease in unrestricted net position of \$58,808,545.

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,	
	2015	2014	2013
Assets Current Net capital Other noncurrent assets	\$20,440,581 119,985,543 <u>3,010,043</u>	\$ 26,231,520 117,615,080 <u>3,040,821</u>	\$ 27,694,887 112,010,861 <u>6,865,038</u>
Total assets	<u>143,436,167</u>	<u>146,887,421</u>	<u>146,570,786</u>
Deferred outflows of resources	7,648,806	<u> </u>	<u> </u>
Liabilities Current Noncurrent Total liabilities	13,094,321 <u>83,532,285</u> <u>96,626,606</u>	12,230,824 24,865,007 37,095,831	9,948,157 <u>27,860,049</u> <u>37,808,206</u>
Deferred inflows of resources	7,966,777	<u>-</u>	
Net position Invested in capital assets, net of related debt Restricted nonexpendable Restricted expendable Unrestricted	99,906,311 453,155 2,370,532 <u>(56,238,408</u>)	95,118,753 305,184 3,784,814 10,582,839	91,022,904 150,856 2,737,447 <u>14,851,373</u>
Total net position	\$ <u>46,491,590</u>	\$ <u>109,791,590</u>	\$ <u>108,762,580</u>

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

The major components of assets are cash and cash equivalents, operating investments and net property and equipment. In 2015, overall assets decreased by \$3,451,254 due to a decline in cash and cash equivalents.

In 2014, overall assets increased by \$316,635 driven by an increase in net property and equipment. CCSNH's largest liability in 2014 was long-term debt. Overall, liabilities decreased by \$712,375 in 2014 driven by a decrease in noncurrent accounts payable and accrued liabilities. In total, CCSNH's net position increased by \$1,029,010 in 2014.

The increase in deferred outflows of resources related to the pension plan and the deferred inflows of resources is due to the adoption of the new accounting standards during the year ended June 30, 2015.

Total liabilities increased by \$59,530,775 from June 30, 2014 to June 30, 2015 primarily due to the net pension liability of \$58,259,797 recorded in connection with the adoption of the new accounting standards during the year ended June 30, 2015. Other significant changes in liabilities are due to cash advances on an anticipated State of New Hampshire bond issue related to a student center at Great Bay Community College (GBCC) and the other obligations due to the State of New Hampshire in connection with the sale of the Stratham property for GBCC net of principal paydown on the long-term debt and early refunding of certain bonds during the fiscal year.

Net position decreased by \$63,300,000 in 2015. The implementation of the new accounting standards had a significant impact on CCSNH's net position. As a result of the adoption of the new accounting standards, the net position as of the beginning of the year decreased by \$58,808,545. In addition, the statement of revenues, expenses and changes in net position for the year ended shows a decrease in net position of \$4,491,455. The majority of these changes affected the unrestricted net position, which decreased by \$66,821,247 during the year ended June 30, 2015 and is at a net deficit balance of \$56,238,408 at June 30, 2015.

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

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, 2015, 2014 and 2013.

	<u>Years Ended June 30,</u>						
	2015	2014	2013				
Operating revenues Tuition and fees Other revenue	\$ 68,128,857 <u>16,166,843</u>	\$ 69,482,905 <u>13,582,669</u>	\$ 70,368,968 <u>12,377,514</u>				
Total operating revenue	84,295,700	83.065.574	82,746,482				
Operating expenses Employee compensation and benefits Other operating expenses	96,949,756 <u>34,236,792</u>	94,191,293 <u>36,644,244</u>	81,317,456 <u>30,804,643</u>				
Total operating expenses	<u>131,186,548</u>	<u>130,835,537</u>	112,122,099				
Operating loss	<u>(46,890,848</u>)	<u>(47,769,963</u>)	<u>(29,375,617</u>)				
Nonoperating revenues (expenses) and other chang State appropriations - operating State appropriations - capital Capital grants and contracts Loss on sale of capital assets Investment income Other nonoperating expenses	ges 42,155,000 3,086,781 209,164 (2,174,382) 62,412 (939,582)	40,000,000 7,022,709 2,771,500 - - - (995,236)	31,544,352 9,106,223 2,840,670 - - - (805,955)				
Nonoperating revenues and other changes, net	42,399,393	48,798,973	42,685,290				
(Decrease) increase in net position	(4,491,455)	1,029,010	13,309,673				
Net position at beginning of year, as previously stated	109,791,590	108,762,580	95,452,907				
Cumulative effect of change in accounting principle	<u>(58,808,545</u>)						
Net position at beginning of year, as restated	50,983,045	108,762,580	95,452,907				
Net position at end of year	\$ <u>46,491,590</u>	\$ <u>109,791,590</u>	\$ <u>108,762,580</u>				

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

The majority of CCSNH's revenues come from tuition and fees, which decreased in 2015 and 2014 as compared to the year ended June 30, 2013 due to decreased tuition price per credit in 2015 and no growth in the number of credits sold since 2011. Other revenue includes grants and contracts and other auxiliary enterprises. Driven by increased grant activity, other revenue increased each year by \$2,584,174 and \$1,205,155 during 2015 and 2014, respectively. Overall, total operating revenue was up \$1,230,126 in 2015 and \$319,092 in 2014.

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 by \$2,758,463 in 2015 and \$12,873,837 in 2014 due to salary increases, higher benefit costs including retiree healthcare, and in 2014 new employees, many of whom were funded by grants.

Other operating expenses decreased by \$2,407,452 in 2015 due to lower utility costs, decreased supply and small equipment spending, and less maintenance and repair expenses.

Other operating expenses were up \$5,839,601 in 2014, due in part to higher depreciation and utilities costs. The increase was reflected in several categories of other expenses. Contractual maintenance on buildings increased by \$1.4 million, funding received from the U.S. Department of Labor Trade Adjustment Act – Community College Career and Training program grant resulted in an increase of \$1.3 million, equipment acquisitions below the capitalization threshold increased by \$500,000 and advertising and supplies increased significantly.

Nonoperating revenues and other changes in net position decreased by \$6,399,580 due to the loss on the sale of the Stratham property, less capital grants, and less revenue from the State of New Hampshire for capital expenditures due to an outstanding bond issuance for the student center at GBCC.

In nonoperating revenues, our state operating appropriation was up \$8,455,468 in 2014, while our state capital appropriation was down \$2,083,514. The state appropriation in 2014 increased as the New Hampshire Legislature and Governor worked to return CCSNH state support to pre-recession levels.

Nonoperating expenses were up slightly in 2014. In total, our net nonoperating revenues and other changes in net position were up \$6,113,683, driven by the higher net appropriations from the State of New Hampshire.

The cumulative effect of the change in accounting principle is due the adoption of the new accounting standards during the year ended June 30, 2015.

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

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,				
	2015	2014	2013		
Net cash used - operating activities Net cash provided - noncapital financing activities Net cash used - capital and related financing activities Net cash provided (used) - investing activities	\$ (41,031,313) 42,155,000 (6,619,158) 33,273	\$ (39,063,740) 40,000,000 (6,688,234) <u>(9,995,850</u>)	\$ (24,249,905) 31,544,352 (178,189)		
Net (decrease) increase in cash and cash equivalents	(5,462,198)	(15,747,824)	7,116,258		
Cash and cash equivalents, beginning of year	9,717,570	_25,465,394	18,349,136		
Cash and cash equivalents, end of year	\$ <u>4,255,372</u>	\$ <u>9,717,570</u>	\$ <u>25,465,394</u>		

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 decreased by \$5,462,198 during 2015 due to increased net cash used for operating expenses due to lower tuition and fee revenue, as well as continued levels of net cash used for capital and related financial activities, driven by the purchase of capital assets funded by CCSNH, payments of principal and interest on bonds payable and the sale of the Stratham property and resulting payback of the other long-term liability to the State of New Hampshire.

Cash and cash equivalents decreased by \$15,747,824 during 2014 due to increased net cash used for operating expenses while tuition and fee revenue declined, and an investment of a portion of the operating cash into an investment account. In addition, there was a significant decrease in capital appropriations received from the State of New Hampshire and capital debt borrowings.

Cash and cash equivalents increased by \$7,116,258 in 2013 driven by increased State of New Hampshire capital appropriations.

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), Manchester Community College (student center) and Lakes Region Community College (automotive building and health and science building). During the years ended June 30, 2015, 2014 and 2013, CCSNH paid \$10,077,294, \$15,739,016 and \$16,385,713 for capital asset additions, respectively.

Management's Discussion and Analysis (Unaudited)

June 30, 2015 and 2014

Most of CCSNH's construction projects are paid for by the State through its capital budget. However, certain projects, e.g., dorms, student centers, 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, 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.

CCSNH incurred additional debt amounting to \$2 million during the year ended June 30, 2014. During the years ended June 30, 2015, 2014 and 2013, CCSNH paid \$3,072,898, \$1,851,606 and \$1,548,171, respectively, in principal payments on bonds payable and capital lease obligations.

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 improves. Simultaneously, CCSNH continues to look for new markets for enrollment growth that align with the economic needs of New Hampshire's industries.

Simultaneously, CCSNH is also working to realign our organizational structure and operating expense base to meet new forecasts for revenue growth.

Over the past few years, CCSNH's federal grant activity has increased significantly. 2015 will mark the end of the \$19.9 million U.S. Department of Labor Trade Adjustment Act – Community College Career and Training program grant (TAACCCT), while smaller TAACCCT grant awards will continue 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 will continue to work with the State of New Hampshire in future budget cycles to support additional tuition freezes and reductions.

By adopting GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date – and amendment of GASB Statement No. 68, CCSNH gains a clearer understanding of its proportionate share of the net pension liability and the factors that will impact an increase and decrease in that proportionate share.

Statements of Net Position June 30, 2015 and 2014

		ollege System of ampshire	Community Colleges of New Hampshire Foundation			
		June 30,		lune 30,		
	2015	2014	2015	2014		
Assets						
Current assets Cash and cash equivalents	\$ 4,255,372	\$ 9,717,570	\$ 948,992	\$ 436,110		
Other current assets	1,283,651	1,024,404	61,230	94,009		
Current portion of notes receivable	94,605		-	-		
Grants and contracts receivable	2,901,301	1,661,380	-	-		
Operating investments Due from State of New Hampshire for capital	10,024,989	9,995,850	-	-		
appropriations	1,880,663	3,832,316	<u> </u>			
Total current assets	20,440,581	26,231,520	1,010,222	530,119		
Noncurrent assets						
Student loans receivable, net	669,055	839,317	-	-		
Notes receivable	2,340,988	-	-	-		
Investments	-	-	14,180,497	13,794,074		
Capital assets, net Assets held for sale	119,985,543 -	117,615,080 <u>2,201,504</u>	-	-		
Total noncurrent assets	122,995,586	120,655,901	14,180,497	13,794,074		
Total assets	143,436,167	146,887,421	15,190,719	14,324,193		
Deferred outflows of resources - pension	7,648,806			14,024,100		
·	<u> </u>					
Liabilities Current liabilities						
Accounts payable and accrued liabilities	1,926,875	2,112,039	26,928	587,352		
Accounts payable for capital assets	1,185,028	922,823	-	-		
Accrued salaries and benefits	5,823,579	5,700,563	-	-		
Deferred revenue and deposits Current portion of bonds payable	1,436,733 1,776,287	1,339,149 1,868,763	-	-		
Current portion of other liabilities	945,819	287,487				
Total current liabilities	13,094,321	12,230,824	26,928	587,352		
Noncurrent liabilities						
Due to the State of New Hampshire	1,854,293	-	-	-		
Accrued salaries and benefits Refundable advances	4,513,154	4,509,289	-	-		
Net pension liability	899,610 58,259,797	938,464	-	-		
Bonds payable	16,998,641	19,297,978	-	-		
Other liabilities	1,006,790	119,276	<u> </u>			
Total noncurrent liabilities	83,532,285	24,865,007	<u> </u>	<u> </u>		
Total liabilities	96,626,606	37,095,831	26,928	587,352		
Deferred inflows of resources						
Pension Deferred agin from advance refunding of bonde	7,454,390 <u>512,387</u>	-	-	-		
Deferred gain from advance refunding of bonds			<u> </u>			
Total deferred inflows of resources	7,966,777					
Net position	99,906,311	95,118,753				
Invested in capital assets, net of related debt Restricted nonexpendable	453,155	305,184	- 11,425,698	- 9,890,555		
Restricted expendable	2,370,532	3,784,814	3,582,854	3,632,659		
Unrestricted	(56,238,408)	10,582,839	155,239	213,627		
Total net position	\$ <u>46,491,590</u>	\$ <u>109,791,590</u>	\$ <u>15,163,791</u>	\$ <u>13,736,841</u>		

Statements of Revenues, Expenses and Changes in Net Position Years Ended June 30, 2015 and 2014

Years Ended June 30, 2015 Years Ended June 30, 2015 Years Ended June 30, 2015 Operating revenues Tubino and fees \$ 66,849,457 \$ 70,383,211 \$ \$		Community College System of New Hampshire			Community Colleges of New Hampshire Foundation			
Operating revenues Tuilion and fees \$ 66,849,457 \$ 70,383,211 \$ Contributors Consestan		Years Ended June 30,			_			
Tution and fees \$ 66,849,457 \$ 7(20,600) (900,306) . . Net tuition and fees 68,128,857 69,482,905 .			2015		2014		2015	2014
Less scholarships								
Net tuition and fees 68,128,857 69,482,905 . Grants and contracts 8,933,064 7,915,476 . . Contributions 2,990,843 2,764,827 . . . Other auxiliary enterprises 2,990,843 2,202,366 Total operating revenues 4242,395 2,502,366 Operating expenses Employee compensation and benefits 2,808,871 32,008,828 .		\$		\$		\$	-	\$-
Grants and contracts 8,933,064 7,915,476 750,171 1,760,837 Other operating revenue 4,242,936 2,902,366	Less scholarships	_	(720,600)	-	(900,306)	_	-	
Contributions 750,471 1,780,837 Other operating revenue 4,242,936 2,902,366 - - Total operating revenues 84,295,700 83,065,574 750,171 1,780,837 Operating expenses Employee compensation and benefits 96,949,756 94,191,293 - - - Operating expenses 23,496,753 25,826,402 1,181,391 2,089,316 - <td< td=""><td>Net tuition and fees</td><td></td><td>68,128,857</td><td></td><td>69,482,905</td><td></td><td>-</td><td>-</td></td<>	Net tuition and fees		68,128,857		69,482,905		-	-
Contributions 750,471 1,780,837 Other operating revenue 4,242,936 2,902,366 - - Total operating revenues 84,295,700 83,065,574 750,171 1,780,837 Operating expenses Employee compensation and benefits 96,949,756 94,191,293 - - - Operating expenses 23,496,753 25,826,402 1,181,391 2,089,316 - <td< td=""><td>Grants and contracts</td><td></td><td>8.933.064</td><td></td><td>7,915,476</td><td></td><td>-</td><td>-</td></td<>	Grants and contracts		8.933.064		7,915,476		-	-
Other auxiliary enterprises 2,990,843 2,764,827 - - Other operating revenue 4,242,936 2,902,366 - - - Total operating revenues 84,295,700 83,065,574 750,171 1,780,837 Operating expenses 23,046,763 25,826,402 1,181,391 2,089,316 Utilities 2,808,817 3,088,2537 1,181,391 2,089,316 Operating expenses 131,186,548 130,835,537 1,181,391 2,089,316 Operating loss (46,890,848) (47,769,963) (431,220) (308,479) Nonoperating revenues (expenses) State of New Hampshire appropriations 42,155,000 40,000,000 - - State of New Hampshire appropriations (2,174,382) - 1,535,143 1,371,574 Investment gain 62,412 - 323,007 1,980,683 - - (Loss) income before other changes - - - - - - . . <			-				750.171	1.780.837
Other operating revenue 4.242.936 2.902.366 - - Total operating revenues 84.295.700 83.065.574 750.171 1.780.837 Operating expenses Employee compensation and benefits 96.949.756 94.191.293 - - Other operating expenses 23.496,763 25.626.402 1.181.391 2.089.316 Utilities 2.808.871 3.208.928 - - - Total operating expenses 131.186.548 130.835.537 1.181.391 2.089.316 Operating loss (46.890.848) (47.769.963) (431.220) (308.479) Nonoperating revenues (expenses) State of Abev Hampshire appropriations 42.155.000 40.000.000 - - Loss on sale of capital assets (2.174.382) - 323.027 1,980.683 Interest expense on capital debt (939.582) (995.236) - - - Nonoperating revenues, net 39.103.448 39.004.764 1.858.170 3.352.257 (Loss) income before other changes in net position (7.787.400) <td< td=""><td></td><td></td><td>2.990.843</td><td></td><td>2.764.827</td><td></td><td>-</td><td>-</td></td<>			2.990.843		2.764.827		-	-
Total operating revenues 84.295.700 83.065.574 750.171 1.780.837 Operating expenses Employee compensation and benefits 96.949.756 94.191.293 - - Other operating expenses 23.496.763 25.826.402 1.181.391 2.089.316 Depreciation 7.931.158 7.609.014 - - - Total operating expenses 131.186.548 130.835.537 1.181.391 2.089.316 Operating loss (46.890.848) (47.769.963) (431.220) (308.479) Nonoperating revenues (expenses) State of New Hampshire appropriations Loss on sale of capital assets 42,155.000 40.000.000 - State of New Hampshire appropriations Loss on capital debt (935.822) (995.236) - - Nonoperating revenues, net 39.103.448 39.004.764 1.858.170 3.352.257 (Loss) income before other changes in net position .77.787.400 (8.765.199) 1.426.950 3.043.778 Other changes in net position .3.295.945 9.794.209 - - - - - <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td>-</td></t<>							-	-
Operating expenses 96,949,756 94,191,293 .				-		_		
Employee compensation and benefits 96,949,756 94,191,293 - - Other operating expenses 23,496,763 25,826,402 1,181,391 2,089,316 Depreciation 7,931,158 7,609,014 - - Total operating expenses 131,186,548 130,835,537 1,181,391 2,089,316 Operating loss (46,890,848) (47,769,963) (431,220) (308,479) Nonoperating revenues (expenses) State of New Hampshire appropriations 42,155,000 40,000,000 - - State of New Hampshire appropriations 62,412 - 323,027 1,980,683 Interest expense on capital debt (939,582) (995,236) - - - Nonoperating revenues, net 39,103,448 39,004,764 1.858,170 3,352,257 - <	Total operating revenues	-	84,295,700	-	83,065,574	_	750,171	1,780,837
Employee compensation and benefits 96,949,756 94,191,293 - - Other operating expenses 23,496,763 25,826,402 1,181,391 2,089,316 Depreciation 7,931,158 7,609,014 - - Total operating expenses 131,186,548 130,835,537 1,181,391 2,089,316 Operating loss (46,890,848) (47,769,963) (431,220) (308,479) Nonoperating revenues (expenses) State of New Hampshire appropriations 42,155,000 40,000,000 - - State of New Hampshire appropriations 62,412 - 323,027 1,980,683 Interest expense on capital debt (939,582) (995,236) - - - Nonoperating revenues, net 39,103,448 39,004,764 1.858,170 3,352,257 - <	Operating expenses							
Other operating expenses 23,496,763 25,826,402 1,181,391 2,089,316 Depreciation 7.931,158 7.609,014			96.949.756		94,191,293		-	-
Utilities 2,808,871 3,208,828 - - Depreciation 7,931,158 7,609,014 - - Total operating expenses 131,186,548 130,835,537 1,181,391 2,089,316 Operating loss (46,890,848) (47,769,963) (431,220) (308,479) Nonoperating revenues (expenses) State of New Hampshire appropriations 42,155,000 40,000,000 - - State of New Hampshire appropriations on sale of capital assets (2,174,382) - - 1,535,143 1,371,574 Investment gain 62,412 33,004,764 1,858,170 3,352,257 Nonoperating revenues, net 39,103,448 39,004,764 1,858,170 3,352,257 (Loss) income before other changes in net position (7,787,400) (8,765,199) 1,426,950 3,043,778 Other changes in net position 3,295,945 9,794,209 - - - Total other changes in net position 3,295,945 1,029,010 1,426,950 3,043,778 Net position at beginning of year, as previously stated 109,791							1.181.391	2.089.316
Depreciation 7.931.158 7.609.014							-	_,000,010
Total operating expenses 131,186,548 130,835,537 1,181,391 2,089,316 Operating loss (46,890,848) (47,769,963) (431,220) (308,479) Nonoperating revenues (expenses) State of New Hampshire appropriations 42,155,000 40,000,000 - - State of New Hampshire appropriations (2,174,382) - - - - Contributions for long-term purposes (2,174,382) - - - - - Investment gain 62,412 - 323,027 1,980,683 - </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td>-</td>							-	-
Operating loss (46.890.848) (47.769.963) (431.220) (308.479) Nonoperating revenues (expenses) State of New Hampshire appropriations Loss on sale of capital assets (2,174,382) -<	Boproduion	-	1,001,100	-	1,000,011	-		
Nonoperating revenues (expenses) State of New Hampshire appropriations Loss on sale of capital assets 42,155,000 (2,174,382) 40,000,000 - - Loss on sale of capital assets (2,174,382) - 1,535,143 1,371,574 Contributions for long-term purposes 62,412 - 323,027 1,980,683 Interest expense on capital debt (939,582) (995,236) - - Nonoperating revenues, net 39,103,448 39,004,764 1.858,170 3,352,257 (Loss) income before other changes in net position (7,787,400) (8,765,199) 1,426,950 3,043,778 Other changes in net position State of New Hampshire appropriations for capital grants and contracts 209,164 2,771,500 - - Total other changes in net position 3,295,945 9,794,209 - - - (Decrease) increase in net position (4,491,455) 1,029,010 1,426,950 3,043,778 Net position at beginning of year, as previously stated 109,791,590 108,762,580 13,736,841 10,693,063 Cumulative effect of change in accounting principle (58,808,545) -	Total operating expenses	_	131,186,548	-	130,835,537	_	1,181,391	2,089,316
State of New Hampshire appropriations 42,155,000 40,000,000 -	Operating loss	_	(46,890,848)	-	(47,769,963)	_	(431,220)	(308,479)
Nonoperating revenues, net39,103,44839,004,7641,858,1703,352,257(Loss) income before other changes in net position(7,787,400)(8,765,199)1,426,9503,043,778Other changes in net position State of New Hampshire appropriations for capital expenditures Capital grants and contracts3,086,7817,022,709Total other changes in net position (Decrease) increase in net position3,295,9459,794,209Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063	State of New Hampshire appropriations Loss on sale of capital assets Contributions for long-term purposes Investment gain		(2,174,382) - 62,412		- - -			
(Loss) income before other changes in net position(7,787,400)(8,765,199)1,426,9503,043,778Other changes in net position State of New Hampshire appropriations for capital expenditures Capital grants and contracts3,086,781 209,1647,022,709 2,771,500Total other changes in net position (Decrease) increase in net position3,295,945 (4,491,455)9,794,209Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545) (50,983,045Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063		-		-	v	_	4 050 470	0.050.057
in net position(7,787,400)(8,765,199)1,426,9503,043,778Other changes in net position State of New Hampshire appropriations for capital expenditures3,086,7817,022,709Capital expenditures209,1642,771,500Capital grants and contracts209,1642,771,500Total other changes in net position3.295,9459,794,209(Decrease) increase in net position(4.491,455)1.029,0101,426,9503,043,778Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063		-	<u>39,103,448</u>	-	39,004,764	_	<u>1,858,170</u>	3,352,257
State of New Hampshire appropriations for capital expenditures3,086,781 209,1647,022,709 2,771,500-Capital grants and contracts209,1642,771,500-Total other changes in net position3,295,9459,794,209-(Decrease) increase in net position(4,491,455)1,029,0101,426,950Net position at beginning of year, as previously stated109,791,590108,762,58013,736,841Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063		-	(7,787,400)	-	(8,765,199)	_	1,426,950	3,043,778
capital expenditures3,086,7817,022,709-Capital grants and contracts209,1642,771,500-Total other changes in net position3,295,9459,794,209-(Decrease) increase in net position(4,491,455)1,029,0101,426,950Net position at beginning of year, as previously stated109,791,590108,762,58013,736,841Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063108,762,58013,736,84110,693,063								
Capital grants and contracts209,1642,771,500Total other changes in net position3,295,9459,794,209(Decrease) increase in net position(4,491,455)1,029,0101,426,9503,043,778Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063			2 096 791		7 022 700			
Total other changes in net position3,295,9459,794,209(Decrease) increase in net position(4,491,455)1,029,0101,426,9503,043,778Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063			000 404				-	-
(Decrease) increase in net position(4,491,455)1,029,0101,426,9503,043,778Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle(58,808,545)Net position at beginning of year, as restated50,983,045108,762,58013,736,84110,693,063	Capital grants and contracts	-	203,104	-	2,771,300	-		
Net position at beginning of year, as previously stated109,791,590108,762,58013,736,84110,693,063Cumulative effect of change in accounting principle	Total other changes in net position	-	3,295,945	-	9,794,209	_	<u> </u>	
stated 109,791,590 108,762,580 13,736,841 10,693,063 Cumulative effect of change in accounting principle (58,808,545) - <td>(Decrease) increase in net position</td> <td>_</td> <td><u>(4,491,455</u>)</td> <td>-</td> <td>1,029,010</td> <td>_</td> <td>1,426,950</td> <td>3,043,778</td>	(Decrease) increase in net position	_	<u>(4,491,455</u>)	-	1,029,010	_	1,426,950	3,043,778
principle (58,808,545) -			109,791,590		108,762,580		13,736,841	10,693,063
		-	(58,808,545)	-	<u> </u>	_	<u> </u>	
Net position at end of year \$ <u>46,491,590</u> \$ <u>109,791,590</u> \$ <u>15,163,791</u> \$ <u>13,736,841</u>	Net position at beginning of year, as restated	-	50,983,045	-	108,762,580	_	13,736,841	10,693,063
	Net position at end of year	\$ <u>_</u>	46,491,590	\$	109,791,590	\$_	<u>15,163,791</u>	\$ <u>13,736,841</u>

Statements of Cash Flows Years Ended June 30, 2015 and 2014

	Community College System of New Hampshire					Community Colleges of New Hampshire Foundation			
	Years Ended June 30,				Years Ended June 30,				
	_	2015	_	2014		2015	2014		
Cash flows from operating activities									
Tuition and fees	\$	68,484,397	\$	70,236,471	\$	-	\$-		
Grants and contracts		7,581,781		7,918,600		-	-		
Auxiliary enterprises		2,990,843		2,764,827		-	-		
Contributions received		-		-		469,621	1,752,306		
Payments to suppliers		(26,351,129)		(28,904,301)		(1,428,486)	(1,729,857)		
Payments to employees		(97,768,550)		(93,617,155)		-	-		
Other cash receipts	-	4,031,345	-	2,537,818	_				
Net cash (used for) provided by operating activities	-	<u>(41,031,313</u>)	-	(39,063,740)	_	<u>(958,865</u>)	22,449		
Cash flows from noncapital financing activities State of New Hampshire appropriations		42,155,000		40,000,000		<u>-</u>	-		
Contributions for long-term purposes	_		-	<u> </u>	_	1,535,143	1,371,574		
Net cash provided by noncapital financing activities	_	42,155,000	-	40,000,000		1,535,143	1,371,574		
Cash flows from capital and related financing activities Funds received from the State of New									
Hampshire for capital expenditures		6,892,727		6,878,671		-	-		
Capital grants and contracts received		209,164		3,018,953		-	-		
Purchase of capital assets		(10,077,294)		(15,739,016)		-	-		
Proceeds from sales of capital assets		315,000		-		-	-		
Payments received on notes receivable		64,407		-		-	-		
Proceeds from capital debt borrowings		-		2,000,000		-	-		
Principal on bonds payable and other liabilities		(3,072,898)		(1,851,606)		-	-		
Interest on bonds payable and other liabilities	-	(950,264)	-	(995,236)	-	<u> </u>			
Net cash used for capital and related financing activities	-	(6,619,158)	-	(6,688,234)	_	<u> </u>	<u> </u>		
Cash flows from investing activities Proceeds from sales and maturities of investments		-		-		4,819,120	10,137,478		
Purchase of investments		-		(9,995,850)		(5,159,560)	(13,487,331)		
Interest and dividends received	-	33,273	-			277,044	266,704		
Net cash provided by (used for) investing activities	-	33,273	-	(9,995,850)	_	<u>(63,396</u>)	(3,083,149)		
Net (decrease) increase in cash and cash equivalents		(5,462,198)		(15,747,824)		512,882	(1,689,126)		
Cash and cash equivalents, beginning of year	-	9,717,570	-	25,465,394	_	436,110	2,125,236		
Cash and cash equivalents, end of year	\$_	4,255,372	\$	9,717,570	\$_	948,992	\$ <u>436,110</u>		

Statements of Cash Flows (Concluded) Years Ended June 30, 2015 and 2014

	Community College System of New Hampshire			Community Colleges of New Hampshire Foundation				
		Years Ende	ed J			Years End	ed Ju	
		2015		2014		2015		2014
Reconciliation of operating loss to net cash (used for) provided by operating activities Operating loss Adjustments to reconcile operating loss to net cash (used for) provided by	\$	(46,890,848)	\$	(47,769,963)	\$	(431,220)	\$	(308,479)
operating activities		7 004 450		7 000 044				
Depreciation		7,931,158		7,609,014		-		-
Impairment loss on asset held for sale Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		-		217,276		-		-
Student accounts receivable		-		347,565		-		-
Other current assets		(259,247)		(658,467)		32,779		(28,531)
Student loans receivable		170,262		(36,514)		-		-
Grants receivable		(1,239,921)		(145,389)		-		-
Deferred outflows of resources - pension		(184,921)		-		-		-
Accounts payable and accrued liabilities		(185,164)		432,583		(560,424)		359,459
Accrued salaries and benefits		126,881		371,627		(000,+2+)		-
Deferred revenue and deposits		97,584		547,164		-		
				547,104		-		-
Net pension liability		(5,584,153)		-		-		-
Refundable advances		(38,854)		21,364		-		-
Deferred inflows of resources - pension	-	5,025,910	-	-				<u> </u>
Net cash (used for) provided by operating activities	\$_	<u>(41,031,313</u>)	\$_	<u>(39,063,740</u>)	\$	<u>(958,865</u>)	\$	22,449
Reconciliation of noncash activity:								
Acquisition of capital assets	\$	10,339,499	\$	13,505,509	\$	-	\$	-
Less: acquisition of capital assets included in accounts payable at year-end acquisition of capital assets financed by		(1,185,028)		(922,823)		-		-
other long-term liabilities		-		(437,153)		-		-
Add: payments on short-term trade accounts used to finance acquisition of capital assets	_	922,823	_	3,593,483				
Payments for the acquisition of capital assets	\$_	10,077,294	\$_	15,739,016	\$		\$	

Notes to Financial Statements

June 30, 2015 and 2014

Nature of Business

The Community College System of New Hampshire (CCSNH) 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)
- 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 19 voting members appointed by the Governor and Executive Council. 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. <u>Summary of Significant Accounting Policies</u>

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, 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.

Notes to Financial Statements

June 30, 2015 and 2014

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.

CCSNH maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. It has not experienced any losses in such accounts. Management believes it is not exposed to any significant risk on cash and cash equivalents.

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, 2015 and 2014 are reported net of allowance for loan losses of \$450,000.

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.

Grants and Contracts and Capital Appropriations

CCSNH records a receivable and corresponding revenue for these funding sources at the point all eligibility requirements (e.g., allowable costs are incurred) are met.

Notes to Financial Statements

June 30, 2015 and 2014

Investments

CCSNH and the Foundation carry investments in marketable securities at their fair value. Fair value is based on unadjusted, quoted prices in active markets for identical assets at the measurement date. 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 on securities in the investment portfolio are allocated on a specific-identification basis.

Capital Assets

Capital assets are recorded at cost when purchased or constructed and at fair value at 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	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.

Assets Held for Sale

Assets held for sale are carried at the lower of cost or fair value.

During the year ended June 30, 2013, GBCC entered into a contract for the sale of its former Stratham, New Hampshire campus. As a result, the net book value of the campus, amounting to \$2,126,504, was reflected in assets held for sale as of June 30, 2014. During the year ended June 30, 2015, the campus was sold 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 will be paid in monthly installments of \$13,865, including interest at 3%, through September 14, 2024. All outstanding principal and interest will be repaid on October 14, 2024, which will amount to approximately \$1,500,000.

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, 2015, CCSNH paid the first installment to the State. The remaining installments are included in other liabilities on the statement of net position.

Notes to Financial Statements

June 30, 2015 and 2014

Due to the fact that the proceeds from the sale of the GBCC campus will be paid to the State, CCSNH recognized a loss from the sale of the GBCC campus of \$2,126,504 during the year ended June 30, 2015.

Prior to the issuance of the financial statements as of and for the year ended June 30, 2014, WMCC entered into an agreement to sell a building and its related land for an estimated amount of \$75,000. As a result, the net book value of the building and land, amounting to \$282,453, was reclassified from capital assets to assets held for sale and an impairment loss of \$207,453 was recorded to adjust the net book value of the asset to its estimated fair value as of June 30, 2014. During the year ended June 30, 2015, the sale of the building and land closed at a price of \$65,000, resulting in a loss from the sale of \$10,000 during the year ended June 30, 2015.

Deferred Revenue and Deposits

Deferred 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 the termination of CCSNH's participation in the programs. The portion that would be refundable if the programs were terminated as of June 30, 2015 and 2014 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 have been determined on the same basis as they are reported by the NHRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Notes to Financial Statements

June 30, 2015 and 2014

Net Position

GASB requires that resources be classified for accounting purposes into the following four net position categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - nonexpendable: Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

Restricted - expendable: Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

Net Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

Contributions

Contributions are recorded at their fair value at the date of gift. Promises to donate to the Foundation are recorded as receivables and revenues when the Foundation 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.

Contributions of services are recorded if the services create or enhance non-financial assets or the services are performed by individuals possessing specialized skills and those services would normally need to be purchased if not donated. These services are recorded at their fair value at the time of contribution.

Income Taxes

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State, and as such is generally exempt from federal income tax.

Notes to Financial Statements

June 30, 2015 and 2014

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.

2. <u>Change in Accounting Principle</u>

During the year ended June 30, 2015 CCSNH adopted new accounting guidance, GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date – an amendment of GASB Statement No. 68 (the new accounting standards). The changes made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment as of the beginning of the year ended June 30, 2015. Because it was not practical for CCSNH to determine the amounts of all deferred inflows of resources and deferred outflows of resource

Net pension liability as of the measurement date of June 30, 2013	\$	63,843,950
Contributions made in 2014 after the measurement date included in deferred outflows of resources	_	(5,035,405)
Cumulative effect of change in accounting principle	\$	58,808,545

3. 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 or agent but not in CCSNH's name.

As of June 30, 2015 and 2014, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$4,100,000 and \$10,300,000, 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 \$250,000 per financial institution.

Notes to Financial Statements

June 30, 2015 and 2014

4. Capital Assets

Capital asset activity for the year ended June 30, 2015 is summarized below:

	Beginning <u>Balance</u>	Additions	<u>Retirements</u>	Transfers	Ending <u>Balance</u>
Land Construction-in-process	\$ 924,340 <u>9,080,561</u>	\$ - <u>8,844,576</u>	\$	\$	\$ 924,340 12,404,071
Total non-depreciable assets	10,004,901	8,844,576	<u> </u>	<u>(5,521,066</u>)	13,328,411
Land improvements Buildings and improvements Equipment	5,437,400 159,375,191 <u>17,812,023</u>	595,193 256,884 <u>642,846</u>	(193,610) - <u>(1,094,094</u>)	- 5,521,066 	5,838,983 165,153,141 <u>17,360,775</u>
Total depreciable assets	<u>182,624,614</u>	1,494,923	<u>(1,287,704</u>)	5,521,066	<u>188,352,899</u>
Accumulated depreciation	<u>(75,014,435</u>)	<u>(7,931,158</u>)	1,249,826	<u> </u>	<u>(81,695,767</u>)
Capital assets, net	\$ <u>117,615,080</u>	\$ <u>2,408,341</u>	\$ <u>(37,878</u>)	\$	\$ <u>119,985,543</u>

Capital asset activity for the year ended June 30, 2014 is summarized below:

	Beginning <u>Balance</u>	Additions	<u>Retirements</u>	Transfers	Transferred to Assets <u>Held for Sale</u>	Ending <u>Balance</u>
Land	\$ 924,340	\$-	\$-	\$-	\$-	\$ 924,340
Construction-in-process	14,811,067	8,675,688		<u>(14,406,194</u>)		9,080,561
Total non-depreciable						
assets	15,735,407	8,675,688		<u>(14,406,194</u>)		10,004,901
Land improvements	5,236,465	200,935	-	-	-	5,437,400
Buildings and improvements	145,279,497	-	-	14,401,049	(305,355)	159,375,191
Equipment	13,546,129	4,628,886	<u>(368,137</u>)	5,145		17,812,023
Total depreciable assets	164,062,091	4,829,821	(368,137)	14,406,194	(305,355)	<u>182,624,614</u>
Accumulated depreciation	<u>(67,786,637</u>)	(7,609,014)	358,314		22,902	<u>(75,014,435</u>)
Capital assets, net	\$ <u>112,010,861</u>	\$5,896,495	\$ <u>(9,823</u>)	\$	\$ <u>(282,453</u>)	\$ <u>117,615,080</u>

Notes to Financial Statements

June 30, 2015 and 2014

5. Long-term Liabilities

Changes in long-term liabilities during the year ended June 30, 2015 were as follows:

	Beginning <u>Balance</u>	Additions	Reductions	Ending <u>Balance</u>	Current <u>Portion</u>
Accrued salaries and	*	• • • • • • • • • •	•	* / • • • • • • • • • • • • • • • • • • •	* - · · · · · · · · · · · · · · · ·
benefits	\$ 10,209,852	\$ 126,881	\$-	\$ 10,336,733	\$ 5,823,579
Due to the State	-	1,854,293	-	1,854,293	-
Refundable advances	938,464	(38,854)	-	899,610	-
Pension liability	-	58,259,797	-	58,259,797	-
Bonds payable	21,166,741	-	(2,391,813)	18,774,928	1,776,287
Other long-term liabilities	406,763	2,750,000	<u>(1,204,154</u>)	<u> 1,952,609</u>	945,819
Long-term liabilities	\$ <u>32,721,820</u>	\$ <u>62,952,117</u>	\$ <u>(3,595,967</u>)	\$ <u>92,077,970</u>	\$ <u>8,545,685</u>

During the year ended June 30, 2015, CCSNH received \$1,854,293 from the State to fund a certain capital project. When the project is completed, the amount received from the State will be converted to a bond payable.

Changes in long-term liabilities during the year ended June 30, 2014 were as follows:

	Beginning <u>Balance</u>	Additions	Reductions	Ending <u>Balance</u>	Current <u>Portion</u>
Accrued salaries and					
benefits	\$ 9,838,225	\$ 371,627	\$-	\$10,209,852	\$ 5,700,563
Refundable advances	917,100	21,364	-	938,464	-
Bonds payable	20,879,950	2,000,000	(1,713,209)	21,166,741	1,868,763
Other long-term liabilities	108,007	437,153	(138,397)	406,763	287,487
Long-term liabilities	\$ <u>31,743,282</u>	\$ <u>2,830,144</u>	\$ <u>(1,851,606</u>)	\$ <u>32,721,820</u>	\$ <u>7,856,813</u>

Other Long-Term Liabilities

Future minimum payments under other long-term liabilities, which include capital leases and a note payable to the State, as of June 30, 2015 are as follows:

Year ending June 30:	Principal		Interest
2016	\$	945,819	\$ 8,489
2017		948,239	6,069
2018		34,193	3,448
2019		24,358	736

The original cost basis of leased capital assets as of June 30, 2015 and 2014 was \$154,700 and \$454,700, respectively. Accumulated depreciation includes \$61,880 and \$330,940 as of June 30, 2015 and 2014, for the leased capital assets, respectively.

Notes to Financial Statements

June 30, 2015 and 2014

Bonds Payable

Bonds payable consisted of the following at June 30:	<u>2015</u>	<u>2014</u>
1994 Series A General Obligation Bonds (original principal of \$850,000) paid in full during the year ended June 30, 2015	\$-	\$ 28,058
1995 Series A General Obligation Bonds (original principal of \$250,000) Serial bonds maturing in 2016 with a principal payment of \$31,712 and an interest rate of 5.05%	31,712	31,712
2005 Series A General Obligation Bonds (original principal of \$2,300,000) Serial bonds maturing through 2025 with annual principal payments from \$100,000 to \$160,000 and interest rates from 3.50% to 4.25%. During the year ended June 30, 2015, \$725,000 of the principal balance was refunded early through the issuance of 2014 Series A General Obligation Refunding Bonds.	-	835,000
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%	1,008,811	1,229,888
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%. During the year ended June 30, 2015, \$2,165,134 of the principal balance was refunded early through the issuance of 2014 Series A General Obligation Refunding Bonds.	1,391,872	4,020,961
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%. During the year ended June 30, 2015, \$395,748 of the principal balance was refunded early through the issuance of 2014 Series A General Obligation Refunding Bonds.	385,582	909,833
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%	3,500,000	3,800,000
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%	1,850,716	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%	696,872	820,573

Notes to Financial Statements

June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
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%	5,280,000	5,640,000
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%	1,866,550	2,000,000
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	<u> </u>
	\$ 18,774,928	\$ 21,166,741

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 annual basis through the year 2028 using the effectiveinterest 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.

Principal and interest payments on bonds payable for the next five years and in subsequent fiveyear periods are as follows at June 30, 2015:

Year ending June 30:		<u>Principal</u>	Interest	<u>Total</u>
2016 2017 2018 2019 2020 2021-2025 2026-2030 2031-2035	\$	1,776,287 1,818,111 1,942,020 1,941,714 1,710,355 5,292,381 3,334,456 959,604	\$ 881,754 739,425 658,027 565,145 475,290 1,516,140 475,957 <u>51,563</u>	\$ 2,658,041 2,557,536 2,600,047 2,506,859 2,185,645 6,808,521 3,810,413 1,011,167
	\$_	18,774,928	\$ 5,363,301	\$ 24,138,229

Interest expense related to the bonds for the years ended June 30, 2015 and 2014 was \$923,319 and \$954,625, respectively.

Notes to Financial Statements

June 30, 2015 and 2014

6. 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 the age of 60 years old. However, a member who commenced service on or after July 1, 2011 shall not receive a service retirement allowance until attaining the age of 65. 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.

Notes to Financial Statements

June 30, 2015 and 2014

Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll while Group II (Police) employees accrue contributions at a rate of 11.55% 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 10.51% of covered payroll for the two-year period ending June 30, 2015. Effective July 1, 2015, the employer share was increased to 12.50% of covered payroll and will remain fixed through June 30, 2017.

For Group II employees, effective July 1, 2015, the contribution rate increased from 25.40% to 26.38% of covered payroll and will remain fixed through June 30, 2017.

For the years ended June 30, 2015 and 2014, contributions to the Pension Plan were \$5,220,326 and \$4,923,636, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015, CCSNH reported a liability of \$58,259,797 for its proportionate share of the net pension liability. The net pension liability is based on an actuarial valuation performed as of June 30, 2013 and a measurement date of June 30, 2014. The net pension liability was rolled forward from June 30, 2013 to June 30, 2014. 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, 2014, CCSNH's proportion of the net pension liability was 1.5521%.

For the year ended June 30, 2015, CCSNH recognized pension expense of \$4,477,162.

At June 30, 2015, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of <u>Resources</u>	Deferred Inflows of <u>Resources</u>
Net difference between projected and actual investment earnings on pension plan investments Changes in proportion and differences between employer contributions and share of contributions	\$- 2,428,480	\$ 7,454,390 -
Contributions subsequent to the measurement date Balances as of June 30, 2015	<u>5,220,326</u> \$7,648,806	<u> </u>
	+	+ <u></u>

Notes to Financial Statements

June 30, 2015 and 2014

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 ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ending June 30:

2016 2017 2018 2019	\$ 1,256,477 1,256,477 1,256,478 1,256,478
	\$ 5,025,910

The total pension liability was determined by a roll forward of the actuarial valuation as of June 30, 2013, using the following actuarial assumptions, which, accordingly, apply to both 2014 and 2013 measurements:

Inflation	3.0%
Salary increases	3.75 - 5.8% average, including inflation
Investment rate of return	7.75%, net of pension plan investment expense, including
	inflation

Mortality rates were based on the RP-2000 mortality table, projected to 2020 with Scale AA. The table includes a margin of 15% for men and 17% for women for mortality improvements.

The actuarial assumptions used in the June 30, 2013 valuation were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2005 – June 30, 2010.

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.

Notes to Financial Statements

June 30, 2015 and 2014

The following table presents target allocations and the geometric real rates of return for 2014 and 2013:

	- .	Weighted Average Long-Te Expected Real Rate of Ret	
Asset Class	Target <u>Allocation</u>	<u>2014</u>	<u>2013</u>
Large cap equities Small/mid cap equities Total domestic equity	22.50 % <u>7.50</u> 30.00	3.25 % 3.25	3.75 % 4.00
International equities (unhedged) Emerging International equities Total international equities	13.00 <u>7.00</u> 20.00	4.25 6.50	4.75 6.75
Core bonds High-yield bonds Global bonds (unhedged) Emerging market debt (external) Total fixed income	18.00 1.50 5.00 <u>0.50</u> 25.00	(0.47) 1.50 (1.75) 2.00	(0.96) 2.00 (2.25) 1.00
Private equity Private debt Real estate Opportunistic Total alternative investments	5.00 5.00 10.00 <u>5.00</u> 25.00	5.75 5.00 3.25 2.50	6.00 5.50 3.00 2.63
Total	<u> </u>		

Discount Rate

The discount rate used to measure the total pension liability was 7.75%. 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.

Notes to Financial Statements

June 30, 2015 and 2014

Sensitivity Analysis

The following presents CCSNH's proportionate share of the net pension liability calculated using the discount rate of 7.75%, 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 (<u>6.75%)</u>	D	Current iscount Rate (7.75%)	1% Increase (8.75%)
CCSNH's proportionate share of the net pension liability	\$	76,737,631	\$	58,259,797	\$ 42,670,976

Pension Plan Fiduciary Net Position

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.

7. 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 postemployment 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, they are referred to as 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, 2015, 2014 and 2012. CCSNH's contributions to NHRS for the OPEB Plans for the years ended June 30, 2015, 2014 and 2013 were \$788,991, \$767,909 and \$696,535, respectively, which were equal to its annual required contributions.

Notes to Financial Statements

June 30, 2015 and 2014

8. <u>Contingencies and Commitments</u>

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, 2015 are as follows:

Year ending June 30:

2016 2017	\$	835,526 620,852
2018		337,880
2019		203,600
2019	-	186,198
	\$_	2,184,056

Total expense related to operating leases (with initial or remaining lease terms in excess of one year) amounted to \$789,594 and \$877,348 for the years ended June 30, 2015 and 2014, respectively. CCSNH signed additional operating leases after June 30, 2015 with total commitments of approximately \$1,530,000 with various expiration dates ranging through the year ending June 30, 2022.

Union Contracts

Substantially all of CCSNH's employees are covered by a collective bargaining agreement 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 August 15, 2013 through June 30, 2015. On December 3, 2015, CCSNH's Board of Directors approved a new collective bargaining agreement that extends through June 30, 2017.

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 September 25, 2013 through June 30, 2016.

Contingencies

CCSNH participates in various federally funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

CCSNH is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable, but in the opinion of management, the amount of ultimate liability would not have a significant impact on CCSNH's financial condition.

Notes to Financial Statements

June 30, 2015 and 2014

CCSNH is also exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. CCSNH manages these risks through a combination of commercial insurance packages purchased in the name of CCSNH.

Commitments

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2015.

	Expended through June 30, 2015	Committed Future Costs	Total Committed <u>Costs of Project</u>
NHTI MCC NCC GBCC LRCC RVCC	<pre>\$ 1,304,401 673,100 791,530 4,408,619 506,497 3,264,777</pre>	\$ 288,265 40,317 18,051 564,339 2,439,857 374,015	<pre>\$ 1,592,666 713,417 809,581 4,972,958 2,946,354 3,638,792</pre>
Total	\$ <u>10,948,924</u>	\$ <u>3,724,844</u>	\$ <u>14,673,768</u>

At June 30, 2015 and 2014, invoices related to construction projects of \$1,185,028 and \$922,823, respectively, were included in accounts payable.

9. Investments

<u>CCSNH</u>

CCSNH holds 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.

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.

CCSNH does not have a written investment policy. As of June 30, 2015 and 2014, CCSNH's investments included in the statements of net position were exposed to custodial credit risk. The investments were held by the counterparty, not in the name of CCSNH.

Notes to Financial Statements

June 30, 2015 and 2014

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 were comprised of the following at June 30, 2015 and 2014:

	<u>2015</u>	<u>2014</u>
Equities		
U.S. large cap	\$ 4,185,249	\$ 3,835,411
U.S. mid cap	1,293,489	1,634,421
U.S. small cap	631,063	838,843
International developed	2,238,981	1,807,492
Emerging markets	1,353,502	1,229,460
Other	-	5,651
Fixed income		
Investment grade taxable	2,026,435	1,909,880
International developed bonds	357,531	328,411
Global high yield taxable	677,549	553,403
Fixed income other	15,388	17,752
Real estate - public real estate investment trusts	938,572	883,845
Tangible assets - commodities	 462,738	 755,156
Total	\$ 14,180,497	\$ 13,794,074

Notes to Financial Statements

June 30, 2015 and 2014

The weighted average maturity of the fixed income securities is 11.10 years as of June 30, 2015. As of June 30, 2015, the Foundation's fixed income securities were rated as follows:

Rating	Rating <u>Organization</u>	Į	-air Value
Aaa Aa A Other	Moody's Moody's Moody's Moody's	\$	609,517 72,070 215,024 <u>183,878</u>
		\$	1,080,489

The fixed income securities rated above include cash equivalents maturing within six months and exclude preferred stocks and fixed income funds.

10. GASB Statement No. 75

GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, was issued in June 2015. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pension (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reported for all OPEB with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. The provisions of this Statement will be effective for CCSNH beginning with the year ending June 30, 2018. Management has not currently determined what impact the implementation of this Statement will have on the financial statements. REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Funding Progress (Unaudited)

June 30, 2015

Schedule of Collective Net Pension Liability

	 June 30,		
	 <u>2014</u>		<u>2013</u>
Employer proportion of the collective net pension liability	1.5521 %		1.4834 %
Employer's proportionate share of the collective net pension liability	\$ 58,259,797	\$	63,843,950
Employer's covered-employee payroll	\$ 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	123 %		147 %
Plan fiduciary net position as a percentage of the total pension liability	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				
	 <u>2015</u>		<u>2014</u>		<u>2013</u>
Required employer contribution	\$ 5,220,326	\$	4,923,636	\$	3,688,122
Actual employer contribution	\$ 5,220,326	\$	4,923,636	\$	3,688,122
Excess/(deficiency) of employer contributions	\$ -	\$	-	\$	-
Employer's covered-employee payroll	\$ 49,670,000	\$	47,442,000	\$	43,413,000
Employer contribution as a percentage of the employer's covered-employee payroll	10.51 %		10.38 %		8.50 %

Schedule is intended to show 10 years. Additional years will be added as they become available.

Schedule of Funding Progress (Unaudited)

June 30, 2015

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 Net Pension Liability
- Notes: The roll-forward of total pension liability from June 30, 2013 to June 30, 2014 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.



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

Board of Trustees Community College System of New Hampshire (A Component Unit of the State of New Hampshire)

We have audited, in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the 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 year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements, and have issued our report thereon dated December 17, 2015. We did not audit the financial statements of the discretely presented component unit. Those financial statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it related to the amounts included for the discretely presented component unit, was based solely on the report of the other auditor. The financial statements of the discretely presented component unit were not audited in accordance with *Government Auditing Standards* and accordingly this report does not include reporting on internal control over financial reporting or compliance associated with the discretely presented component unit.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered CCSNH's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control. Accordingly, we do not express an opinion on the effectiveness of CCSNH's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did identify certain deficiencies in internal control described under findings 2015-001 and 2015-002 in the accompanying schedule of findings and questioned costs that we consider to be material weaknesses.

Compliance and Other Matters

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

CCSNH's Responses to the Findings

CCSNH's responses to the findings identified in our audit are described under findings 2015-001 and 2015-002 in the accompanying schedule of findings and questioned costs. CCSNH's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of CCSNH's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CCSNH's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire December 17, 2015



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY OMB CIRCULAR A-133

Board of Trustees Community College System of New Hampshire (A Component Unit of the State of New Hampshire)

Report on Compliance for Each Major Federal Program

We have audited the Community College System of New Hampshire's (CCSNH) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of CCSNH's major federal programs for the year ended June 30, 2015. CCSNH's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of CCSNH's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about CCSNH's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

ECSI's compliance with the requirements governing the functions that it performs for CCSNH was examined by other independent accountants whose report has been furnished to us. The report of the other independent accountants indicates that compliance with those requirements was examined in accordance with the U.S. Department of Education's Audit Guide, Audits (Attestation Engagements) of *Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers*.

Based on our review of the service organization's independent accountants' report, we have determined that all of the compliance requirements included in the OMB Circular A-133 *Compliance Supplement* that are applicable to each of the major federal programs in which CCSNH participates are addressed in either our report or the report of the service organization's accountants. Furthermore, based on our review of the service organization's independent accountants' report, we have determined that it does not contain any findings of noncompliance that would have a direct and material effect on one or more of CCSNH's major federal programs' compliance with the requirements described in the first paragraph of this report.

We believe that our audit and the report of the other independent accountants provide a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of CCSNH's compliance.

Opinion on Each Major Federal Program

In our opinion, based on our audit and the report of other independent accountants, CCSNH complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

Report on Internal Control over Compliance

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

We did not consider internal control over compliance with the billing, collections and due diligence compliance requirements specified by the Federal Perkins Loan Program and described in the OMB Circular A-133 *Compliance Supplement*. Internal control over these compliance requirements were considered by the other independent accountants referred to above; and our report, insofar as it relates to CCSNH's internal control over those compliance requirements, is based solely on the report of the other independent accountants.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditure of Federal Awards Required by OMB Circular A-133

We have audited the financial statements of the business-type activities and the discretely presented component unit of CCSNH as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements. We issued our report thereon dated December 17, 2015, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by OMB Circular A-133. and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire February 12, 2016

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2015

Federal Grantor/Pass-Through <u>Grantor/Program Title</u>		Passed- Through Identifying <u>Number</u>	Total Federal Expenditures
United States Department of Education:			
Student Financial Aid Cluster - Direct:			
Federal Direct Student Loans Federal Perkins Loan Program Federal Work-Study Program Federal Pell Grant Program Federal Supplemental Educational Opportunity Grant	84.268 84.038 84.033 84.063		\$ 49,744,973 1,367,434 249,488 20,300,557
Program	84.007		317,950
Total Student Financial Aid Cluster			71,980,402
United States Department of Education - Passed-Through:			
New Hampshire Department of Education:			
Carl D. Perkins Career and Technical Education Act of 2006 8/16/2013 - 8/15/2014 8/16/2014 - 8/15/2015	84.048 84.048	45039 55039	39,282 790,320
Mathematics and Science Partnerships	84.366	S366B140030	54,230
College Access Challenge Grant Program	84.378	P378A100050	93
Total United States Department of Education			72,864,327
United States Department of Labor:			
<u>Direct</u> :			
Trade Adjustment Assistance Community College and Career Training Grants	17.282		4,967,407
H-1B Job Training Grants	17.268		2,396,026
Total United States Department of Labor			7,363,433

Schedule of Expenditures of Federal Awards (Concluded)

Year Ended June 30, 2015

Federal Grantor/Pass-Through <u>Grantor/Program Title</u>	Federal CFDA <u>Number</u>	Passed- Through Identifying <u>Number</u>	Total Federal <u>Expenditures</u>
Research and Development Cluster:			
United States Department of Energy - Passed-Through:			
New Hampshire Office of Energy and Planning:			
Renewable Energy Research and Development	81.087	DEEE0005672	6,688
United States Department of Health and Human Servies - Passed	d-Through:		
Trustees of Dartmouth College:			
National Center for Research Resources: Idea Network of Biological Research Excellence	93.859	8P20GM103506	141,441
National Science Foundation:			
Direct:			
Education and Human Resources	47.076		127,950
University of New Hampshire - Passed-Through:			
Experimental Program to Stimulate Competitive Research Experimental Program to Stimulate Competitive Research	47.081	EPS1101245	61,115
Track II	47.079	EPS1101245	44,073
Total National Science Foundation			233,138
Total Research and Development Cluster			381,267
United States Department of Health and Human Services - Passed	Through:		
New Hampshire Department of Health and Human Services:			
Child Care and Development Block Grant: Early Childhood Education	93.575	G1401NHCCDF	149,710
Total Expenditures of Federal Awards			\$ <u>80,758,737</u>

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2015

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Community College System of New Hampshire (CCSNH) under programs of the federal government for the year ended June 30, 2015. The information in the Schedule is presented in accordance with Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Because the Schedule presents only a portion of the operations of CCSNH, it is not intended to and does not present the financial position, changes in net position or cash flows of CCSNH.

2. Basis of Accounting

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, *Cost Principles for Educational Institutions*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Federal Direct Student Loans

During the fiscal year ended June 30, 2015, CCSNH processed the following new loans under the Direct Loan Program. The loans were made directly through the U.S. Department of Education.

Federal Subsidized Loans Federal Unsubsidized Loans Federal Parents' Loans	\$	23,726,313 25,294,501 724,159
	\$_	49,744,973

4. Federal Perkins Loan Program

The following sets forth certain balances and activities in the Federal Perkins Loan Program for the year ended June 30, 2015.

Perkins cash balance at June 30, 2015	\$_	361,468
Perkins loans receivable at June 30, 2014	\$	1,216,846
New loans made in fiscal year 2015 Administrative cost allowance in fiscal year 2015	_	122,380 28,208
Perkins expended as presented in the Schedule		1,367,434
Perkins loans collected in fiscal year 2015 Perkins loans canceled in fiscal year 2015 Administrative cost allowance in fiscal year 2015		207,630 8,341 <u>28,208</u>
Perkins loans receivable at June 30, 2015	\$	1,123,255

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2015

5. Federal Work-Study Program

Federal Work-Study Program award expenditures in 2015 consist of the following:

Current year award	\$ 298,081
Carry forward from fiscal year 2013-2014	12,592
Carry forward to fiscal year 2015-2016	(18,138)
Carry back to fiscal year 2013-2014	(5,514)
Transfer to Federal Supplemental Educational	
Opportunity Grant Program	(29,773)
Unexpended funds	 (7,760)
Total expenditures in fiscal year 2014	\$ 249,488

6. Federal Supplemental Educational Opportunity Grant Program

Federal Supplemental Educational Opportunity Grant Program award expenditures in 2014 consist of the following:

Current year award		294,934
Carry forward to fiscal year 2015-2016		(6,757)
Transfer from Federal Work-Study Program		29,773
Total award expenditures in fiscal year 2015	\$	317,950

Schedule of Findings and Questioned Costs

Year Ended June 30, 2015

Section I Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Internal control over financial reporting:	<u>Unmodified</u>
Material weakness(es) identified? Significant deficiency(ies) identified that are not	<u>X</u> Yes No
considered to be material weaknesses?	Yes <u>X</u> None reported
Noncompliance material to financial statements not	ed? Yes _X No
Federal Awards	
Internal control over major programs: Material weakness(es) identified? Significant deficiency(ies) identified that are not considered to be material weaknesses?	Yes <u>X</u> No Yes <u>X</u> None reported
Type of auditor's report issued on compliance for m programs:	ajor <u>Unmodified</u>
Any audit findings disclosed that are required reported in accordance with OMB Circular A-13	
Identification of Major Programs:	
<u>CFDA Number(s)</u> :	Name of Federal Program or Cluster:
84.268, 84.038, 84.033, 84.063, 84.007	U.S. Department of Education Student Financial Aid Cluster
84.048	U.S. Department of Education Carl D. Perkins Career and Technical Education Act of 2006
17.282	U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training Grants
17.268	U.S. Department of Labor - H1B Job Training Grants
47.076, 47.079, 47.081, 81.087, 93.859	Research and Development Cluster
Dollar threshold used to distinguish between Type A and Type B programs	\$300,000
Auditee qualified as low-risk auditee?	Yes <u>X</u> No

Schedule of Findings and Questioned Costs (Continued)

Year Ended June 30, 2015

Section II - <u>Findings Relating to the Financial Statements Which are Required to be Reported in</u> <u>Accordance with Government Auditing Standards</u>

Finding Number 2015-001

<u>Criteria</u>

Management is responsible for designing, implementing and maintaining effective internal control over financial reporting.

Condition Found

While we noted improvements over prior years, we continued to identify instances in which trial balance accounts had not been reconciled throughout the year and therefore the determination of the correct account balance resulted in a significant amount of work by CCSNH's accounting department. We also noted a lack of documented review of the ADP payroll reconciliations. We received numerous entries as of and for the year ended June 30, 2015 that were provided by management during our fieldwork, some of which were received in December. In addition, we identified several significant audit adjustments identified in Attachment 1 that were required to produce financial statements that are in accordance with U.S. generally accepted accounting principles. There were approximately 40 journal entries posted during the course of our audit procedures. These conditions were also noted in the audits for the years ended June 30, 2014, 2013 and 2012.

<u>Context</u>

During our audit procedures, we noted that the ADP payroll reconciliations tested did not have documented evidence of review and approval by a responsible member of management. We did note that management had implemented of a process to track the preparation and review of certain reconciliations during the year ended June 30, 2015.

During our audit as of June 30, 2015, we noted that the student accounts receivable module was not reconciled to the general ledger as of year-end. We encourage the timely resolution of the discrepancy and increased monthly reconciliations surrounding the accounts related to student billing, including accounts receivable, deferred tuition revenue and tuition revenue.

Furthermore, we discovered that the reporting of credits by the various campus Registrars is not reliable and management is unable to reconcile credit activity per Registrar systems to the general ledger in an effective and efficient manner. A key control over the revenue cycle is the tuition reasonableness reconciliation between Banner and the information maintained by the Registrar at each campus. Without reliable information being provided by the Registrars, it is not feasible for management to prepare a tuition reasonableness reconciliation.

Schedule of Findings and Questioned Costs (Continued)

Year Ended June 30, 2015

In connection with the preparation of the notes to the financial statements, management identified two projects that were included in construction in progress that were completed before year-end that should be placed into service. As a result, the costs were reclassified from construction-in-process and depreciation was adjusted accordingly. We recommend that management review the construction-in-process account on a routine basis to ensure that projects are placed in service on a timely basis.

We also noted several accounts included in the statement of financial position that have not been reconciled by management. Many of these accounts represent clearing accounts with a significant amount of activity that should have a zero balance if they were fully reconciled as of year-end. The overall balances in these accounts are not material to the financial statements.

Cause and Effect

Based on our observations, while we noted that the personnel in the accounting department appear to work very well together and understand the transactions that are reported in the accounting software, it appears the primary cause of the issue with untimely or missing account reconciliations relates to an under-staffed accounting department. In addition, these issues appear to be compounded by the high level of involvement of the accounting department staff in other critical projects needed by CCSNH. As a result, significant variances and adjustments were identified and posted related to specific reports and account reconciliations, which otherwise could have resulted in materially misstated financial statements.

Recommendation

We recommend that as part of the ongoing process to correct issues caused by the Banner Revitalization project that management determine the cause of the Registrar errors and begin a regular reconciliation process in which Registrar reports are reconciled to actual student billing recorded in the general ledger for each semester.

We recommend CCSNH continue the efforts to establish a process by which an account reconciliation matrix is used to document the procedures to be followed on a monthly, quarterly, or annual basis to ensure that all balance sheet accounts are reconciled and reviewed periodically. A more routine account reconciliation process will help improve efficiency of the financial reporting close process in the future and minimize the need for significant audit entries. If the process cannot be completed with the current staffing levels, we recommend that CCSNH consider engaging a consultant to assist with the development and implementation of a process to perform the required reconciliations on a regular basis.

Schedule of Findings and Questioned Costs (Continued)

Year Ended June 30, 2015

Views of a Responsible Official and Corrective Action Plan

While CCSNH has made significant progress this year in setting up our account reconciliation matrix and improving our close/reconciliation process in cash, payroll and capital assets as demonstrated in our resolved prior year internal control matters, we agree that there are account reconciliations and quarterly close processes that we can continue to improve.

Accounts Receivable: CCSNH has a plan and resources in place to improve the reconciliation process between student accounts receivable, deferred tuition revenue, and tuition revenue. The need for a regular reconciliation was highlighted during the Banner Revitalization project earlier this year.

Tuition Reasonableness: As part of our new close and reconciliation process implemented this year, CCSNH initiated periodic tuition reasonableness testing. We believe the credits sold reporting by the various campus registrars is a reliable way to reconcile credit activity to the general ledger, but we need to educate the registrars to use the correct reports available through our shared Banner resource.

Construction-in-Progress: CCSNH agrees that we need to add construction-in-progress reviews to our quarterly close process.

Clearing Accounts: CCSNH agrees that we need to improve our monthly clearing account reconciliations and we plan to address this with our college CFOs at our next system-wide meeting.

Schedule of Findings and Questioned Costs (Continued)

Year Ended June 30, 2015

Finding Number 2015-002

<u>Criteria</u>

Management is responsible for designing, implementing and maintaining effective internal control over financial reporting.

Condition Found and Context

CCSNH recently completed an Information Technology (IT) Security Risk Assessment (Assessment) to identify gaps in security practices and establish a baseline for future audit and operational planning, including future IT Assessment efforts. The Assessment included all seven colleges that comprise CCSNH, as well as the Chancellor's Office. The Assessment addressed IT security risk areas that are most prevalent to higher education institutions and key control areas from the ISO 27002 information security standards.

The Assessment identified 38 areas of risk (10 ranked as high risk, 15 ranked as medium risk, and 13 ranked as low risk). The majority of the areas of the risk could have an impact on the design, implementation and maintenance of internal control over financial reporting.

Cause and Effect

CCSNH has a complex IT system that is used across all seven colleges and the Chancellor's Office. CCSNH did not have a process in place for monitoring and managing IT security risk across the organization. As a result, CCSNH is exposed to a variety of IT security risks that could have a detrimental impact on its financial reporting.

Recommendation

Management and the Audit Committee should work collaboratively to review, prioritize, and implement the recommendations described in the Assessment report. The individual colleges should also have responsibility for understanding recommendations and working with the Chancellor's Office to develop plans to remediate risks and adopt changes associated with addressing common risk areas. The Chancellor's Office should be available to support the individual colleges in navigating changes and improving their security practices. To facilitate effective change, it may be necessary to allocate additional resources towards strengthening the level of IT security support services that are available to colleges.

Views of a Responsible Official and Corrective Action Plan

CCSNH agrees with the risks and recommendations in the IT Security Risk Assessment Report and will work with Chancellor's Office IT, the Technical Users Group (College IT Directors) and the Audit Committee to review, prioritize, and implement the changes in a timely manner.

Schedule of Findings and Questioned Costs (Concluded)

Year Ended June 30, 2015

Section III - Findings and Questioned Costs for Federal Awards

NONE

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2015

Finding Number 2014-003

Condition Found

Required by 2 CFR, Part 180 for federally funded programs, when an institution enters into a covered transaction with an entity or individual, an institution must verify that the vendor is not suspended or debarred or otherwise excluded from participating in federal programs. Generally, a covered transaction is a transaction expected to equal or exceed \$25,000 and be funded with federal dollars. This verification may be accomplished by checking the System for Award Management (SAM), formerly the Excluded Parties List System, maintained by the General Services Administration, collecting a certification from the vendor, or by adding a clause or condition to the covered transaction.

During our audit, we noted CCSNH did not review the SAM for vendors meeting the covered transaction threshold.

Recommendation

We recommended CCSNH implement a process to compare all vendors to the SAM on an annual basis and when a new vendor is entered into the accounting system. CCSNH should maintain documentation that the comparison has been performed.

Action Taken

A policy regarding the SAM Database has been added to the newly created grants manual and our purchasing policies, and a procedure has been developed for checking new hires. New quarterly compliance reporting process has been put in place to ensure grants procedures are being followed.

Status Corrected

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Summary Schedule of Prior Audit Findings (Concluded)

Year Ended June 30, 2015

Finding Number 2014-004

Condition Found

In accordance with 34 CFR Section 685, each month, the Common Origination and Disbursement (COD) provides institutions with a School Account Statement data file which consists of a Cash Summary, Cash Detail, and (optional at the request of the school) Loan Detail records. A school is required to reconcile these files to the institution's financial records. In addition, management is required to implement adequate monitoring controls. Ongoing monitoring is established through documented independent reconciliations and documented supervisory review of reports.

During our audit, we noted CCSNH was preparing the proper reconciliations between COD records and its financial records; however, we were unable to identify documented evidence of proper review of the reconciliations by a supervisor.

Recommendation

We recommended CCSNH implement a process to document the procedures to be followed on a monthly basis to ensure that all reconciliations are reviewed timely, and that the reviews are documented.

Action Taken

A new procedure has been implemented to ensure that all financial aid reconciliations are reviewed timely with the assistant financial aid director completing the reconciliation and the financial aid director approving and signing off.

<u>Status</u> Corrected







(A Component Unit of the State of New Hampshire)

COMPREHENSIVE ANNUAL FINANCIAL REPORT

June 30, 2016 and 2015

With Independent Auditor's Report

Reports on Audits of Financial Statements and Supplementary Information

June 30, 2016 and 2015

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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, 2016 and 2015, 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) Page 2

Opinions

In our opinion, based on our audit and the report 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, 2016 and 2015, and the respective changes in financial position and cash flows thereof for the years then ended, in accordance with U.S. generally accepted accounting principles.

Other Matter - Required Supplementary Information

U.S. generally accepted accounting principles require that Management's Discussion and Analysis on pages 3 through 9 and the required supplementary information on pages 35 and 36 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

Manchester, New Hampshire December 7, 2016

Management's Discussion and Analysis (Unaudited)

June 30, 2016 and 2015

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, 2016, 2015 and 2014. 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 four academic centers in Keene, Littleton, Rochester and Lebanon, New Hampshire.

It includes the Community Colleges of New Hampshire Foundation (the Foundation) as a discretelypresented, 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.

CHANGE IN ACCOUNTING PRINCIPLE

As disclosed in Note 2 to the basic financial statements, in 2015 CCSNH adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions* (an amendment of GASB Statement No. 27), and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* (an amendment of GASB Statement No. 68) (collectively, the new accounting standards).

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

June 30, 2016 and 2015

The changes made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment as of the beginning of the year ended June 30, 2015. Because it was not practical for CCSNH to determine the amounts of all deferred inflows of resources and outflows of resources related to the pension plan as of June 30, 2014, the beginning balances of deferred inflows of resources and deferred outflows of resources related to pensions have not been reported. The impact of the adoption of the new accounting standards as of the beginning of the year ended June 30, 2015 was an increase in long-term liabilities related to the net pension liability amounting to \$63,843,950, an increase in the deferred outflows of resources of \$5,035,405, and a decrease in unrestricted net position of \$58,808,545.

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,				
	2016	2015	2014		
Assets Current Net capital Other noncurrent assets	\$21,086,491 121,715,102 2,456,683	\$ 20,440,581 119,985,543 <u>3,010,043</u>	\$ 26,231,520 117,615,080 <u>3,040,821</u>		
Total assets	<u>145,258,276</u>	<u>143,436,167</u>	<u>146,887,421</u>		
Deferred outflows of resources	6,992,021	7,648,806	<u>-</u>		
Liabilities Current Noncurrent Total liabilities	11,936,561 <u>85,397,470</u> <u>97,334,031</u>	13,094,321 <u>83,532,285</u> 96,626,606	12,230,824 24,865,007 37,095,831		
Deferred inflows of resources	4,396,230	7,966,777			
Net position Invested in capital assets, net of related debt Restricted nonexpendable Restricted expendable Unrestricted Total net position	102,487,767 112,549 2,370,532 <u>(54,450,812</u>) \$ <u>50,520,036</u>	99,906,311 453,155 2,370,532 <u>(56,238,408</u>) \$ <u>46,491,590</u>	95,118,753 305,184 3,784,814 <u>10,582,839</u> \$ <u>109,791,590</u>		

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

June 30, 2016 and 2015

The major components of assets are cash and cash equivalents, operating investments, and net property and equipment. In 2016, overall assets increased by \$1,822,109 due to an increase in net property and equipment

In 2015, overall assets decreased by \$3,451,254 driven by a decrease in cash and cash equivalents. Overall, liabilities increased by \$59,530,775 due to the net pension liability recorded in connection with the adoption of the new accounting standards during the year. In total, CCSNH's net position decreased by \$63,300,000 as a result of the net pension liability and a decrease in net position of \$4,491,455.

The change in deferred outflows of resources related to the pension plan and the deferred inflows of resources is due to the current year activity associated with the net pension liability.

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

June 30, 2016 and 2015

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, 2016, 2015 and 2014, summarized as follows:

	Years Ended June 30,			
	2016	2015	2014	
Operating revenues				
Operating revenues Tuition and fees	\$ 65,906,053	\$ 68,128,857	\$ 69,482,905	
Other revenue	<u>14,895,473</u>	<u>16,166,843</u>	<u>13,582,669</u>	
Total operating revenue	80,801,526	84,295,700	83,065,574	
Operating expenses				
Employee compensation and benefits	91,802,705	96,949,756	94,191,293	
Other operating expenses	<u>35,486,621</u>	34,236,792	36,644,244	
Total operating expenses	<u>127,289,326</u>	<u>131,186,548</u>	<u>130,835,537</u>	
Operating loss	<u>(46,487,800</u>)	(46,890,848)	<u>(47,769,963</u>)	
Nonoperating revenues (expenses) and other				
changes				
State appropriations - operating	42,500,000	42,155,000	40,000,000	
State appropriations - capital Capital grants and contracts	7,727,797 1,506,179	3,086,781	7,022,709	
Write-down of note receivable	(398,310)	209,164	2,771,500	
Loss on sale of capital assets	(000,010)	(2,174,382)	-	
Investment income	67,272	62,412	-	
Other nonoperating expenses	<u>(886,692</u>)	(939,582)	<u>(995,236</u>)	
Non-months and sthey shows a				
Nonoperating revenues and other changes, net	<u> </u>	42,399,393	48,798,973	
net		42,000,000	40,790,975	
Increase (decrease) in net position	4,028,446	<u>(4,491,455</u>)	1,029,010	
Net position, beginning of year, as previously stated	46,491,590	109,791,590	108,762,580	
Cumulative effect of change in accounting principle	<u>-</u>	<u>(58,808,545</u>)	<u> </u>	
Net position, beginning of year, as restated	46,491,590	50,983,045	108,762,580	
Net position, beginning of year, as residled	40,431,330		100,702,300	
Net position, end of year	\$ <u>50,520,036</u>	\$ <u>46,491,590</u>	\$ <u>109,791,590</u>	

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

June 30, 2016 and 2015

The majority of CCSNH's revenues come from tuition and fees, which decreased in 2016 and 2015 as compared to the year ended June 30, 2014 due to decreased tuition price per credit in 2016 and no growth in the number of credits sold since 2011. Other revenue includes grants and contracts and other auxiliary enterprises. Driven by grant activity, other revenue decreased in 2016 by \$1,271,370 and increased by \$2,584,174 in 2015. Specifically, the U.S. Department of Labor HIB 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 will be finished in 2017. Overall, total operating revenue was down in 2016 by \$3,494,174 and up in 2015 by \$1,230,126.

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 2015 by \$2,758,463 but were down 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 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.

Other operating expenses were down \$2,407,452 in 2015 due to lower utility costs, decreased supply and small equipment spending, and less maintenance and repair expenses.

Nonoperating revenues and other changes in net position increased by \$8,116,853 in 2016 due to an increase in capital expenditures paid by the State of New Hampshire and an increase in the capital grant revenue, as well as a loss on sale of capital assets of \$2,174,382 in 2015. In addition, CCSNH recorded an allowance for loan losses on its note receivable of approximately \$398,000 during the year ended June 30, 2016

In 2015, nonoperating revenues, state operating appropriations increased by \$2,155,000, while state capital appropriations decreased by \$3,935,928. The state operating appropriation in 2015 increased as the New Hampshire Legislature and Governor worked to return CCSNH state support to prerecession levels.

The cumulative effect of the change in accounting principle is due the adoption of the new accounting standards during the year ended June 30, 2015.

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

June 30, 2016 and 2015

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,			
	2016	2015	2014	
Net cash used - operating activities Net cash provided - noncapital financing activities	\$ (38,336,610) 42,500,000	\$ (41,031,313) 42,155,000	\$ (39,063,740) 40,000,000	
Net cash used - capital and related financing activities Net cash provided (used) - investing activities	(731,827) <u>1,544,455</u>	(6,619,158) <u>33,273</u>	(6,688,234) <u>(9,995,850</u>)	
Net increase (decrease) in cash and cash equivalents	4,976,018	(5,462,198)	(15,747,824)	
Cash and cash equivalents, beginning of year	4,255,372	9,717,570	25,465,394	
Cash and cash equivalents, end of year	\$ <u>9,231,390</u>	\$ <u>4,255,372</u>	\$ <u>9,717,570</u>	

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 \$4,976,018 during 2016 due to decreased net cash used for operating expenses. This was a direct response to lower tuition and fees revenue which resulted in a smaller workforce.

Cash and cash equivalents decreased by \$5,462,198 during 2015 due to increased net cash used for operating expenses due to lower tuition and fee revenue, as well as continued levels of net cash used for capital and related financial activities, driven by the purchase of capital assets funded by CCSNH, payments of principal and interest on bonds payable and the sale of the Stratham property and resulting payback of the other long-term liability to the State of New Hampshire.

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, 2016, 2015 and 2014, CCSNH paid \$10,521,993, \$10,077,294 and \$15,739,016 for capital asset additions, respectively.

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

June 30, 2016 and 2015

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, 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.

CCSNH incurred additional debt amounting to \$2 million during the year ended June 30, 2014. During the years ended June 30, 2016, 2015 and 2014, CCSNH paid \$2,758,278, \$3,072,898 and \$1,851,606, respectively, in principal payments on bonds payable and capital lease obligations.

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 improves. Simultaneously, CCSNH continues to look for new markets for enrollment growth that align with the economic needs of New Hampshire's industries.

Simultaneously, CCSNH is also working to realign its organizational structure and operating expense base to meet new forecasts for revenue growth.

Over the past few years, CCSNH's federal grant activity has increased significantly. 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, while 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 will continue to work with the State of New Hampshire in future budget cycles to support additional tuition freezes and reductions.

By adopting GASB Statement No. 68, Accounting and Financial Reporting for Pensions (an amendment of GASB Statement No. 27), and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date (an amendment of GASB Statement No. 68), CCSNH gains a clearer understanding of its proportionate share of the net pension liability and the factors that will impact an increase and decrease in that proportionate share.

Statements of Net Position

June 30, 2016 and 2015

	Community College System of New Hampshire			Community Colleges of New Hampshire Foundation As of June 30,					
		As of J	une	e 30,		As of J	,		
		2016	_	2015		2016		2015	
Assets									
Current assets	¢	0.004.000	¢	4 055 070	¢	4 000 000	¢	040.000	
Cash and cash equivalents Other current assets	\$	9,231,390 1,164,170	\$	4,255,372 1,283,651	\$	1,009,299 3,774	\$	948,992 61,230	
Current portion of note receivable		121,401		94,605		- 3,774			
Grants and contracts receivable		1,242,889		2,901,301		-		-	
Operating investments		8,547,806		10,024,989		-		-	
Due from State of New Hampshire for capital									
appropriations		778,835		1,880,663		-	_	_	
Total current assets		<u>21,086,491</u>		20,440,581	_	1,013,073	_	1,010,222	
Noncurrent assets									
Student loans receivable, net		611,488		669,055		-		-	
Note receivable, net		1,845,195		2,340,988				-	
Investments Capital assets, net		-		-		15,616,385		14,180,497	
		121,715,102		119,985,543	_		-	-	
Total noncurrent assets	_	<u>124,171,785</u>		122,995,586	-	15,616,385	-	14,180,497	
Total assets		145,258,276		143,436,167		16,629,458		15,190,719	
Deferred outflows of resources - pension		6,992,021		7,648,806	_		-	_	
Liabilities									
Current liabilities		4 204 420		1 006 975		4 450		26.029	
Accounts payable and accrued expenses Accounts payable for capital assets		1,384,420 295,017		1,926,875 1,185,028		4,456		26,928	
Accrued salaries and benefits		6,319,976		5,823,579		-		-	
Deferred revenue and deposits		1,095,423		1,436,733		-		-	
Current portion of bonds payable		1,818,111		1,776,287		-		-	
Current portion of other long-term liabilities	_	1,023,614		945,819	_	<u> </u>	-	<u> </u>	
Total current liabilities	_	11,936,561		13,094,321	_	4,456	_	26,928	
Noncurrent liabilities									
Due to the State of New Hampshire		3,339,502		1,854,293		-		-	
Accrued salaries and benefits		4,032,303		4,513,154		-		-	
Refundable advances Net pension liability		684,253 60,334,154		899,610 58,259,797		-		-	
Bonds payable		15,180,554		16,998,641		-		-	
Other long-term liabilities		1,826,704		1,006,790		-		-	
Total noncurrent liabilities		85,397,470		83,532,285			_		
Total liabilities		97,334,031		96,626,606		4,456		26,928	
Deferred inflows of resources	_		•		_				
Pension		3,940,397		7,454,390		-		-	
Deferred gain from advance refunding of bonds		455,833		512,387		<u> </u>	_		
Total deferred inflows of resources		4,396,230		7,966,777	_		_		
Net position									
Invested in capital assets, net of related debt		102,487,767		99,906,311		-		-	
Restricted nonexpendable		112,549		453,155		12,905,205		11,425,698	
Restricted expendable		2,370,532		2,370,532		3,330,382		3,582,854	
Unrestricted		<u>(54,450,812</u>)		(56,238,408)	_	389,415	-	155,239	
Total net position	\$	50,520,036	\$	46,491,590	\$	16,625,002	\$_	15,163,791	

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2016 and 2015

	Community Col New Har	npshire	Community Colleges of New Hampshire Foundation			
	Years Ende	ed June 30,	Years Ended June 30,			
	2016	2015	2016	2015		
Operating revenues						
Tuition and fees	\$ 67,002,881	\$ 68,849,457	\$-	\$-		
Less scholarships	<u>(1,096,828</u>)	(720,600)				
Net tuition and fees	65,906,053	68,128,857	_	_		
Net tution and rees	03,300,033	00,120,007	_			
Grants and contracts	7,619,684	8,933,064	-	-		
Contributions	-	-	1,171,705	750,171		
Other auxiliary enterprises	3,155,812	2,990,843	-	-		
Other operating revenue	4,119,977	4,242,936	<u> </u>	<u> </u>		
Total operating revenues	80,801,526	84,295,700	1,171,705	750,171		
		0+,200,700		<u> </u>		
Operating expenses						
Employee compensation and benefits	91,802,705	96,949,756	-	-		
Other operating expenses	24,414,546	23,496,763	1,190,471	1,181,391		
Utilities	2,889,918	2,808,871	-	-		
Depreciation	8,182,157	7,931,158	<u> </u>	<u> </u>		
Total operating expenses	127,289,326	<u>131,186,548</u>	<u> </u>	<u> </u>		
Operating loss	(46,487,800)	(46,890,848)	<u>(18,766</u>)	(431,220)		
Nonoperating revenues (expenses) State of New Hampshire appropriations Loss on sale of capital assets Write-down of note receivable	42,500,000	42,155,000 (2,174,382)	:	-		
	(398,310)	-	4 452 790	1 525 142		
Contributions for long-term purposes Investment gain	- 67,272	- 62,412	1,453,789	1,535,143		
Interest expense on capital debt	(886,692)	(939,582)	26,188	323,027		
interest expense on capital debt	(000,092)	(939,362)				
Nonoperating revenues, net	41,282,270	39,103,448	1,479,977	1,858,170		
(Loss) income before other changes in net position	<u> (5,205,530</u>)	(7,787,400)	1,461,211	1,426,950		
Other changes in net position State of New Hampshire appropriations for capital expenditures Capital grants and contracts	7,727,797 1,506,179	3,086,781 209,164	:			
Total other changes in net position	9,233,976	3,295,945	<u> </u>			
Increase (decrease) in net position	4,028,446	(4,491,455)	<u> </u>	1,426,950		
Net position, beginning of year, as previously		r				
stated	46,491,590	109,791,590	15,163,791	13,736,841		
Cumulative effect of change in accounting principle	<u> </u>	(58,808,545)				
Net position, beginning of year, as restated	46,491,590	50,983,045	15,163,791	13,736,841		
Net position, end of year	\$ <u>50,520,036</u>	\$ <u>46,491,590</u>	\$ <u>16,625,002</u>	\$ <u>15,163,791</u>		
<u> </u>						

Statements of Cash Flows

Years Ended June 30, 2016 and 2015

	Community College System of New Hampshire			Community Colleges of New Hampshire Foundation				
	Years Ended June 30,			Years Ended June 30,				
		2016		2015		2016		2015
Cash flows from operating activities Tuition and fees Grants and contracts Auxiliary enterprises	\$	65,571,489 9,050,984 3,155,812	\$	68,484,397 7,581,781 2,990,843	\$		\$	- - -
Contributions received Payments to suppliers Payments to employees Other cash receipts	_	- (27,947,655) (92,570,010) <u>4,402,770</u>		- (26,351,129) (97,768,550) <u>4,031,345</u>	_	1,162,652 (1,146,434) - -		469,621 (1,428,486) - -
Net cash (used for) provided by operating activities	_	(38,336,610)	-	(41,031,313)	_	16,218		(958,865)
Cash flows from noncapital financing activities State of New Hampshire appropriations Contributions for long-term purposes	_	42,500,000 -		42,155,000 -	_	- 1,453,789		- 1,535,143
Net cash provided by noncapital financing activities	_	42,500,000		42,155,000		1,453,789		1,535,143
Cash flows from capital and related financing activities Funds received from the State of New Hampshire for capital expenditures Capital grants and contracts received Purchase of capital assets Proceeds from sales of capital assets Payments received on notes receivable Proceeds from borrowing on other long-term liabilities Principal on bonds payable and other liabilities Interest on bonds payable and other liabilities Net cash used for capital and related financing activities	_	10,314,834 1,506,179 (10,521,993) - 70,687 1,600,000 (2,758,278) (943,256) (731,827)		6,892,727 209,164 (10,077,294) 315,000 64,407 - (3,072,898) (950,264) (6,619,158)	_	-	_	- - - - -
Cash flows from investing activities Proceeds from sales and maturities of investments Purchase of investments Interest and dividends received	-	1,477,163 - 67,292		33,273	_	6,841,097 (8,622,577) <u>371,780</u>	_	4,819,120 (5,159,560) 277,044
Net cash provided by (used for) investing activities	_	1,544,455	•	33,273	_	(1,409,700)		<u>(63,396</u>)
Net increase (decrease) in cash and cash equivalents		4,976,018		(5,462,198)		60,307		512,882
Cash and cash equivalents, beginning of year	_	4,255,372		9,717,570	_	948,992		436,110
Cash and cash equivalents, end of year	\$_	9,231,390	\$	4,255,372	\$_	1,009,299	\$	948,992

Statements of Cash Flows (Concluded)

Years Ended June 30, 2016 and 2015

	Community College System of New Hampshire			Community Colleges of New Hampshire Foundation				
	Years Ended June 30,		Years Ended			,		
		2016		2015		2016		2015
Reconciliation of operating loss to net cash used for operating activities Operating loss Adjustments to reconcile operating loss to net cash used for operating activities	\$	(46,487,800)	\$	(46,890,848)	\$	(18,766)	\$	(431,220)
Depreciation Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		8,182,157		7,931,158		-		-
Other current assets		119,481		(259,247)		57,456		32,779
Student loans receivable		57,567		170,262		-		-
Grants receivable		1,658,412		(1,239,921)		-		-
Deferred outflows of resources - pension		656,785		(184,921)		-		-
Accounts payable and accrued expenses		(542,455)		(185,164)		(22,472)		(560,424)
Accrued salaries and benefits		15,546		126,881		-		-
Deferred revenue and deposits		(341,310)		97,584		-		-
Net pension liability		2,074,357		(5,584,153)		-		-
Refundable advances		(215,357)		(38,854)		-		-
Deferred inflows of resources - pension	-	<u>(3,513,993</u>)	-	5,025,910	_		_	<u> </u>
Net cash used for operating activities	\$_	(38,336,610)	\$	(41,031,313)	\$	16,218	\$	(958,865)
Reconciliation of noncash activity Acquisition of capital assets	\$	9,911,716	\$	10,339,499	\$	-	\$	-
Less acquisition of capital assets included in accounts payable at year-end Less acquisition of capital assets financed by		(295,017)		(1,185,028)		-		-
capital leases		(279,734)		-		-		-
Add payments on short-term trade accounts used to finance acquisition of capital assets	_	1,185,028	_	922,823	_	<u> </u>		<u> </u>
Payments for the acquisition of capital assets	\$_	10,521,993	\$	10,077,294	\$		\$	

Notes to Financial Statements

June 30, 2016 and 2015

Nature of Business

The Community College System of New Hampshire (CCSNH) 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 19 voting members appointed by the Governor and Executive Council. 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. <u>Summary of Significant Accounting Policies</u>

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, 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.

Notes to Financial Statements

June 30, 2016 and 2015

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, 2016 and 2015 are reported net of allowance for loan losses of \$500,798 and \$450,000, 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.

Grants and Contracts and Capital Appropriations

CCSNH records a receivable and corresponding revenue for these funding sources at the point all eligibility requirements (e.g., allowable costs are incurred) are met.

Notes to Financial Statements

June 30, 2016 and 2015

Investments

CCSNH and the Foundation carry investments in marketable securities at their fair value. Fair value is estimated using the methods described in Note 9. 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 on securities in the investment portfolio are allocated on a specific-identification basis.

Capital Assets

Capital assets are recorded at cost when purchased or constructed and at fair value at the date of donation. In accordance with CCSNH's capitalization policy, only equipment (including equipment acquired under capital leases), capital projects and internally-generated intangibles with a projected cost of \$5,000 or more are capitalized. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred. The costs of library materials are expensed as incurred.

Depreciation and amortization of assets acquired are recorded on a straight-line basis over the estimated useful lives of the related assets, principally as follows:

Buildings	40 years
Building and land improvements	20 years
Equipment	5 years

When capital assets are retired or otherwise disposed of, the asset and accumulated depreciation accounts are adjusted and any resulting gain or loss is reflected in the statement of revenues, expenses and changes in net position.

Note Receivable

During the year ended June 30, 2013, GBCC entered into a contract for the sale of its former Stratham, New Hampshire campus. As a result, the net book value of the campus, amounting to \$2,126,504, was reflected in assets held for sale as of June 30, 2014. During the year ended June 30, 2015, GBCC sold its former Stratham 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, 2016 and 2015 was \$1,966,596 and \$2,435,593, respectively. The balance at June 30, 2016, is shown net of an allowance for loan losses of approximately \$398,000.

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, 2015, CCSNH paid the first installment to the State. During 2016, CCSNH paid \$916,667 to the State. The remaining installments are included in other liabilities in the statement of net position. The balance due to the State as of June 30, 2016 and 2015 was \$916,666 and \$1,833,333, respectively.

Notes to Financial Statements

June 30, 2016 and 2015

Due to the fact that the proceeds from the sale of the GBCC campus will be paid to the State, CCSNH recognized a loss from the sale of the GBCC campus of \$2,126,504 during the year ended June 30, 2015.

Deferred Revenue and Deposits

Deferred 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, 2016 and 2015 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. For this purpose, benefit payments, including refunds of employee contributions, are recognized when due and payable in accordance with the benefit terms. 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.

Notes to Financial Statements

June 30, 2016 and 2015

Net Position

GASB requires that resources be classified for accounting purposes into the following four net position categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - nonexpendable: Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

Restricted - expendable: Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

Net Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

Contributions

Contributions are recorded at their fair value at the date of gift. Promises to donate to the Foundation are recorded as receivables and revenues when the Foundation 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.

Contributions of services are recorded if the services create or enhance non-financial assets or the services are performed by individuals possessing specialized skills and those services would normally need to be purchased if not donated. These services are recorded at their fair value at the time of contribution.

Income Taxes

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State and, as such, is generally exempt from federal income tax.

Notes to Financial Statements

June 30, 2016 and 2015

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.

2. <u>Change in Accounting Principle</u>

During the year ended June 30, 2015, CCSNH adopted new accounting guidance, GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* (an amendment of GASB Statement No. 27), and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* (an amendment of GASB Statement No. 68) (collectively, the new accounting standards). The changes made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment as of the beginning of the year ended June 30, 2015. Because it was not practical for CCSNH to determine the amounts of all deferred inflows of resources and deferred outflows of resources and deferred o

Net pension liability as of the measurement date of June 30, 2013 Contributions made in 2014 after the measurement date included	\$	63,843,950
in deferred outflows of resources	_	(5,035,405)
Cumulative effect of change in accounting principle	\$	58,808,545

3. 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, or agent but not in CCSNH's name.

As of June 30, 2016 and 2015, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$8,680,000 and \$4,100,000, 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.

Notes to Financial Statements

June 30, 2016 and 2015

4. Capital Assets

Capital asset activity for the year ended June 30, 2016 is summarized below:

	Beginning <u>Balance</u>	Additions	Retirements	Transfers	Ending <u>Balance</u>
Land Construction-in-process	\$ 924,340 12,404,071	\$	\$	\$	\$ 924,340 <u>2,542,562</u>
Total non-depreciable assets	13,328,411	7,119,810	<u> </u>	<u>(16,981,319</u>)	3,466,902
Land improvements Buildings and improvements Equipment	5,838,983 165,153,141 <u>17,360,775</u>	830,600 974,372 <u>1,068,284</u>	- - (588,292)	57,131 16,924,188 	6,726,714 183,051,701 <u>17,840,767</u>
Total depreciable assets	<u>188,352,899</u>	2,873,256	(588,292)	16,981,319	<u>207,619,182</u>
Accumulated depreciation	<u>(81,695,767</u>)	(8,182,157)	506,942	<u> </u>	<u>(89,370,982</u>)
Capital assets, net	\$ <u>119,985,543</u>	\$ <u>1,810,909</u>	\$ <u>(81,350</u>)	\$	\$ <u>121,715,102</u>

Capital asset activity for the year ended June 30, 2015 is summarized below:

	Beginning <u>Balance</u>	Additions	<u>Retirements</u>	Transfers	Ending <u>Balance</u>
Land Construction-in-process	\$ 924,340 <u> 9,080,561</u>	\$ <u>8,844,576</u>	\$	\$	\$ 924,340 12,404,071
Total non-depreciable assets	10,004,901	8,844,576	<u> </u>	<u>(5,521,066</u>)	13,328,411
Land improvements Buildings and improvements Equipment	5,437,400 159,375,191 <u>17,812,023</u>	595,193 256,884 <u>642,846</u>	(193,610) - (1,094,094)	- 5,521,066 -	5,838,983 165,153,141 <u>17,360,775</u>
Total depreciable assets	<u>182.624.614</u>	1,494,923	(1,287,704)	5.521.066	<u>188,352,899</u>
Accumulated depreciation	<u>(75,014,435</u>)	(7,931,158)	1,249,826		<u>(81,695,767</u>)
Capital assets, net	\$ <u>117,615,080</u>	\$ <u>2,408,341</u>	\$ <u>(37,878</u>)	\$	\$ <u>119,985,543</u>

Notes to Financial Statements

June 30, 2016 and 2015

5. Long-Term Liabilities

Changes in long-term liabilities during the year ended June 30, 2016 were as follows:

	Beginning <u>Balance</u>	Additions	<u>Reductions</u>	Ending <u>Balance</u>		Current <u>Portion</u>
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	<u>1,879,724</u>	(982,015)	2,850,318		1,023,614
Long-term liabilities	\$ <u>92,077,970</u>	\$ <u>5,239,479</u>	\$ <u>(2,758,278</u>)	\$ <u>94,559,171</u>	\$ <u> </u>	<u>9,161,701</u>

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 the capital project. When the project is completed, the amount received from the State will be converted to a bond payable.

Changes in long-term liabilities during the year ended June 30, 2015 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
	Dalance	Additions	INEQUCTIONS	Dalarice	FULION
Accrued salaries and					
benefits	\$ 10,209,852	\$ 126,881	\$-	\$ 10,336,733	\$ 5,823,579
Due to the State	-	1,854,293	-	1,854,293	-
Refundable advances	938,464	-	(38,854)	899,610	-
Net pension liability	-	58,259,797	-	58,259,797	-
Bonds payable	21,166,741	-	(2,391,813)	18,774,928	1,776,287
Other long-term liabilities	406,763	2,750,000	<u>(1,204,154</u>)	1,952,609	945,819
Long-term liabilities	\$ <u>32,721,820</u>	\$ <u>62,990,971</u>	\$ <u>(3,634,821</u>)	\$ <u>92,077,970</u>	\$ <u>8,545,685</u>

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, 2016 are as follows:

Year ending June 30,	<u>Princi</u>	<u>pal</u>	Interest
2017	\$ 1,02	3,614 \$	79,661
2018	11	6,035	72,158
2019	9	3,650	64,567
2021	6	7,462	59,851
2021	6	5,251	55,719
Thereafter	1,48	4,306	1,105,572

Notes to Financial Statements

June 30, 2016 and 2015

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, 2016, the balance due to USDA was \$1,584,929.

The original cost basis of leased capital assets as of June 30, 2016 and 2015 was \$224,734 and \$154,700, respectively. Accumulated depreciation includes \$94,571 and \$61,880 as of June 30, 2016 and 2015 for the leased capital assets, respectively.

Bonds Payable

Bonds payable consisted of the following at June 30:

	<u>2016</u>	<u>2015</u>
1995 Series A General Obligation Bonds (original principal of \$250,000) Serial bonds maturing in 2016 with a principal payment of \$31,712 and an interest rate of 5.05%.	\$-	\$ 31,712
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%.	778,856	1,008,811
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%. During the year ended June 30, 2015, \$2,165,134 of the principal balance was refunded early through the issuance of 2014 Series A General Obligation Refunding Bonds.	927,915	1,391,872
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%. During the year ended June 30, 2015, \$395,748 of the principal balance was refunded early through the issuance of 2014 Series A General Obligation Refunding Bonds.	257,007	385,582
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%.	3,200,000	3,500,000
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%.	1,850,716	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%.	568,251	696,872

Notes to Financial Statements

June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
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%.	4,920,000	5,280,000
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%.	1,733,107	1,866,550
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
	\$ <u>16,998,665</u>	\$ <u>18,774,928</u>

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.

Principal and interest payments on bonds payable for the next five years and in subsequent fiveyear periods are as follows at June 30, 2016:

Year ending June 30,		<u>Principal</u>		Interest		<u>Total</u>
2017 2018 2019 2021 2021 2022 - 2026 2027 - 2031 2032 - 2036	\$	1,818,111 1,942,020 1,941,714 1,710,355 1,128,416 5,086,392 2,731,962 639,695	\$	739,425 658,027 565,145 475,290 407,879 1,273,169 338,634 23,978	\$	2,557,536 2,600,047 2,506,859 2,185,645 1,536,295 6,359,561 3,070,596 663,673
	\$_	16,998,665	\$_	4,481,547	\$_	21,480,212

Interest expense related to the bonds for the years ended June 30, 2016 and 2015 was \$825,200 and \$923,319, respectively.

Notes to Financial Statements

June 30, 2016 and 2015

6. 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.

Notes to Financial Statements

June 30, 2016 and 2015

Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll, while Group II (Police) employees accrue contributions at a rate of 11.55% 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 10.51% of covered payroll for the two-year period ending June 30, 2015. Effective July 1, 2015, the employer share was increased to 12.50% of covered payroll and will remain fixed through June 30, 2017.

For Group II employees, effective July 1, 2015, the contribution rate increased from 21.45% to 22.54% of covered payroll and will remain fixed through June 30, 2017.

For the years ended June 30, 2016 and 2015, contributions to the Pension Plan were \$5,090,600 and \$5,220,326, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016 and 2015, respectively, CCSNH reported a liability of \$60,334,154 and \$58,259,797 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, 2016 and 2015, CCSNH's proportion of the net pension liability was 1.5230% and 1.5521%, respectively.

During the years ended June 30, 2016 and 2015, CCSNH recognized pension expense of \$4,197,027 and \$4,477,162, respectively.

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 <u>Resources</u>	Deferred Inflows of <u>Resources</u>
Net difference between projected and actual investment earnings on pension plan investments Changes in proportion and differences between employer contributions and share of contributions Contributions subsequent to the measurement date	\$- 1,901,421 <u>5,090,600</u>	\$ 3,940,397 _
Balances as of June 30, 2016	\$ <u>6,992,021</u>	\$ <u>3,940,397</u>

Notes to Financial Statements

June 30, 2016 and 2015

At June 30, 2015, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of <u>Resources</u>	Deferred Inflows of <u>Resources</u>
Net difference between projected and actual investment earnings on pension plan investments Changes in proportion and differences between employer contributions and share of contributions	\$ - 2,428,480	\$ 7,454,390
Contributions subsequent to the measurement date	5,220,326	
Balances as of June 30, 2015	\$ <u>7,648,806</u>	\$ <u>7,454,390</u>

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 ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a decrease (increase) in pension expense as follows:

2017	\$ 863,006
2018	863,006
2019	863,006
2020	(758,825)
2021	 208,783
	\$ 2,038,976

Year ending June 30,

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 - 3.8% average, including inflation
Investment rate of return	7.75%, net of pension plan investment expense, including inflation

Mortality rates were based on the RP-2000 mortality table, projected to 2020 with Scale AA. The table includes a margin of 15% for men and 17% for women for mortality improvements.

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, 2005 to June 30, 2010.

Notes to Financial Statements

June 30, 2016 and 2015

Long-Term Rates of Return

The long-term expected rate of return on pension plan investments was selected from a bestestimate 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 2014 and 2015:

			Weighted A Long-Term Exp Rate of R	ected Real
Asset Class	Target Allocation <u>2014</u>	Target Allocation <u>2015</u>	<u>2014</u>	<u>2015</u>
Large cap equities Small/mid cap equities Total domestic equity	22.50 % <u>7.50</u> 30.00	22.50 % <u>7.50</u> 30.00	3.25 % 3.25	3.00 % 4.00
International equities (unhedged) Emerging international equities Total international equities	13.00 <u>7.00</u> 20.00	13.00 <u>7.00</u> 20.00	4.25 6.50	4.00 6.00
Core bonds Short duration Global multi-sector fixed income Unconstrained fixed income High-yield bonds Global bonds (unhedged) Emerging market debt (external) Total fixed income	18.00 - - 1.50 5.00 0.50 25.00	4.50 2.50 11.00 7.00 - - 25.00	(0.47) - - 1.50 (1.75) 2.00	(0.70) (1.00) 0.28 0.16 - -
Private equity Private debt Real estate Opportunistic Total alternative investments	5.00 5.00 10.00 <u>5.00</u> 25.00	5.00 5.00 10.00 <u>5.00</u> 25.00	5.75 5.00 3.25 2.50	5.50 4.50 3.50 2.75
Total	<u> 100.00</u> %	<u> 100.00</u> %		

Notes to Financial Statements

June 30, 2016 and 2015

Discount Rate

The discount rate used to measure the total pension liability was 7.75%. 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 7.75%, 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 (6.75%)	D	Current iscount Rate (7.75%)	1	% Increase (8.75%)
CCSNH's proportionate share of the net pension liability	\$	79,421,945	\$	60,334,154	\$	44,061,522

Pension Plan Fiduciary Net Position

Detailed information about the Pension Plan's fiduciary net position is available in the separatelyissued NHRS annual report available from the NHRS website at https://www.nhrs.org.

Notes to Financial Statements

June 30, 2016 and 2015

7. 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, 2016, 2015 and 2014. CCSNH's contributions to NHRS for the OPEB Plans for the years ended June 30, 2016, 2015 and 2014 were \$738,178, \$788,991 and \$767,909, respectively, which were equal to its annual required contributions.

8. <u>Contingencies and Commitments</u>

Operating Lease Obligations

Year ending June 30,

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, 2016 are as follows:

-	
2017	\$ 835,526
2018	620,852
2019	337,880
2021	203,600
2019	 <u>186,198</u>
	\$ 2,184,056

Total expense related to operating leases (with initial or remaining lease terms in excess of one year) amounted to \$901,837 and \$789,594 for the years ended June 30, 2016 and 2015, respectively. CCSNH signed additional operating leases after June 30, 2016 with total commitments of approximately \$340,000 with various expiration dates ranging through the year ending June 30, 2021.

Notes to Financial Statements

June 30, 2016 and 2015

Union Contracts

Substantially all of CCSNH's employees are covered by a collective bargaining agreement, except for those executive officers and confidential personnel, and 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 December 14, 2015 through June 30, 2017. 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.

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 September 25, 2013 through June 30, 2016, however, the provisions of the collective bargaining agreement remain in place due to an evergreen provision.

CCSNH, SEA and SEIU are currently engaged in contract negotiations with the full-time faculty bargaining unit and the adjunct faculty bargaining unit.

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.

CCSNH is also exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. CCSNH manages these risks through a combination of commercial insurance packages purchased in the name of CCSNH.

Notes to Financial Statements

June 30, 2016 and 2015

Commitments

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2016:

	Expended through ne 30, 2016	-	ommitted ture Costs	 al Committed sts of Project
NHTI MCC RVCC	\$ 463,582 538,149 <u>1,540,831</u>	\$	176,415 172,862 <u>576,702</u>	\$ 639,997 711,011 2,117,533
Total	\$ 2,542,562	\$	925,979	\$ 3,468,541

At June 30, 2016 and 2015, invoices related to construction projects of \$295,017 and \$1,185,028, respectively, were included in accounts payable.

9. <u>Investments</u>

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.
- 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.

Notes to Financial Statements

June 30, 2016 and 2015

The inputs or methodology used for valuing investments are not necessarily an indication of the risk associated with those investments.

<u>CCSNH</u>

CCSNH holds 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.

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.

CCSNH does not have a written investment policy. As of June 30, 2016 and 2015, CCSNH's investments included in the statements of net position were exposed to custodial credit risk. The investments were held by the counterparty, not in the name of CCSNH.

Investments held by CCSNH were comprised of the following at June 30, 2016 and 2015:

	<u>2016</u>	Fair Value <u>Level</u>	<u>2015</u>	Fair Value <u>Level</u>
Fixed income funds	\$ <u>8,547,806</u>	2	\$ <u>10,024,989</u>	2

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.

Notes to Financial Statements

June 30, 2016 and 2015

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	_	<u> </u>	-	-
Total	\$ <u>14,103,223</u>	\$_	1,513,162	=	-

Investments held by the Foundation were comprised of the following at June 30, 2015:

		Level 1		Level 2		Level 3
Equities	\$	9,702,284	\$	-	\$	-
Fixed-income		1,981,025		1,095,878		-
Real estate - public real estate investment trusts		938,572		-		-
Tangible assets - commodities	_	462,738	_		_	
Total	\$_	<u>13,084,619</u>	\$_	1,095,878	\$_	

The weighted average maturity of the fixed-income securities is 11.10 years as of June 30, 2016. As of June 30, 2016, the Foundation's fixed-income securities were rated as follows:

<u>Rating</u>	Rating <u>Organization</u>	Ē	air Value
Aaa Aa A Other	Moody's Moody's Moody's Moody's	\$	609,517 72,070 215,024 <u>183,878</u>
		\$	1,080,489

The fixed-income securities rated above include cash equivalents maturing within six months and exclude preferred stocks and fixed-income funds.

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.

Notes to Financial Statements

June 30, 2016 and 2015

10. <u>Risk Management</u>

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 2016 and 2015.

11. Subsequent Events

GASB Statement No. 75

GASB Statement No. 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, was issued in June 2015. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for post-employment benefits other than pension (other post-employment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing accounting and financial standards reported for all OPEB with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. The provisions of this Statement will be effective for CCSNH beginning with the year ending June 30, 2018. Management has not currently determined what impact the implementation of this Statement will have on the financial statements.

<u>NHRS</u>

On July 1, 2016, the Board of Trustees of NHRS announced a change to adopt revised actuarial assumptions based on the results of a five-year experience study conducted by the retirement systems consulting actuary. Included in these changes will be the lowering of the assumed rate of return from 7.75% to 7.25%. This rate will be used in September to set employer contribution rates for fiscal years 2018 and 2019. This information will also be used to determine the June 30, 2017 net pension liability.

REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Funding Progress (Unaudited)

June 30, 2016

Schedule of Collective Net Pension Liability *

		June 30,	
	 <u>2015</u>	<u>2014</u>	<u>2013</u>
Employer proportion of the collective net pension liability	1.5230 %	1.5521 %	1.4834 %
Employer's proportionate share of the collective net pension liability	\$ 60,334,154	\$ 58,259,797	\$ 63,843,950
Employer's covered-employee payroll	\$ 38,602,845	\$ 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	156 %	123 %	147 %
Plan fiduciary net position as a percentage of the total pension liability	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				
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	
Required employer contribution	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122	
Actual employer contribution	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122	
Excess/(deficiency) of employer contributions	\$-	\$-	\$-	\$-	
Employer's covered-employee payroll	\$39,462,000	\$38,602,845	\$47,442,000	\$43,413,000	
Employer contribution as a percentage of the employer's covered-employee payroll	12.90 %	13.24 %	10.38 %	8.50 %	

* Schedule is intended to show 10 years. Additional years will be added as they become available.

Schedule of Funding Progress (Unaudited) (Concluded)

June 30, 2016

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 Net Pension Liability
- Notes: 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 2015-2016 biennium were determined based on the June 30, 2013 actuarial valuation.

Appendix A - V

Documents for the Workroom

Standard / Supporting Documents	May also be useful for Standards
Standard One: Mission and Purposes	
Mission Statement	2,4,5,6,7
Vision Statement	2,4
CCSNH Mission Statement	2,4,5,6,7
Trustee Committee Meeting Minutes	3
Reports of the Periodic Review of the Mission Statement	2
Standard Two: Planning and Evaluation	
Strategic Plan	3,4,5,6,7,8
Review of Strategic Plan	3,4,5,6,7,8
Master Plan	7,8
Academic Plan	2,4,6,8
Workforce Development Action Plan	2,5,8
Institutional Effectiveness Plan	7
Academic Technology Plan	2,7,8
Institutional Fact Sheet	3,4,5,6,7,8,9
Program Reviews	4,5,6,7,8,9
Sample of Course Evaluation and Teaching Evaluation Forms and Report	4,6
IPEDS, CCSE, VFA Surveys	4,6,7,8
Departmental Cost	4,6,7
Graduate Placement Studies	4,8,9
Standard Three: Organization and Governance	
Trustee By-Laws	1
Board Membership and Affiliations	9
Trustee Minutes	1,2,4,7
Board Goals and Self Evaluation	1,2,4,7
Faculty and Employee Collective Bargaining Agreement	4,6,9
Institutional Policy and Procedure Manual	2,4,7,9
Membership and Roles of Advisory Committee	1,9
Job Descriptions for Principle Administrators	2,7
Standard Four: The Academic Program	
Catalogue	5,9
Schedule of Program Review and Specialized Accreditation	2
List of New and Deleted Programs	2
Policy on Satisfactory Academic Progress	2
Policy on Credit Hour Rule	8
Collection of Syllabi	2,8
Statement of an Educated Person	1

Core Curriculum	2,8
Studies of Student Learning Outcomes in General Education	2,8
Results of Most Recent Program Review of General Education	2,8
Feedback Studies from Students on their Undergraduate Experience	2,5,7,8
Program Reviews	2,8
Policy on Academic Integrity	9
Policy on Transfer Credit	6,8,9
Policy on Student Grading	9
Graduation Degree Audit Procedure	9
Policies on Course Credit	9
Policies on Satisfactory Academic Progress	6,8,9
Standard Five: Students and Co-Curricular Experiences	
Admissions Forms	9
Admissions Policy Statement	9
Admissions Budget	1
Admissions Annual Report	5
Student Services Annual Reports	2
Financial Policy	9
Orientation Program	4,7,8
Policy on Student Records	9
Standard Six: Teaching, Learning and Scholarship	
Faculty CV's	7
Collective Bargaining Agreement	7,9
Promotion Process	1
Faculty Hiring Plans	2
Statement of Diversity Goals	9
Procedures for Appointment of New Faculty	7,9
List of Faculty Development Funds	7
List of Workshops for Adjunct Faculty	4,7
Collective Bargaining Agreement	1,4
Policies on Academic Advising	5.9
Documentation of Programs to Support Teaching	5,7
Standard Seven: Institutional Resources	
Policies and Procedures Related to Human Resources	2,4
Budget Development Policy and Procedures	2
Budget Request	4,5,6
Budget Allocations	2,4,5,6
Capital Budget Plan	2,4,5,6
Board of Financial Committee Minutes	3
Policy on Risk Management	3,9
Cost/Revenue by Program	2,4
Audits	2
Report of Classroom Technology	4
Policies for System Reliability, Integrity and Security of Data	4,9
Policies on Privacy	9
Insurance Policies	9

Deferred Maintenance List	2,4,5
Plan for addressing Maintenance List	2
Security Plan	9
Library Budget, 5 years	8
List of Library Collections: Books, E-books, Media Material, Subscription, Reference Material	4,8
Electronically Available Resources	4,8
Copies of Consortia or other Library Agreements	4,8
Library Annual Report / Usage Statistics	2,4
Guides for Faculty / Student Training on the Library	4,5,6,8
Statement of Information Literacy as Student Learning Outcomes	2,4,8
Technology Plan	2,4
Budget Request and Funded for Technology	2
Standard Eight: Educational Effectiveness	
Licensure Pass Rate	2
Transfer / Employment Rate	2
Student Satisfaction Surveys	2,5
Learning Outcomes	2,5,6
Graduation Rates	2,9
Standard Nine: Integrity, Transparency, Public Disclosure	
Policies and Procedures for Academic Honesty, Privacy Rights, Academic Freedom,	4,5
Non-discrimination, Faculty Grievances, Student Grievances	
Catalogue	4,5
Reviews of Website Information	1,4,5
Recruitment / Admission Publications	4,5
Electronic Publications	4,5
Notice of Availability of Institutional Information, including Audited Financial Statement	7

Appendix A - VI

Public Comment Notice

Manchester Community College (MCC) will undergo a comprehensive evaluation visit on October 16-18, 2017 by a team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC).

NEASC accreditation is voluntary and applies to the institution as a whole. The Commission, which is recognized by the U.S. Department of Education, accredits approximately 240 institutions in the six-state New England region.

MCC has been accredited by the Commission since 2002 and last underwent a comprehensive review in 2007. Its accreditation by NEASC encompasses the entire institution.

For the past two years, MCC has been engaged in a process of self-study, addressing the Commission's *Standards for Accreditation*. An evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the institution.

Following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comment on Manchester Community College (NH)
Commission on Institutions of Higher Education
NEASC
3 Burlington Woods Drive, Suite 100
Burlington, MA O1803-4514 Email: <u>cihe@neasc.org</u>.

Public Comments must address substantive matters related to the quality of the institution. The Commission cannot settle disputes between individuals and institutions, whether those involve faculty, students, administrators, or members of other groups.

Comments will not be treated as confidential and must include the name, address, and telephone number of the person providing the comments. Also include permission for the comment to be forwarded to the President of MCC.

Public Comments must be received by October 18, 2017. The Commission cannot guarantee that comments received after that date will be considered.

