**Association of Collegiate Business
Schools and Programs
(ACBSP)**

**Self-Study Year 2014 – 2015
10-Year Reaffirmation**

Name of the Institution: NHTI—Concord's Community College

President: Dr. Susan Dunton

Chief Academic Officer: Dr. Pamela Langley

Department Chairpersons: Lynn Hedge, DH of Accounting and Business Administration
Maryanne Adams, DH of Hospitality/Tourism Management and
Sports Management

Program Coordinator: Joseph Gula, Program Coordinator of Business

Self-Study Preparers: Professor Maryanne S. Adams, Chair
Professor Lynn P. Hedge DH Accounting and Business
Professor Joseph Gula, Program Coordinator, Business
Professor Laura Morgan, CPA, Accounting
Professor Fred King, Business

Self-Study Purpose:

The purpose of the self-study is to review NHTI's business unit programs to determine
strengths and opportunities for improvement, and to comply with ACBSP accreditation standards
as a means to measure, evaluate, and continuously improve its programs. Items to consider in
the self-study include:

- Quality of instruction and student learning in all course delivery formats
- Student success in transfer to baccalaureate intuitions
- Employer satisfaction with graduate preparedness
- Ability to attract and retain high quality full-time and adjunct faculty

Self-Study Timeline:

August 2015   Planning/Organizing with Business Unit faculty
September 2015   Review Standards/Assign workload
October 2015   Data Review
January 2016   Change due date of report to July 2016
February 2016   Review Standards

March 2016	Data Collection
April 2016	Data Collection
May 2016	Draft review
June 2016	Draft review
July 2016	Submit report
September 2016	ACBSP Team Visit

Regional Accrediting Body:

NHTI – Concord's Community College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. The college recently completed a comprehensive self-study and hosted a site visit as a part of the 10-year cycle to reaffirm its accreditation. The Commission will meet in September 2016 to consider NHTI's accreditation status.

Profile of Institution:

Historical Overview:

1965 New Hampshire Technical Institute (now NHTI – Concord's Community College) enrolls first class of 265 students in Electrical Engineering Technology, Electronic Engineering Technology, Mechanical Engineering Technology, and Electronic Data Processing

1969 New Hampshire Technical Institute receives full accreditation from the Commission on Technical and Career Institutions of the New England Association of Schools & Colleges, Inc. (NEASC), following candidacy awarded in 1967. NHTI is the first public technical institute in New England to receive full accreditation.

1970 The three original engineering technology programs receive full accreditation by the Engineers' Council for Professional Development (now the Accrediting Board for Engineering and Technology).

1970 Associate Degree programs in Nursing, Dental Hygiene, and Radiologic Technology opened. Total enrollment increases to 414 full-time day students.

1973 Dr. David Larrabee appointed President.

1983 Legislature authorizes the separation of the Department of Postsecondary Vocational-Technical Education with a sevenmember Board of Governors from the Department of Education, effective July 1, 1983. Authorizes the appointment of a Commissioner. Mary Pillsbury Brown named first Department Commissioner.

1995 The Department of Postsecondary Vocational Technical Education is reorganized [HB 152] into the Department of Regional Community Technical Colleges.. NHTI remains a single college/campus; six sister colleges are configured into three colleges on six campuses. Seven presidents are reduced to four. The positions and titles of Deans and Division Chairs are eliminated. Three new positions are created at NHTI: Vice President of Academic Affairs, Vice President of Student Affairs, and Vice President of Continuing and Corporate Education. Dr. David E. Larrabee, Sr. resigns as President. Dr. William G. Simonton is named Interim President.

1996 Dr. William G. Simonton named President by the Governor and Executive Council.

1997   After more than 30 years with the Commission on Technical and Career Institutions, NHTI decides to seek candidacy for accreditation from NEASC's Commission on Institutions of Higher Education (CIHE). Self-study process begins.

1999   RSA 188-F (revised) institutes a Board of Trustees for the System, replacing the previous Board of Governors. NH Community Technical College Foundation established.

2000   New Hampshire Technical Institute awarded candidacy status for accreditation by CIHE/NEASC. study process begins for full CIHE accreditation.

2001   NHTI receives full accreditation from CIHE/NEASC (retroactive from November 2001 vote by Commission).

2003   Dr. William G. Simonton appointed Commissioner of the New Hampshire Community Technical College System by Gov. Craig Benson.

2004   B. Lynn Tolbert Kilchenstein named President of NHTI.

2006   NHTI reaccredited by CIHE/NEASC.

2007   New Hampshire Legislature approves SB 82 establishing self -governance of the state's community college system through itsBoard of Trustees. The New Hampshire Community Technical College System becomes the Community College System of New Hampshire (CCSNH). The title of Commissioner of the System changes to Chancellor. The Board appoints Dr. Richard A. Gustafson as the first Chancellor of the CCSNH.

2007   Beverly D. Grappone Hall opens. This silver LEED-certified building houses state-of-the-art nursing instructional facilities and culminates the College's first ever capital campaign, including a $1 million gift from the Grappone Family, $1 million in private donations, a $500,000 federal grant, and $4 million in State capital funds.

2008   New Hampshire Gov. Lynch and the Executive Council approve changing names of all community colleges, including New Hampshire Technical Institute to NHTI – Concord's Community College.

2010   President's Fund for Excellence established as a means to fund the highest priority needs of the College, and to award student excellence with scholarships.

2012   Dr. Ross Gittell appointed Chancellor of the Community College System of NH.

2013   NHTI launches first 100% online programs: Business Administration, Criminal Justice, Early Childhood Education, General Studies, and Hospitality & Tourism Management

2013   Lynn Tolbert Kilchenstein, President since 2003, retires. VP of Student Affairs Steven P. Caccia named Interim President.

2014   Dr. Susan B. Dunton named President of NHTI.

2015   Brookings Institution ranks NHTI first in the nation among two-year colleges as measured by the actual mid-career salaries of its graduates.

2015   NHTI awarded a $2.5 million federal TAACCCT job-training grant aimed at boosting information technology programs.

2015   NHTI celebrates 50th anniversary with day of public events and birthday gala, and release of commemorative book and video.

2016   NHTI undergoes self-study and site visit for reaffirmation of CIHE/NEASC accreditation

OVERVIEW:

Founded in 1965 as New Hampshire Technical Institute offering three engineering technology programs, NHTI – Concord's Community College proudly celebrated its 50th Anniversary in 2015 as New Hampshire's largest community college offering more than 80 associate degree and certificate

programs. A campus that once had one classroom building and a single residence hall, now has five classroom buildings and three residence halls, and a college that began with just over 200 students is now bustling with more than 4,000 students.

NHTI is one of seven colleges in the Community College System of New Hampshire (CCSNH). In the year 2007 with the passage of Senate Bill 82, both CCSNH and NHTI have transitioned from a state agency to a "body corporate and politic".

Enrollments took their biggest leap forward after NHTI was awarded full accreditation by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges in 2001 after being accredited by the Commission on Career and Technical Institutions since 1969. Students can choose NHTI for studies as diverse as Robotics and Automation Engineering Technology, Radiation Therapy, Criminal Justice, Visual Arts, and Environmental Science. Students intending to transfer to baccalaureate institutions can opt for programs in General Studies or Liberal Arts, or they can specialize in one of NHTI's newest degree programs, such as Biology or Mathematics. Many degree and certificate programs hold specialized accreditations, which help ensure that curricula provide a rigorous and relevant education that will provide students with the knowledge, skills, and professional attributes to be successful in the workplace, baccalaureate institutions, and their communities.

With three residence halls, 350 students can live on campus and enjoy the "full college experience." NHTI offers both resident and commuter students a vibrant co-curricular program, including 30 clubs and organizations, intercollegiate and intramural athletics, and many student leadership development opportunities. Support services, such as the Health and Counseling Offices and the Academic Center for Excellence, provide students with the help they need to sustain their personal well-being and to enhance their academic skills as they pursue their career and educational goals.

In the summer of 2014, NHTI welcomed a new President. The President came to the college at a time when a budget shortfall required personnel reductions – two rounds of faculty and staff lay-offs that have had a profound effect on morale. Since that time, a freeze on filling positions that were left open by the lay-offs and those left vacant by retirements, resignations, and reclassifications has left nearly every administrative and support office short-staffed and has reduced the number of full-time faculty to 93 (Spring 2016) – fewer than at the time of the 2006 CIHE evaluation visit – which has further exacerbated employee frustration and stress. NHTI's primary sources of revenue – student tuition and fees supplemented by an allocation from New Hampshire's General Fund – have been affected by the state's demographics and political climate. Although the Fall 2015 student headcount is 13% higher than in 2006, it is 11% below its highest headcount in 2010, and individual student registration has steadily inched downward in recent years to 8.6 credits in the Fall 2015 semester. The Board of Trustees reduced in-state tuition to $200 per credit from $210 in the Spring of 2014 as a part of their commitment to affordable, accessible education. The state's General Fund allocation to the CCSNH rose to 33% of NHTI's total operating budget for FY 2016 – up from about 25% in the previous two fiscal years, but still well below the national average for state support and well below state support levels when NHTI first attained full CIHE accreditation in 2001. Personnel expenses – 82% of NHTI's FY 2016 operating budget – have increased as a result of well-deserved negotiated raises for faculty, staff, and administrators over the past three years and the ever-rising cost of healthcare benefits. Thus NHTI finds itself in a period of unusually strict fiscal conservatism, in which every request for purchasing equipment and supplies, every request for new or

replacement personnel, and every request for professional development funds is questioned (and often denied) – a practice that has kept NHTI with a balanced budget, but with little surplus.

Even with all these challenges, NHTI has found many reasons to be proud of the achievements of its dedicated faculty, staff, and administrators. Faculty continue to develop and deliver excellent courses and programs in traditional, accelerated, hybrid, and online formats. Assessment of the 20programs holding specialized accreditation is very strong; other programs voluntarily align themselves with accreditation standards of their disciplines. Program/industry advisory committees continue to provide faculty with important feedback about industry needs and student performance. Also, NHTI is now able to gather data more easily on student transfers, and relationships between NHTI and receiving institutions, especially those within the University System of New Hampshire, have grown substantially stronger since 2006. Work remains to be done to create a truly systematic outcomes assessment plan and to create capstone/summative experiences in some programs, however.

NHTI now has a thriving Academic Advising Center that has improved services to evening, online, and non-matriculated students, as well as those on academic probation and suspension, and the Academic Center for Excellence provides comprehensive tutoring services to students both in person and remotely. Similarly, the library's many resources and services are now available to students both on campus and electronically.

While continuing to lack a truly systematic plan and process for data recording, collection, analysis, and distribution, NHTI has made considerable progress in the use of data in its decision-making processes, thanks in part to colleagues in the CCSNH System Office. The college's latest strategic plan incorporates Data Management as one of its four major goals, and at least two groups (Technology Services and the Enrollment and Retention Team) have already developed their own plans as an extension of the college's plan.

NHTI provides quality, accessible higher education to a number of constituents including:

- Traditional students who have just graduated high school
- High school students who may have earned credits through the Running Start dual enrollment program
- Adult learners attending college for the first time or who are seeking a career change or advancement
- College graduates looking for a specific skill set to augment their degrees
- Business and community members looking for enrichment/training through our Business Training Center (non-credit)

With a 110 full-time faculty, (currently 93), and over 300 adjunct faculty members, our typical class size is 15 to 25 students with an average age of 25. We have approximately 4,568 day, evening and weekend credit and noncredit students attending NHTI each year. 4.84 % of our students report ethnicity other than Caucasian (including African American, Hispanic, Pacific Islander and Native American), and the general student body is made up of 45% men and 55% women.

Organization Chart:

The Business Unit is composed of a Department Head of Accounting and Business Administration; a Program Coordinator of Business Administration, a Department Head of Hospitality & Tourism Management, and one other full-time Accounting professor, and one other full-time Business Administration professor. The Department Heads report to the Vice President of Academic Affairs, who reports to the college president; the Program Coordinator reports to the Department Head of Accounting and Business Administration.

Legal Authorization:

NHTI – Concord's Community College has been granted authority by the New Hampshire State Legislature RSA 188-F and the Post-Secondary Education Commission of New Hampshire to grant and confer "all such degrees…as other community colleges may of right do," and currently awards Associate in Arts and Associate in Science degrees as well as diplomas and certificates.

Governing Board/ CCSNH Board of Trustees:

The CCSNH Board of Trustees is established by NH RSA 188-F as the "policy-making and operational authority" for the seven colleges of the System, including NHTI. There are currently 23 voting members of the Board, each appointed by the Governor and confirmed by the Executive Council. Membership is defined by statute to represent a wide variety of constituents including health care, law enforcement, technology, students, business and industry, career and technical education, community service, and the public. Ex-officio members include the Governor of the State of New Hampshire, the Chancellor and Vice Chancellors, the Commissioner of the NH Department of Education, the Commissioner of the NH Department of Resources and Economic Development, the Commissioner of the NH Department of Employment Security, and the President of each community college. Meeting schedule, agendas, and minutes can be accessed online at www.ccsnh.edu.

The Board of Trustees oversees the seven colleges in the System and works with the Chancellor, System Office staff, and the seven college Presidents to manage the System's physical, financial, and human resources in the fulfillment of its mission "to provide residents with affordable, accessible education andtraining…." As a part of the transition from state agency to self-governing college system, the CCSNH has taken on many administrative functions previously provided bystate government, such as financial management, legal services, and payroll. This has, inturn, resulted in changes to NHTI's relationship with the CCSNH and the ways in which the college manages its administrative functions.

The president of NHTI may also appoint ad hoc advisory boards to advise on the development and operation of specific academic programs, though the college advisory board does not have decision-making authority in financial, academic, or other operational matters. The current advisory board includes members from the field of business and industry:

NHTI—Concord's Community College Advisory Board:

Helmut Koch, President, EXACOM, Inc., Chair
Heather Brown, Network Representative, Northeast Delta Dental
Jack L. Dearborn, BAE Systems, Retired
Chris Emond, Exec. Dir. Concord Boys & Girls Club
Joe Fitzgerald, Software Engineering Manager, NOYES Test and Inspection Division, AFL Global
William Jones, Application Development, Comcast
Simon Keeling, Edward Jones Investments
David J. Luneau, President, ClassCo, Inc.
Ken Lurvey, City of Concord, Retired; KG Lurvey Realty
James W. Pratt,Manger-Business Services, Service Credit Union
Christine C. Rath, Superintendent, Concord School District, Retired
Timothy G. Sink, CCE, President, Greater Concord Chamber of Commerce
James Snodgrass, Executive Director, Second Start

College Organization and Governance:

The college president is the CEO, who is responsible for all functions of the college. Reporting to the president directly are the Vice President of Academic Affairs, the Vice President of Student Affairs, the Director of Communications, the Director of Human Resources, and the Chief Financial Officer.

The organizational structure is composed of 22 academic department heads who meet monthly to discuss items of interest to the college. There are also many college-wide governance teams where faculty and staff from all disciplines of the college have the opportunity to participate in the operations and planning. (See governance wheel in resource room).

Institution Mission:

WE ARE ALL TEACHERS. WE ARE ALL LEARNERS.

MISSION
NHTI is a dynamic public institution of higher learning providing accessible, rigorous education, serving students, businesses, and the community by creating pathways for lifelong learning, career advancement, and civic engagement.

VISION
By strengthening and expanding partnerships across the education and business spectrum, NHTI will create an environment that fosters innovative teaching and learning, supports economic vitality, and meets the needs of a diverse community of global citizens.

VALUES
These values support our Mission and Vision:

Learning	We foster intellectual curiosity and the application of knowledge to promote lifelong critical and creative thinking.
Mutual respect	We encourage an environment in which civility, humor, kindness, and collegiality cultivate an open exchange of ideas.
Engagement	We actively seek interaction, collaboration, and partnership with individuals, businesses, and community organizations for mutual enrichment in a diverse community and global economy.
Accountability	We are committed to individual and institutional responsibility in the stewardship of our human, physical, and fiscal resources.
Innovation	We support responsible risk-taking and the pursuit of new ideas to thrive in an evolving world.
Integrity	We expect all members of the college community to demonstrate fairness, honesty, and ethical behavior in all of their actions and interactions.

Adopted June 2001/Revised 2013

Business Unit Mission:

Each program within the Business Unit has its own Mission Statement, which are substantially the same: to provide a high-quality education which prepares students for employment and/or transfer to four-year institutions.

Accounting Program Mission:

It is the mission of the Accounting Department to prepare students for:
- Competitive eligibility for jobs in the accounting field
- Transfer to Baccalaureate programs
- Advancement in their current jobs

Business Administration Mission:

The Business Administration program is designed to offer students of all backgrounds the opportunity to begin and/or expand their management education. The program provides quality, relevant and affordable management education to enable our students to enter careers in the global business economy, as well as provide the foundation to successfully transfer to four-year institutions.

Hospitality and Tourism Management Mission:

- To execute NHTI's mission statement
- To enhance student awareness of the many career choices available in the travel industry
- To use real-life circumstances in educating the students by showing first-hand activities and responsibilities that go with their career choice
- To give students a sense of purpose; a "cultural and societal" awareness and the relationship between the hospitality industry and the people who travel
- To give students an understanding of work ethic

Business Administration with a Sports Management Concentration Mission:

The mission of the program is to develop well-trained business industry professionals who will enter positions in the administration or management of sports businesses or sports organizations. A blend of business, marketing, management and sports courses, including opportunities to intern in the sport industry, gives students unique experiences to achieve their career goals.

Business Programs to be Evaluated:

- Accounting
- Business Administration
- Business Administration with a Sports Management Concentration
- Hospitality and Tourism Management

The following programs will be included as part of the evaluation process:

Academic Degrees and Certificates:

The following degrees are awarded upon successful completion of the program:

- AS Degree in Accounting
- AS Degree in Management
- AS Degree in Hospitality and Tourism Management
- AS Degree in Business Administration
- AS Degree in Business Administration with a Concentration in Sports Management

In addition to the degrees listed above, the Business Unit also offers the following:

- Accounting Basic Certificate
- Accounting Advanced Certificate
- Management Certificate
- Sports Management Certificate

- Hotel Administration Certificate
- Event/Conference Management Certificate
- Travel and Tourism Certificate
- Wedding Planning Management Certificate

Class Time/Credit Hours:

NHTI awards academic credit in accordance with the policy of the Community College System of New Hampshire, which equates a credit hour to:

- One hour* of "lecture" per week for 15-16 weeks**;
- 2-3 hours of lab per week for 15-16 weeks**;
- 3 hours of practicum per week for 15-16 weeks**;
- 3-6 internship hours per week for 15-16 weeks**; or
- 3-5 clinical hours per week for 15-16 weeks**.

In awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit(**) in related course activities (completing assignments, studying, etc.).

*one instructional hour equals 50 minutes

** All "per week" hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study time when offered in an 8-week format.

Course Delivery:

The delivery methods for the Business Unit include:

- On campus "lecture"
- Online
- Hybrid
- Accelerated/Condensed (i.e. half semester format for some online courses)
- The Accounting, Business Administration and the Hospitality and Management programs are offered 100% online

Distance Education courses must adhere to the CCSNH Distance Learning policies. NHTI has a Director of Online Learning as well as a committee (CAMELS) whose purpose is to vet new online courses, provide a process for oversight of online courses, and provide faculty with support.

Student Communication:

The Business Unit program requirements are communicated to the students via NHTI's Academic Catalog which is found on the college website. The programs and their requirements are clearly defined and can be found at https://www.nhti.edu/academics/programs-study.

Tuition and fees as well as student policies are located in the online catalog under "General Information". https://www.nhti.edu/student/how-do-i-pay-my-tuition-and-fees/tuition-and-fees.

Student policies are also contained in the Student Handbook, accessed through the NHTI website https://www.nhti.edu/student-life/student-handbook

NHTI provides new student orientations in the summer and in January prior to the start of the semester. All newly accepted students are invited and encouraged to participate. Training is provided so students understand how to access their school email, SIS (Student Information System) and Blackboard. In addition to the orientations, NHTI also has 3-4 Open Houses per year where prospective students can meet with department heads and learn about the various programs. These events also give students the opportunity to meet with representatives from Admissions, Financial Aid, Student Life and Residence Life.

The SIS (Student Information System) provides students with online access to course schedules, individual student schedule, grades, transcripts, financial aid, and other important information.

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

<u>Standard 1 - Leadership</u>

> **Strengths:** The faculty average tenure is 22 years bringing many years of institution and program knowledge to the students of the business unit programs. Faculty members have held leadership roles with the NHTI community and have also served on executive boards in the business community.
> **Opportunities:** NHTI needs to have a plan in place to replace the two full-time faculty positions that have been lost due to budget cuts. There is a need for the leadership to focus on performance excellence in on-line learning.

<u>Standard 2 – Strategic Planning</u>

> **Strengths:** NHTI was recently awarded the prestigious Brookings Award for The Best Value-Added Two-Year College in the United States. The business unit has an active advisory board; works collaboratively with NHTI's BTC and has established solid business relationships. Students have the ability to complete their degrees in a combination of day, evening or online classes.

> **Opportunities:** The process by which funds are provided to the college is arbitrary and unpredictable. Legislative funding often remains unresolved beyond the point when college budgets must be prepared. Tuition rates are also set annually, and were recently reduced. This has resulted in a series of positions being cut, beginning in the self-study period. The business unit was reduced from seven (7) to five (5) full-time faculty in spite of an essentially flat enrollment. While this remains a great challenge, we as business unit faculty have no authority to change the situation. Given the collective institutional knowledge of the five full-time faculty in the business unit, a succession plan should be developed, to ensure a smooth transition as these five faculty members are within five years of their expected retirement dates.

<u>Standard 3 – Student, Stakeholder and Market Focus</u>

> **Strengths:** The business unit has a strong relationship with business and industry. The advisory board has been effective in assisting the business unit with updates to the programs. Partnerships have been developed between high schools and four-year colleges. Students have access to affordable quality education taught by dedicated faculty.
> **Opportunities:** There is a need to do a better job in data collection with regard to course evaluations. With the current budget situation, a plan needs to be developed to increase college funds for those programs that do not qualify for professional development.

Summary of Standard 4 – Measurement, Analysis, and Knowledge Management

Strengths: The business unit courses are taught by industry faculty who maintain rigor within the curriculum. All programs have articulation agreements with many local colleges and universities. Maintaining a connection with business and industry has helped to create a strong internship program. The business unit programs are highly reputable.
Opportunites: There needs to be a plan to develop mechanisms for better data collection. As stated before, there is a concern for not filling vacant full-time faculty positions and funding professional development.

Summary of Standard 5 – Faculty and Staff Focus

Strengths: NHTI has dedicated faculty committed to meet the needs of the students through a comprehensive academic program. The business unit programs meet business and industry employment needs. Faculty outreach to business and industry create networking opportunites for the students.
Opportunites: There needs to be a plan for faculty retirements expected in the next 5 years. This not only applies to the full-time faculty, but also for the adjunct faculty. The Adjunct CBA limits the teaching load to no more than 9 credits per semester. Faculty need modernized computers to support the sophisticated software used in Blackboard and for textbook support. There has been decrease in clerical support for DHs, program coordinators and faculty.

Summary of Standard 6—Process Management

Strengths: The business unit has an excellent teaching faculty committed to academic excellence and rigor. Any changes made to curriculum under the recommendation of the advisory board are facilitated through the curriculum committee. The partnerships the faculty has developed throughout the years, whether it is an educational or business institution, has been a win-win networking opportunity.
Opportunites: The business unit has the opportunity to establish and build relationships with high schools beyond the Running Start experience. New partnerships need to be created with the career/technical centers around the state to establish pathways that will meet Perkins Grant requirements, so that faculty may seek professional development opportunities. The adjunct pool should be expanded to expose students to more industry professionals and to diversify the college experience.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

At this present time, there does not appear to be any circumstances that prevent compliance with any standard.

3. Explain how student achievement will be made public.

NHTI has a public-relations department publishing a weekly newsletter, "Campus Comments", available to students, faculty and staff. The newsletter is published on NHTI's website. Faculty and staff are invited to provide information on student accomplishments in the newsletter. There is an Alumni newsletter published quarterly. The PR department routinely reports to local newspapers a list of the graduation class.

Criterion 1.1 - Leadership Strategies

Institution Response

A. The Business Unit is led by Department Heads, Professors Lynn Hedge, Accounting/Business and Maryanne Adams, Hospitality and Tourism Management. Their responsibilities include curriculum development and review, adjunct- faculty hiring/evaluation, student advising, course scheduling, textbook selection, budget, community outreach and other administrative duties as required by the VP of Academic Affairs.

The program coordinator for the business unit assists the department head in student advising, advisory board and curriculum development. The program coordinator is currently granted one course reduction per semester to fulfillment of these duties.   The leadership role the program coordinator plays helps to maintain the highest standards of the business program.

B. Communication is fundamental to the success of the Business Unit. The Department Heads are required to attend monthly department head meetings directed by the Vice President of Academic Affairs. Information from these meetings is assimilated through monthly departmental meetings.

Each academic area meets with their departmental faculty and adjunct-faculty to discuss course information, class rosters and textbook requirements.   A college-wide adjunct fair in August assists new adjunct faculty in the "mechanics" of the computer functions (Blackboard and SIS) and other administrative areas on campus.

To assist new faculty/adjunct-faculty services exist on campus to answer questions. A list of those services is provided by the department heads.

Criterion 1.2 - Leadership Measures of Performance

Institution Response

The Business Unit faculty complete performance evaluations bi-annually. Need to identify the teaching categories.   How is the eval performed.

Discussion on classroom evaluations.

Discussion on evaluation of "dean" Would that be Pam??

Adjunct classroom evaluations – how are they done??? Review of the student surveys.

Criterion 1.3 - Leadership and Community

Institution Response

The Business Unit faculty is active in serving areas of the community:

- Tourism Pathways Summit for High-school faculty and administrators
- Participation in Concord Chamber of Commerce Business after hours
- Business outreach through course projects
- Internship opportunites

Faculty participates in campus programs - College teams:

- Faculty Forum
- Club programs
- System wide accreditation teams

The Business unit maintains accreditation agreements with other institutions to provide students with an opportunity to earn a four-year degree. A copy of the each agreement is available in the resource room on campus.

Faculty members meet with the advisory board to discuss recommendations and information relevant to course content and student enrichment. Members are from the local business community and help to bridge community relations with the college.

Summary of Standard 1 – Leadership

Strengths

- Standard of excellence
- Articulation agreements with four-year institutions
- Library resources
- Partnerships with other CCSNH sister colleges
- Strong experienced full-time faculty

Opportunites for Improvement

- Need to replace 2 fulltime faculty members (Budget issues)
- Department Heads and faulty workload has increased
- Lack of Professional Development College funds
- No full time faculty in sports management concentration
- Limited technology in the classroom

STANDARD 2: STRATEGIC PLANNING

Criterion 2.1 - Strategic Planning Process

2.1A   Describe the business unit's strategic planning process to address key student program performance requirements; include the key steps and participants.

The business unit's strategic planning process is based on participative management. This model has the primary objective of building commitment and consensus among the faculty by encouraging employee input in the decision-making process to ensure the best quality curriculum and education for the students.

Key steps and participants:

1.   The business unit faculty, department heads, program coordinators and adjunct faculty meet to discuss the program and student needs.

2.   Yearly advisory board meetings are held to discuss program outcomes and curriculum.

3.   Student assessment results from entrance testing are used to analyze student placement.

4.   Review student outcomes of courses at the end of the academic year. This will help to assess the strengths and weakness of the program and strategize ways to improve.

5.   Annual department report prepared by DH and discussed with VPAA to analyze accomplishments, challenges, curriculum, etc.

6.   Teaching technologies and teaching techniques are also discussed to aid each other in the integration of innovative technologies and best teaching practices.

2.1B   Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

Key strategic initiatives include:

1. Maintain electronic student records, and make sure faculty is trained to access records;

2. Continually reevaluate the template model of Outcomes, Indicators and Assessment Tools (See Resource Room);

3. Encourage faculty to stay current in their respective fields through professional development opportunities;

4.   Strive to create partnerships with high school vocational centers to restore Perkins funding;

5. Increase presence on high school campuses and nurture relationships with high school business teachers;

6. Expand articulation agreements with four-year institutions;

7. Improve retention rates and increase the number of graduates;

8. Continue strong student advising and improve communication with students to promote more frequent consultation with their academic advisors.

2.1C Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The business unit meets regularly to review key performance metrics, e.g., retention rates and headcounts, and to discuss strategic plan initiatives.

Business unit personnel meet annually with representatives of transfer partners, including Southern New Hampshire University, Plymouth State University, Franklin Pierce University, University of New Hampshire (Manchester) and Bryant University.

The Department Head maintains student distribution lists in Blackboard to communicate critical information related to course registration, curriculum changes, and department strategy and policy.

2.1D Describe how the business unit evaluates and improves the strategic planning process.

Utilizing a participative management style requires that all faculty in the business unit take part in the evaluation and planning of business unit initiatives. Paramount is the adherence to the college Mission Statement, the business unit Mission Statement, and the individual department mission statements. (See overview)

The business unit meets regularly during the academic year, and Department Heads meet annually with the VPAA to discuss progress. Data is collected by a variety of methods: Student Satisfaction Surveys; Student Course Evaluations; Faculty Performance Evaluations; Department Head Evaluations; in-house institutional research; ACBSP Quality Assurance Reports; and anecdotal conversations with alumni and employers.

Department initiatives are closely related to the goals and objectives presented in the department strategic plan, which are in turn, tied directly to the goals and objectives of the college, which are tied to the Strategic Goals of the CCSNH Board of Trustees.

The business unit has its own advisory board comprised of industry professionals from a cross-section of business and industry and NHTI alumni. This group is established to advise members of the business unit on the development and improvement of program course offerings and curriculum. Business unit full-time and adjunct faculty also members of this board.

Business unit Advisory Board members:

- Tracy Noel, Senior Recruiter for Associated Grocers of New England **alumna
- Ian Gove, Trading Supervisor, Fidelity Investments **alumnus
- Mike Somers, President, New Hampshire Restaurant and Lodging Association
- Victoria Cimino, Director of Tourism, State of New Hampshire

- Sheri Rockburn, CPA, CFO, New Hampshire Dept. of Health and Human Services
- Mark Leonard, Financial Advisor, Infinex Investments
- Jeremy Seeley, Controller, Grappone Automotive Group **alumnus
- Pam Bissonette, VP Duprey Hospitality

The business unit has had some difficulty in accessing transfer data and other alumni information as there is no central repository of this data, at the institutional or department level.

Criterion 2.2 - Current Strategic Plan

2.2A   Describe the business unit's key strategic objectives.

The business unit's key strategic objectives are to:

- Maintain enrollments in an environment of lower high school graduation rates;
- Create pathways from high school to NHTI to four-year institutions;
- Pursue articulation agreements with high school vocational centers and four-year institutions;
- Increase completion rates/number of graduates;
- Connect more with high schools;
- Create more Running Start partnerships;
- Increase number of graduates;
- Develop a system to better track alumni after graduation (i.e. work, continued education, or both);
- Provide professional development opportunities for faculty;
- Continue to provide rigorous, quality academic programs;
- Integrate online learning opportunities in a way that maintains academic rigor.

2.2B   Describe the business unit's action plans that address key strategic objectives, including who, what, when, where and how.

Action Plans
- Work with Admissions and visit with high school guidance counselors to promote NHTI's business programs;
- Work with high school business education teachers to enhance opportunities to increase enrollments and create new Running Start partnerships;
- Create departmental Blackboard sites as a means to communicate with students, and especially to encourage them to meet with their academic advisors at least once a semester;

- Seek additional articulation agreements with four-year institutions both in-state and out-of-state;

- Develop surveys to disseminate to alumni;

- Establish pathways with high school vocational centers in order to restore Perkins funds for professional development;

- Monitor and reassess annually the Outcomes, Indicators and Assessment Tools document;

- Reach out to prospective students (Departmental Open Houses; Accepted Students Luncheon, etc.), as well as email and/or phone communication to students who have been accepted but who have not yet committed;

- Establish a Business Honor Society.

2.2C Describe the performance measures used to assess the business unit's action plans.

Performance data is presently collected and reviewed on an ad hoc basis. Enrollment and retention data is produced by the office of the VPAA intermittently during the registration and beginning of each semester. Headcounts in required and elective courses are monitored for enrollment. Student evaluations of full-time and adjunct faculty are reviewed by the DH.

Individual full-time faculty are evaluated regularly per the CBA. Part of their performance review addresses the degree to which they have addressed, or contributed to, aspects of the business unit's strategic and action plans.

The business unit needs to create a systematic, formal means of measuring the action plan items and tracking changes in performance over time. We have viewed various examples from other ACBSP colleges, and intend to implement this.

Criterion 2.3– Finances

2.3A Describe how the business unit links finances to strategic planning.

NHTI works closely with the CCSNH's financial management personnel to ensure its financial stability. In accordance with the provisions of NH RSA 188-F, the CCSNH Board of Trustees (BOT) is invested with the "management and control of the properties and affairs" of the System, including (but not limited to) acceptance of legacies and gifts and funds from all sources (including financial aid and grants); preparation of biennial operating and capital budgets; receipt, expenditure, allocation, and transfer of funds; investment of current and reserve funds; establishment and collection of tuition, room, board, and other fees; authority to enter into contracts and leases; acquisition of supplies, materials, and services; and acquisition of land, buildings, and equipment. NHTI must manage its own financial resources in accordance with Board and System policies.

NHTI's financial management staff is led by the Chief Financial Officer (CFO), who reports directly to the President, and who meets all the requirements set forth in the CCSNH job description for the position. The CFO has full responsibility for the management of the college's finances and oversees the staff of the Bursar's Office and Business Office. NHTI financial management staff works closely with personnel at the

CCSNH System Office in the areas of Grants, Audit, Personnel, Accounts Receivable, Accounts Payable, and Budget.

The budget process begins with state appropriation guidelines provided by the Governor of New Hampshire and operating budget assumptions provided by the CCSNH Board and Chancellor that include anticipated tuition levels and wage and benefit increases. The operating budget is developed at the college level. The President and the CFO begin construction of the operating budget using the aforementioned guidelines. In general, NHTI's biennial operating budget is based on actual revenue and expenses associated with the previous biennial budget, with adjustments made to reflect known and/or anticipated changes to expenses (e.g., scheduled wage increases and estimated increases in the cost of healthcare benefits) and revenue (e.g., enrollment or tuition increases or decreases); tuition revenue is projected based on trends in enrollment growth and attrition as seen in data compiled by the CFO.

The CFO and Vice Presidents then solicit information from administrative supervisors and academic DHs projecting any significant changes to departmental needs for equipment, personnel, and plant maintenance; however, DHs do not construct the budgets for their own departments.
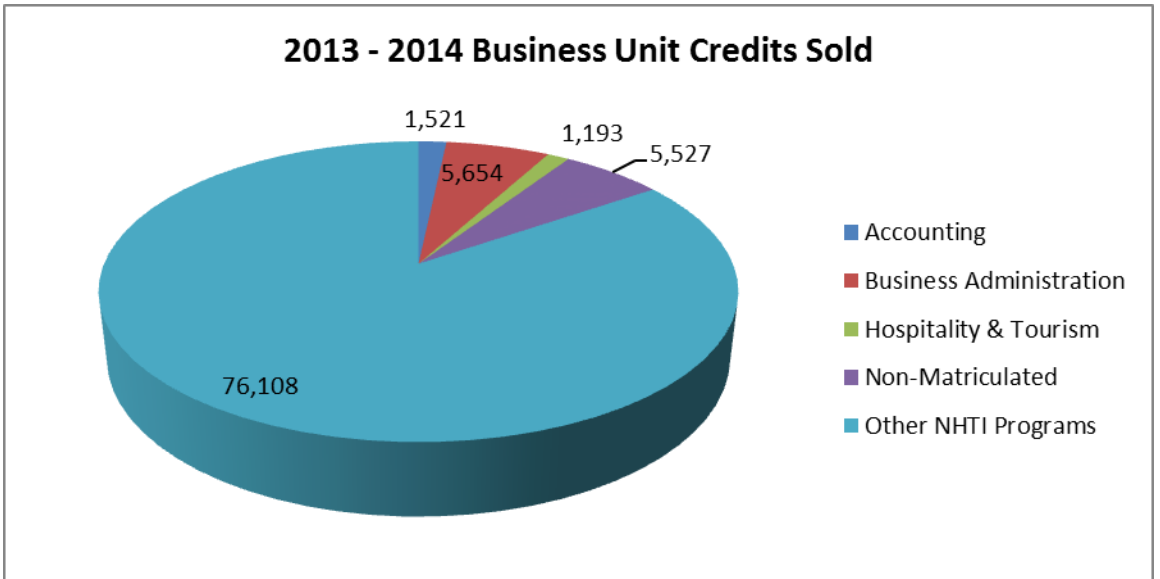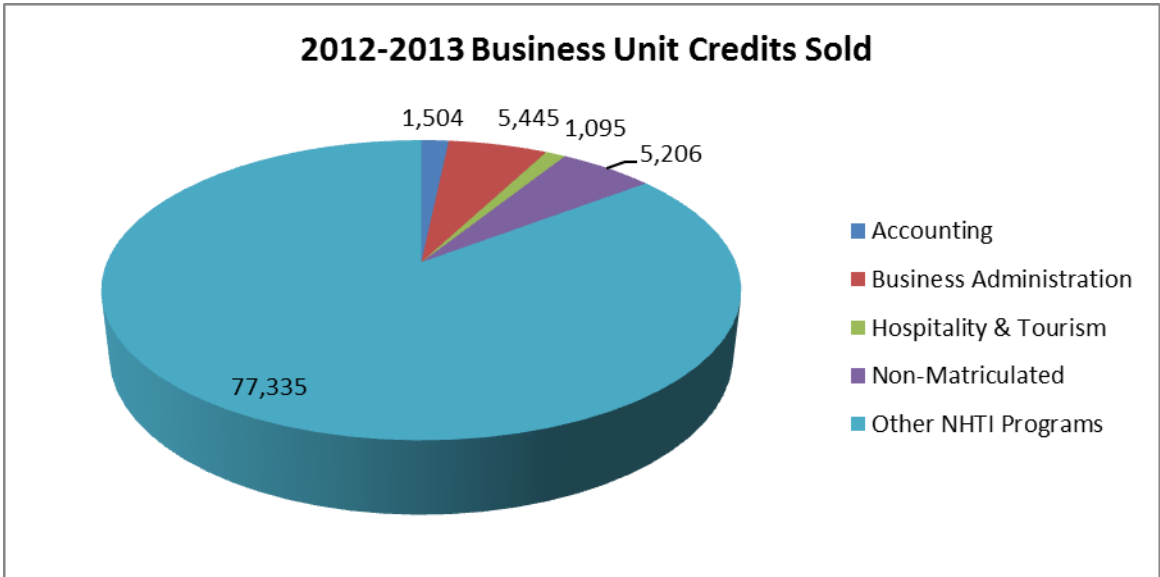
NHTI's principal source of operating revenue is student tuition and fees (just over $19.5 million in FY16), supplemented by its Board-determined portion of the State of New Hampshire General Fund allocation to the CCSNH (approximately $9.6 million or 33% of FY16 total revenues of $29.2 million). NHTI also receives between $250,000-$300,000 annually as its portion of the Carl D. Perkins grant funds that are disbursed to the CCSNH by the New Hampshire Department of Education for career and technical education programming.

The CCSNH Board of Trustees sets tuition annually. The Board voted to reduce tuition for the 2014-15 academic year from $210 per credit for New Hampshire residents to $200 per credit, a level it voted to maintain for the 2015-16 academic year once assured of an appropriation from the state legislature to cover the projected lost revenue. The reduction in tuition combined with declining enrollments college-wide has resulted in a reduction in revenue that the college has had to balance by reducing personnel, since personnel costs make up more than 80% of its operating budget. As a result, the business unit has been unable to fill its two full-time faculty vacancies which limits its ability to implement its strategic initiatives as five-full-time faculty now manage departments once served by seven full-time faculty.
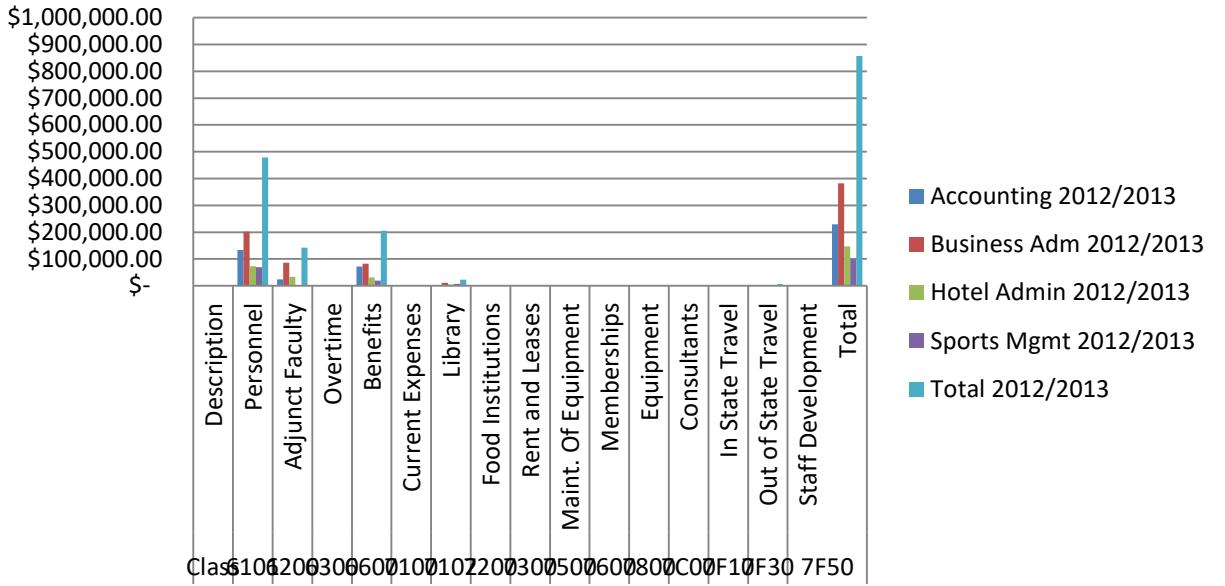
All direct expenditures to support the business unit, per se, are related to staffing. Under the System and NHTI financial umbrella described above, the individual business unit Department Heads collaborate with the VPAA on issues related to staffing. Decisions to support new or replacement full-time faculty vacancies are made by the Vice Presidents Council, which is made up of all members of the senior leadership team. The Vice Presidents Council also approves all requests for equipment, including technology purchases.

2.3B   Report and graph the following financial information for the past three years (two years plus the self-study year):
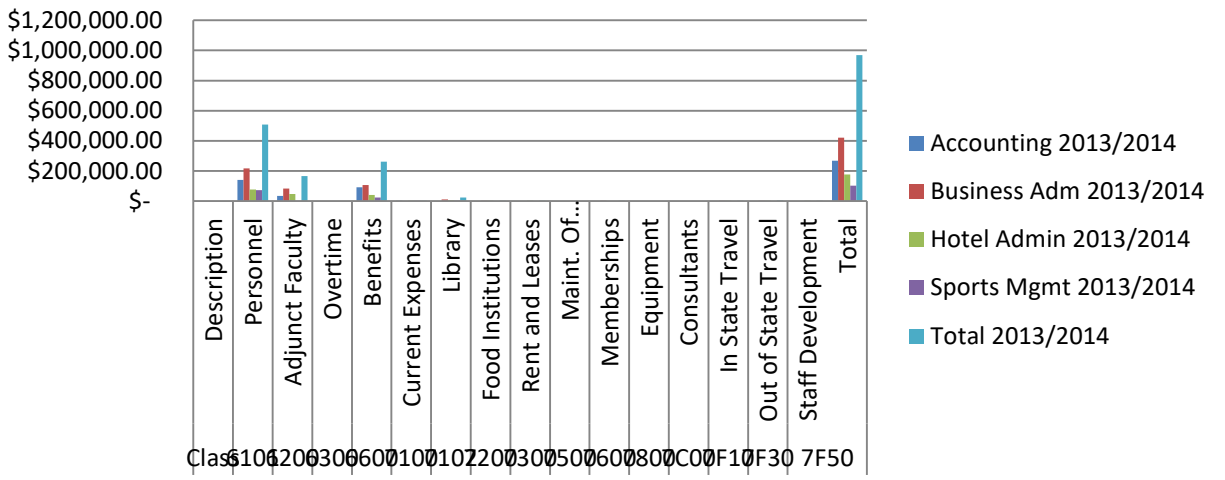
1. The total student credit hours (SCH's) generated for the institution and each business unit program being considered for accreditation.

2014 - 2015 Business Unit Credits Sold

1,399
5,312
1,106
4,864
71,905

- Accounting
- Business Administration
- Hospitality & Tourism
- Non-Matriculated
- Other NHTI Programs

2. The business unit budget and actual expenditures.

Total Business Unit Budget 2011-2012

| Description | Personnel | Adjunct Faculty | Overtime | Benefits | Current Expenses | Library | Food Institutions | Rent and Leases | Maint. Of Equipment | Memberships | Equipment | Consultants | In State Travel | Out of State Travel | Staff Development | Total |
| Class | 6101 | 6200 | 6300 | 6600 | 7100 | 7102 | 7200 | 7300 | 7500 | 7600 | 7800 | 7C00 | 7F10 | 7F30 | | 7F50 |

- Accounting 2011-2012
- Business Adm 2011-2012
- Hotel Admin 2011-2012
- Sports Mgmt 2011-2012

Total Business Unit Budget 2012-2013

Total Buiness Unit Budget 2013-2014

Total Business Unit Budget 2014-2015

Legend:
- Accounting 2014/2015
- Business Adm 2014/2015
- Hotel Admin 2014/2015
- Sports Mgmt 2014/2015
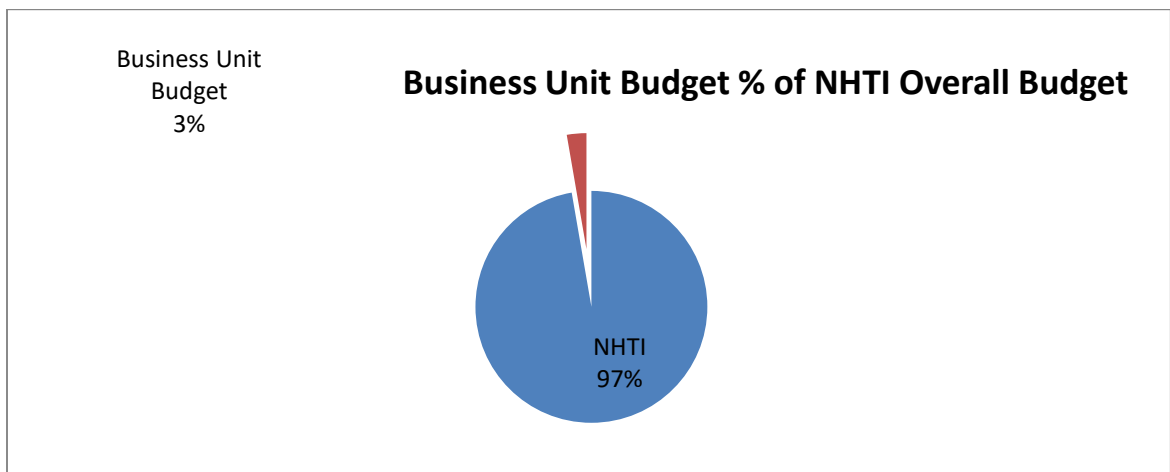- Total 2014/2015
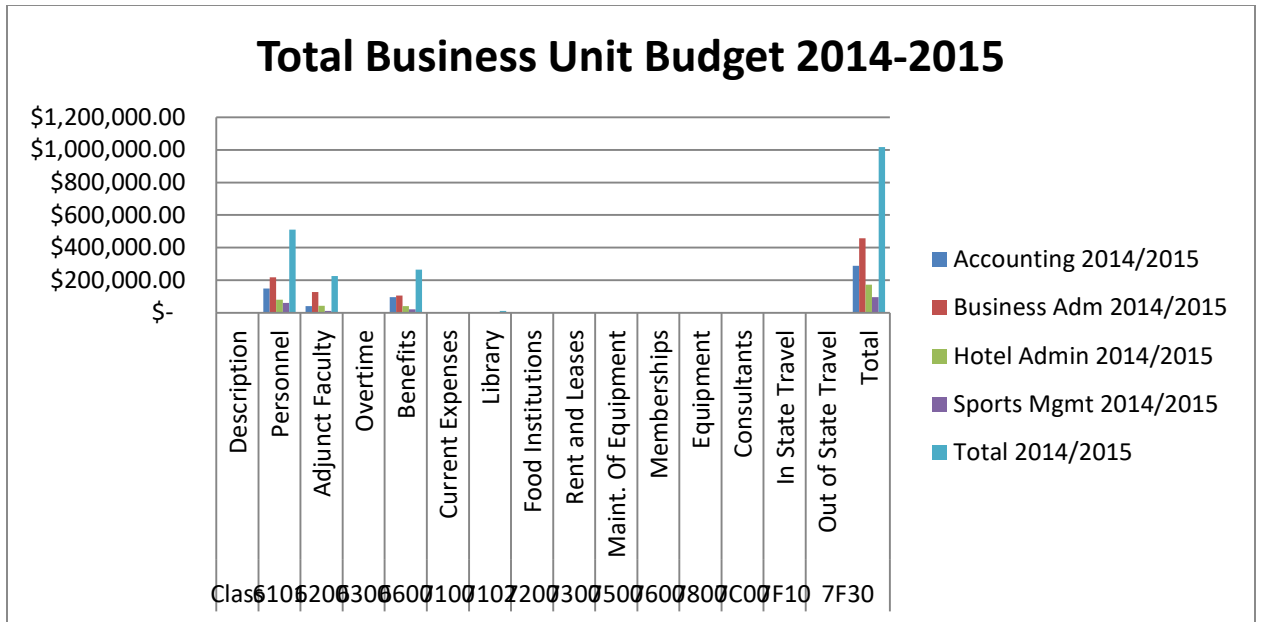
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

Business Unit Budget % of NHTI Overall Budget

Business Unit Budget 3%

NHTI 97%

2.3C   Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The CCSNH colleges receive among the lowest amount of public funding among their U.S peer group. Consequently, NHTI and its sister schools have become adept at doing more with less. In spite of funding limitations, NHTI was recognized during the self-study year as the

#1 Value in a Two-Year College in the U.S. according to the Brookings Institute. Within those constraints, NHTI as a college has continued to upgrade technologies in both the classrooms and online; e.g., classrooms have complete A/V equipment, including document readers in 90% of classrooms. The college has recently invested in upgrades to computer networks and computer labs, as well as improvements to wi-fi coverage.

During the last year of the self-study period, the CCSNH Board of Trustees voted to reduce tuition by 5% at all CCSNH colleges. Needless to say, in an environment of rising personnel costs and declining enrollments, this has created a budget challenge for the entire college. The business unit is no exception. The last year of the self-study period was also the last year for two full-time faculty, neither of whom have been replaced as the college leadership develops a strategy for managing the current fiscal situation. The reduction in full-time faculty has placed additional burdens on remaining faculty to manage the administrative work of the business unit and to develop and implement curriculum revisions (particularly in the Sports Management concentration). In addition, professional development funds for faculty serving academic programs not supported by Perkins Grant funding were frozen during the 2014-15 and 2015-16 academic years. The Vice Presidents Council has restored some professional development funding for the 2015-17 academic year. The Vice Presidents Council has also instituted a LEAN Management initiative across campus (led by a faculty expert in LEAN) and charged the Governance and Organization Assessment Team (the GOATs) with evaluating the effect of the extensive personnel reductions on workload in departments campus-wide and proposing strategies for redistribution of work, revisions of administrative processes, and priorities for filling vacancies when funds become available. Members of the GOATs have worked with several functional groups across campus to identify solutions to workload problems, including Department Head Council, which made suggestions for criteria for prioritizing full-time faculty hiring/re-hiring.

Criterion 2.4 - Facilities

2.4A   Describe how the business unit links facility planning to strategic planning.

There are no identifiable obstacles to implementing our strategic plan that are facility related.

2.4B   Describe how the business unit classrooms, laboratories, and office space meet the needs of students.

NHTI has five (5) academic buildings. Certain buildings are predominately dedicated to specific majors, e.g., allied health programs and engineering technology programs. This is less true with business unit classes, though they tend to be largely scheduled in Sweeney Hall, based on physical proximity to North Hall where the full-time faculty maintain offices.

Academic buildings reflect a wide variation of age and maintenance. However, most classrooms are adequately lit, heated/air-conditioned, and clean. They are generally free of distractions and present an acceptable learning environment. Approximately 90% have basic A/V equipment, including document readers.

Department heads map courses for each respective semester: fall, spring and summer. Staff within the Academic Affairs Office and Division of Online and Continuing Education schedules and assigns the classrooms. Specific faculty requests are honored whenever possible.

All business unit personnel maintain offices on the second floor of North Hall. DHs have private offices. Office space is adequate but not lavish. Offices are in former student residence hall. Because of the relative compactness of NHTI's campus, North Hall is within a ten-minute walk of all academic buildings, making it very accessible for students. The proximity of all business unit faculty make it convenient for students to coordinate multiple meetings or for faculty, in their advisor role, to involve colleagues in collaborating on a student's issues or needs. Faculty rely on an 'open-door' policy during office hours and present a welcoming environment.

Criterion 2.5 – Equipment

2.5A Describe how the business unit links equipment planning to strategic planning.

Equipment planning commences at the department level with the Department Head submitting requests to the VPAA. NHTI as a college has continued to upgrade technologies in both the classrooms and online; e.g., complete A/V equipment, including document readers in 90% of classrooms.

There are computer labs in every academic building at NHTI. as well as the library and Academic Center for Excellence. Each lab has a scheduled availability time for student use. Wi-Fi is generally available across campus. The bandwidth is limited during the academic hours and the residence halls have experienced wi-fi interruptions.

NHTI has a technology team which reviews and prioritizes requests for computers, software, and other instructional technologies. Funding for requests from non-Perkins-eligible programs has been sharply limited since the 2014-15 academic year.

One area where the business unit's strategic objectives have aligned with NHTI's institute objectives and technology planning relates to the Blackboard online platform. Modest changes have evolved with Blackboard as needed. A full-time Director of Online Learning was hired for NHTI during the self-study period. A significant upgrade to Blackboard or possibly a change in the learning management platform is anticipated within the next two years.

2.5B Describe the business unit's plan for acquisition, upgrade and maintenance of equipment which reflects current technologies.

Faculty needing a new computer, or requesting equipment for a specific classroom, must make a formal request to Technology Services for a computer upgrade.

2.5C Describe how well current equipment meets the instructional needs of the business unit, including students, staff and faculty.

Current equipment is generally adequate. Microsoft Windows 10 or Windows 8 is used in the labs. Office 13 is the current operating system. In-class technology, primarily A/V, is sufficient.

Summary of Standard 2 – Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2—Strategic Planning.

Strengths:

- NHTI was recently awarded the prestigious Brookings Award for The Best Value in a Two-Year College in the United States;
- The business unit has an active Advisory Board;
- The business unit maintains a strong collaboration with NHTI's Business Training Center for workforce development programming;
- Business unit programs have incorporated industry experts as guest speakers into courses and developed industry relationships;
- The median tenure of full-time faculty is in excess of 20 years;
- The faculty group has extensive experience in private industry;
- Students can complete their degree, in any of the three business unit programs via classes offered face-to-face in day or evening classes, in hybrid classes, or 100% online—or any combination thereof.

Opportunities for Improvement:

- Since 2014, the business unit has been unable to replace two full-time faculty members as the college has adapted to a decreased revenue stream in recent years; the business unit now has five (5) full-time faculty members to manage the programs in the unit. State funding remains among the lowest in the nation, the Board of Trustees has committed to holding tuition at current levels, and overall college enrollments have declined (the enrollments in the business unit have remained relatively flat). With little likelihood of an improved revenue picture, the business unit must look for opportunities available through industry partnerships, higher education partners, etc. Similarly, full-time faculty in the business unit will take advantage of the opportunity to build a pool of adjunct faculty that may be able to fill full-time positions when the unit is once again able to hire and that could provide an important resource as the unit develops a succession plan.
- Faculty within the business unit will develop a plan to improve academic advising for those students in online courses and programs.
- The Department Heads in the business unit will work with the VPAA to develop a succession plan for replacement of full-time faculty to ensure a smooth transition as these five faculty members are within five years of their expected retirement dates.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

Criterion 3.1 - Stakeholders

3.1A List the business unit's key stakeholders.

The business unit's key stakeholders include the following:
- Students majoring in Accounting, Business Administration, Hospitality and Tourism Management and Business Administration with a concentration in Sports Management
- General Studies, Liberal Arts and non-matriculated students who enroll in Business Unit courses
- Colleagues (faculty/staff)
- Local and surrounding community
- Advisory Board
- High school students (Project Running Start)
- High school Career & Technical Education Centers
- Other colleges (articulation agreements)
- Employers
- ACBSP

3.1B. Explain how the business unit determines key stakeholder requirements and expectations.

The business unit, through its advisory board relations, assists in outreach to the local community for program advice and partnerships. This outreach includes creating course projects incorporating the business and marketing needs of area businesses. This involvement gives students "real-life" experience in research, analysis, and presentation, allowing students to build vital networking connections and future employment opportunities.

In addition, members of the business unit seek advice and guidance from Advisory Board members and from other individuals who represent local and area businesses to maintain current knowledge of the current knowledge and skills employers are requiring of new employees. This information is not only used to ensure appropriate degree and certificate programs and courses are offered, but it is also used to determine if there is a need for non-credit workshops and seminars.

A vital key to the success of the business unit are the partnerships created with local organizations in the greater Concord area and the State of New Hampshire. Examples include partnerships with: Greater Concord Chamber of Commerce, Grappone Automotive Group, White Mountains Attractions Association, New Hampshire Speedway, and Lakes Region Tourism Association.

Some business unit faculty teach in the Business Training Center (BTC) at NHTI. This partnership with the BTC engages the faculty with representatives from industry who enroll in workshops to enhance their professional development. This collaboration creates opportunities for both the students and local industry.

Professional development opportunities, when funds are available, provides faculty with opportunities to network with colleagues at other colleges, which can inspire innovation in the

development of student learning experiences and ensures that course material is current and relevant to today's employers.

Business unit faculty meet regularly with Admissions Office staff, as well as staff in the Academic Advising Center, the Academic Center for Excellence, the Division of Online and Continuing Education, and the General Studies Department, to ensure that prospective students are aware of college and program requirements. All matriculated business unit students receive an orientation to their respective departments and are assigned an academic advisor from among the full-time faculty. Advisors take time to answer student questions and concerns, to help students develop academic plans that take into account their interests, skills, and obligations, and to assist in the registration process.

Criterion 3.2 - Stakeholder Satisfaction

3.2A Explain how the business unit builds relationships to attract and retain students.

The business unit builds relationships to attract and retain students through the following methods:

- Open houses
- Direct referrals from the Admissions Department
- Maintaining a Blackboard site directly related to each major
- Program email list of all students
- Program clubs
- Guest lectures
- High school visits
- Varied campus activities

The business unit has partnered with many local high schools to provide students with Project Running Start opportunities. Project Running Start allows high school students from participating high schools to enroll in Business Unit courses taught at their own high school by their high school teachers under the supervision of Business Unit faculty. High school teachers are approved to instruct NHTI courses by the VPAA and must meet the same credentialing requirements as adjunct faculty teaching at the college.

Leadership opportunities exist through the college-wide Student Senate Association where students participate in leadership programs and conferences. Other college-wide clubs and organizations, such as Alternative Spring Break and the Environmental Club, also give students the opportunity to work in a leadership environment. Clubs directly associated with the Business Unit, such as the Sports Management Club and the Travel Society, offer students additional opportunities. Examples include student workshops and participation in association events.

The Student Senate provides funds to enhance student involvement in their respective programs. For example, Hospitality and Tourism hosts a "Meet and Greet" pizza luncheon where students meet the faculty in the department as well as the other students in the major. The seniors use this event to help welcome the incoming freshmen.

Students who have been accepted into NHTI, are encouraged to attend an "accepted student's luncheon." This allows the student to acclimate to the college, the programs, and meet faculty and staff.

Certificate programs aid in student retention. Students have the opportunity to earn a basic and then advanced certificates as they fulfill appropriate course concentration courses which are embedded in the degree requirements.

The business unit has developed partnerships with public and private four-year institutions. These partnerships include articulation agreements, a list of transferable courses and their equivalencies (NHtransfer.org), sample plans of study toward a specific major, and/or dual enrollment. In addition to the college's educational partnerships, articulation between associate and baccalaureate programs is valued and pursued to promote excellence in business education, enhance the profession, and benefit the community. Department-specific articulation agreements, which foster and facilitate attainment of a baccalaureate degree in a business-related field, exist with the University of New Hampshire, University of New Hampshire-Manchester, Southern New Hampshire University, Plymouth State University, Franklin Pierce University, Rivier College, Keene State College, and Granite State College.

The New Hampshire Dual Admission Program allows students who enroll at NHTI the opportunity to earn two degrees. A seamless academic pathway exists between the CCSNH and the University System of New Hampshire (USNH). The USNH is composed of the University of New Hampshire, Granite State College, Plymouth State University, Keene State College and the University of New Hampshire-Manchester. Under this program, students complete their associate degree at NHTI before transitioning to one of the members of the USNH to complete their bachelor's degree. While working toward their associate degree and bachelor's degree at the same time, they receive special academic advising and enjoy campus activities at two colleges. Admission to the USNH is guaranteed for those students who maintain a 2.5 grade point average while earning their associate degree. Only courses in which the student earns a C or better will transfer.

The NH Transfer Connections Program is an agreement between the CCSNH and the USNH that allows students to transfer admission to the USNH when they meet the designated admission criteria of the USNH institution of their choice. Since the CCSNH and the USNH have recognized that the steps required to earn a college degree should be as direct and as straightforward as possible, they have partnered to create NHTransfer.org, which is an online resource to help students gain a clear understanding of which courses will transfer to the colleges within the USNH. (NHTransfer.org is currently being updated by the hosting USNH college.) The advantages to this program include:

- Students are able to work with an academic advisor to generate a transfer plan;
- Tuition and fee costs will be lower during their first year of college;
- Students will receive individualized transfer counseling for admission to the USNH;
- Students can strengthen their academic skills for better preparation to succeed in college.

Students who wish to transfer to other colleges outside the USNH work with the transfer admissions officers at those institutions to gain further information about which courses and how many credits will transfer. Thorough academic advising is an integral component in guiding students through the transfer process. In addition, if a student completes an Associate Degree program at NHTI, Southern New Hampshire University (among other colleges) will accept all degree-related courses as transfer credits.

3.2B. Explain how the business unit delivers services that satisfy students and stakeholders.
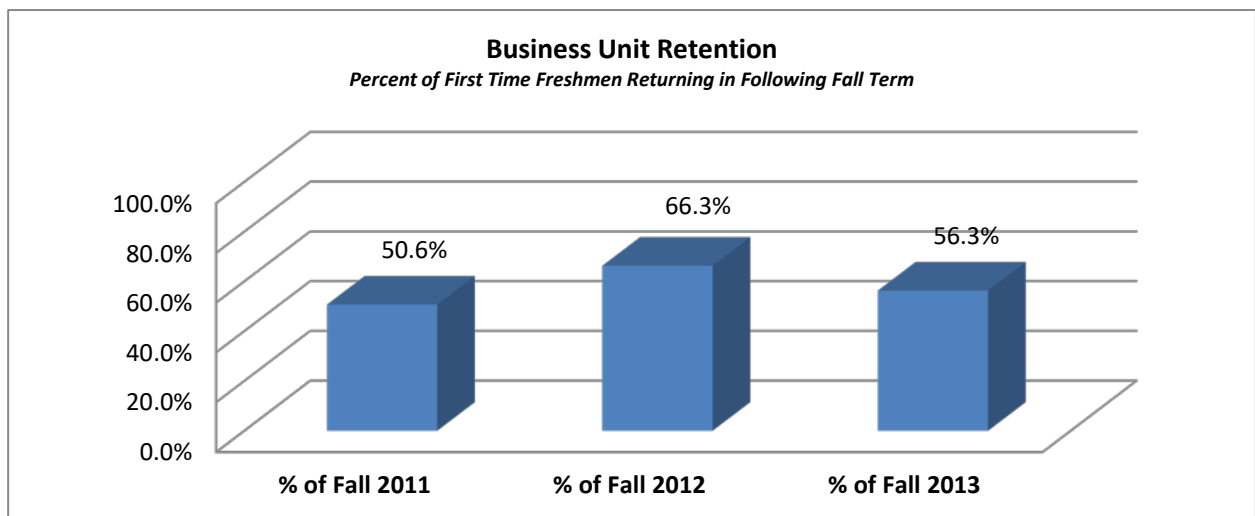
The business unit, working with its advisory board, reviews and adjusts program and curriculum development, instructional delivery, technology integration and advising. In addition, members of the business unit participate in professional development activities such as conferences and workshops to keep their skills current and stay abreast of the latest trends within their respective programs/disciplines to ensure students are provided with the most relevant-to-date instruction.

The college offers support services such as access to the Career Service Center, financial aid workshops, Lynx leadership programs and various guest speakers, activities and programs through the Wings of Knowledge lecture series and NHTI Film Society.

3.2C Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

The business unit conducts course surveys at the completion of each course. The response rate is low and is not always a good indicator of satisfaction. NHTI is a relatively small college with a faculty to student ratio in class of no more than 25. This allows the faculty the opportunity to get to know their students personally. Most concerns are quickly and easily remedied by the faculty member or the department head/program coordinator. Many students who have transferred from a larger university express their satisfaction with small class sizes and attentive, knowledgeable faculty. Former graduates of the business unit are invited back as guest speakers, and members of the advisory board and often participate in graduation.

The chart below shows over a 50% retention rate in the business unit.

Business Unit Retention
Percent of First Time Freshmen Returning in Following Fall Term

% of Fall 2011	% of Fall 2012	% of Fall 2013
50.6%	66.3%	56.3%

Another key factor in student retention is the low rate of faculty turnover. The business unit faculty average years of service nears 20 years. The full-time faculty are key to the success of the business unit programs. Their dedication and experience give the students real-life work experiences to enhance the classroom experience.

% Business Unit Turnover

100%	■ 2011 - 2012
80%	■ 2012 - 2013
60%	■ 2013 - 2014
40%	■ 2014 - 2015
20% 0% 0% 0.0% 13%	
0%	
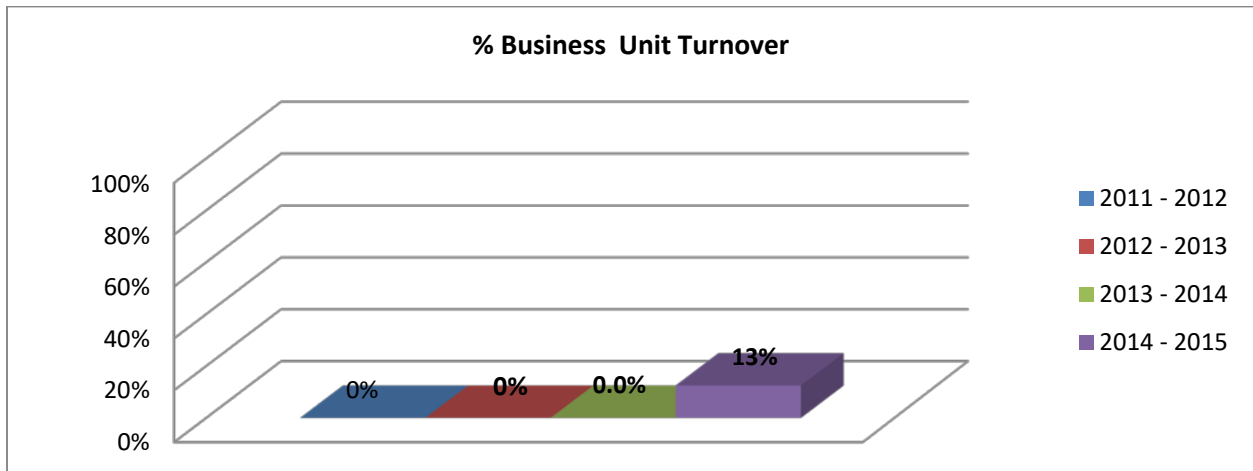
3.2D Explain the process for utilizing stakeholder feedback in program development and enhancement.

The business unit seeks advice from advisory boards to critique courses and program outcomes. The business unit Advisory Board offers guidance with curriculum development that addresses the changing needs of industry.

The Hospitality and Tourism Department holds a Tourism Summit for high school vocational directors and faculty to determine the program needs for college courses. These types of outreach events help to create partnerships between high schools and the Business Unit.

The business unit sometimes incorporates guest speakers into their course curriculum to expose students to experts in their field. These guest speakers occasionally become role models for the students and facilitate the creation of a network of contacts for future internships or employment.

Criterion 3.3 - Student Support

3.3A Describe the support services available to business students, including admissions, financial aid, and advising.

There are numerous support services available to the business unit students. Policies are located on the website, https://www.nhti.edu/student-resources, https://www.nhti.edu/student-life, and https://www.nhti.edu/admissions. Admission to NHTI is available to any individual who received a high school diploma or equivalent. Prospective students may apply through an online or paper application. General admissions requirements are located at https://www.nhti.edu/admissions/general-admission-requirements. Business unit students must meet these entry-level requirements and also meet technical standards addressed in each business unit program.

Financial aid is available, and students can contact the financial aid office or view the information on the website, https://www.nhti.edu/admissions/financial-aid, which includes a list of federal and state grants, scholarships, workplace grants, loans, and federal work study opportunities. Financial aid provides funds for direct (tuition and fees) and indirect (books,

supplies, equipment, and a reasonable allowance for living expenses and transportation) college expenses. The funds come in three forms: grants, which do not have to be repaid; loans, which must be repaid; and part-time jobs from which the student earns an hourly wage. Students awarded financial aid may receive any or all of these forms of aid.

Students with disabilities are aided through the American Disabilities Act and 504 regulations that support reasonable accommodations within the college environment, to include academic classrooms. The Coordinator of Disabilities Services works with the student to develop a plan that will allow the student equal opportunity for success. Adaptive services include, but are not limited to, a fully wheelchair accessible facility, TTY line for deaf students, closed circuit TV readers, assistive listening devices, screen readers, voice recognition software including Math Talk, zoom text, textbooks on tape, PC Tablet, and classroom accommodations such as note takers and extended time for exams.

The Academic Center for Excellence (ACE) supports student success by promoting independent, self-directed learning and offers the following services to all NHTI students:

- Placement testing
- Writing center
- Math lab
- Tutoring (peer and professional)
- Study skills
- Computer lab

In addition to the services that are offered by ACE, students accepted into the business unit are assigned a full-time faculty advisor who assumes primary academic advisement responsibilities, monitors academic progression, co- and pre-requisite course requirements, and the successful completion of degree requirements. Advisors access information through the Student Information System (SIS) and Banner where they are able to review academic status and assist the student in selection of appropriate courses. All full-time faculty members maintain a minimum of five (5) office hours per week per the requirements of the Collective Bargaining Agreement. Advising hours for each faculty are clearly posted. Students are encouraged to meet with their advisors on a regular basis throughout the semester and prior to registration for each semester. Business Unit faculty support the importance of forming a meaningful advising relationship with students to promote personal growth as well as educational and professional success.

There are additional student services to assist students in career interests and employment opportunities. These can be found under Career Resources on the NHTI website at https://www.nhti.edu/student-resources/career-resources.

3.3B Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

A student's continuance at NHTI depends not only upon his or her academic performance but also on his or her conduct. The college's jurisdiction and discipline is limited to conduct which adversely affects the college community and/or the pursuit of its objectives, whether on or off the college premises. The goals of the college's judicial systems are to:

- Develop, disseminate, interpret, and enforce campus regulations
- Protect the relative rights of all students
- Adjudicate student behavioral problems in an effective, equitable, and educational manner
- Facilitate and encourage respect for campus governance
- Enable students to learn from their experiences, to foresee consequences of behavior, and to avoid behaviors that would violate ethical and moral standards

These academic policies are located at https://www.nhti.edu/academics/requirements-policies. The student code of conduct and judicial policy are located at: https://www.nhti.edu/student-life/campus-safety/student-code-conduct-and-judicial-process.
Any student who feels that his/her rights have been violated may file a grievance following the procedure below. In the case of a grievance alleging discrimination based on race, color, religious creed, gender, gender identity or expression, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, or orientation, the student may also report the conduct to the college's Title IX and Equity Coordinator. In the case of a grievance alleging discrimination, the college may also initiate an investigation and take appropriate steps including, but not limited to, referring the matter to the appropriate College Official for disciplinary action.
If the issue cannot be resolved a formal grievance in writing must be submitted within two weeks of the date the grievant knew or reasonably should have known, of the alleged violation to either the Vice President of Academic Affairs (VPAA) or the Vice President of Student Affairs (VPSA). The grievance shall specify the right claimed to have been violated and state briefly the underlying facts.
The VPAA, VPSA, or designee, will meet with the individual alleged to have violated the student's rights. The VPAA, VPSA, or designee, may attempt to resolve the issue informally at this stage. If resolution is not possible and the VPAA, VPSA or designee determines that the grievance alleges facts which if true constitute a violation of the student's rights and has been timely filed, the matter will be forwarded to the Judicial Advisor who will convene the Judicial Committee within two weeks of the receipt of the formal grievance. If the VPAA, VPSA or designee determines that the grievance does not state a violation of the student's rights or is untimely, the VPAA, VPSA or designee will provide a written explanation to the student and the matter will be considered resolved at that point.

Criterion 3.4 - Stakeholder Results

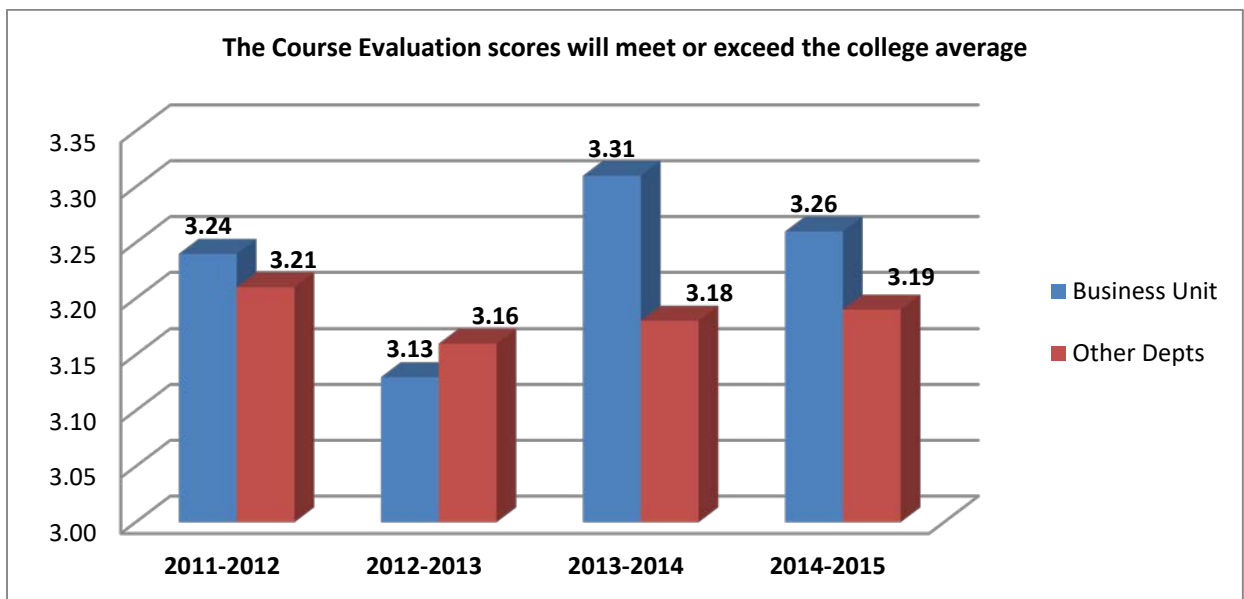### 3.4A Describe how the business unit measures student utilization of offerings and services.

Student utilization of offerings and services is determined by enrollment numbers. NHTI no longer has a college-wide attendance policy. Each faculty within the Business Unit has the academic freedom to set his or her own attendance policy. The attendance policy is outlined in each individual course syllabus.

3.4B Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):
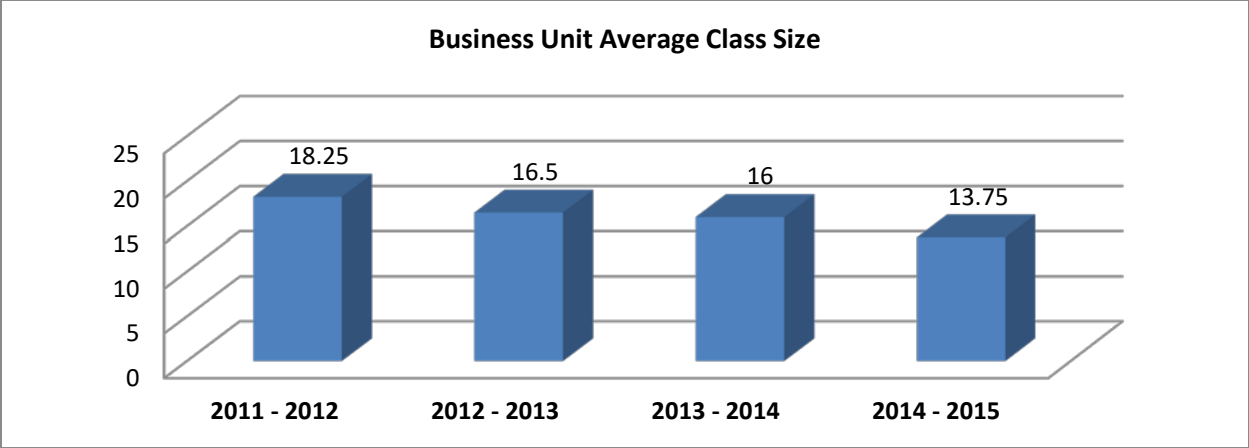
NHTI conducts course evaluations at the completion of each course. Student and alumni satisfaction surveys are conducted periodically. Feedback from employer satisfaction is provided through advisory committee meetings.

NHTI moved to an online course evaluation platform and the response rate has been very low as shown in the chart below. Discussions among departments and the VPAA have occurred to attempt to address this issue. There has recently been a change in the online provider. It is too early to tell whether this will increase the student response rate. No return to a manual survey system is anticipated in the future because of the lack of human and financial resources.
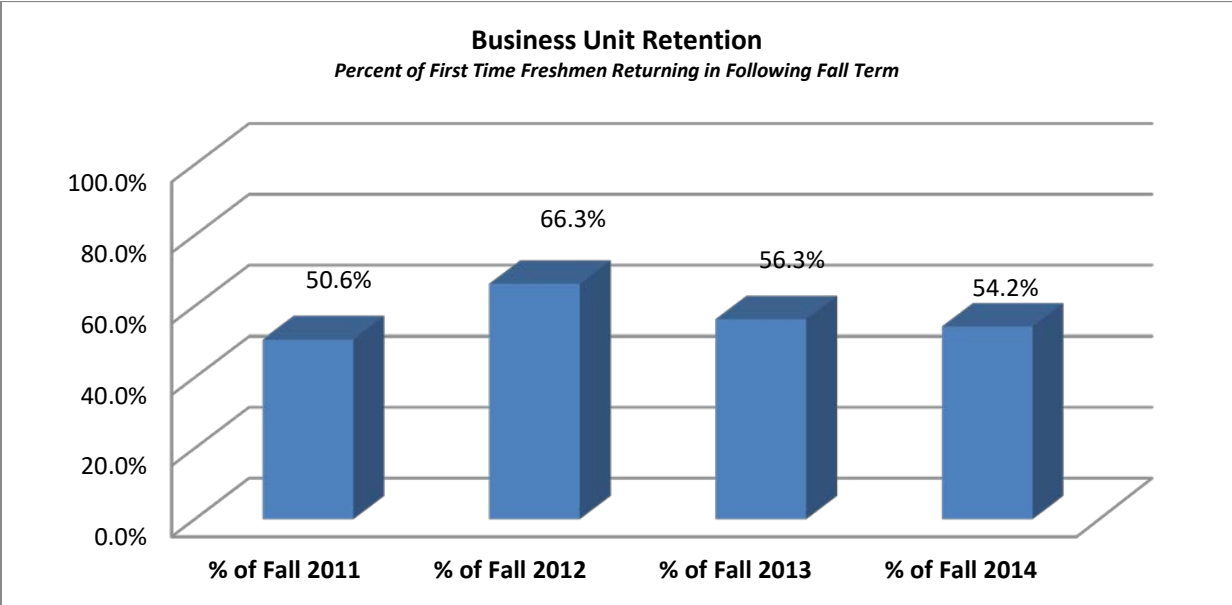
Except for an anomaly in 2012-2013 academic years, the course evaluation scores for the business unit exceed the college average.

The Course Evaluation scores will meet or exceed the college average

Year	Business Unit	Other Depts
2011-2012	3.24	3.21
2012-2013	3.13	3.16
2013-2014	3.31	3.18
2014-2015	3.26	3.19

One of the keys to the success of the business unit students is keeping class size at or below 25 students in face-to-face courses and 20 students in online courses. The Accounting, Business Administration, and Hospitality and Tourism Management programs have offered 100% online degrees since the fall of 2012. This has caused a shift from students enrolling in face-to-face classes, as some are opting to take some or all of their courses in an online platform.

Business Unit Average Class Size

| Year	Average Class Size
2011 - 2012	18.25
2012 - 2013	16.5
2013 - 2014	16
2014 - 2015	13.75

The business unit exceeds a 50% retention rate for first-time freshmen returning in the following fall term. Factors negatively affecting this rate include financial strain or student under-preparedness. There are many support systems in place to assist a student who needs academic or financial help. The faculty encourage students to take advantage of the resources available to help achieve success.

Business Unit Retention
Percent of First Time Freshmen Returning in Following Fall Term

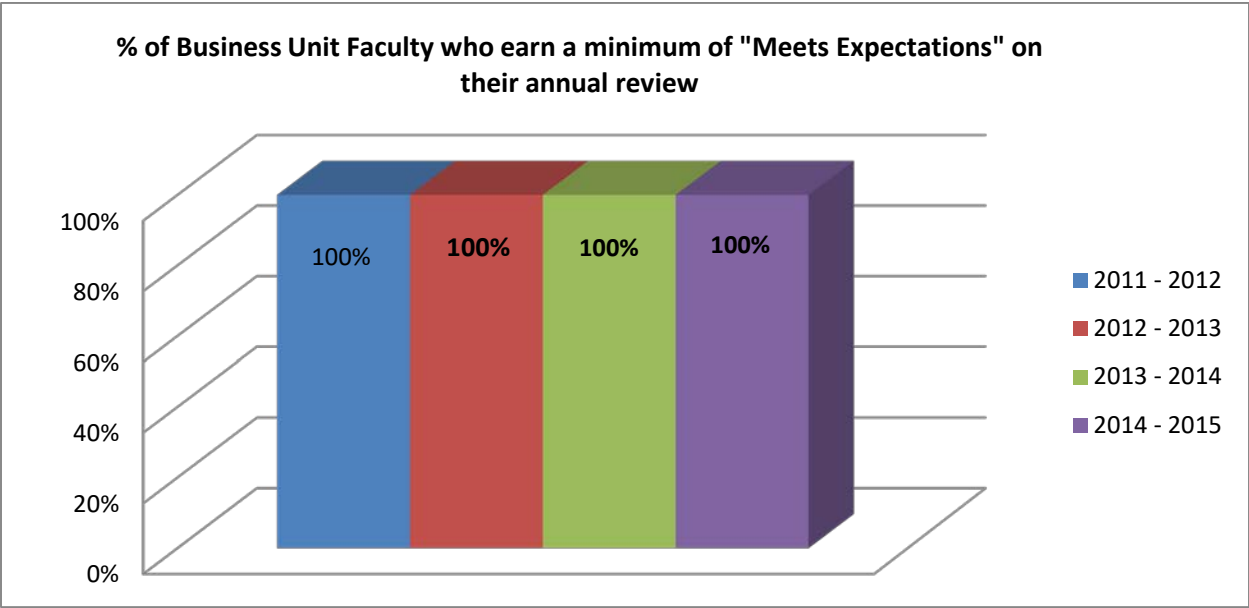| Term	Percent
% of Fall 2011	50.6%
% of Fall 2012	66.3%
% of Fall 2013	56.3%
% of Fall 2014	54.2%

Business Unit completion of degrees and certificates:

The number of business unit graduates fluctuates each academic year. Full-time faculty in the business unit continues to focus on quality academic programs in an atmosphere of financial challenges and lowered student preparedness.

Number of Business Unit Graduates

	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
AS	78	70	91	67
CERT	38	33	20	30
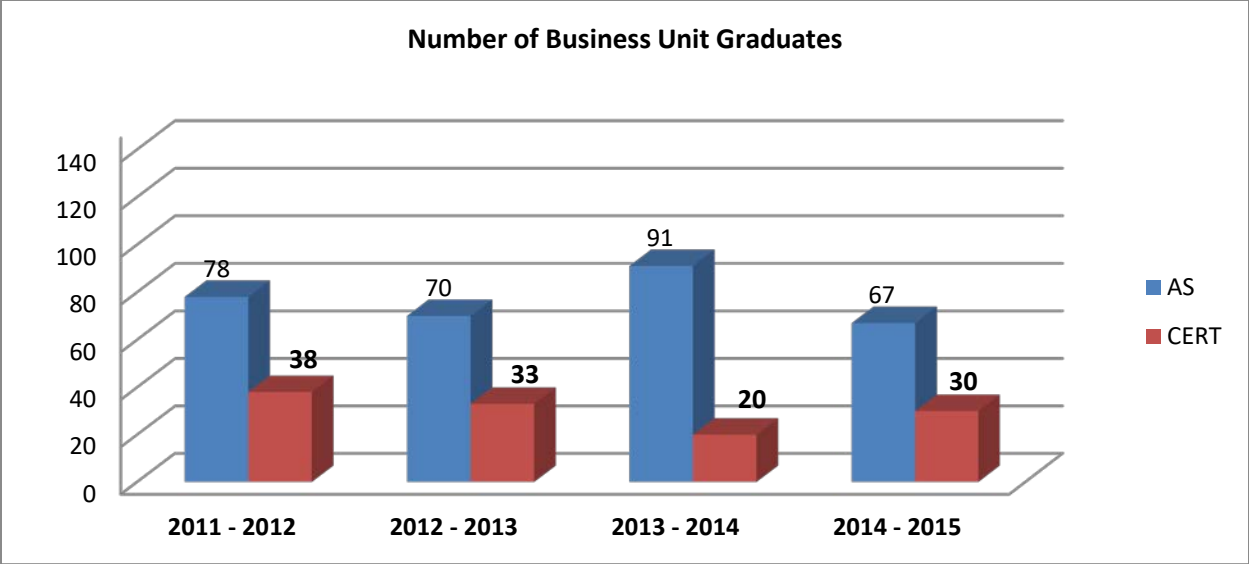
All faculty in the business unit receive personnel performance reviews. Department Heads are reviewed by the Vice President of Academic Affairs, full-time faculty and adjunct faculty are reviewed by the appropriate Department Head.

% of Business Unit Faculty who earn a minimum of "Meets Expectations" on their annual review

2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
100%	100%	100%	100%

Criterion 3.5 - Business/IndustryRelations

3.5A Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

The business unit maintains an advisory board which includes all departments within the business unit and is composed of industry leaders, educators and alumni. The advisory board's role is to assist the business unit in understanding the professional needs of their respective industries and ensuring that these needs are incorporated into the classroom experience. The board reviews and analyzes course offerings to ensure they incorporate the appropriate level of academic rigor and demand the appropriate forms of professionalism from students. Revisions to program curricula are made as needed. Advisory board meetings are generally held annually during the fall semester.

Outreach to the business community has occurred through student projects and presentations, internships, guest speakers and conferences. Making these connections with industry gives students hands-on experience and valuable business connections.NHTI's Business Training Center has multiple courses taught by Business Unit faculty.These courses include Front Management and Customer Service and create an additional link with the local business community.

3.5B Describe the impact or results of business and industry linkages.

Business unit students benefit from internships where they have the opportunity to gain valuable work experience. This experience can increase the students' future employment prospects. Marketing courses provide an opportunity for students to assist business and industry by creating and developing current or potential marketing plans. Accounting students have successfully connected with Accountemps® where they have completed standardized exams, shown proficiency and received temporary employment. These types of partnerships help to link education with local businesses.
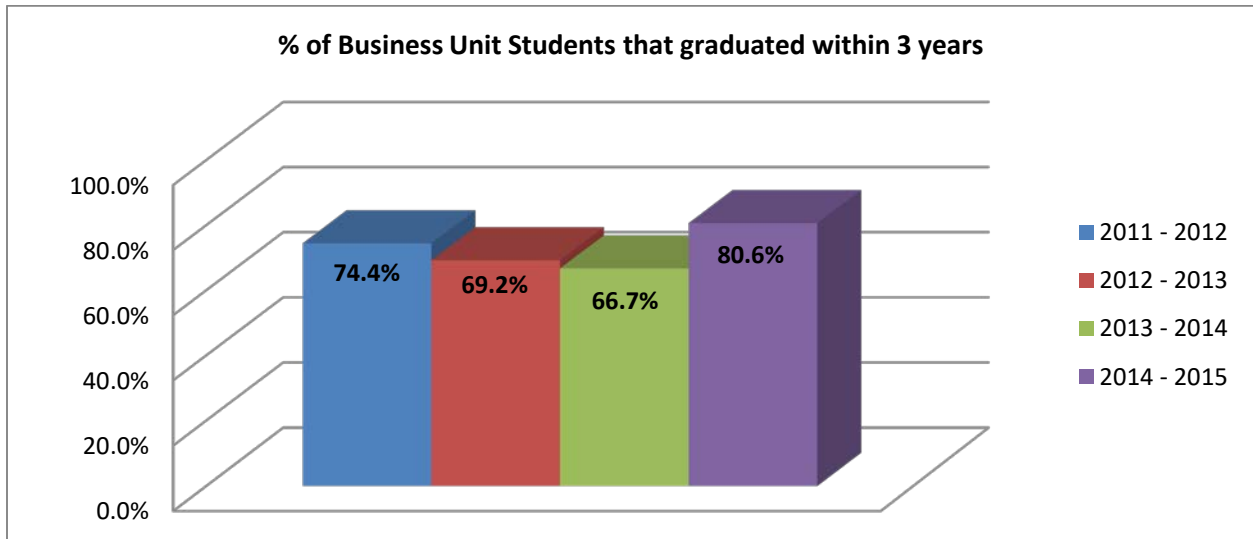
The business unit provides numerous opportunities for students to interact with business and industry leaders through guest speakers, field trips, class projects and internships. These activities give students direct contact with industry and networking opportunities for potential employment. This is validated when our alumni employed in area businesses hire many of the Business Unit graduates.

As a result of maintaining relationships with area businesses, the Business Unit and/or its students:

- Complete queries of the job skills required of recent college graduates;
- Stay abreast of economic and business developments in New Hampshire;
- Receive mentoring from and form connections with small business owners;
- Receive assistance for coursework, business planning, financial planning, etc.;
- Receive on-the-job training;
- Gain experience in college-level work and expectations.

Summary of Standard 3 – Student, Stakeholder, and Market Focus

The business unit has experienced relatively consistent graduation rates. The chart below indicates the percent of business unit students that graduate within three years. This percentage has always exceeded 65%.

% of Business Unit Students that graduated within 3 years

| | 74.4% | 69.2% | 66.7% | 80.6% |

Legend:
- 2011 - 2012
- 2012 - 2013
- 2013 - 2014
- 2014 - 2015

Y-axis: 0.0%, 20.0%, 40.0%, 60.0%, 80.0%, 100.0%

Strengths:

- Strong business unit advisory board effecting continuous improvements of Business Unit programs
- Partnerships with business and industry through projects, fieldtrips, internships and guest speakers
- Transfer options and articulation agreements
- Access to affordable, quality education
- Student centered
- Quality of faculty and course delivery

Opportunities for Improvement:

- Inconsistent data collection
- Return rate of individual course evaluations
- Increased student club memberships
- Financial resources for professional development

STANDARD 4: MEASURMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and used performance data and information to enhance and improve academic programs and student learning.

<u>**Criterion 4.1 - Student learning Outcomes Assessment**</u>

4.1A Describe the current student learning outcomes assessment plan.

The business unit courses are required to have learning outcomes and detailed assessment requirements that align with overall institutional educational goals. The primary measure is determined by the individual course needs. Assessments include objective and subjective tests, case studies, projects and portfolios. Internships require supervisor evaluations and a written reflection paper. The Program Outcomes and Assessment Plan includes the goals of the business unit followed by outcomes for each separate academic program. First listed are the outcomes which apply universally to all departments. In regard to competencies required for successful careers and/or transfer to four-year institutions, the unit as a whole shares a common set of goals and objectives. The individual programs within the business unit differ primarily in content/technical knowledge and thus report their own specific outcomes. The goal of each program within the business unit is to collect the pertinent data and measure against prescribed benchmarks. (See Assessment materials in Resource Room)

4.1B Describe the student learning outcomes assessment process and include information about the following:

- **What student learning data is collected and why**

Student learning data is collected for all course assessments and capstone course projects. This data is collected to ensure course outcomes are being achieved**.** For example, the Accounting Department utilizes "working papers" as homework assignment in Accounting I to determine the students skill set in solving accounting problems. Students must achieve a C or higher to progress to Accounting II. The Business Administration program requires students successfully complete the requirements for enrollment in the capstone Managerial Decision-making course.

- **How the business unit uses student-learning data to improve the business program and enhance student learning**

With repetitive feedback from the results of the assessment tools each semester, the DH meets with the faculty to review the results and to discuss changes that may need to be made to enhance student learning. When necessary, curriculum changes are made and proposals are submitted to the curriculum committee for approval. For example, the Hospitality Sales and Marketing course requires the students to present a professional sales and marketing presentation to a tourism agency. The requirements are determined in collaboration with the instructor and agency. The requirements changes year to year based on goals and objectives of

the sales and marketing project. The assessment tools may change based on the objectives of the assignment.

- **How comparative or benchmark data is used to enhance and improve of student learning**

Benchmark data is compiled on an annual basis, and analyzed to determine if further investigation is needed and/or if changes need to be made with methodology and/or assessments. The student population and the skills and knowledge they bring with them are constantly changing, and business unit faculty are cognizant of these changes and are continually looking for ways to connect with these students to effectively relay the course content. Recently changes were made to initial placement exams, with NHTI now using Accuplacer, which has aided in placing students in the appropriate English, math and computer classes.

- **How the business unit improves, refines, or enhances the student outcomes assessment process**

The student assessment process continues to be refined and improved. Assessment results are analyzed each year by the DH and faculty. Based on the results, necessary changes may be made. The process is on-going and continuous. Although the DH and faculty meet formally once a year, faculty are constantly revising assessments on a semester-by-semester basis to enhance student learning.

4.1C   List the student learning outcomes for each program seeking accreditation or re-affirmation.

<u>**Accounting**</u>

At the completion of the program, students will be able to:

- Demonstrate proficiency in accurately observing and organizing financial data
- Demonstrate analytical and problem-solving skills
- Demonstrate the use of accounting principles and procedures as they apply to the recording and reporting of financial information
- Demonstrate proficiency in valuing, recording, and reporting the business entity's assets, liabilities, and equity
- Demonstrate proficiency in the use of financial data in planning, controlling, and evaluating entity performance
- Appreciate the importance of deadlines to the profession
- Understand professional responsibilities in the workplace
- Communicate clearly, both verbally and in writing
- Complete tasks in a timely fashion
- Demonstrate proficiency in basic computer applications, including EXCEL

Business Management

At the completion of the program, students will be able to:

- Demonstrate oral and written communications competencies across the disciplines as instructors teach and require those skills in a variety of classes. Students will practice standard forms of communication such as resumes, letters, and reports.
- Practice across the curriculum ethical and effective interpersonal skills in their relations with fellow students and instructors. They will demonstrate those skills in classroom and small group and workplace settings. Work experience supervisors will report satisfaction with students' skills, performance, and judgment during their internships.
- Demonstrate familiarity with economic and managerial concepts and quantitative controls in the business environment by satisfactorily completing specific coursework.
- A majority of the students who begin the program will complete the AS degree requirements within three years.
- A majority of program graduates will report satisfaction with the Business Management education received at NHTI.
- Seventy-five percent (75%) of students receiving a Business Management degree will be employed in a related field within six months of completing degree requirements OR be continuing in a four-year degree program.

Hospitality and Tourism Management

At the completion of the program, students will be able to:

- Demonstrate communication and management skills that result in quality hospitality services.
- Demonstrate the ability to solve mathematical problems commonly encountered in hospitality/tourism related business setting.
- Participate in community and/or professional organizations that promote the hospitality industry.
- Utilize critical thinking skills in the performance of job duties.
- Use computer applications such as word processing.
- Display an understanding of the principles of management to the hospitality and tourism industry.
- Identify the legal and ethical issues in the hospitality and tourism industry.
- Practice good human relation and interpersonal skills.
- Develop skills for social/professional aspects of conducting business with individuals and groups.

Business Management/Sports Management concentration

At the completion of the program, students will be able to:

- Be prepared to transfer into a Sport Management program at a four-year college or university
- Be prepared for an entry-level position
- Display the ability to apply business function in a sports related environment.
- Be able to use sport marketing knowledge to construct and implement a comprehensive plan for a sporting event.
- Demonstrate sports business communications and writing
- Be able to utilize current and historical data in a sports related environment
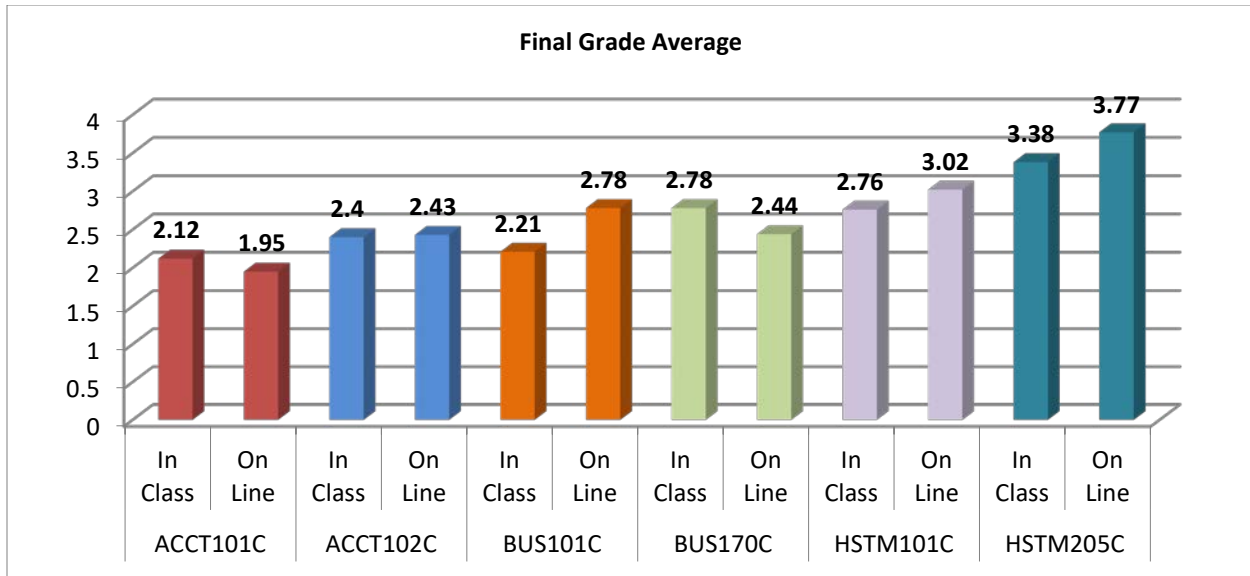- Identify career options in the sports management industry

4.1D Complete Table 2- Student Learning Results, at the end of this section, for each program seeking initial re-affirmation

Table 2 can be found in the "Evidence File Source" entitled Table 2—Student Learning Results

4.1E Provide a comparison of the achievement of students receiving instructions through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

- The business unit offers courses delivered in a traditional classroom environment, as well as hybrid courses, and courses that are offered exclusively online. As part of its strategic plan, the business unit set a goal to increase its course offerings online and to eventually offer a Sports Management degree 100% online.
- Currently the Accounting, Business Administration and Hospitality and Tourism Management degrees are offered face to face as well as 100% online.
- One of the challenges the business unit has recognized with online and hybrid course offerings is maintaining academic integrity and the proper level of quality control. A Director of Online Learning has been hired and a Distance Learning Committee has been established by the college to develop guidelines and to provide support for online course delivery. The Department Head also has full access to each of the online courses offered by the department. It is the Department Heads's responsibility to review the course during the semester to ensure academic and course delivery standards are being maintained.

The business unit has not observed any significant differences between student achievements in traditional classroom setting versus the on-line setting.

Final Grade Average

Course	In Class	On Line
ACCT101C	2.12	1.95
ACCT102C	2.4	2.43
BUS101C	2.21	2.78
BUS170C	2.78	2.44
HSTM101C	2.76	3.02
HSTM205C	3.38	3.77

Criterion 4.2 - Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

4.2A   Describe how the business unit conducts each program evaluation (i.e. DACCUM, program review, etc.)

While the President and Vice President of Academic Affairs (VPAA) have the college-wide responsibility for assuring the quality and integrity of academic offerings, in accordance with CCSNH System policy, faculty maintain the primary responsibility for the quality and integrity of specific programs and courses. The CCSNH Academic Policy for program review allows each college to determine and complete its own procedure for program review. At NHTI, the Department Head's annual report to the VPAA and the associated annual meeting with the VPAA in conjunction with ongoing review of enrollment, completion, and financial data by the Vice Presidents Council constitute program review. Academic departments at NHTI engage in ongoing course and program evaluation through the use of enrollment, retention, and completion data; student evaluations and surveys; employer surveys; review and evaluation of job placement statistics; and review by departmental and college advisory boards, as is pertinent to individual departmental needs.

The business unit faculty have developed program outcomes and objectives for each major. Course content and course objectives are developed as part of the Common Course Outline prepared for each new course proposal; course content and objectives are reviewed periodically by the business unit faculty, the business unit Advisory Board, as well as ACBSP itself.

4.2B   Describe faculty involvement in the program evaluation process.

All business unit faculty members play an integral role in the evaluation of programs. At least once each semester, the DH and other members of the unit meet to evaluate programs, processes, assessments and achievements. Some very important ideas have been born from these evaluation meetings. For example, at a recent meeting, the role and use of social media within the unit was discussed, and the decision was made to implement social media techniques in marketing classes.

4.2C   Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of the graduates.

See 4.2 A above

4.2D   Describe how program evaluation data and information is shared with internal and external stakeholders.

See 4.2A above

4.2E   Describe the improvements that have been implemented as a result of the program evaluation.

- New articulation agreements
- New online programs
- Relationships with high schools established/strengthened
- Reviewed curriculum and made changes effective Fall 2015

Criterion 4.3 - Student Assessment

4.3A   Explain the process for identifying student needs for developmental assistance.

On matriculation into an academic program, students complete an assessment of reading comprehension, sentence skills, writing samples, mathematics, and computer skills using ACCUPLACER® testing to ensure appropriate level placement in these courses. The business unit faculty advises its students based on the test results to assist in course selection. Transfer students generally are not required to complete placement testing unless the student has not taken math or English composition.

One of the major resources for student support is the Academic Center for Excellence (ACE) and the Academic Advising Center. The Centers provides a wide spectrum of academic services and opportunities that are accessible, innovative, and supportive. These services are free to all students enrolled in credit courses or available on a fee-for-service basis to the members of the community. Services include, but are not limited to:

- Academic Planning: Assessment, Placement Testing, Advising, Transfer Counseling
- Learning Resources: Study Skill Instruction, Test Taking Skills, Computer Tutorials
- Tutoring: Math and Writing Centers, Peer and Professional Tutors

- Support Services: ESOL/International, Disability, Single-Parent, Non-Traditional
- Career Services: Career Decision-making, Job Search Planning

Students with disabilities are aided through the American Disabilities Act and 504 regulations that support reasonable accommodations within the college environment, to include academic classrooms. The Coordinator of Disabilities Services works with the student to develop a plan that will allow the student equal opportunity for success.

Part of the process for identifying student needs for developmental assistance requires that students disclose that they have a disability. The students then participate in testing, which leads to the establishment of various parameters. Based on these parameters, accommodation plans are then developed. Accommodation plans are in effect for up to five years.

Students identified as having disabilities complete an intake form that assesses their understanding of their role in initiating and working with an accommodation plan, the tutoring and disability services that are available for his/her use, and how their disability will impact his/her academics and career goals. Adaptive services include, but are not limited to, a fully wheelchair accessible facility, TTY line for deaf students, closed circuit TV readers, assistive listening devices, screen readers, voice recognition software including Math Talk, zoom text, textbooks on tape, PC Tablet, and classroom accommodations such as note takers and extended time for exams.

4.3B   Explain the process for determining and awarding placement, if applicable.

Students entering the program have several ways to receive credit for course work leading to graduation. A student can:

- Transfer credit from another recognized institution
- Earn credit through Project Running Start
- Successful completion of College Level Examination Program (CLEP)
- Credit by Examination (Challenge Examinations)
- Credit for Prior Learning Experience
- Advance Placement Credit (AP)

Students who have provided evidence that they have acquired content knowledge and skills outside the academic setting may request "Credit-by-Exam" for eligible courses with the understanding the course will not transfer to another college. The student must successfully pass the exam to be award the college credits.

In addition, NHTI's policy on national admission tests: "Although not required for admission to any program, it is recommended that the scores of one of the standardized national college admission tests (SAT or ACT) be forwarded to the Admissions Office; test scores provide an additional piece of information that expands our knowledge of a student's academic background; because standardized test scores are only one means of evaluating applicants, no specific minimum score is required; (students considering transfer to four-year institutions are especially urged to submit SAT scores since the new institution may require them)"

Project Running Start

High school students can participate in a unique system-wide program called Program Running Start (see http://www.ccsnh.edu/prs/). Begun in 1999, Project Running Start allows high school students to earn high school and college credit simultaneously. The student is enrolled in the college course and successful completion of the course is indicated through the college transcript. The courses are taught by credentialed high school faculty as part of the daily class schedule. This program was extended to an online version through a program called "eStart." For more information on eStart, see www.ccsnh.edu/estart/.

The Project Running Start program received the 2006 Robert J. McKenna Award for excellence awarded by the New England Board of Higher Education.

CLEP Exam

College-Level Examination Programs® (CLEP) is a nationwide credit-by-examination program that offers students the opportunity to obtain recognition for college-level achievement through a program of exams in undergraduate college courses.

NHTI is a CLEP testing center. CLEP is the most widely accepted credit-by-examination program in the United States today, helping students of a wide range of ages earn credit for what they already know. CLEP exams are available in 34 college-level subjects. With satisfactory exam scores, students can earn credits toward their college degree, depending on the exam subjects and the students' major field of study.

CLEP exams are administered on the computer (CLEP CBT) through the CAPS office. The grades received are not factored into the students CGPA.

Credit by Examination

Individual departments are responsible for determining if a course is eligible for credit by examination. Credit by examination may be earned only by a matriculated student who, by study, training or experience outside the college has acquired the skills or knowledge equivalent to that acquired by a student enrolled in the College. There is a maximum of 16 credits which can be earned in this manner.

Credit by examination is not used to calculate a student's CGPA, but full credit for the course is granted.

Credit for Prior Learning – Experiential Learning

Credit for prior learning offers students the opportunity to demonstrate the knowledge they have gained through life experiences and apply this knowledge toward credit in a degree or certificate program. To prepare for this option, students develop a portfolio to be assessed by appropriate college personnel. There is a maximum of 24 credits allowable to be earned by this method.

Advanced Placement (AP) Credit

Students with score results in the AP exam of 3 or higher in subject areas required of their program must request an official AP grade report be sent to the College for evaluation.

4.3C Explain the student advisement process, including the use of remedial assessment information.

A student interested in the any of the business unit programs is usually referred by the Admissions Office staff, Academic Advising Center, or General Studies faculty advisors. The academic record of the student is available in the Banner database, where test courses and transfer credits are posted. This information is used to create a college plan.

A department faculty member is assigned to each student as their academic advisor. For business students, this begins the process of assisting students in setting educational goals and helping them plan to achieve them. The process is characterized by good communication and connection between the student and his/her advisor. Through mutual exchange of questions and information, students and advisors share ideas and generate solutions. The advisor-advisee relationship is potentially one of the most significant partnerships a student will experience while at NHTI. Students and faculty are encouraged to seek each other out to ask questions, share concerns, get help, plan for the future or simply "check-in".

Non-matriculated, Liberal Arts and undecided students are advised through the Academic Advising Center. The Advising Center is staffed by professional advisors and faculty who are available to assist students with any advising questions they might have. The Center is responsible for coordinating advising services and training for the College. Advisor training includes access and use of the Student Information System (student academic transcripts), as well as Banner.

Communication from the Registrar effectively keeps faculty advisors apprised of the status of student transfer credits and CLEP exams. SIS, the Academic Advising Center, and open communication between the Registrar and faculty advisors promote continuity of student advising and enhances advising efficacy within the program and across the College.

4.3D Report data that correlates assessment scores to retention and improved academic skills as a result of development offerings.

Business Unit Comparison of GPA between students taking Math/Developmental Math

		Term 1		Term 2			
Term	Math Course Type	1st Time FR	Ave GPA	Returning Students	Ave GPA	% Return following semester	% change in GPA
Fall 2011	Developmental Math	28	2.24	21	2.75	75%	22.8%
	Math	26	2.51	21	2.82	81%	12.5%
Spring 2012	Developmental Math	6	1.50	4	2.56	67%	71.0%
	Math	2	3.90	2	3.70	100%	-5.1%
	Other Math	1	2.98	1	1.93	100%	-35.2%
Summer 2012	Math	1	4.00	1	4.00	100%	0.0%
Fall 2012	Developmental Math	18	1.79	12	2.47	67%	38.1%

	Math	35	2.51	30	2.61	86%	3.9%
Spring 2013	Developmental Math	3	2.14	2	1.40	67%	-34.8%
	Math	4	2.68	4	2.29	100%	-14.5%
	Other Math	1	0.00			0%	
Summer 2013	Developmental Math	3	3.38	3	3.00	100%	-11.3%
	Math	1	3.00	1	0.99	100%	-67.0%
Fall 2013	Developmental Math	31	2.01	25	2.09	81%	3.6%
	Math	31	2.26	25	2.71	81%	19.7%
Spring 2014	Developmental Math	3	2.66	2	3.54	67%	33.2%
	Math	4	2.74	3	3.32	75%	20.9%
	Other Math	1	0.00			0%	
Fall 2014	Developmental Math	21	2.07	15	1.86	71%	-9.9%
	Math	28	2.38	26	2.07	93%	-13.1%
Fall 2015	Developmental Math	27	2.11	19	2.30	70%	8.8%
	Math	15	2.32	11	2.82	73%	21.6%
	Other Math	1	3.14	1	2.40	100%	-23.6%
Spring 2015	Developmental Math	4	1.69	1	0.00	25%	-100.0%
	Math	4	3.19	2	3.35	50%	5.2%
	Other Math	1	0.73	1	3.33	100%	356.2%
Summer 2015	Math	1	1.71	1	1.50	100%	-12.3%
Totals	**Developmental Math**	**144**	**2.07**	**104**	**2.31**	**72%**	**11.6%**
	Math	**152**	**2.47**	**127**	**2.60**	**84%**	**5.1%**
	Other Math	**5**	**1.37**	**3**	**2.55**	**60%**	**86.4%**

Summary of Standard 4 – Measurement, Analysis, and Knowledge Management

Strengths:

- Rigorous courses
- Courses taught by industry faculty
- A strong curriculum
- A strong internship program
- Articulation agreements with colleges and universities
- Industry respect

Opportunities for Improvement:

- Better data collection
- Filling full-time department faculty positions
- Professional development opportunities

STANDARD 5: FACULTY AND STAFF FOCUS

Criterion 5.1—Human Resource Planning

5.1A Describe the Business Unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

NHTI utilizes the following full-time faculty rankings, as defined by the Community College System of New Hampshire (CCSNH): Instructor, Assistant Professor, Associate Professor, and Professor. Generic job descriptions for each rank outline general scope of work, accountabilities, qualifications, work traits, etc., and describe increasing leadership expectations from Instructor to Professor, particularly with regard to curriculum development and assessment. These generic descriptions are further defined for each specific position by a Supplemental Job Description (SJD). The SJD identifies the areas of instructional responsibility and any qualifications and accountabilities unique to a given position. The Qualifications section of the SJD defines requirements for academic credentials and prior teaching and/or industry experience and may also include such additional position-specific needs as professional licensure, defined technical skills, and/or industry certifications; exceptions to published qualifications are only made in highly unusual circumstances. The SJD may be modified as needed through collaboration among the faculty supervisor, the Vice President of Academic Affairs (VPAA), and both the NHTI and CCSNH Human Resources Offices. Instructional and non-instructional responsibilities for full-time faculty are further defined in the Collective Bargaining Agreement (CBA) between the State Employees' Association and the CCSNH.

When the decision is made to fill an open full-time faculty position, the SJD is carefully Reviewed by the academic DH, the VPAA, and NHTI's Director of Human Resources. Once System Office approval is received, the position is posted internally to the CCSNH for seven calendar days; candidates wishing to be considered "internal candidates" must apply during this period. The CBA requires that the college must act on internal candidates prior to external posting. Open positions are posted to the NHTI website, to New Hampshire newspapers, and to specialty publications and websites as needed by the nature of the position. Postings include links to the SJD, application and contact information, and a non-discrimination statement. Applications are submitted to a Human Resources website for review. All candidates are cross-checked with New Hampshire's sex offender registry, and for some positions, a criminal background check is also required. The VPAA certifies each candidate according to the published job qualifications for a given faculty rank, and certified applications are forwarded to the academic DH. Typically, a search committee consisting of departmental faculty, employers and/or advisory committee members reviews the certified applications and selects candidates to interview. After checking references, the committee recommends its preferred candidate to the VPAA and the President, who must approve both the candidate and the salary recommendation. System Office approval is also required for salary recommendations exceeding the advertised salary range.

Upon hiring, the new faculty member receives a letter of appointment and meets with NHTI's Director of Human Resources to receive information about benefits and the college in general. The faculty member receives a departmental orientation that is variable in nature

depending on the department. Although an outdated Employee Handbook persists on the NHTI website, more current information is available on the site via many links to information of interest to employees, including policies, procedures, and benefits information. Some information is generally available on the site, while other information is accessed through a password-protected portal.

5.1B Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

Faculty hired below the Professor level may advance to the next level by participating in the promotion process defined in the CBA for full-time faculty. This year-long process requires candidates who meet "time in grade" requirements and minimum qualifications for the higher rank to develop a portfolio of materials that provides evidence of teaching excellence and involvement in college activities and that supports direct observations by senior faculty colleagues from other departments who comprise the Master Teacher Team. This team makes recommendations to the VPAA, who also reviews the portfolio materials and observes the candidates in the classroom. Names of those candidates who are recommended for promotion are forwarded to the President of the college, who then presents the recommendations to the Chancellor of the CCSNH for final approval. Candidates who are not recommended may appeal the decision via the grievance process detailed in Article VII of the CBA for full-time faculty. NHTI utilizes adjunct faculty hired on semester-long contracts as needed by academic departments.

The VPAA assigns each new adjunct a level (1, 2, or 3) based on academic credentials, teaching or industry experience, and other course-specific needs; advancement to the next level is determined by longevity as described in the Collective Bargaining Agreement for Covered Adjunct Faculty, which was first agreed upon in 2013. This contract raised adjunct pay 6.5% - 10% over 2012 per-credit rates; salaries increased 2% at each level in August 2013, 3% in August 2014, and another 3% in August 2015. Teaching assignments are detailed in each adjunct faculty member's contract and are limited by CCSNH policy to not more than 11 credits or 25 clinical hours per semester in total across all CCSNH colleges per individual. Adjunct teaching hours may be further limited if the individual performs other paid work in separate positions at any college in the CCSNH (e.g., lab assistant, academic advisor), since individuals performing part-time work are limited by System policy to 25 clock hours per week.

The Adjunct Team and the Academic Affairs Office produce an Adjunct Manual, which is posted on Blackboard and sponsor the Adjunct Fair each August (and sometimes in January) to orient new adjuncts to NHTI. In addition to visiting general information tables set up by various offices, adjuncts may attend workshops such as Introduction to Blackboard® and Using the Student Information System. Adjunct faculty receive orientation to their respective departments from the DH.

The business unit programs typically hold a meeting on or close to the day of the Adjunct Fair, at which full-time faculty discuss with adjuncts both departmental and college expectations with regard to curriculum, course content, assignments, grading, etc. Adjunct faculty are also invited to attend all faculty meetings as well as any in-house professional development activities. When adjunct or full-time positions become available, postings are listed on NHTI's website and in local newspapers. Faculty are hired in accordance with the CCSNH's personnel policies. For full-time positions, applications are initially limited to in-house candidates currently working in

the CCSNH. Postings are circulated to all CCSNH employees. If there are no qualified internal candidates, then the process becomes public. There has not been a full-time person hired in the business unit in over ten years.

For adjunct positions, Department Heads work with NHTI's Human Resource Department to draft ads for dissemination on the NHTI website and local newspapers. Department Heads typically do the interviewing and the selection of the candidate to fill the adjunct position, with input and assistance often solicited from business unit faculty.

All candidates must be the minimum criteria established for each position, and NHTI's faculty members are well qualified for the positions they hold and the courses they teach. Positions in the business unit (whether for full-time or adjunct) require a Master's degree in Business, Accounting, or closely related discipline.

The recruitment and hiring process is generally effective for the engagement of qualified faculty. However, despite a series of salary increases awarded as a part of the 2013-15 contract negotiations, full-time faculty salaries remain well below the national average as reported by *The Chronicle of Higher Education*, falling in the lowest 13th percentile. Similarly, although adjunct salary rates have also increased substantially from 2013 to 2015 as a result of contract negotiations, they remain among the lowest among New Hampshire institutions of higher education.

5.1C Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

Each faculty member in the Business Unit works well as a team to deliver a rigorous class environment to the students. The faculty seeks each other's advice on student, course content, and other relevant issues that need to be addressed. Each faculty member participates in open houses and orientation sessions.

5.1D Report evidence of business unit faculty and staff well-being and satisfaction.

The faculty works in a supportive environment within the business unit that creates positive and professional work relationships. The past few academic years have brought challenges to the department with faculty illnesses. We all worked to assist the faculty member who became ill by helping with the extra teaching to have a seamless transition for the students. These have been demanding semesters, but knowing that the business team was able to support each other during these difficult times helped to bring the department closer together.

<u>Criterion 5.2 Faculty Qualification</u>

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

<u>Full Professor Minimum Qualifications</u>

Education: Positions in the business unit require a Master's degree in Business, Accounting, Hospitality, Tourism, and Sports Management, or closely related discipline.

Master's degree from a regionally accredited college or university with major study in a the business unit shall require twelve (12) graduate credits in closely related field, and a Bachelor's degree in a closely related field.

Experience: Six (6) years of teaching experience in a related field, two years' which shall have been in the supervision of students or personnel in educational activities or academic program administration, or six (6) years of business or industry experience directly related to the field, two years' which shall have been in the supervision of personnel or program/project administration.

Associate Professor Minimum Qualifications

Education: Master's degree from a regionally accredited college or university with major study in a related field. Possession of a Master's degree in Education shall require twelve (12) graduate credits in a related field and a Bachelor's degree in a related field.

Experience: Five (5) years of teaching experience in a related field, or five (5) years of business or industry experience directly related to the field.

A. **Identify all full-time and part-time faculty members who taught during the self-study year.**
B. **List courses taught during the self-study year; do not duplicate if taught both fall and spring semester.**
C. **List the highest degree earned – state the degree as document on the transcript, including the major field.**
D. **For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.**
E. **List he ACBSP qualifications of each faculty member – Master's/Doctorate Degree, Professional, or Exception.**

See Table 4 entitled "Faculty Qualifications"

Criterion 5.3A - Faculty Composition
Explain the business unit's methods of calculating FTE teaching loads for full-time and part-time instructors

Faculty workload is a balance of instructional and non-instructional responsibilities. The CBA establishes the workload boundaries and guidelines and to ensure equitable treatment of faculty across all CCSNH colleges. Workload is calculated over an academic year to allow faculty and the CCSNH maximum flexibility.

CBA: 2013-2015:

10.1 Definitions

10.1.1 Contact Hour: Fifty (50) minutes of instruction per week for the period of an academic semester (or its equivalent), including lecture, seminars and labs. Courses offered in alternative formats (online courses, e.g.) will be assigned the same contact hours as allotted to the course when offered in a conventional face-to-face delivery mode.

10.1.2 Clinic: Direct, continuous, and on-going supervision and education of students in a designated site.

10.1.3 Co-ops/Internships/Practical/Field Experiences: Indirect, periodic, and ongoing educational oversight of students in a designated site.

10.1.4 Non-instructional: those activities which take place outside of teaching and classroom responsibilities. These would include but are not limited to: office/availability hours (five per week); service to the department, college or System; service to students; college-related service to the external community; professional development activities; advising activities.

10.1.5 Assigned Overload: An assigned overload consists of contact hours assigned by management to a full-time faculty appointment in excess of the maximum contact hour range for the academic year (36). Upon verification of an overload status for the academic year, payment shall be rendered in accordance with the overload faculty pay schedule and will be paid during the spring semester of the designated academic year.

10.1.6 Faculty Elected Overload: Faculty elected overload consists of contact hours that a fulltime faculty member voluntarily elects to teach in excess of his/her assigned instructional load for the designated semester. Faculty elected overload may not exceed the contact hour limits set forth in Article 10.3.5 of this Agreement.

[Adjunct CBA](#)

Part-time Instructors may teach up to 11 credits per semester.

5.3B Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

See Table 5 entitled "FTE and Faculty Composition"

5.3C Report the following:
72%   Masters/Doctorate qualified

0%   Professionally qualified

28%   Exceptions

5.3D If exceptions exceed 10% provide a detailed plan to improve and meet Criterion

        Two of adjuncts with a BA have resigned from NHTI. Adjunct faculty members who currently have BA/BS degrees are encouraged to complete their Master's degrees.   At this present time, there are no professional development funds to assist in tuition reimbursement. The adjuncts with BA/BS have been able to incorporate their valuable industry work experience into their courses. Often times it is difficult to find an adjunct faculty member for highly specialized classes; for example, Wedding Planning Management course. Another full-time faculty member has retired since the self-study year. Currently the exception percentage stands at 16%, and efforts are being made to continue to hire ACBSP qualified faculty whenever possible.

Criterion 5.4 - Faculty Deployment

5.4A For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method has an opportunity to receive instruction from full-time faculty.

        The business unit offers courses in face-to-face, hybrid and 100% online formats over either 15 weeks or 8 weeks. Full-time faculty will teach courses using any of these methods. Students with the help of their advisor have an opportunity to take courses that fit the needs of their schedule and work obligations. As explained in the chart below, students have on average a 62% opportunity of taking a course taught by a full-time faculty member.

Comparison Full-time to Adjunct Courses

Accounting	Adjunct	7	21%
	Full Time	27	79%
Total ACC		34	
Business	Adjunct	27	41%
	Full Time	39	59%
Total BUS		66	
Hospitality & Tourism	Adjunct	15	48%
	Full Time	16	52%
Total HSTM		31	
Sports Management	Adjunct	5	42%
	Full Time	7	58%
Total BUS		12	

Business Unit	Adjunct	54	38%
	Full Time	89	62%
Total ACC		143	

5.4B   For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

All programs meet this criterion.

Criterion 5.5 Faculty Load

5.5A   Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load, released time, class size, number of preparations, delivery mode, and other related factors.

The CBA defines full-time faculty teaching loads as 15-18 contact hours per semester or 30-36 contact hours per academic year (fall and spring semesters). Although the CBA requires only a one-course reduction for academic Department Heads, NHTI has long set DH teaching loads at 8-10 contact hours per semester because of the size and complexity of the programs at the college; Program Coordinators at NHTI teach 11-13 contact hours per semester. Both academic Department Heads and Program Coordinators receive stipends for their administrative responsibilities. The VPAA may also grant a temporary teaching load reduction for special assignments. Faculty may teach assigned and/or elected overloads for additional compensation. Assigned overload is paid once the annual 36 contact hour limit is exceeded, and elected overload is paid on contract at rates defined in the CBA based on faculty rank.

The Department Heads and Program Coordinators meet with the faculty to complete the fall and spring schedule. Every effort is made to limit the load at three preparations per semester. Full-time faculty are required to maintain a minimum of five office hours per week. The schedule is emailed to the Academic Affairs office for data input. The CBA describes the workloads for full and part-time faculty.

Adjunct faculty may teach a maximum of 11 credit hours per semester as stated in the CBA. Adjuncts are not required to maintain office hours as part of their contract obligations.

5.5B   For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

During academic year 2014-2015, two full-time faculty exceeded the maximum teaching load due to faculty illnesses.

Criterion 5.6 - Faculty Evaluation

5.6A   Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

Effectiveness of individual full-time faculty members is measured through student evaluation of every course and by direct observation by DHs and/or the VPAA, which are both incorporated into the Faculty Performance Evaluation. To ensure consistency and equity, the elements of the performance evaluation are set forth in Article XII of the CBA, as is the frequency with which formal evaluation occurs. New faculty in their probationary period (the

first two years of employment) receive a formal evaluation each semester, with the expectation that a Professional Development Plan will be developed jointly by the faculty member and DH in the second semester to allow sufficient time for the new faculty member to improve areas of weaker performance.

Faculty in their third and fourth years of employment undergo formal evaluation at the end of each academic year. Faculty with more than four years of service are formally evaluated every two years. The Faculty Performance Evaluation includes evaluations of the following: Teaching and Learning Effectiveness; Institutional Service; Community and Professional Development Activities; and Professional Conduct. In addition to signing to acknowledge receipt of the evaluation, the faculty member may add comments, especially in those cases in which there is disagreement about performance assessment; however, an unsatisfactory performance evaluation cannot be formally grieved.

There is no formal or consistent evaluation process for adjunct faculty other than student evaluation of every course every semester. Some Department Heads observe a class taught by each adjunct in the department; some visit only classes taught by new adjuncts; some do neither. Adjuncts who are not assigned the highest level (3) upon hiring may be promoted to the next level after six semesters in the original level with DH approval.

5.6B   Describe how the results of the evaluation are shared with the faculty member.

Department Heads meet with the faculty member for the performance review. The procedures are described in the CBA. Procedures include classroom and student evaluations. If a full-time faculty is due for a step raise or promotion, the CBA outlines the process for the promotion. This is the same process for an adjunct faculty to receive a level raise. The VPAA evaluates department heads on an annually basis. Department Heads are required to complete a departmental report and reviewed annually by the VPAA.

5.6C   Describe how the faculty evaluation is used in making decisions.

Through the evaluation process one can glean successes and challenges in the classroom. Discussion on course content, pedagogy and other related topics are used to improve course content and delivery by the faculty member.

Criterion 5.7 - Faculty and Staff Professional Development and Scholarly Activities

5.7A   Describe the business unit's faculty and staff development polices and processes for activities such as sabbaticals, leave of absence, grants, provision for student assistants, travel, clerical and research support and other activities that contributes to continuous performance improvement of faculty and staff.

The CBA lists to procedures to access professional development as stated below.

10.4.5 Professional Development: Professional development activities as proposed by the faculty member, Department Chair, or VPAA and approved by the VPAA (see also Faculty Evaluation) which may include but are not limited to: a. Related graduate study; b. Related in-service training; c. Research and other college recognized contributions to a faculty member's area of competence; d. Participating in college recognized professions associations, including

teachers' organizations. e. Participating in panels, courses or workshops locally, regionally and/or national. f. Participating as a member of an accreditation visiting team; g. Participating as a member of a professional board or advisory board; h. Participating in departmental or institutional self-studies.

Article XXVI EDUCATIONAL LEAVE

The CCSNH encourages participation in educational programs that develop and advance an employee's job-related skills and knowledge, enhance job performance, or prepare the employee for advancement in CCSNH employment. Educational leave with or without pay may be granted, at the discretion of the CCSNH, for the purpose of allowing employees time to further their education through an approved full-time course of study or comparable professional development activity directly related to their work or that of the CCSNH. Such leaves shall be available as a matter of privilege rather than a right.

Currently, NHTI funds professional development opportunities using either funds from the Carl D. Perkins Grant or from its operational budget. The Business and Accounting programs are no longer eligible for Perkins funds. Efforts are underway to establish pathways with high school technical centers to help foster the relationships that will qualify the business programs for Perkins funding, which will allow faculty to pursue professional development activities. Due to budget constraints, college-funded professional development funds have been unavailable during the 2014-16 academic years, though prior to that time, NHTI maintained a substantial line item for professional development in its operating budget. A modest amount of college funding has been restored for professional development in the budget for the current fiscal year.

5.7B   Report the participation of business unit faculty in professional development and scholarly activities.   Provide three years of data.

9
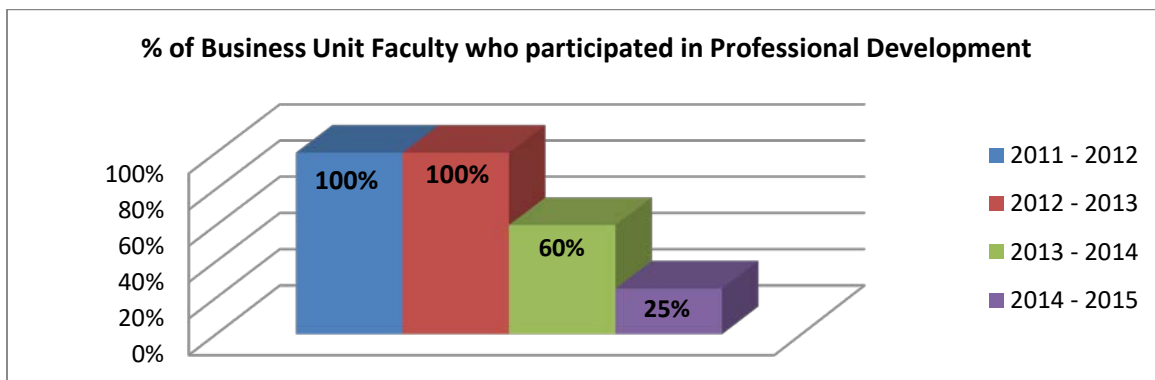
5.7C   Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Currently the Hospitality and Tourism program qualifies for Carl Perkins professional development funding. Information relevant to the business unit program is shared among the faculty. NHTI sponsored a system-wide technology conference for all CCSNH faculty to attend, but there have been no college funds available to participate in program association conferences.

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

5.8A Describe the instructional developmental opportunities for business unit faculty to:

1.   Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities

2.   Acquire skills in the use of alternative methods of instructional delivery

1. Each academic semester starts with approximately two weeks of "days of responsibility." During this time, faculty are required to attend a number of meetings which may include topics related to advising, disabilities, pedagogy, human resources, safety issues, etc. Each year the CCSNH sponsors a system-wide symposium where faculty across all seven colleges meet and attend meetings/seminars pertaining to the aforementioned topics. This also provides the opportunity to meet with faculty colleagues from across the CCSNH to discuss curriculum and other items of interest. In addition, there are campus-wide opportunities to attend presentations of interest to the college community.

2. With the growth of online offerings, NHTI has hired a full-time Director of Online Learning to assist in the construction and delivery of courses. Blackboard also provides 24/7 help online, as does the CCSNH Director of Academic Technology, who has put together a series of webinars and provided informational links to aid in online delivery.

5.8B   Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills and capabilities that contribute to high performance.

During the self-study year, the college funds were frozen for professional development. Only those programs which qualify for Carl Perkins funding have been able to access professional development funds. As explained in 5.7A, only one business unit program can

access professional developments funds for conferences and workshops in related academic program. There have been college/system wide general professional development presentations, but again these are not program specific.

The department heads/program coordinators meet with the faculty to discuss instructional development. Review of courses, including outcomes, course objectives and assessment are discussed to revise to improve course delivery.

Criterion 5.9 Faculty Operational Polices, Procedures, and Practices

5.9A   Explain how the business unit faculty and staff access the operational policies and procedures manual.

Faculty can access operational policies and procedures through the NHTI Blackboard. There is a specific link for all NHTI employees. Links to CBA, professional development, adjunct handbook, employee policies and procedures can be found through the blackboard site. CCSNH polices can be found through by accessing: www.ccsnh.edu

5.9B   Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room.

The information will be made available in the resource room.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 – Faculty and Staff Focus

Strengths:

- Dedicated full-time and part-time faculty committed to meet the needs of the students through a comprehensive program meeting business and industry employment needs
- Commitment to fulfilling NHTI and program mission statements
- Faculty working with current technology when available
- Committed faculty who have been with NHTI for well over 10 years
- Faculty who have worked in industry and understand the needs of the workforce
- Faculty outreach to business and industry

Opportunities for improvement:

- Be provided with professional development funds to be able to attend conferences in program-specific areas
- Replace vacant positions within the business unit
- Increase morale
- Improve classroom technology
- Modernize computers for faculty to support continually evolving sophisticated software
- Increase and/or provide clerical support for Department Heads and Program Coordinators

STANDARD 6: PROCESS MANAGEMENT

Criterion 6.1 - Curriculum

6.1A   Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

The business unit offers the following four Associate in Science degrees:

- Accounting
- Business Administration
- Business Administration with a Sports Management Concentration
- Hospitality and Tourism Management

Additionally, eight certificates are offered as follows:

- Accounting Basic Certificate
- Accounting Advanced Certificate
- Management Certificate
- Sports Management Certificate
- Hotel Administration Certificate
- Event/Conference Management Certificate
- Travel and Tourism Certificate
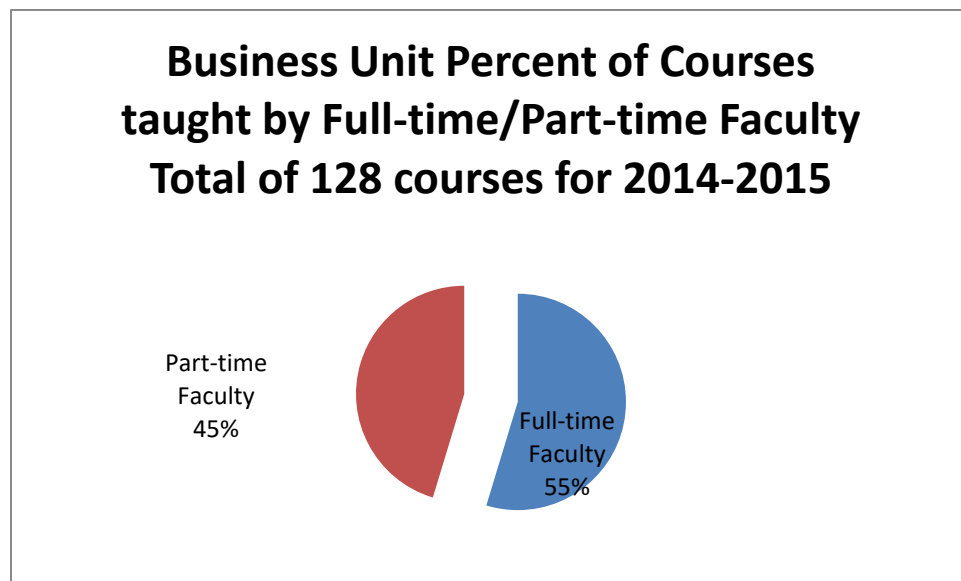- Wedding Planning Management Certificate

The business unit Advisory Board gives important input into what employers are seeking in graduates and what skills and coursework they see as relevant. Any programs or courses, or substantive changes thereto, must be approved by NHTI's Curriculum Committee, which is chaired by the VPAA and is comprised of representatives from a cross-section of academic departments, as well as from the Registrar, Advising Center, the Library, the Director of Online Learning, the Academic Center for Excellence, among others. The Curriculum Committee ensures that proposals are aligned with NHTI's academic mission, meet CCSNH and college expectations with regard to credit awards (etc.), and are carefully reviewed to ensure that each proposed change is in the best interests of students.

6.1B Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

The entire full-time faculty teach additional courses as "Elected Overload" which helps to ensure consistency of rigor between the traditional day classes and the evening and online classes. The business unit does rely on adjuncts to fill a number of courses. The ratio of full-time to adjunct is 45% of full-time faculty teaching business unit courses. Industry experience is a key component that is considered when hiring adjuncts.

No matter who teaches the course or in what delivery format, the same textbook, outcomes, and syllabus (with some minor leeway given to the professor) are shared by all faculty teaching the same course. All faculty are required to submit their syllabi to the Department Head

as well as to a campus secretary who hold all syllabi for the college. Department Heads and Program Coordinators work closely with both full-time and adjunct professors to assure the syllabi have all the necessary components and are consistent with minor variations. Often, the Department Head reviews assessments to make sure they are adequate and of comparable rigor. Additionally, Department Heads periodically review the performance of the adjunct professors which may include classroom observation as well as in-depth discussions with the adjunct professor. Much time is spent mentoring new adjunct faculty.

Business Unit Percent of Courses taught by Full-time/Part-time Faculty Total of 128 courses for 2014-2015

Part-time Faculty 45%

Full-time Faculty 55%

Criterion 6.2 - Professional Component

6.2A Complete the Professional Component portion of Table 6 Curriculum Summary for each program

See Table 6 attached.

6.2B Provide a detailed plan to improve and meet the criterion for any program not meeting the 25% standard.

The 25% standard is met.

Criterion 6.3 - General Education Component

6.3A Complete the General Education Component portion of Table 6 Curriculum Summary for each program

See Table 6 attached.

6.3B Provide a detail plan to improve and meet the criterion for any program not meeting the 25% standard.

The 25% standard is met.

Criterion 6.4 - Business Major Component

6.4A Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.

See Table 6 attached.

6.4B Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

The 25% standard is met.

Criterion 6.5 Off-Campus Operations and Unique Items

6.5A Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

> NHTI only has one campus; therefore the standard is not applicable.

6.5B Identify any branch campus at which it is possible for students to complete a degree program.

> NHTI only has one campus; therefore the standard is not applicable.

6.5C Explain other unique situations, if any, present at the institution requiring a special understanding during the accreditation process (i.e. grading, credit hours of courses, etc.)

> There are no other unique situations.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of "C" for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrated that faculty are informed and involved in improving the evaluation process.

6.6A Provide evidence that business students from an associate degree program have a minimum grade average of "C", such as a letter of certification from the registrar or a catalog statement.

The following excerpt is from the 2014-2015 NHTI—Concord's Community College Catalog:

Graduation from an Associate Degree Program
NHTI, Concord's Community College shall confer degrees in accordance with the policies set forth in the Community College System of New Hampshire Board of Trustees Manual's most current edition.

NHTI holds one commencement ceremony in May of each year, at which associate degrees are awarded. Students must meet the following requirements to earn an associate degree from NHTI:

1. Completion of a minimum of 64 credits and all program requirements (see also Program Residency Requirements); Program Residency Requirements Policy
2. Achievement of a passing grade for all courses required by the specific program;
3. Achievement of a minimum cumulative grade point average (CGPA) of 2.0; all courses taken at NHTI will be used to calculate the CGPA (see Academic Amnesty Policy and Change of Program Policy);
4. Completion of the General Education core distribution with passing grades.

6.6B Describe how the institution ensures compliance regarding minimum grade requirements.

Per the CCSNH Board of Trustees policy, "degrees and other forms of recognition are appropriate names following practices common to American institutions of higher education." The structure of NHTI's degree programs comply with the published policies of the Community College System of New Hampshire (CCSNH). Professional certificates require at least 32 IV.7 credits, including at least 12 general education credits; certificate programs may be of any length and do not require a standard general education component. To receive an Associate degree from NHTI, at least 16 credits must be completed in NHTI-controlled courses, including at least eight credits in 200-level coursework. To receive an additional associate degree from NHTI, a student must earn at least 15 credits at the college beyond those used to meet the requirements of any earlier or concurrent NHTI degree. To receive a professional certificate from NHTI, at least 25% of the total credits or nine credits (whichever is larger) must be completed in NHTI-controlled coursework; to receive a certificate, at least 25% of the total credits or six credits (whichever is larger) must be completed in NHTI-controlled courses. Students must earn a Cumulative Grade Point Average (cGPA) of at least 2.0 and meet all general education distribution requirements to earn a credential. Credits for remedial and developmental coursework do not count toward graduation, though they are included in the cGPA.

Students can find graduation requirements on the NHTI website, including the CCSNH residency requirement. Those who believe they are entering their final semester of a program file

an Intent to Graduate Form with the Registrar's Office, which is first signed by the Department Head. The Registrar uses the Banner® Curriculum, Advising, and Planning Program to complete a degree audit; in the summer of 2016, NHTI will transition to the use of Ellucian's Degree Works™ program for degree audits. If the audit reveals issues, the Registrar notifies the student's Department Head, who works with the student and the VPAA to develop an appropriate resolution, which may require an additional semester to complete missing coursework and/or credits.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instrutional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty

6.7A Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

The Library regularly polls the business unit to determine if the current holdings are adequate and if items should be added or deleted. Attached is a rough list of many business related holdings currently housed in the library.

6.7B Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

The library has databases specific to the business unit including Business Source Elite, Hoover's Company Profiles, Small Business Reference Center among others. Students also have electronic access to The Wall Street Journal and research tools available through the NHTI library webpage (such as EBSCOhost, Gale.net, and the library catalog).

All of the library's materials, whether in print or electronic forms, are generally accessible and available to all NHTI students, faculty and staff. Some print materials, such as Reference, Reserves, Periodicals, and Special Collections, while accessible, do not usually circulate because of the nature of the material. Additionally, electronic resources accessed outside of the library by NHTI students, faculty, and staff must be authenticated via EZProxy. Through private Internet access or campus computer labs, including the library computer lab, students, faculty, and staff have 24-hour access to 95% of library materials. The library also offers interlibrary loan services, and an agreement with the University System of New Hampshire libraries allows NHTI students to access their services.

From the library's easy-to-navigate home page, students and faculty can access the Library catalog and a wide variety of databases. Students can easily gain access using their Easy Login username and password, which is the same as that used to access their e-mail, the Student

Information System, and Blackboard®. EBSCO Discovery Service is used by students both on and off campus to search for and access information resources from computers and/or mobile devices 24 hours/day. Students have electronic access to e-books, journals, newspapers and other publications, films on demand, and research guides by subject. The library website also provides access to the Copyright Clearance Center. Business textbooks may be placed on reserve in the library to ensure that all students have access.

6.7C Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

NHTI has a fully staffed Academic Center for Excellence (ACE) which provides tutoring and support for students, including a Writing Center and a Math Lab among others. Additionally, drop-in Accounting tutoring is provided every week for two hours. All of these services are free to students. There are also open computer labs on campus which students can access, and faculty are available a minimum of five hours per week to give individual student support during their office hours. There is also limited online tutoring available.

Criterion 6.8 Support Services
The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

6.8A Describe the level of institutional support services available to the business unit.

The Vice President of Academic Affairs (VPAA) is the full-time administrator who provides support for all academic programs, and the Department Head reports directly to the VPAA. Assisting the VPAA is the Associate VPAA. Both provide leadership and counsel in all academic matters, and are available when needed. There are also two full-time administrative assistants to support them. In the self-study year, there was a secretary who was shared by several academic departments, but that position is currently vacant.
For issues/problems with technology, both in the classroom and in faculty offices, NHTI has an on-site technology department as well as a Helpdesk which faculty can contact directly for assistance.
NHTI has a Director of Online Learning who is available to assist in the creation and deployment of online courses. Blackboard also offers 24/7 support to faculty.
The Admissions Office regularly reports to Department Heads on the status of applications, accepts, and paid deposit students. They also provide contact information of the students so they may be personally contacted by someone in the department.
The Registrar regularly reports on students with pre-requisite errors and issues a grade report so the business unit can determine which students may be in academic jeopardy. A new "Early Alert" system has been implemented through the work of the Enrollment and Retention Team which has faculty across all disciplines reporting on those students who seem to be having difficulty within the first three weeks of the semester, either academically or behaviorally (not having a textbook; missing class, etc.)

As mentioned previously, the Academic Center for Excellence provides tutoring and other supports to students.

The Cross-Cultural Education Office assists in the evaluation of students with international credentials and/or who may need ESOL services. The office provides referrals for document translation and credential evaluations and administers the Michigan Test for English Language Proficiency. Accepted students can utilize ESOL testing, study, and support services throughout their time at NHTI. Developmental ESOL courses, which receive institutional credit only, are available to students who lack the required English proficiency for success in college credit-bearing courses.

The Coordinator of Disabilities Services, who is part of the ACE staff, works with the nearly 600 students who require accommodations in pursuit of their studies. The Coordinator evaluates appropriate documentation to determine the elements of a student's Reasonable Accommodation Plan, works with the student's academic advisor to assist in course selection, and collaborates with faculty to ensure the appropriateness of recommended accommodations in each course in which the student is enrolled. Eligible students can utilize testing, study, and support services throughout their time at NHTI. NHTI publishes information on its website for prospective students who fit various profiles, e.g., veterans, ESOL, students with Running Start dual enrollment credits, those interested in fully online programming, or student athletes. Students who fit these profiles are tracked once they enter NHTI, though some more closely than others. For example, the Director of Online Education routinely compares student performance in online courses with that of students in traditional courses, and the NHTI Athletics Department tracks the academic performance of student athletes.

Student advising is handled primarily by the Department Heads and the Program Coordinator, with assistance from faculty. NHTI also has an advising center on campus, which students may use as their first point of contact. Students interested in business unit courses and programs are referred to the appropriate Department Head.

6.8B Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

The services provided to the business unit are adequate to support student success and the mission of the business unit. These services are utilized as they are needed by students and faculty. Faculty advises their students as to which services are available, and encourage them to take advantage of them. Support services are also included on each and every syllabus the students receive under the heading "Academic Affairs Notices".

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

6.9A Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The Department Head supports and encourages faculty to utilize methodologies to aid in the delivery of course content to students. While curriculum outlines must be adhered to, every faculty member has the freedom to utilize their own teaching style and methodology. Ideas are shared among faculty members, and information is shared through department meetings, collaborative discussions, and the mentoring of new faculty.

Student Senate in the past has granted a Teacher of the Year/Positive Influence Award to faculty who students enjoy and who have had a major impact on. Four business unit faculty members have received this recognition, and one faculty member received the ACBSP Teaching Excellence Award.

6.9B Provide evidence of innovations and creativity that have been implemented by the business unit.

- Industry guest speakers
- Site visits to business and industry
- Community outreach projects
- Using social media and web technology
- Capstone projects in Cost Accounting and Intermediate Accounting
- Marketing research project
- Managerial Decision-Making utilizes a web-based simulation
- The use of "MyLab" to support the accounting courses
- Use of "Constant Contact" in the Hospitality program

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-gong communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

List the principal transfer institutions for which the business unit's institutions receives, sends or transfers students.

New Hampshire institutions:
- Southern New Hampshire University
- Plymouth State University
- University New Hampshire, Manchester, NH

- Franklin Pierce University
- New England College
- Rivier University
- University of New England

Out-of-state institutions:
- Bryant University
- Johnsons and Wales University, Providence, RI

6.10A Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

Articulation agreements are maintained by the Academic Affairs Office. Copies will be available in the resource room for the site visit.

6.10B Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Students seeking credit for courses taken at other institutions must have an official transcript sent to the NHTI Registrar. A minimum of a grade of "C" must be achieved in order to receive transfer credit. New students to NHTI have their transcripts evaluated by the Admissions Office staff review transcripts from prospective students to determine coursework eligible for transfer credit. If there is a question about transferability, Admissions will contact the appropriate Department Head. If there is still a question, the VPAA is the ultimate determinant of the credits in question.

NHTI has just recently gone through a Banner upgrade which allows advisors to easily view student transcripts. Evaluating the student transcript with the student present is an easy and excellent way to determine if courses have been transferred, and if not, prompts the student to send in their official transcripts from the sending school, or prompts them to go back to Admissions to question the course evaluation and ask why credit wasn't granted.

6.10C Describe the student advisement process that counsels students as to the transferability of course work.

The colleges with which the business unit articulates are listed on the individual program websites within the NHTI website. New students must take the Accuplacer test to help determine which math, English, and computer class they should be placed in. These students must then make an appointment and/or attend an Orientation/Registration day to register for classes. The program Department Head or Program Coordinator registers the students for the appropriate classes and has an advising session while doing so. Information is also given at Orientation. Faculty will also mention in class about the ability to transfer to four-year institutions. Advising is on-going and varies by student. The goal is to have contact through an advising session whether in person, on the phone, or via email at least once a semester to make sure students are on track to achieve their goals.

Students are able to access NHTransfer.org via NHTI's website, which allows them to see where and how their NHTI credits might transfer to participating New Hampshire colleges and universities.

Summary of Standard 6—Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6—Process Management.

Strengths:

- The business unit has an excellent, committed teaching faculty with a commitment to academic rigor and excellence;
- Active Advisory Board;
- Strong, active Curriculum Committee with a commitment to academic excellence;
- Excellent support services;
- Long-lasting and strong relationships with some four-year institutions;
- Many supports are available to students, free of charge, to aid them academically, personally, and professionally.

Opportunities:

- Expand the adjunct pool to expose students to more industry professionals and diversify their college experience;
- Establish/build relationships with high schools beyond the Running Start experience;
- Relationships should be built with more career/technical centers which serves two goals – increased exposure and opportunities to connect with high school teachers and students and to establish pathways that will meet Perkins Grant requirements, so that faculty may seek professional development opportunities;
- Establish a more formalized way of tracking alumni.