

Granite State College
Focused Visit Report
2009



In preparation for the Focused Evaluation
by the

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
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Granite State College Focused Visit Report

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Introduction

Purpose and Focus of the Report

In March, 2007 the Commission on Institutions of Higher Education granted Granite State College continued accreditation following a comprehensive evaluation that was completed in November, 2006. In its letter of notification dated April 24, 2007, the Commission also directed the College to submit a report that will be validated by a site visit in spring of 2009 describing its progress in seven areas. This report presents a description of and evidence to support the College's progress in the areas of focus identified by the Commission:

1. restoring financial sustainability through increased tuition revenues, management of expenditures, and restoration of reserve funds;
2. continuing to develop planning capacity through increased participation in planning, integrating various planning streams, and specifying measures of success for various institutional goals;
3. developing an appropriate means for faculty participation in governance and an opportunity for student input;
4. increasing faculty involvement in the development and integration of program learning outcomes into course syllabi;
5. strengthening the process of employing and evaluating faculty through the development of codified hiring guidelines, routine verification of credentials and degrees, and a multidimensional system of faculty evaluation;
6. ensuring that the College has an adequate number of faculty with sufficient time commitment to the institution;
7. developing a facilities master plan and a safety plan for all locations.

Report Development and Organization

During the academic year 2007-2008 the President of Granite State College formed a Steering Committee representing the areas of focus. The Steering Committee established a timeline for information gathering and report completion and assigned responsible parties for each section. One Committee member was assigned the task of coordinator and worked with the Dean of Academic Affairs to manage the process. A web-based organization was developed to serve as a repository of documents intended as evidence supporting progress in the areas of focus. All Steering Committee members had access to this web organization and were encouraged to post supporting information to that site.

Members met with staff and other constituents to examine the areas of focus to identify progress and accomplishments in each area, and to determine what remaining issues needed to be addressed. Supporting information was also identified and collected.

This Focused Visit Report is organized to follow the guidelines described in NEASC Procedures for the Focused Evaluation Visit. Following this Introduction, we present an Institutional Overview of Granite State College that describes the College in its current context. The Areas of Focus section contains a description of each specific area identified for inquiry, identifies strengths and progress achieved, and plans for continued improvement. The concluding section of the report, Summary Appraisal and Plans, presents an evaluation of the progress made by Granite State College in the four main areas of focus: finance, planning, faculty, and facilities. This section also identifies the planning and evaluation processes and determinants that GSC will use to measure its effectiveness in these areas as we prepare for the fifth-year interim report due in 2010. The appropriate NEASC data forms are included in Appendix B.

Institutional Overview

Founded in 1972, Granite State College (GSC) is the University System of New Hampshire's (USNH) statewide college. Our mission is to "expand access to public higher education to adults of all ages throughout the state of New Hampshire."

Granite State College operates four Regional Centers located strategically throughout the state and offers classes in five other locations. GSC delivers its programs and courses in formats that meet the needs of part-time students who are often balancing family and work with their educational responsibilities. This includes classes offered in the evening, during the weekends, field-based, totally online, and through a hybrid or blended format.

GSC began 30 years ago as the School of Continuing Studies, with a faculty from University System institutions (University of New Hampshire, Keene State College and Plymouth State University). When the College for Lifelong Learning was recognized as a separate institution, it retained a part-time faculty model with a mix of scholars and practitioners holding advanced degrees. Through these years of growth, Granite State College has continued with the current model of a part-time faculty, who are complemented by Resource and Core Faculty as well as full-time Faculty Coordinators. The College has now evolved to the point at which its Master Plan includes a vision of full-time faculty.

Over 53,000 students have taken classes at Granite State College in the past 36 years. The College boasts more than 7,000 graduates. Approximately 4,200 full- and part-time learners are taking courses in our associate, baccalaureate, and post-baccalaureate certification programs.

The average student at Granite State College is female, in her mid to late thirties, and a resident of New Hampshire. Typically she has taken college courses elsewhere and is now returning to earn the degree that has eluded her over the years. While this does not describe all of our students, it is an accurate description of many learners. The majority of our students, whether male or female, transfers or new admits, young or old, are enthusiastic about the Granite State College experience. Our classes are small and our staff and faculty totally committed to their academic success. Granite State College is not for everyone. Its courses and programs are designed to meet the needs of adult learners of all ages who are proactive about their education and willing to work hard to achieve their educational goals.

A comment from a student approaching commencement speaks to both the range of ages and dedication of GSC students:

This has been a long and interesting journey. I find myself the oldest student in the classroom most of the time. The maturity and life experiences that accompany my advanced age are clearly an advantage from an educational standpoint, and I hope that my classroom contributions provide others with as many new insights as I obtain from them. My perspectives may come from a much steeper angle, but I have found that I have much more in common with a 25 year-old than I have differences! – GSC Bachelor Degree Student

Since the 2006 Self-Study report was completed, Granite State College has demonstrated several significant achievements. Listed below are some of the major changes that have taken place.

1. The College has created a **ten-year Master Plan** in an inclusive and integrated process, and has recently adopted its Facilities and Safety Plan for all locations.

The Master Plan provides a vision of what the College will look like in 2019. The areas of planning include student success, personnel/human resources (with particular attention to faculty), supportive physical environments, effective use of technology, community and organizational partnerships, financial planning, and enrollment projections. Students, faculty, alumni, and staff served on the Master Planning Committee. Information and feedback was collected from a wide variety of constituents.

The College has recently approved a Facilities Master Plan including a Safety Plan for all locations and is committed to the necessary training of and continued education the GSC community.

2. Granite State College has defined a **new governance structure** that is inclusive and integrated.

In July of 2009, a newly created GSC Council will assume its responsibility of providing recommendations to the President on new or revised academic and administrative policies. The GSC Council will be composed of faculty, staff, and students from the College.

3. In support of the implementation of the Master Plan and the shared governance model, a **new organizational structure** is in place.

The new organizational structure is defined by complementary and integrated academic and administrative divisions. The academic division is charged with providing quality teaching and learning experiences while the administrative division supports quality teaching and learning experiences. This new organizational model brings advising, learner services, external programs, and our regional centers and sites under Academic Affairs to provide for closer collaboration and integration of activities and services.

4. The College has restored **financial stability and sustainability**.

With the closing of fiscal year 2008, GSC finished the past two consecutive years with a surplus in its operating budget. We have added funds to our reserves and now have a positive balance that is in keeping with Trustee expectations for sound fiscal management. GSC has consolidated locations and services for greater operational efficiencies. As predicted, we are beginning to see a positive shift in our enrollments. To date in fiscal year 2009 we have exceeded our enrollment goals for our center-based as well as online classes.

5. The College has improved the effectiveness of its **faculty model** and positioned faculty for increased future involvement.

In addition to their prominent role in the emerging governance structure, faculty have been active in the assessment pilot of the Davis Foundation grant in 2006-2007 and 2008-2009. A key focus of the current Davis initiative is program learning outcomes. The College has adopted a standardized syllabus template that originated with faculty. A new Resource and Core faculty model has been implemented. Faculty Coordinator positions have increased from 3.5 to 4.5 to ensure support for all face-to-face and online instruction. Centralized and codified hiring practices are fully in place and the College has piloted a multi-dimensional faculty evaluation system.

Any institution making changes of this magnitude must determine its measures of success and support its staff through change processes. GSC compensation and work schedules have been improved since the 2006 visit and we are beginning to establish a culture of institutional assessment. While there continues to be change, Granite State College remains committed to providing adult learners of all ages with quality academic programs and adhering to the core values that have served the College well since its inception.

Focus Area 1: Restoring financial sustainability through increased tuition revenues, management of expenditures, and restoration of reserve funds

Granite State College has implemented many initiatives to ensure proper and prudent management of College expenditures. In spring of 2007 the President put forth a plan to reorganize the physical locations around the state into four Regional Centers. These Regional Centers are now in robustly staffed full service facilities for the College. At the remaining five sites, classes are delivered and advisors, as well as tutors, are available to assist students by appointment and during scheduled office hours. This reorganization has resulted in annual savings in facilities costs of approximately \$200,000.

Exhibit 1.1 President's Consolidation Plan
Exhibit 1.2 Five-Year Comparison of Facility Costs

To a much lesser extent, the use of technology to facilitate meetings via conference call or web-based applications has reduced travel expenses. Additional savings have been achieved through prudent purchasing now utilizing University System of New Hampshire negotiated contracts for optimal pricing.

Late in fiscal year 2008, the College offered a voluntary Separation Incentive Plan (SIP). Eligible staff members were offered a financial incentive to separate from the institution on or before the end of the 2008 calendar year. While only a few eligible employees took advantage of this plan, the College expects to recognize savings of approximately \$100,000 in annual salary and fringe benefit costs.

Exhibit 1.3 2008 GSC Staff SIP Communication

In 2008 the College implemented a process to review all position vacancies during the weekly President's Cabinet meetings. When a vacancy occurs, members of the Cabinet review the need for the position and whether it is necessary to fill with the same grade level or full time equivalent of staff. In many cases, the process has resulted in reallocation and/or realignment of positions throughout the College that better serve the students and faculty.

Over the past three years, the College has achieved the undergraduate credit goals set forth in the business plan approved by the USNH Board of Trustees in 2006. As expected, undergraduate credit enrollments dipped to 26,445 in fiscal year 2008 from 27,721 in fiscal year 2007, but due to Trustee approved credit hour tuition increases tuition and fee revenue grew by 4.1%. Year-to-date in fiscal year 2009, undergraduate credit hour goals for both the summer and fall term were surpassed and the trend is expected to continue for the winter term. The increase in undergraduate credits is the direct result of an investment in four regional Outreach Coordinators (recruiters) coupled with the implementation of a comprehensive strategic marketing plan.

Exhibit 1.4 Education and General Operating Funds Board of Trustees Approved Plan

The Strategic Marketing Plan launched in the summer of 2008 is aimed to increase tuition revenues by focusing on the three key messages that represent the experience the College offers: flexible, affordable, and rewarding. Media advertisements for television and radio have been scheduled at key registration times throughout the year branding the College and targeting the adult population. Remerchandising of facilities is underway to give the same 'look and feel' that is warm and inviting resulting in a consistent image at all College locations throughout the state. This marketing plan was funded in part by the \$1.6 million of support pledged to the College from the Board of Trustees in 2006.

Exhibit 1.5 Strategic Marketing Plan

In early fiscal year 2009 the last \$55,000 of the \$1.6 million Board of Trustees' commitment of USNH financial resources was transferred to the College. A balanced budget was developed for the fiscal year. Given the year-to-date trend in increased enrollments, the College is projecting a small surplus for the education and general funds for the year.

In fiscal year 2007 the College received \$1.5 million of State of New Hampshire capital appropriations for the purchase of a 14,000 square foot condominium at the Technology Village in Conway, NH. This new facility houses the Conway Regional Center for the North Country of New Hampshire and also provides the opportunity for White Mountains Community College to offer non-duplicative associate programs from the same location. The College is now exploring the possibility of using State of New Hampshire capital appropriations to purchase another facility to house the Rochester Regional Center in the eastern part of the state.

In addition to managing expenditures, the College has renewed fundraising efforts through the Alumni Learner Association (ALA). A part-time Assistant Director was appointed to be the liaison and support staff to the ALA Board in the spring of 2008. This fall a number of receptions honoring our alumni were held throughout the state. As a result of these and other efforts, the ALA has been able to achieve their fundraising goal of over \$10,000 that supports annually awarded merit-based scholarships.

By the end of fiscal year 2008, the College was able to establish the net asset balance back to the level that was held at the end of 2002. Ending the fiscal year with a net asset balance of over \$2.3 million the College now has an unrestricted reserves balance of over \$400,000 compared to the prior year balance of negative \$560,000. This change of almost \$1 million was not only a result of current year operations, but was also partially funded from \$500,000 of proceeds from the sale of real estate held by the College.

Exhibit 1.6	Statement of Net Assets FY 2008
Exhibit 1.7	Statement of Revenues, Expenses and Changes in Net Assets FY 2008

To measure long term financial stability, the USNH Board of Trustees uses four financial strategic indicators in examining the health of each USNH institution: operating margin; unrestricted net assets to operations; unrestricted net assets to debt; and total financial resources per Full-Time Enrolled (FTE) student. The College's operating margin improved dramatically to 0.5% in 2007 from -7.6% in 2006, but dipped again in 2008 to -1.5%. The drop in 2008 is due to funding from USNH financial resources as approved by the Board of Trustees in 2006. These funds were recognized as transfers, not revenue, which precludes them from being included in the operating margin calculation thus driving the result negative. Beginning in 2009, the College's operating margin is projected to turn positive and begin to grow over the next five years. Unrestricted financial resources to operations increased from 0.6% in 2007 to 10.3% in 2008. This is a direct result of the increase in unrestricted net assets mentioned previously. An unrestricted financial resource to debt indicator is not applicable since the College does not hold long term debt. Total financial resources per FTE student increased significantly from 158 in 2007 to 1,251 in 2008 showing the growing financial resources of the College.

Exhibit 1.8	Strategic Indicator 10: Operating Margin
Exhibit 1.9	Strategic Indicator 11: Unrestricted Financial Resources to Operations
Exhibit 1.10	Strategic Indicator 13: Total Financial Resources per FTE Student

Early in fiscal year 2009, the College received its first \$1 million endowment from the Bernard Osher Foundation to support operations of the Osher Lifelong Institute (OLLI) at Granite State College. OLLI, established at the College in 2004, provides adults over the age of fifty with the opportunity to learn for the fun of it. With over 500 members, classes are developed in response to their interests and are offered at multiple locations around the state.

Focus Area 2: Continuing to develop its planning capacity, through increasing participation in planning, integrating various planning streams, and specifying measures of success for various institutional goals

Planning at Granite State College continues to take place both at the institutional level and within the academic and administrative departments. At the level of the institution, there are two levels of integrated planning currently taking place. The first is the assessment of the progress made in achieving the goals of the 2006-2009 Strategic Plan while the second is the development and implementation of the College's first ten-year Master Plan. While the Strategic Plan is more operational and the Master Plan is more visionary, the plans are closely interconnected. Departments continue to develop, implement, and review their plans on a regular basis as part of the institutional planning process.

Assessment of the 2006-2009 Strategic Plan

By the end of the current fiscal year, there will be a formal institutional assessment of the progress made in meeting the goals and objectives of the 2006-2009 Strategic Plan for the College. Results of the assessment will be presented in the fifth year interim report to be submitted to NEASC in the fall of 2010. There are five goals within the Strategic Plan and each of the five goals has specific objectives. Every objective is designated for inclusion and integration with one or more departmental plans.

Exhibit 2.1	2006 - 2009 Strategic Plan
Exhibit 2.2	Granite State College Departmental Plans

For illustrative purposes, an objective from each of the five goals noting the responsible departments is provided in the excerpt from the Strategic Plan below:

AP = Academic Plan	BP = Business Plan	FP = Facilities Plan
EM = Enrollment Plan	SS = Student Services Plan	IT = Information Tech Plan
MP = Marketing Plan	HR = Human Resources Plan	EP = External Programs Plan
NHCTC = New Hampshire Community Technical Colleges (current name: Community College System of New Hampshire)		

Goal 1.0: To enhance the quality and delivery of our undergraduate degree and post-baccalaureate programs and services.

Objective 1.5: Increase the number of online courses and provide ongoing student and faculty support systems and resources. (EM, AP, IT, SS)

Goal 2.0: Make the College more visible both within the University System and throughout the state.

Objective 2.1: Upgrade the web sites and electronic environments so that they are more visually appealing, user friendly, and current in the information that is presented. (MP, IT, SS)

Goal 3.0: Create a stable financial environment that will enable the College to meet both short and long term needs.

Objective 3.2: Develop a five year financial model that eliminates operating deficits and realistically projects enrollment growth; include a plan for increasing enrollments, decreasing expenses, and building up reserves. (BP, EM, HR)

Goal 4.0: Develop and implement a plan for current and future utilization of facilities that supports academic priorities and is consistent with our statewide mission.

Objective 4.2: Reduce the expenditure on lease payments; this will include but not be limited to the purchase of strategic properties, downsizing current space, opening or closing certain Centers, and co-locating with NHCTC. (FP, BP, EM)

Goal 5.0: Improve College operations within the Administrative Center and throughout the Academic Centers.

Objective 5.1: Use technology to enhance student and faculty services. Implement Banner Self-Service and a Granite State College Portal. (IT, SS, AP)

In their annual reports, departments indicated progress made on objectives that they are accountable for either exclusively or in conjunction with other departments.

Exhibit 2.3 2007-2008 Departmental Reports

In preparation for the final assessment of the 2006-2009 Strategic Plan in late spring, the College has identified measures of success for each of the five institutional goals. For example, the measures of success for achieving our goal of creating a stable financial environment to meet both short and long term financial needs have been identified as follows:

- Compare actual enrollments with 5 year budgeted projections that were approved by the Board of Trustees
- Increase operating reserves to a minimum of 3% of the fiscal year operating budget
- Make progress towards targets established by the University System of New Hampshire Board of Trustees Financial Strategic Indicators to include Operating Margin, Unrestricted Net Assets to Operations and Total Financial Resources per FTE student.
- Achieve greater diversity in revenue streams to include an increase in the number of alumni giving to the College and the amount of funds awarded for internal and external grants and contracts.

Measures of success for the other institutional goals have also been identified. Using these measures, the progress made for each goal and objective will be assessed. Based upon the information received, each goal and objective will either be continued into the next Strategic Plan or not continued if it has been sufficiently met or is no longer relevant. New goals and objectives will also be added to the next Strategic Plan as deemed appropriate. All goals for the next Strategic Plan (2010 to 2013) will be guided by and consistent with the College's ten-year Master Plan.

Exhibit 2.4 Integration of Plans and Measures of Success for Goals of 2006-2009 Strategic Plan

Development and Implementation of the ten-year Master Plan

In the fall of 2007, President Karol LaCroix appointed Dr. Sheila Taylor-King, Dean of Academic Affairs, and Mr. Ron Blankenstein, Dean of Enrollment Management and Special Assistant to the President, to co-chair the Master Planning Committee. In her communication to the College community, President LaCroix indicated that the goal of the Master Planning process would be to create a long term plan for Granite State College that would define the nature of the College over the next decade. Emphasis would be placed on the academic programs of the College and related resources.

Exhibit 2.5 Overview of the Master Planning Process

Following this announcement, the President visited each of the nine locations where the College offers courses and programs and met with faculty, staff, and students at each site regarding the Master Plan and a new governance structure for the College. Based on the information received from these meetings, the President appointed a representative group made up of staff, faculty, students, and alumni to create the draft of the Master Plan. A Steering Committee made up of Deans, and Planning and the Director of

Capital Planning and Development for the University System was also created to provide guidance and oversight and to serve as a resource to the Planning Committee.

- Exhibit 2.6 Announcement of the President's Visits to the GSC Nine Locations
- Exhibit 2.7 Minutes of the President's Meetings at GSC Centers
- Exhibit 2.8 Membership on the Master Planning Committee and the Steering Committee

On December 11, 2007, a kick-off meeting occurred with both the Master Planning and the Steering Committee in attendance. The President charged the two committees with their planning tasks and Mr. William Haverly, Director of Capital Planning and Development who had participated in master planning on the other USNH campuses, presented an overview of the master planning process. The Co-Chairs presented information on processes and timelines, and provided each member with relevant information and data about the College.

- Exhibit 2.9 Contents: Master Planning Committee Manual

In early January of 2008, an initial survey was conducted to gather perspectives from a broad range of College constituents on a variety of issues. Respondents included faculty, staff, students, alumni, and business community leaders. The Committee aggregated initial survey results into major topic areas that would serve as the basis for peer group discussion groups facilitated by committee members. The student representatives spoke with students before and after classes, faculty committee members met with other faculty, and staff met with their peer groups. Results from the survey and the peer discussions were shared with the Master Planning Committee for their review and served as the basis for a second survey that was more content specific.

- Exhibit 2.10 Master Plan Survey 1 and Results
- Exhibit 2.11 Master Plan Peer Group Meetings – Summary of Findings
- Exhibit 2.12 Master Plan Survey 2 and Results

During the months of February through April of 2008, other activities were conducted. A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was completed at each of the academic centers. Another SWOT analysis was completed by members of the Master Planning and Steering Committees.

- Exhibit 2.13 SWOT Analysis – Summary of Results

Based upon the information generated from these activities, specific planning areas emerged that would serve as the basis for establishing goals and objectives for the Master Plan. In June of 2008, the Co-Chairs reviewed a working draft of the Master Planning goals with the President. In July, eight work groups, representing each planning area, were created to develop strategies to achieve the goals and objectives in consideration of a long term view of the College. In addition, a Dreams Exercise was conducted throughout the College to promote a stronger vision into the future.

- Exhibit 2.14 Planning Areas and Work Groups
- Exhibit 2.15 Dreams Exercise – Summary of Findings

During the months of October and November, the narrative components of the document were drafted and edited. The final draft of the Master Plan was posted on the faculty, student and staff portals and constituents were asked to review the document and provide feedback. As a result of comments from the College community, three substantive changes were made in the document. Objective 1.2 was expanded to include a special emphasis on future academic programs in health care and education under the Academic Programs Planning Area. An additional strategy was added under Objective 5.1 that deals with public and private partnerships. That strategy identifies the most appropriate administrative structure to support the expansion of external programs and community partnerships. Lastly, Strategy 6.13 that deals with enrollment and retention was expanded to include an increased commitment to attract and retain students from diverse backgrounds. The final version of the Master Plan has been submitted to the USNH Board of Trustees for their approval at the February 19, 2009 meeting. An Executive Summary of the results is included below.

Exhibit 2.16	Feedback from GSC Constituents
Exhibit 2.17	Changes to the Plan as a Result of GSC Community Input
Exhibit 2.18	Granite State College 2009-2019 Master Plan

Executive Summary of the 2009-2019 Master Planning Results

While our primary mission will not significantly change in years to come, the ways in which we serve our students will continue to evolve. The goal of this Master Plan is to communicate a compelling but realistic roadmap for the future while remaining consistent with our mission, vision and core values. The College's Master Plan addresses, in fact embraces, the inevitability of unforeseeable change not only within the College, but also in the surrounding communities we serve. In doing so, the College acknowledges that planning is not about predicting or prescribing the future, but rather providing the means to manage future change effectively.

The 2009–2019 Master Plan identifies six planning areas for the College, with a dual concern in mind: to meet the needs of our students and the communities in which they reside as fully and richly as possible; and to ensure the financial strength of the organization. Further, we see these planning areas not as distinct entities, but as interconnected pieces that together form the basis for our approach to defining our future. The highlights and significant changes within each area will be summarized below.

1. Student Success as Defined by Quality Academic Programs, Flexible Delivery Options and Exemplary Support Services

The College will add a selective number of new academic programs at the baccalaureate and post-baccalaureate certificate levels. Our field and competency-based teacher preparation and certification programs will gain national prominence. We will expand the field-based concept to other academic programs. Through programmatic partnerships, we will create more pathways to advanced degrees for our graduates.

In a strategic fashion, we will depart from our current model of hiring only part-time faculty and will add full-time faculty on extended contracts. Greater emphasis will be placed on research, especially the scholarship of engagement and pedagogy. The College will explore international opportunities for our students and faculty.

We will continue to offer courses and programs in a variety of delivery modes. In our Centers, the traditional model of weekly class meetings will be blended with more robust offering in center-based hybrid classes, weekend intensive courses, and independent learning experiences. Online learning will continue to be a prominent means of delivering courses and programs not only to meet the needs of our local students but to expand our offerings to audiences beyond the state and region.

Academic and administrative student support services will be strengthened. It is our plan to provide each student who enrolls at Granite State College with the necessary tools to be successful and ultimately have these resources available twenty-four hours a day and seven days a week.

2. Personnel and Human Resources

The College plans to expand its Office of Human Resources and do more in support of our faculty and staff especially in the areas of training and development. We will implement best practices, including equitable compensation, to recruit and retain highly qualified personnel who will be actively engaged in promoting our mission.

3. A Supportive Physical Environment

The College plans to confirm its statewide mission by purchasing property in the western, central, and eastern parts of the state, most likely in communities where our current Regional Centers are

located. We will continue to have a presence in other locations and share space with other colleges and entities where feasible. We will do more to adopt practices that are friendly to the environment and strive to become a model for non-residential institutions committed to sustainable operations. The College will also enhance activities that lead to a safer and more secure workplace.

4. Effective Use of Technology

The College will create a Center of Excellence and Innovation for using educational technology in support of academic and administrative functions. New technologies will be considered to improve both the delivery and the support of our academic programs and courses. We will offer our academic programs in a fashion that meets the needs of both high-end and low-end internet users.

5. Community and Organizational Partnerships

The College will expand the Education and Training Partnership to a regional and national audience. We will examine an alternative model for administration that may include a greater role for the College and less dependence on external funds. We will increase the number of transfer students from the Community College System of New Hampshire and from other two-year colleges. The College will also continue to work with other USNH institutions in jointly offering programs to residents in New Hampshire in areas that address workforce needs and in a manner that avoids duplication of resources.

6. Financial and Enrollment Management

The College will continue to increase its enrollments and improve retention rates. We expect to see modest increases in the population of our target audience, adult students from New Hampshire aged 25-54. More substantial growth will be realized through strategic partnerships with associate degree granting institutions in New Hampshire and nationally through our online programs. While tuition and state support will continue to be the primary sources of revenue, we will vigorously pursue other sources to include private fundraising and grant opportunities.

Following the review of the 2006-2009 Strategic Plan and the identification of near term goals that are part of the ten-year Master Plan, the College will create its 2010-2013 Strategic Plan. The assessment of the previous Strategic Plan and the creation of a new three-year Strategic Plan guided by the institutional ten-year Master Plan will be included in the fifth year interim report for consideration in the fall of 2010.

These planning processes have provided the College an opportunity to develop both planning capacity and more inclusive, participatory planning models, while specifying measures of success. Thanks to the master planning process, which demanded a comprehensive long-term approach, our planning streams are more integrated than ever and will remain so as the ten-year vision is fulfilled.

Focus Area 3: Develop an appropriate means for faculty participation in governance and an opportunity for student input

The College's culture of decision-making was shifted toward greater faculty involvement starting in 2006, with increased faculty representation on standing committees and on critical work teams such as the search committee for the permanent Dean of Academic Affairs. With the arrival of the new Dean of Academic Affairs in the fall of 2007, reorganization and a renewed focus on the academic mission of the College emerged. Over the past year, the role of faculty has been further expanded. There has been more student and faculty input on major initiatives including the institutional reorganization, the master planning process and the new governance model. Faculty and student representation continues at meetings of the USNH Board of Trustees.

Exhibit 3.1	Organizational Chart – Academic Affairs 2007
Exhibit 3.2	Organizational Chart – Academic Affairs as of January 2009
Exhibit 3.3	Membership on the Master Planning Committee and the Steering Committee
Exhibit 3.4	Academic Planning and Policies Committee Membership 2007-2008 and 2008-2009
Exhibit 3.5	Curriculum Committee Membership 2007-2008 and 2008-2009
Exhibit 3.6	Assessment Committee Membership 2007-2008 and 2008-2009
Exhibit 3.7	Dean of Academic Affairs Search Committee Membership 2007

A new model for faculty participation that includes two distinct roles for faculty beyond teaching (Resource Faculty and Core Faculty) has been developed and implemented to ensure that faculty who are contracted for duties in addition to teaching can focus on their assigned responsibilities. This includes, but is not limited to, providing expertise in their disciplines to guide programmatic and curricular decisions, and facilitating effective communication between faculty about academic programs and policies. This Resource and Core Faculty model begins to build a new infrastructure for direct, sustained, and comprehensive involvement of faculty in all of the College's academic program and policies, while the Master Plan commits to full-time faculty roles at Granite State College within the years to come.

Exhibit 3.8	General Job Description – Resource and Core Faculty
Exhibit 3.9	Resource and Core Faculty Special Agreements

Of major significance is the creation of a new governance model, the College Council, that will have formal representation from students, faculty, and staff. The purpose of the Council will be to review and recommend new policies or revisions of existing policies to the President for his or her consideration. This shared governance structure will provide a formal means for faculty and student input into the decision-making of the College.

Exhibit 3.10	GSC College Council Proposed Membership
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Each of these developments has further strengthened the College's commitment to its faculty as a guiding and central force in academic programs and policies. Requisite budgetary commitments that compensate faculty for governance and related service have been put into place, and the model of faculty representation on standing committees has been expanded to include additional faculty. Faculty focus groups and surveys of faculty are increasingly important to decision-making processes at the College, from library focus groups to academic program review surveys.

Exhibit 3.11	Excerpts from Self-Design Program Review
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Focus Area 4: Increase faculty involvement in the development and integration of program learning outcomes into course syllabi

During 2007, an assessment initiative funded by the Davis Foundation spurred the Associate Deans of Academic Affairs and the Resource Faculty to promote systematic faculty discussion of program outcomes statewide, beginning with meetings of faculty teaching in key academic programs (Management, Behavioral Sciences, Early Childhood Education, and General Education). Resource Faculty in the disciplines of Management and Behavioral Sciences fully mapped the curriculum in these two programs, and the curriculum mapping process continues across programs as a means of better integrating course syllabi with our larger programmatic aims. A recent second grant from the Davis Foundation focuses our assessment efforts on these programmatic aspects, and enlists faculty in a study of how well GSC is currently meeting its program outcomes. The Dean of Academic Affairs has also recently convened an assessment task force consisting of the Associate Deans and Assistant Dean of Individualized Studies. The goal is to provide administrative support for faculty to incorporate comprehensive program assessment tools for use under the E1 framework.

- Exhibit 4.1 Meeting Agenda from Management, Behavioral Science, General Education, and Early Childhood Education Faculty Meetings
- Exhibit 4.2 Curriculum Maps in Management and Behavioral Science
- Exhibit 4.3 Davis Grant Proposal Summaries
- Exhibit 4.4 Assessment Task Force Meeting Notes
- Exhibit 4.5 E1 Framework Example with GSC Curriculum

The creation of an Associate Dean position focused on faculty and curriculum as an integrated area has been a key step in the re-organization of Academic Affairs. As supervisor of the Faculty Coordinators, the Associate Dean for Faculty and Curriculum ensures quality and consistency in the hiring, recruiting, and evaluation of faculty on a statewide basis. As chair of the Curriculum Committee, the Associate Dean fosters the necessary connection between the curriculum and its actual delivery in our classrooms. Another responsibility has included the re-culturing of the Curriculum Committee to focus more on programmatic matters than course-level discussions. The supervision of the Assistant Deans responsible for Academic Program Reviews (which by policy and practice include faculty surveys and faculty focus groups) and for Individualized Studies completes the integration of previously separated academic functions.

- Exhibit 4.6 Associate Dean of Academic Affairs—Faculty and Curriculum Position
- Exhibit 4.7 Organizational Charts 2006 and 2009
- Exhibit 4.8 Curriculum Committee Agenda (September and November 2008)

In 2007 a draft syllabus template was proposed by a faculty representative to the Curriculum Committee. It was further developed and vetted with faculty statewide. The resulting Granite State College syllabus template, implemented across the College in fall 2008, has standardized the presentation of course outcomes and policies, and facilitated effective teaching and learning in at least two ways: 1.) It has provided a means by which the Faculty Coordinators can systematically review syllabi for alignment of outcomes and assignments at the course level. By understanding how outcomes are functioning in each course, and by knowing that the course outcomes correspond to the approved curriculum that our faculty have written and our governance has ratified, we are better able to measure progress in meeting program outcomes. 2.) It has paved the way for greater assessment of program outcomes during 2009-2010 by ensuring that course-level outcomes are fully in order, easily accessible, and effectively supporting program outcomes.

- Exhibit 4.9 Syllabus Template Draft
- Exhibit 4.10 Granite State College Syllabus Template 2008
- Exhibit 4.11 Faculty Coordinators Syllabus Review Checklist

The integration of program learning outcomes into course syllabi is just one area where faculty involvement in Academic Affairs is increasing. The College has strengthened its commitment to faculty-driven academic programs and will continue to value their important contributions.

Focus Area 5: Strengthening its process of employing and evaluating faculty through the development of codified hiring guidelines, routine verification of credentials and degrees, and a multi-dimensional system of faculty evaluation

The College's faculty hiring guidelines are codified. Standard practices guide the work of Faculty Coordinators statewide, who no longer report to Enrollment Management but now to Academic Affairs. The process of applying to teach at the College was centralized and made web-based in 2008 in order to streamline recruitment efforts and provide better responsiveness to prospective faculty. Routine verification of credentials and degrees is accomplished by required collection and review of transcripts and by reference checks.

The process of faculty hiring begins with the distribution of a proposed instructor's curriculum vitae to an interdisciplinary team of Faculty Coordinators who hold faculty qualifications. After discussion of the prospective instructor's match with the course(s) under consideration, the prospective faculty member receives final approval through review at the Associate Dean level.

Faculty Coordinators have begun more in-depth discussions of best practices in interviewing potential instructors and reviewing related areas of their work. The goal is not only to maintain standardized hiring practices across the state, but to create a shared philosophy of recruiting and retaining the best faculty who will provide our students with a quality learning experience.

Exhibit 5.1	General Job Description – Faculty Coordinator
Exhibit 5.2	Faculty Coordinators Profiles
Exhibit 5.3	Faculty Coordinators Hiring Process
Exhibit 5.4	Faculty Handbook (The Hiring Process section)
Exhibit 5.5	Faculty Coordinators Agenda (December 2008 and January 2009)
Exhibit 5.6	Faculty Approval Form

Our system of faculty evaluation is being expanded to create a model that provides a multi-dimensional review of teaching and other related contributions. In 2008 we piloted a classroom visit model in the North Country region, currently by the Faculty Coordinator who has been observing teaching over the academic term, but soon to expand to include fellow faculty in a peer-to-peer observer capacity. A USNH grant awarded to Academic Affairs in 2008 allowed the College to hire four faculty members to develop a system of peer mentoring as well as a virtual teaching resource center. In 2009, this project will begin its implementation steps. In the Western region, faculty self-assessments have also been piloted in 2007-2008 with good success.

Exhibit 5.7	Schedule and Notes on Classroom Visits (North Country)
Exhibit 5.8	Faculty Self-Assessment Form (Western Region)
Exhibit 5.9	Enhanced Learning Environments Proposal
Exhibit 5.10	Faculty Draft for Virtual Resource Center

These components will form the basis of the faculty evaluation model that will ultimately include three major parts: a revised student survey form, a structured faculty self-assessment, and a system for effective observation/mentoring of teaching. Considerations of scholarship in the disciplines and service to the College will likely be components of the final model. During development and after completion, this model will be rolled out by Resource and Core Faculty to their colleagues to ensure that the College is clear in its expectation of its instructors and remains fully committed to assisting them in achieving success.

Focus Area 6: Ensure that the College has an adequate number of faculty with sufficient time commitment to the institution

The Faculty Coordinator position at the institution provides personalized teaching support to an instructor regardless of region the state, delivery format, or level of teaching experience. Therefore, there is tangible evidence of institutional support for and oversight of teaching and learning on an ongoing basis.

The institution is reviewing teaching loads on a term and annual basis to ensure that the loads are suitable. Integrated statewide hiring plans, reviewed before each term's hiring takes place by the Faculty Coordinators and the Associate Dean, ensure that allocation of courses to faculty members teaching for the College is systematic and appropriate for each individual within a given term.

With an academic year course schedule that emphasizes required program offerings being made available frequently and in multiple formats, and a faculty that increasingly teaches both online and face-to-face, the total number of active GSC faculty is projected to grow smaller.

Exhibit 6.1	Faculty Coordinators Agenda (Integrated Hiring)
Exhibit 6.2	Faculty Teaching History—Examples
Exhibit 6.3	Assistant Dean of Individualized Studies Job Description

Faculty Coordinators recruit with an eye to stability in the programs, and develop faculty in the disciplines proactively to build in as much consistency as our current faculty model allows. To this end, the College has a growing number of long-time instructors whose impact on the institution is more significant than a traditional faculty model with differences in rank might adequately measure. Our faculty members have increasingly been serving in institutional governance roles over the past two years, roles which build their knowledge of and capacity to influence institutional processes. The implementation in 2008 of a Core Faculty model that contracts with faculty in the disciplines to provide programmatic, curricular, hiring, and policy advice represents an important first step toward the Master Plan's vision of strategically phasing in full-time faculty positions at Granite State College. Hybrid positions that blend administration and in-load teaching have begun in pilot form, and we look forward to building upon this scaffolding to complete the vision now articulated for GSC faculty in the years ahead.

Focus Area 7: Developing a facilities master plan and a safety plan for all locations

For more than three decades, Granite State College has had a continuing presence in multiple communities throughout the state in support of its access mission. Until recently, all of the space was leased in order to provide the College with the flexibility to move to locations where there was a market and a compelling need for educational services. While individual facilities may have changed in certain communities, over time the College has continued its presence in the northern, western, eastern, and southern parts of the state.

Exhibit 7.1 History of GSC Facilities

At present, the College has approximately 48,000 sq. ft. of space in nine different locations. There are four regional, full service centers located in Claremont, Concord, Conway, and Rochester. These regional centers are geographically in the northern, southern, eastern, and western quadrants of the state. Each of these centers has dedicated classrooms for teaching and an instructional computer lab. Office space exists for one or more advisors, a faculty coordinator, outreach coordinator, administrator, and for operating staff. Additional space is available for student support services, faculty support, and occasionally for additional administrative staff. With the exception of Conway, each of these locations occupies leased space for a period of not more than ten years. The GSC facility in Conway, purchased in 2006, is an owned condominium that is part of a recently created technology village that houses start up businesses as well as the Mount Washington Valley Economic Council. This arrangement provides for a rich partnership between the educational and business communities.

Exhibit 7.2 Current Description of Facilities

As part of the President's Consolidation Plan, sites in Berlin, Littleton, Lebanon, Manchester, and Portsmouth have been scaled down in size for efficiency and for financial savings. In December 2005, officials from the University System of New Hampshire and the Community College System of New Hampshire signed a Memorandum of Understanding (MOU) that led to co-locating Granite State College facilities in Berlin and Littleton, New Hampshire. The Berlin space is located on the campus of White Mountains Community College (WMCC) and consists of an office for advising and student support services. Ample instructional space is provided by WMCC at this location. In Littleton, GSC is housed within the Littleton Learning Center. This center is leased by WMCC and GSC has an advising/student support office. While instructional space is limited in this facility, current arrangements are adequate for the near term. The Gregg Safety Academy, a grant-supported videoconferencing project for police training, is also housed in this center and may be used as an additional instructional space when not being used for its own purposes. Both the Berlin and Littleton locations are administered through a MOU between GSC and WMCC. It should also be noted that this same MOU covers space in Conway where the WMCC is co-located with GSC.

Exhibit 7.3 President's Consolidation Plan

Exhibit 7.4 Memorandum of Understanding between GSC and WMCC

In July of 2007, Granite State College co-located with Franklin Pierce University (FPU) in West Lebanon, NH. In this facility, GSC has two offices for advising and student support services and also shares some administrative space. Ample instructional space is provided by FPU. This co-location is also administered through a memorandum of understanding.

Exhibit 7.5 Memorandum of Understanding between GSC and FPU

In Portsmouth, Granite State College has reduced the amount of space that it has leased from the Pease Development Authority as part of the consolidation plan. Although Granite State College is currently sharing instructional space in Manchester with Keene State College, we are examining possible downtown locations as options for the future.

For most of its thirty-six years, Granite State College has also rented course specific space in a number of communities. Examples include a continuing agreement with the Currier Museum of Art in Manchester to conduct fine arts courses and conducting courses on the Isles of Shoals during the summer. Granite State College may offer as many as 25-30 community-based courses over the period of an academic year at various state, municipal, and private organization locations.

Exhibit 7.6 Facilities Agreement with Currier Museum of Art

Elements of the Facilities Plan

There are three components of the GSC Facilities Plan recently approved by the Executive Committee of the College. The first component provides a College-wide analysis of instructional and non-instructional space. The second part contains a comprehensive Safety Plan. The third section presents facility related goals, objectives, and strategies for the future that are integrated into the 2009-2019 College Master Plan.

Exhibit 7.7 Facilities Master Plan

College-Wide Analysis of Existing Space

Whether leased, owned, or co-located, facilities are primarily used to provide instruction, offer student support services and house administrative and operating staff. Instruction primarily occurs on Monday through Thursday evenings and on weekends. Space is available to public and not-for-profit organizations when feasible. A Facility Use Agreement is required in these instances.

Exhibit 7.8 GSC Facility Use Agreement

As growth in online course sections has increased, a corresponding decrease in the number of face-to-face sections offered at all of our centers has occurred. From fiscal year 2005 to fiscal year 2008, the number of center-based sections has decreased from 597 to 393 while the number of online sections has increased from 79 to 186.

An analysis of our current space completed in August of 2008 has led to the following findings:

- GSC facilities are in compliance with local, state, and federal codes and regulations. All are ADA compliant although the current Rochester facility does not have elevator access to the second floor. Thus, adjustments are made for both instructional and non-instructional services for students with physical disabilities in that center.
- GSC leased facilities are in various states of repair ranging from fair to very good condition. The GSC owned facility is in excellent condition.
- While co-location has resulted in financial savings, more detailed operational procedures need to be defined for institutions sharing classroom and administrative space.
- GSC instructional space is generally underutilized. Its office and support spaces are varied.

Safety Plan

The College's Executive Committee approved a Safety Plan in December 2008. This plan was an integral component of the Facilities Master Plan that was approved by the Executive Committee in January of 2009. The Safety Plan was guided by three basic principles: 1.) Create a safe teaching, learning, and working environment for the GSC community; 2.) Establish a prudent, practical, and consistent response to safety related incidents and events; and 3.) Restore and maintain business continuity in the aftermath of an emergency.

Exhibit 7.9 GSC Safety Plan

The Safety Plan addresses the following areas:

- Mission, Strategic Plan, and Guiding Principles
- Direction and Coordination
- Safety and Security Policies in Regional Centers and Sites
- Criminal Acts
- Firearms
- Emergency Closures
- Emergency Notification Plan
- Incident Reports
- Annual Safety Report
- Pandemic Plan
- Assessment and Review

While having a plan is important, it is imperative that there be education and training about the plan and the Director of Facilities, Safety, and Sustainability will assume this responsibility.

Exhibit 7.10 Job Description for Director of Facilities, Safety, and Sustainability

Goals, Objectives and Strategies for Providing a Supportive Physical Environment

As part of the master planning process, six planning areas were defined. They include Student Success, Personnel and Human Resources, A Supportive Physical Environment, Effective Use of Technology, Community and Organizational Partnerships, and Financial and Enrollment Management.

Exhibit 7.11: Granite State College 2009–2019 Master Plan

Listed below is Master Plan Goal 3 with objectives and strategies that represent the long-term facilities plan for Granite State College.

Goal 3: Granite State College will acquire and maintain facilities, furnishings, and equipment that provide the best learning and working environment for our students, faculty, staff and other constituents. The College will actively promote recycling and the use of sustainable resources.

Objective 3.1: The College will purchase academic/administrative centers in regions of the state that will adequately serve constituents in the north, south, east, west, and central parts of the state.

Strategy 3.1.2: Determine location of these purchased regional centers through real estate market analysis and strategic planning of future enrollment trends.

Objective 3.2: The College will establish co-located academic facilities with the Community College System of New Hampshire (CCSNH), University System of New Hampshire (USNH), private colleges and with other entities in order to create efficiencies, avoid unnecessary program duplication, reduce operating costs and maximize revenues.

Strategy 3.2.1: Determine appropriate communities and sites for co-location opportunities.

Objective 3.3: The College will expand access to underserved communities in New Hampshire.

Strategy 3.3.1: Identify underserved communities, the array of services that are needed and our capacity to meet those needs.

Objective 3.4: The College will be in the forefront of environmental sustainability in all of its facilities and operations for non-residential institutions of higher education.

Strategy 3.4.1: Form a cross functional "Green Team" to raise awareness and create best practices for environmentally friendly operations.

Objective 3.5: The College will enhance its commitment to provide safer and more secure facilities.

Strategy 3.5.1: Implement early warning emergency notification systems and comprehensive training programs that are essential elements in creating and maintaining a safe and secure workplace environment.

Strategy 3.5.2: Review and update incident reporting process and annual crime and safety report policy.

Like other units, the facilities team will develop a short term departmental plan. It will be guided by the results of the formal assessment of the 2006-2009 Strategic Plan as referenced in Focus Area 2 of this report and be consistent with the College's ten-year Master Plan.

Summary Appraisal and Plans

Since the October 2006 comprehensive visit, the College has made significant progress in addressing the area of focus articulated by the Commission on Institutions of Higher Education in matters related to standards on Financial Resources, Planning and Evaluation, Organization and Governance, The Academic Program, Faculty, and Physical and Technological Resources. The work involved in addressing these areas has been extremely rewarding and challenging. The College has focused on improvement in these areas and is pleased to share the progress that has been made.

Since the fall 2006 comprehensive visit, the College has:

- Restored financial sustainability and increased financial reserves
- Developed its planning capacity and forged a ten-year Master Plan in an inclusive and integrated process
- Developed an appropriate means for faculty participation in governance and an opportunity for student input
- Increased faculty involvement in the development and integration of program learning outcomes
- Strengthened faculty hiring practices and piloted new methods of faculty evaluation
- Ensured an adequate number of faculty with sufficient time commitment
- Developed a Facilities Master Plan including a Safety Plan for all locations

1. Restored financial sustainability and increased financial reserves

Financial sustainability has been restored through a strategic process of managing expenses and increasing revenue.

- Through the President's Consolidation Plan, there has been a significant reduction in the amount of space and the associated lease costs. This has resulted in an annual savings of approximately \$200,000.
- A voluntary Separation Incentive Plan has yielded additional ongoing savings of about \$ 100,000 per year.
- Through reallocation of resources, four regional outreach coordinators have been hired to attract and retain new students. In addition, a strategic marketing plan has been implemented. This has resulted in the College exceeding its budgeted enrollment goals.
- More emphasis is being placed on fundraising, starting with increasing the number of alumni giving to the college.
- The College has received its first \$1,000,000 endowment to support operations for the Osher Lifelong Learning Institute (OLLI).
- By the end of the 2008 fiscal year, the College was able to demonstrate a net asset balance of over \$2.3 million which includes an unrestricted reserve balance of over \$400,000 as compared to the prior year balance of negative \$560,000.

2. Developed its planning capacity and forged a ten-year Master Plan in an Inclusive and Integrated Process

- The College is involved in evaluating progress made in achieving the five goals of the 2006-2009 Strategic Plan using specific measures of success for each goal.
- A ten-year Master Plan was developed through an inclusive process that involved students, faculty, staff and alumni. Six planning areas were addressed in the report. They are:
 1. Student Success as Defined by Quality Academic Programs, Flexible Delivery Options and Exemplary Support Services
 2. Personnel and Human Resources
 3. A Supportive Physical Environment
 4. Effective Use of Technology
 5. Community and Organizational Partnerships
 6. Financial and Enrollment Management

3. *Developed an appropriate means for faculty participation in governance and an opportunity for student input*

- There has been greater involvement by faculty on college committees.
- Resource and Core Faculty models have been developed that will provide an opportunity for formal faculty participation beyond teaching and a greater role in academic program and policies.
- The reorganization of the Academic Affairs department provides better integration of teaching and support services.
- A new shared governance model will provide for faculty and student representation in reviewing and recommending academic and administrative policies for the College.

4. *Increased faculty involvement in the development and integration of program learning outcomes*

- The College has a long history of focusing on outcomes-based learning.
- The appointment of an Associate Dean for Assessment has affirmed the College's commitment to creating and sustaining an institutional culture of assessment.
- Support from the Davis Foundation has enhanced efforts to define and measure course and program outcomes in core courses and within the disciplines.
- A syllabus template has been developed.

5. *Strengthened faculty hiring practices and piloted new Methods of Faculty Evaluation*

- A formal process is in place for hiring faculty. It includes the submission of a formal transcript to verify credentials, reference checks, review by Faculty Coordinators to match instructors with courses under consideration and final approval by the Associate Dean.
- Faculty Coordinators are committed to recruiting and retaining quality faculty.
- A multi-dimensional model for faculty evaluation is being developed that will include a revised student survey form, a structured faculty self-assessment, and a system for effective observation and mentoring of teaching. In the future, consideration of service to the College and scholarship within the discipline will likely be included.

6. *Ensured adequate number of faculty with sufficient time commitment*

- Faculty members continue to receive ongoing support from the Faculty Coordinators.
- The College is reviewing teaching loads on a term and annual basis to make sure that each instructor has an appropriate teaching load.
- The Resource and Core Faculty Models provide a means for formal faculty input. Hybrid positions that blend administrative and in-load teaching have been implemented in a pilot form. The Master Plan calls for hiring full-time faculty in the future.

7. *Developed a Facilities Master Plan and Safety Plan for all locations*

- The College has created a comprehensive Facilities Master Plan. The Plan calls for the College to strategically purchase facilities for our Regional Centers in the western, eastern and central parts of the state.
- The College will continue to share space with other entities when it is appropriate to do so and is of mutual benefit to the College and its partners.
- Academic programming decisions will determine future space needs.
- A Safety Plan has been developed and is included within the Facilities Master Plan.
- The Director of Facilities, Safety and Sustainability will assume the responsibility of providing ongoing training and education in areas of safety and security. The Director will also lead the College in its efforts to become a model for environmental sustainability for non-residential colleges.

The College is pleased with the progress made in the financial, planning and faculty related areas identified at the March 2007 Commission on Institutions of Higher Education meeting. We look forward to the visit by the Review Team and the opportunity to discuss these issues in greater detail.

**Granite State College
Focused Visit Steering Committee**

Granite State College Focused Visit Steering Committee

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CIHE Data Forms



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CIHE DATA FORMS FOR PUBLIC INSTITUTIONS Revised 2005

GENERAL INFORMATION

Institution Name:

Granite State College

FICE Code:

031013

Carnegie Classification:

Baccalaureate Colleges—Liberal Arts.
 A&S+Prof/NGS ExU4 PT4 VS4/NR Bac/A&S

Annual Audit

Certified: Qualified
 Yes/No Unqualified

Financial Results for Year Ending:

Fiscal year ends:
 6/30/08

Yes	Unqualified
Yes	Unqualified
Yes	Unqualified

Most Recent Year
 1 Year Prior
 2 Years Prior

Contact Person:

Name:

Dr. Karol LaCroix

Title:

President

Telephone Number:

603-228-3000

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CIHE DATA FORM 1
STATEMENT OF REVENUES AND EXPENSES (000 OMITTED)

FISCAL YEAR ENDS month & day: (June 30)		3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	RECENTLY COMPLETED (FY 2008)	CURRENT BUDGET (FY 2009)
2	OPERATING REVENUES					
3	TUITION & FEES	6,958	6,965	7,440	7,747	8,329
4	AUXILIARY ENTERPRISES (Enter here and/or on line 9)					
5	LESS: SCHOLARSHIP ALLOWANCE	(2,028)	(1,955)	(2,062)	(2,189)	(2,023)
6	NET STUDENT FEES	4,930	5,010	5,378	5,558	6,306
7	GOVERNMENT GRANTS & CONTRACTS	3,315	3,157	3,023	2,626	2,780
8	PRIVATE GIFTS, GRANTS & CONTRACTS		102	217	212	153
9	AUXILIARY ENTERPRISES (Enter here or on line 4)	3				
10	OTHER	63	128	122	125	77
11	TOTAL OPERATING REVENUES	8,311	8,397	8,740	8,521	9,316
12	OPERATING EXPENSES					
13	INSTRUCTION	5,855	5,036	4,699	4,761	4,976
14	RESEARCH	1,302	1,637	1,453	1,006	1,383
15	PUBLIC SERVICE					
16	ACADEMIC SUPPORT	1,614	2,350	2,141	2,569	2,312
17	STUDENT SERVICES	513	642	992	1,025	1,313
18	INSTITUTIONAL SUPPORT	1,774	1,568	1,505	1,480	1,638
19	OPERATION, MAINTENANCE OF PLANT	159	258	282	246	401
20	SCHOLARSHIPS & FELLOWSHIPS					
21	AUXILIARY ENTERPRISES	(2)				
22	DEPRECIATION	89	275	247	278	159
23	OTHER					
24	TOTAL OPERATING EXPENDITURES	11,304	11,766	11,319	11,365	12,182
25	OPERATING LOSS	(2,993)	(3,369)	(2,579)	(2,844)	(2,866)
26	NON OPERATING REVENUES					
27	STATE APPROPRIATIONS (NET)	2,447	2,497	2,598	2,674	2,769
28	INVESTMENT INCOME	4		12	10	(21)
29	INTEREST INCOME					
30	OTHER	14	(3)	9	192	250
31	NET NON OPERATING REVENUES	2,465	2,494	2,619	2,876	2,998
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	(528)	(875)	40	32	132
33	CAPITAL APPROPRIATIONS			1,500		
34	OTHER	(5)	316	48	492	749
35	TOTAL INCREASE/DECREASE IN NET ASSETS	(533)	(559)	1,588	524	881

CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS month & day (June 30)		3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	MOST RECENTLY COMPLETED (FY 2008)	CURRENT BUDGET (FY 2009)
3	NET ASSETS					
4	NET ASSETS BEGINNING OF YEAR	1,434	901	342	1,930	2,454
5	TOTAL INCREASE/DECREASE IN NET ASSETS	(533)	(559)	1,588	524	881
6	NET ASSETS END OF YEAR	901	342	1,930	2,454	3,335
8	INDEBTEDNESS (not applicable)					
9	BEGINNING BALANCE					
10	ADDITIONS					
11	REDUCTIONS					
12	ENDING BALANCE	-	-	-	-	-
13	INTEREST PAID DURING FISCAL YEAR					
14	CURRENT PORTION					

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

	FISCAL YEAR ENDS month & day: (June 30)	3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	MOST RECENTLY COMPLETED (FY 2008)	CURRENT BUDGET (FY 2009)
--	--------------------------------------------------------	----------------------------------------	----------------------------------------	---------------------------------------	------------------------------------------------------	-----------------------------------------

3	TUITION AND FEE CHARGES					
4	FULL-TIME UNDERGRAD STUDENT ***NOTE 1					
5	IN-STATE	4,563	4,875	5,187	5,523	5,907
6	OUT-OF-STATE	5,043	5,355	5,667	5,955	6,243
7	PART-TIME UNDERGRAD STUDENT ***NOTE 2					
8	IN-STATE	182	195	208	222	238
9	OUT-OF-STATE	202	215	228	240	252
10	FULL-TIME GRADUATE STUDENT ***NOTE 3					
11	IN-STATE	N/A	4,755	4,992	5,523	5,907
12	OUT-OF-STATE	N/A	N/A	N/A	5,955	6,243
13	PART-TIME GRADUATE STUDENT ***NOTE 3					
14	IN-STATE	728	780	832	888	952
15	OUT-OF-STATE	N/A	N/A	N/A	960	1,008

17	ROOM AND BOARD CHARGES					
18	UNDERGRADUATE STUDENT	N/A	N/A	N/A	N/A	N/A
19	GRADUATE STUDENT	N/A	N/A	N/A	N/A	N/A

NOTES:

- 1 Full-time tuition is annual total, calculated assuming 24 credit-hour load, with attendance during 3 terms for the year. Recurring fees are \$195 per year, following the same assumptions (FY2004-FY2009; fees were \$150 per year in FY2003).
- 2 Part-time tuition is shown per credit-hour; fees (not included) are an additional \$65 per term for students with 4 or more credit-hours in a given term (FY2004-FY2009; was \$50 per term in FY2003).
- 3 Graduate Students at GSC are either a) individuals who possess at least a bachelor's degree and are pursuing additional coursework (for FY2006-FY2009, rates in the Part-Time Undergraduate section apply; for FY2003-FY2005, such students paid \$212 per credit-hour tuition) or b) individuals pursuing a Post-Baccalaureate Teaching Certificate (PBTC). Information on lines 11, 12, 14, and 15 refers to this latter group.
There is no distinction between PBTC in-state and out-of-state. Prior to FY2006, there was no full-time/part-time distinction. For FY2006-FY2009, line 11 shows annual tuition and fees, and line 14 shows tuition per course course (4 credits); for FY2003-FY2005, line 14 shows tuition per term. PBTC recurring fees are \$0 for FY2003-FY2005, \$25/term (\$75/year) for FY2006, \$0 for FY2007, and the same as Undergrad (\$195 per year) beginning in FY2008.

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (full year)
Credit Seeking Students Only, Including Continuing Education

FULL FISCAL YEAR *** NOTE 1	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	LATEST FULL YEAR (FY 2008)	
2 FIRST-YEAR STUDENTS						
3	COMPLETED APPLICATIONS	136	123	118	107	185
4	APPLICATIONS ACCEPTED *** NOTE 2	136	123	118	107	185
5	APPLICANTS ENROLLED	119	94	90	76	89
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)					
7 TRANSFERS-UNDERGRADUATE						
8	COMPLETED APPLICATIONS	537	528	489	487	700
9	APPLICATIONS ACCEPTED	537	528	489	487	700
10	APPLICANTS ENROLLED	449	436	385	368	436
11 MASTER'S DEGREE STUDENTS						
12	COMPLETED APPLICATIONS					
13	APPLICATIONS ACCEPTED					
14	APPLICANTS ENROLLED					
15 FIRST-PROFESSIONAL DEGREE STUDENTS						
16	COMPLETED APPLICATIONS					
17	APPLICATIONS ACCEPTED					
18	APPLICANTS ENROLLED					
19 DOCTORAL DEGREE STUDENTS						
20	COMPLETED APPLICATIONS					
21	APPLICATIONS ACCEPTED					
22	APPLICANTS ENROLLED					

NOTES:

- 1 Because GSC's students are non-traditional and apply/enroll throughout the year, full fiscal year data (shown on this chart) are more representative than fall data.
- 2 The number of completed applications equals the number of acceptances because at GSC, applications are not considered complete until all requirements for admission are met. Unlike traditional colleges, there is no cap on the number of students.

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

N/A. GSC does not consider SAT scores, average high school rank, etc. for its applicants. Accuplacer was introduced at GSC in FY 2003. However, Accuplacer scores is not a useful indicator of aptitude across multiple Fiscal Years because the test was not universal (for example, applicants who had received an associate degree within the most recent 5 years were exempt). In January 2007, Accuplacer was dropped as an admissions requirement, and is now used instead for placement only.

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (fall term)
Credit Seeking Students Only, Including Continuing Education

*** FALL ***		4 YEARS AGO (FY 2005)	3 YEARS AGO (FY 2006)	2 YEARS AGO (FY 2007)	1 YEAR AGO (FY 2008)	CURRENT YEAR (FY 2009)
2	UNDERGRADUATE ***NOTE 1					
3	FIRST YEAR: FULL-TIME HEADCOUNT ***NOTE 2	529	450	477	458	538
4	PART-TIME HEADCOUNT	723	655	611	608	635
5	TOTAL HEADCOUNT	1,252	1,105	1,088	1,066	1,173
6	TOTAL FTE	920.0	783.0	786.9	763.8	859.6
7	SECOND YEAR: FULL-TIME HEADCOUNT					
8	PART-TIME HEADCOUNT					
9	TOTAL HEADCOUNT	0	0	0	0	0
10	TOTAL FTE					
11	THIRD YEAR: FULL-TIME HEADCOUNT					
12	PART-TIME HEADCOUNT					
13	TOTAL HEADCOUNT	0	0	0	0	0
14	TOTAL FTE					
15	FOURTH YEAR: FULL-TIME HEADCOUNT					
16	PART-TIME HEADCOUNT					
17	TOTAL HEADCOUNT	0	0	0	0	0
18	TOTAL FTE					
19	UNCLASSIFIED: FULL-TIME HEADCNT ***NOTE 3	41	41	42	45	25
20	PART-TIME HEADCOUNT	301	218	248	224	167
21	TOTAL HEADCOUNT	342	259	290	269	192
22	TOTAL FTE	179.0	144.4	158.9	147.8	104.3
23	TOTAL UNDERGRADUATE HEADCOUNT	1,594	1,364	1,378	1,335	1,365
24	TOTAL UNDERGRADUATE FTE	1,099.0	927.4	945.8	911.6	963.9
25	GRADUATE					
26	FULL-TIME HEADCOUNT	-	13	13	22	25
27	PART-TIME HEADCOUNT	33	153	162	194	153
28	TOTAL GRADUATE HEADCOUNT ***NOTE 4	33	166	175	216	178
29	TOTAL GRADUATE FTE	17.0	88.0	92.0	120.0	100.1
30						
31	GRAND TOTAL HEADCOUNT	1,627	1,530	1,553	1,551	1,543
32	GRAND TOTAL FTE	1,116.0	1,015.4	1,037.8	1,031.6	1,064.0
33	UNDERGRADUATE RETENTION AND GRADUATION RATES					
34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR NOTE 5	76%	74%	78%	74%	N/A
35	GRADUATION RATE ***NOTE 6	60%	56%	58%	51%	N/A

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (fall term)
Credit Seeking Students Only, Including Continuing Education

DEFINITION OF UNDERGRADUATE FTE

Full-time status equates to 8 or more credits in a term (i.e., two 4-credit courses).

DEFINITION OF GRADUATE FTE

Full-time status equates to 8 or more credits in a term (i.e., two 4-credit courses).

NOTES:

1	Full-time students are enrolled for 8 or more credits in a term (i.e., two 4-credit courses).
2	GSC does not classify students by year (i.e., freshman, sophomore, etc.) The numbers shown here do NOT represent "first year," but rather the enrollments of all undergraduate DEGREE students regardless of grade level.
3	These numbers represent the enrollments of undergraduate NON-DEGREE students.
4	The sharp increase in Graduate Headcount in Fall 2005 (FY 2006) is the result of granting of credit-bearing status for courses in GSC's Post-Baccalaureate Teacher Certification (PBTC) program. In prior years, students met the program criteria by completing a series of non-credit-bearing graduate education "modules."
5	Because the number of "traditional" first-time full-time students is insignificant and quite variable, GSC calculates first-second-year retention by determining the percentage of one full fiscal year's cohort of incoming enrolled bachelor's-degree students (full- and part-time, with or without transfer credit) that enrolls in courses during the following year. "NA" note for last column: full-fiscal-year retention data for FY 2009 will be available after 6/30/09.
6	Approximately one quarter of GSC students are enrolled in associate degree programs, numbers provided here show 6-year graduation rates for cohorts of bachelor's degree seekers (described in Note 5). "NA" note for last column: full-fiscal-year retention data for FY 2009 will be available after 6/30/09.

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (full year)
Credit Seeking Students Only, Including Continuing Education

*** FULL FISCAL YEAR ***		4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	LATEST FULL YEAR (FY 2008)
2	UNDERGRADUATE ***NOTE 1					
3	FIRST YEAR: FULL-TIME HEADCOUNT ***NOTE 2	349	342	298	319	303
4	PART-TIME HEADCOUNT	1,579	1,434	1,359	1,287	1,347
5	TOTAL HEADCOUNT	1,928	1,776	1,657	1,606	1,650
6	TOTAL FTE	1,073.5	1,013.8	917.6	917.6	909.9
7	SECOND YEAR: FULL-TIME HEADCOUNT					
8	PART-TIME HEADCOUNT					
9	TOTAL HEADCOUNT	0	0	0	0	0
10	TOTAL FTE					
11	THIRD YEAR: FULL-TIME HEADCOUNT					
12	PART-TIME HEADCOUNT					
13	TOTAL HEADCOUNT	0	0	0	0	0
14	TOTAL FTE					
15	FOURTH YEAR: FULL-TIME HEADCOUNT					
16	PART-TIME HEADCOUNT					
17	TOTAL HEADCOUNT	0	0	0	0	0
18	TOTAL FTE					
19	UNCLASSIFIED: FULL-TIME HEADCNT ***NOTE 3	8	7	3	5	1
20	PART-TIME HEADCOUNT	881	683	678	594	517
21	TOTAL HEADCOUNT	889	690	681	599	518
22	TOTAL FTE	175.0	138.2	142.5	141.0	111.8
23	TOTAL UNDERGRADUATE HEADCOUNT	2,817	2,466	2,338	2,205	2,168
24	TOTAL UNDERGRADUATE FTE	1,248.5	1,152.0	1,060.2	1,058.6	1,021.7
25	GRADUATE					
26	FULL-TIME HEADCOUNT	1	-	10	11	17
27	PART-TIME HEADCOUNT	174	123	332	389	348
28	TOTAL GRADUATE HEADCOUNT ***NOTE 4	175	123	342	400	365
29	TOTAL GRADUATE FTE	42.0	23.4	119.7	139.3	139.2
30						
31	GRAND TOTAL HEADCOUNT	2,992	2,589	2,680	2,605	2,533
32	GRAND TOTAL FTE	1,290.5	1,175.4	1,179.8	1,197.9	1,160.9
33	UNDERGRADUATE RETENTION AND GRADUATION RATES					
34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR ***NOTE 5	77%	76%	74%	78%	74%
35	GRADUATION RATE ***NOTE 6	57%	60%	56%	58%	51%

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (full year)
Credit Seeking Students Only, Including Continuing Education

DEFINITION OF UNDERGRADUATE FTE

Full-time status equates to 24 or more credits in a year (i.e., six 4-credit courses).

DEFINITION OF GRADUATE FTE

Full-time status equates to 24 or more credits in a year (i.e., six 4-credit courses).

NOTES:

1	Full-time students are enrolled for 24 or more credits in a year (i.e., six 4-credit courses).
2	GSC does not classify students by year (i.e., freshman, sophomore, etc.) The numbers shown here do NOT represent "first year," but rather the enrollments of all undergraduate DEGREE students regardless of grade level.
3	These numbers represent the enrollments of undergraduate NON-DEGREE students.
4	The sharp increase in Graduate Headcount in FY 2006 is the result of granting of credit-bearing status for courses in GSC's Post-Baccalaureate Teacher Certification (PBTC) program. In prior years, students met the program criteria by completing a series of non-credit-bearing graduate education "modules."
5	Because the number of "traditional" first-time full-time students is insignificant and quite variable, GSC calculates first-second-year retention by determining the percentage of one full year's cohort of incoming enrolled bachelor's-degree students (full- and part-time, with or without transfer credit) that enrolls in courses during the following year.
6	Although approximately one third of GSC students are enrolled in associate degree programs, numbers provided here show 6-year graduation rates for cohorts of bachelor's degree seekers (described in Note 5).

**CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE AND ENROLLMENT
DATA FOR THE NEXT THREE YEARS**

	Fiscal Years	FY 2009	FY 2010	FY 2011
PROJECTED FINANCIAL DATA (000s omitted)				
3	TOTAL OPERATING REVENUES	9,316	10,602	11,338
4	TOTAL OPERATING EXPENDITURES	12,182	12,987	13,436
5	TOTAL OPERATING LOSS	(2,866)	(2,385)	(2,098)
6	NET NON OPERATING REVENUE	2,998	2,833	2,916
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	749	(310)	(319)
8	TOTAL INCREASE/DECREASE IN NET ASSETS	881	138	499

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE	255	273	292
13	OUT-OF-STATE	270	289	309
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE	255	273	292
16	OUT-OF-STATE	270	289	309
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE	N/A	N/A	N/A
19	OUT-OF-STATE	N/A	N/A	N/A
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE	N/A	N/A	N/A
22	OUT-OF-STATE	N/A	N/A	N/A

**CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE AND ENROLLMENT
DATA FOR THE NEXT THREE YEARS**

Fiscal Years	FY 2009	FY 2010	FY 2011
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PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	320	326	336
33	PART-TIME HEADCOUNT	1,965	2,005	2,067
34	IN-STATE HEADCOUNT	2,056	2,098	2,163
35	OUT-OF-STATE HEADCOUNT	229	233	240
36	TOTAL HEADCOUNT	2,285	2,331	2,403
37	TOTAL FTE	1,032	1,053	1,085
38	GRADUATE STUDENTS			
39	FULL-TIME HEADCOUNT	18	18	19
40	PART-TIME HEADCOUNT	359	365	382
41	IN-STATE HEADCOUNT	19	19	20
42	OUT-OF-STATE HEADCOUNT	358	364	381
43	TOTAL HEADCOUNT	377	383	401
44	TOTAL FTE	140	140	147

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