New England College

Self-Study 2014

Prepared for the Commission for Institutions of Higher Education

New England Association of Schools and Colleges

Institutional Characteristics Form Revised September 2009

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

Date: 25-FEB-2014

1. Corporate name of institution: New England College
2. Date institution was chartered or authorized: 1946
3. Date institution enrolled first students in degree programs: 1946
4. Date institution awarded first degrees:1948
5. Type of control:

Public

- ☐ State
- ☐ City
- ☐ Other

(Specify) _____

Private

- ☒ Independent, not-for-profit
- ☐ Religious Group

(Name of Church)_____

- ☐ Proprietary
- ☐ Other: (Specify) _____

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

State of New Hampshire Department of Education. NEASC. Degrees: AA, AS, BA, BS, MA, MS, MED, MFA, MBA, CAGS, EDD

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

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

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☒ Other: 7 Week Terms

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

a) Undergraduate __15____ credit hours

b) Graduate __8_____ credit hours

c) Professional __8_____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1181	883	2571
Part-time student headcount	507	308	815
FTE	1434.5	927.1	2361.6

b) Number of students (headcount) in non-credit, short-term courses: _____0_____

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

Program	Agency	Accredited since	Last Reviewed	Next Review

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Concord Center	Yes (Grad)		43
Healthsouth Rehab Hospital	Yes (Grad)		6
NorDex Labs	Yes (Grad)		8
Hillside Middle School	Yes (Grad)		18
Concord Men's Prison	Yes (AA)		10.5
Wenworth-Douglas Hospital	Yes (Grad)		18
Lebanon MSMHC	Yes (Grad)		4
Monadnock Regional School District	Yes (Grad)		Started FY14
B. Out-of-state Locations			
Central Maine Medical Center	Yes (Grad)		7

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

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE FY
Business Administration	BA	100	110
Criminal Justice	BA	100	6

Healthcare Management	BS	100	20
Liberal Studies	AA/BA	100	24.8
Psychology	BA	100	9.9
Accounting	Masters	100	92
CAGS: Superintendent of Schools	Masters	100	1.2
Criminal Justice (Phase out)	Masters	100	.4
Digital & Social Media	Masters	100	12.3
Education	Masters	100	41.5
Forensic Accounting	Masters	100	158.8
Health Informatics	Masters	100	14.8
Healthcare Management	Masters	100	64.3
Management	Masters	100	149.3
Nonprofit Leadership	Masters	100	11.9
Professional Writing	Masters	100	24.8
Project Management	Masters	100	8.4
Public Policy	Masters	100	57.3
School Principal	Masters/CAGS	100	73.1
Special Education	Masters	100	21.6
Sport & Recreation Mgt.	Masters	100	14.9
Strategic Leadership	Masters	100	14.4
Higher Education Admin	Masters	70	19.7
School Principal	Masters	100	2.3
Creative Writing	Masters	90	26.8
Higher Education Admin	Doctorate	75	22.3
K-12 Leadership	Doctorate	75	31.6

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
NA				

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

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

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

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

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

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

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

Entrepreneurship has been at the very heart of New England College since its inception. A driving force in its origin, it continues to play a significant role in the College's philosophy and educational programming today. Academic visionary Boone Tillet identified an important opportunity to serve the educational needs of the large number of service men and women returning home at the close of World War II. Their expanded vision of the world had awakened a keen interest in all they had encountered. With the growing demand for higher education and a new G.I. bill available to finance post-secondary education, the men and women of the armed forces eagerly sought out the degree offerings of the nation's colleges and universities. Tillet chose Henniker, New Hampshire, as the site for a new college dedicated to educating returning veterans. He recruited a fellow scholar, Charles Weber, from Hofstra University to serve as the College's first dean, and arrived in Henniker with a car full of books from his own library. In 1946 New England College welcomed its first class of 67 men and one woman.

A tireless entrepreneur, Tillet soon moved on to new ventures; the momentum he had created sustained the institution through its formative stage. After only three years, enrollment at New England College had more than quadrupled. Through the 1950s the College grew steadily, adding new programs, new faculty, and acquiring additional buildings in Henniker. A period of rapid growth in the 1960s resulted in the construction of several new buildings on campus: a residence hall, dining hall, gymnasium, library, and the Science Building. In 1967 the institution received its initial accreditation from the New England Association of Schools and Colleges.

New England College’s expansion continued during the early 1970s, this time across the Atlantic Ocean. The acquisition of a second campus in Arundel, West Sussex, England, proved at that time to be an unconventional and innovative approach to education. Students attending the British Campus were immersed in a learning environment that was international in its perspective and served to heighten their educational experience.

By the 1980s the College had increased its enrollment to more than 1,000 students and added steadily to its inventory of academic buildings. The Lee Clement Ice Arena was one of the largest construction projects completed during that decade.

The advent of the 1990s saw an overall decline in enrollment at the nation's small liberal arts colleges. New England College persevered during the lean financial years, but reluctantly closed its British Campus and focused its energies on its resources in Henniker. New leadership in the late '90s led to an unprecedented growth in campus facilities with the construction of the Simon Center in 1993, and in student enrollment. The College greatly expanded its graduate degree offerings and centered its undergraduate programming on innovative delivery. A state-of-the-art teaching facility, the Center for Educational Innovation, opened in 2001, and a new art gallery, theater, and fitness center were brought on-line during this period.

The most recent addition to the New England College campus is the former Henniker railroad station, now completely renovated and rededicated as the Currier Alumni Center. David P. Currier, a former trustee of the College and a member of the Class of 1972, provided a major gift to create a welcoming gathering place for all alumni of the College.

CHIEF INSTITUTIONAL OFFICERS

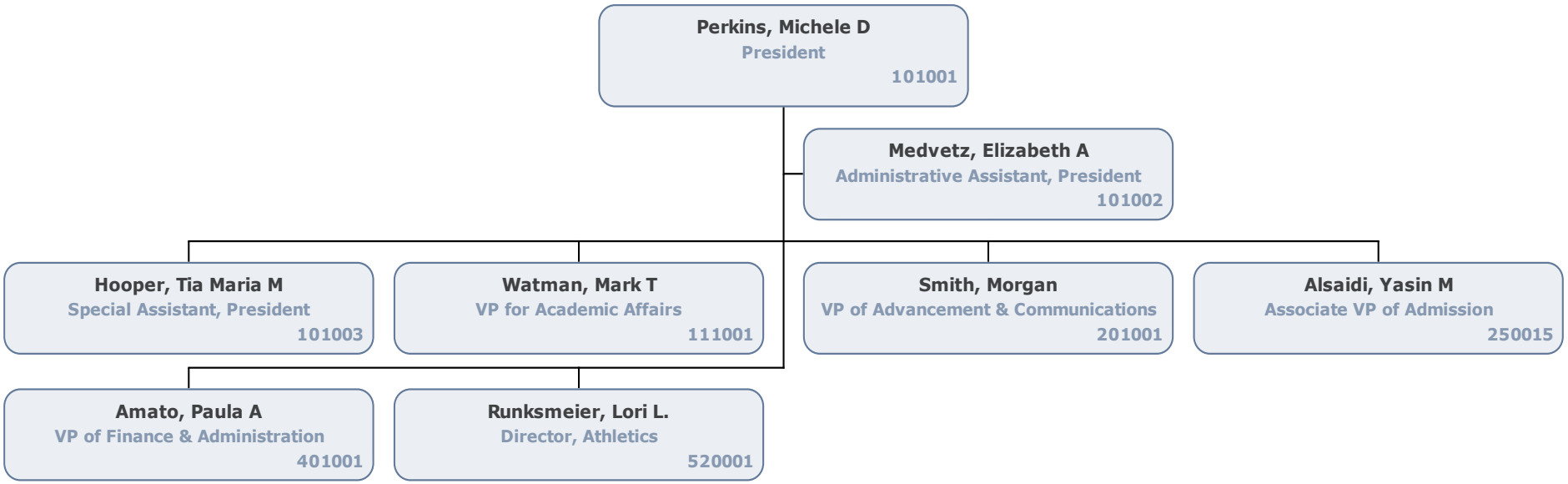
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Dr. James Murtha	Chair, Board of Trustees	2009
President/CEO	Dr. Michele D. Perkins	President	2007
Executive Vice President	Mark T. Watman	Vice President for Academic Affairs/CAO	2012
Chief Academic Officer	Mark T. Watman	Vice President for Academic Affairs/ CAO	2012
Dean of the School of Graduate and Professional Studies	Dr. Nelly Lejter	Dean of the School of Graduate and Professional Programs	2010
Associate Dean of Education Division	Dr. Debra Nitschke-Shaw	Associate Dean of Education Division	2013
Associate Dean of Management Division	Dr. Cindi Nadelman	Associate Dean of Management Division	2013
Associate Dean of Liberal Arts and Sciences Division	Mark T. Watman	Dean of Liberal Arts and Sciences Division	2012
Associate Dean of Academic Services	John O'Connor	Associate Dean of Academic Services	2012
Chief Financial Officer	Paula A. Amato	Vice President of Finance and Administration /CFO /Treasurer	2008
Chief Student Services Officer	Laura Pantano	Dean of Student Engagement	2012
Planning	Tia Hooper	Special Assistant to the President	2011
Institutional Research	Frank Hall	Registrar	1986
Assessment	Mark T. Watman	Vice President for Academic Affairs/CAO	2009
Development	Morgan Smith	Vice President for Advancement and Communication	2012
Library	Katherine A. Van Weelden	Library Director	1981
Chief Information Officer	Paula A. Amato	Vice President of Finance and Administration /CFO /Treasurer	2008
Continuing Education	Dr. Nelly Lejter	Dean of the School of Graduate and Professional Programs	2010

Grants/Research	Greg Palmer	Director of Corporate and Foundation Relations	2006
Admissions	Yasin Alsaidi	Associate Vice President of Admission	2013
Registrar	Frank Hall	Registrar	1986
Financial Aid	Kristen Blase	Director of Student Financial Services	2010
Public Relations	Dia Kalakonas	Director of Public Relations and Communication	2012
Alumni Association	Shirley English-Whitman	Alumni Relations Manager	2012

New England College Organizational Chart

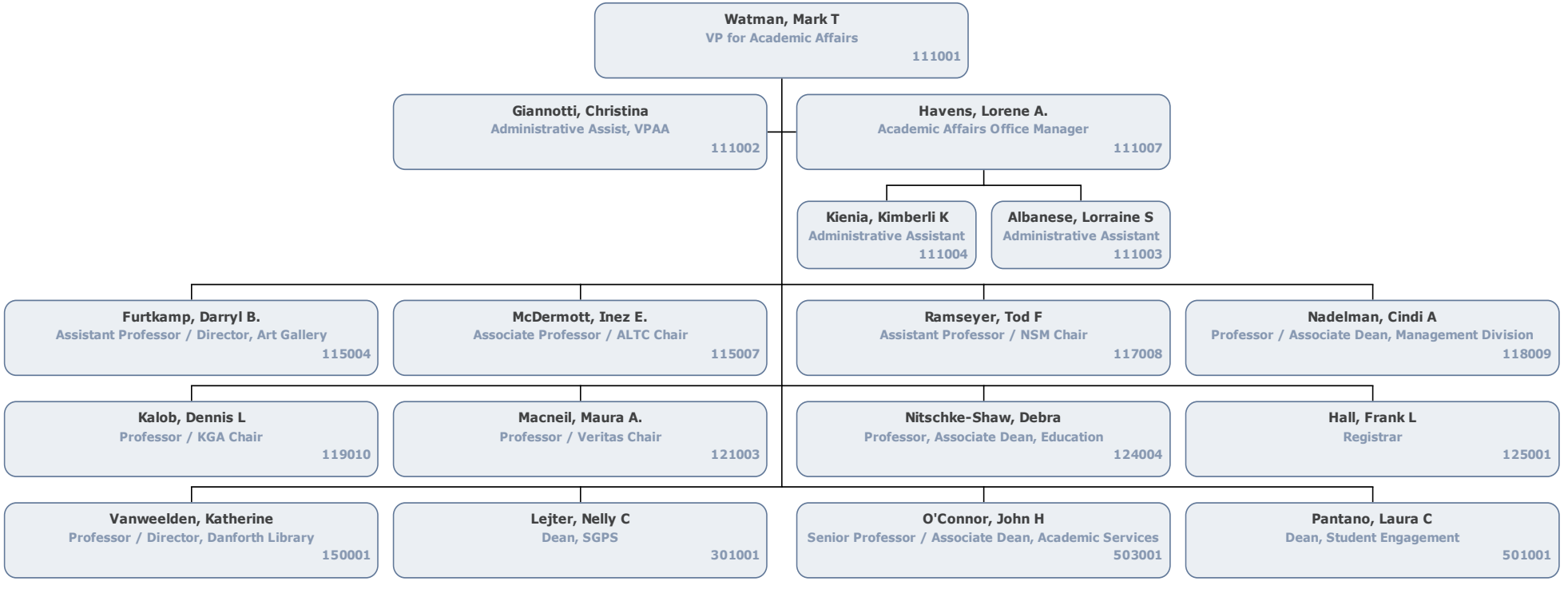
New England College

Senior Team



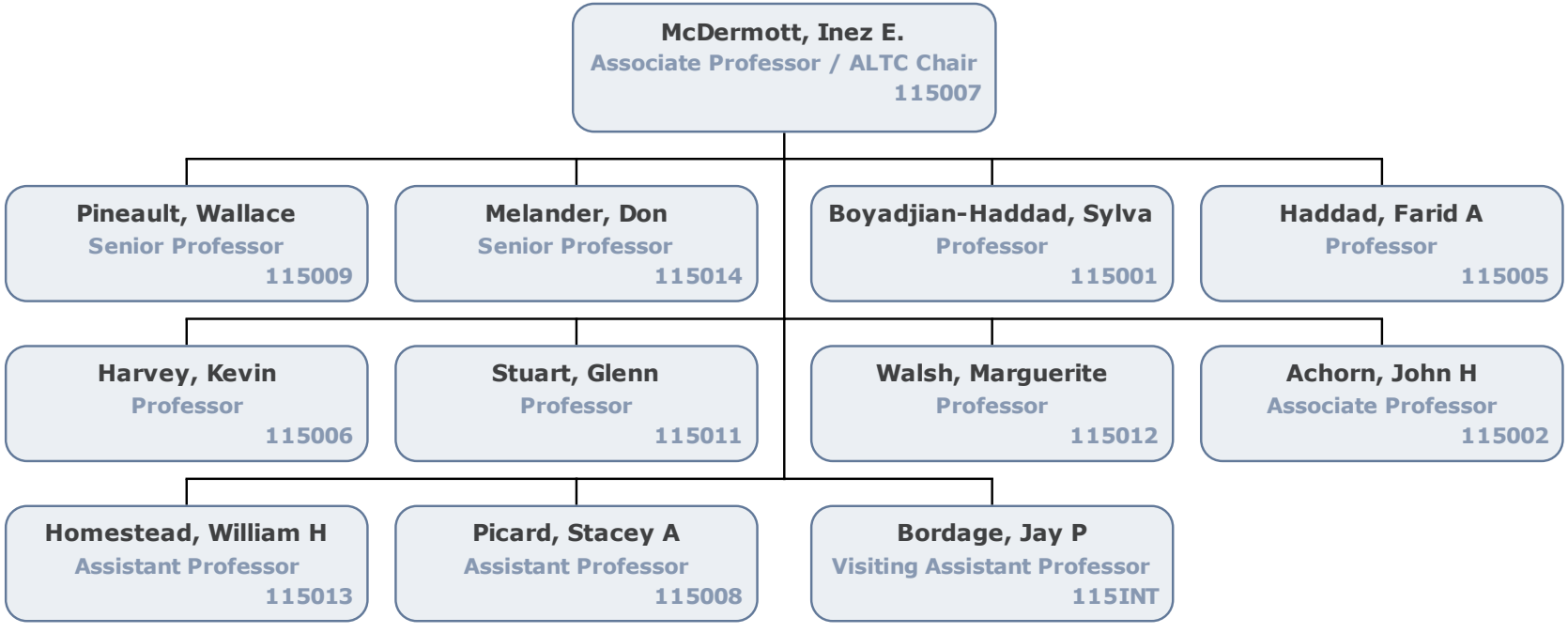
New England College

Academic Affairs



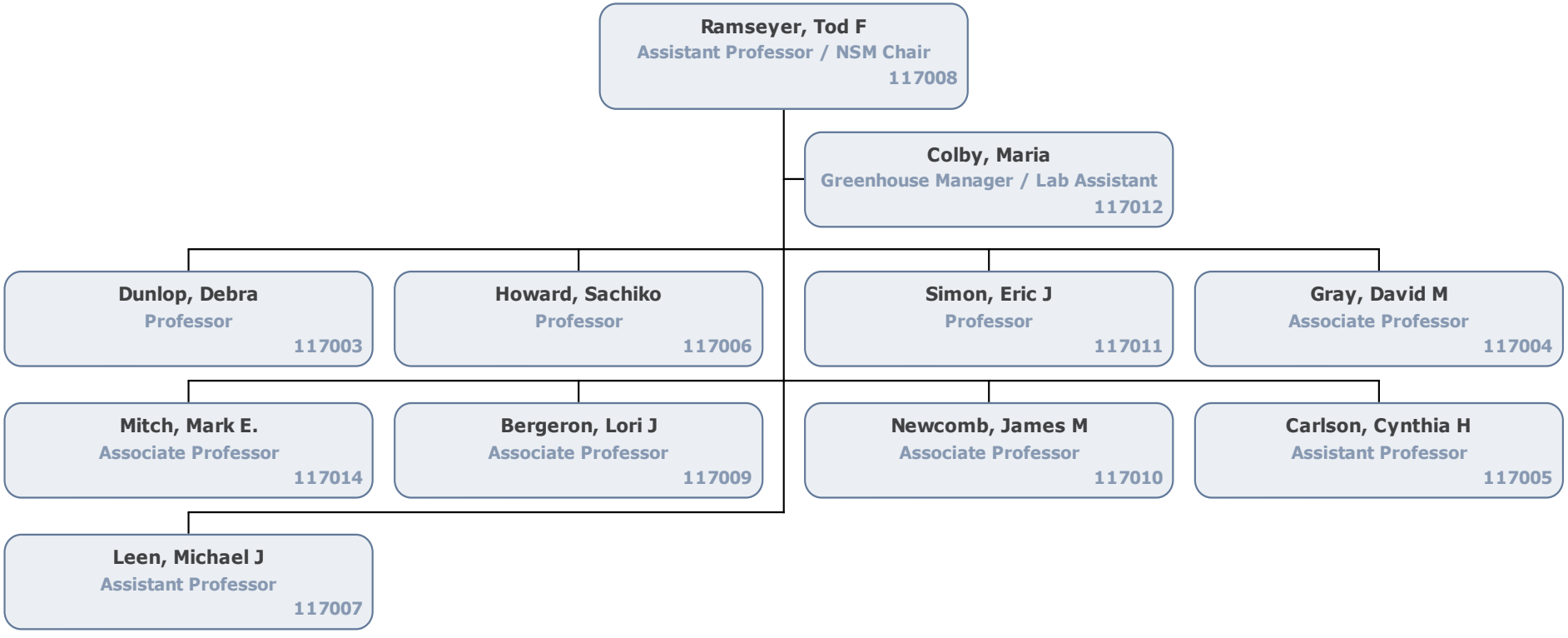
New England College

ALTC Collegium



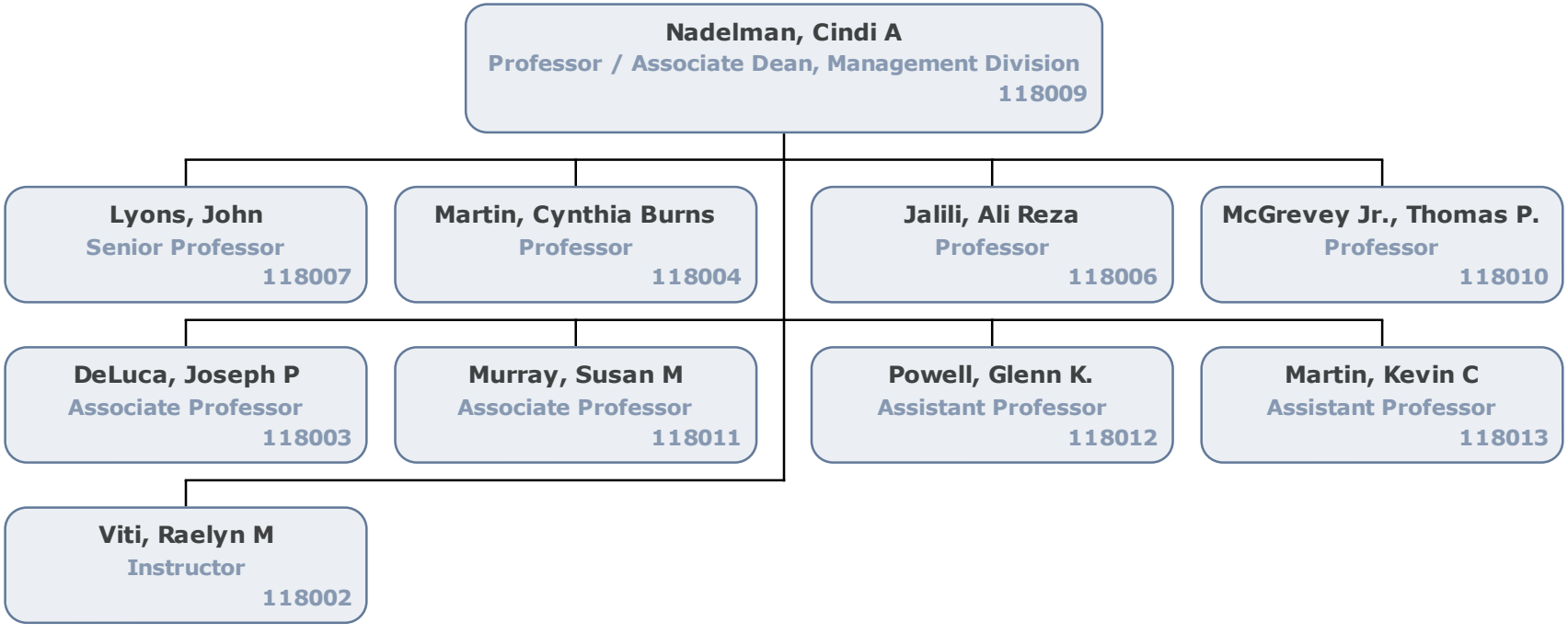
New England College

NSM Collegium



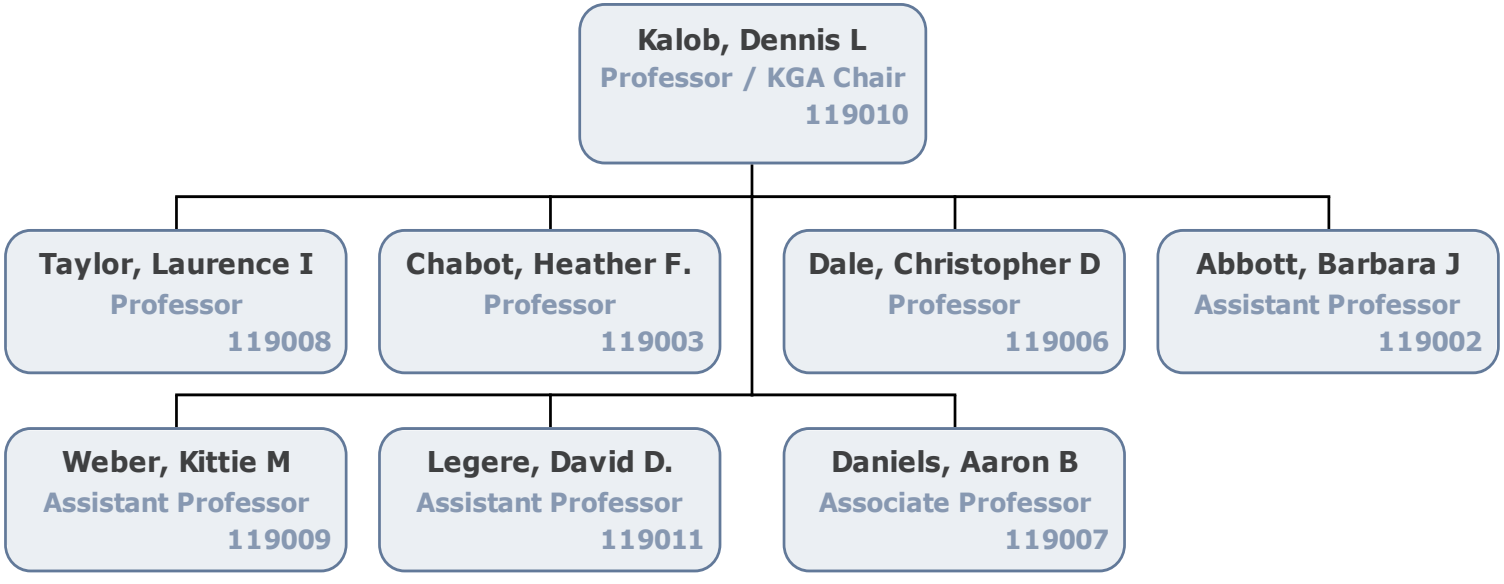
New England College

Management Division



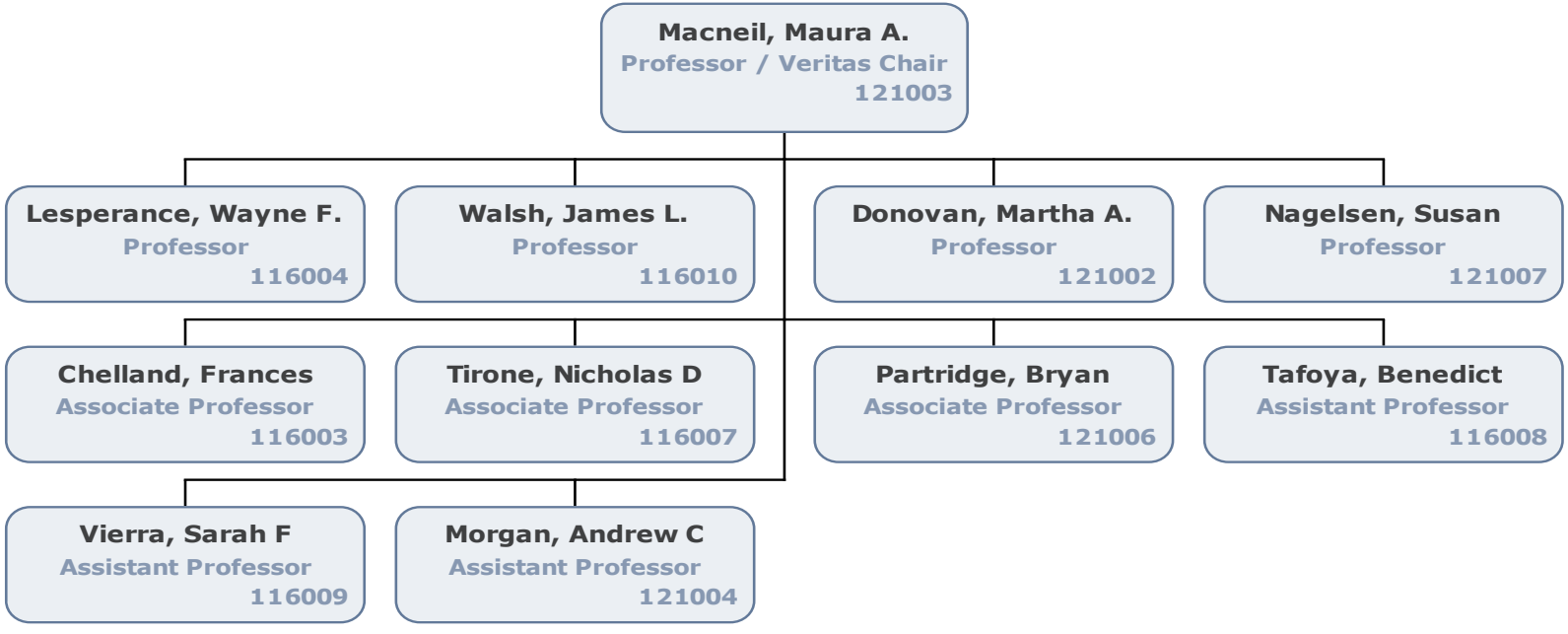
New England College

KGA Collegium



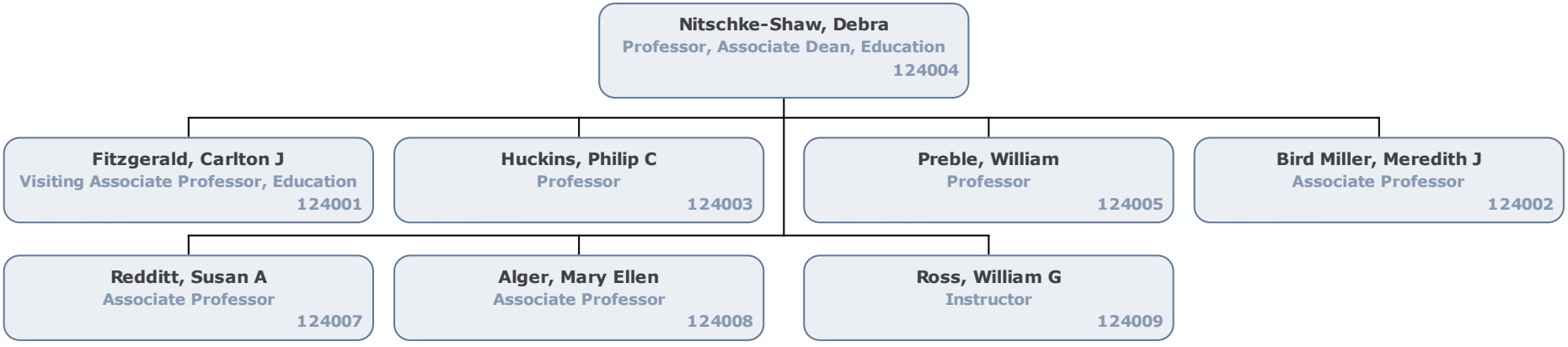
New England College

Veritas Collegium



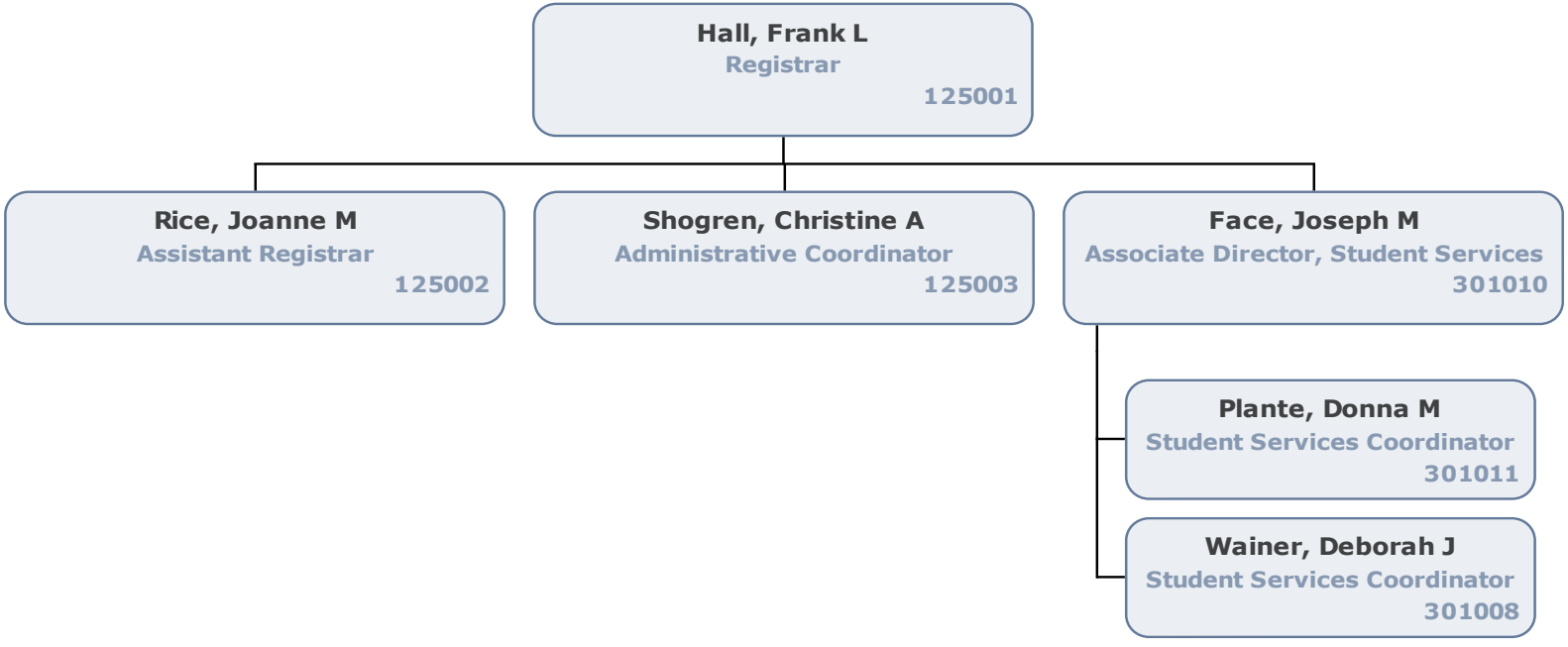
New England College

Education Division



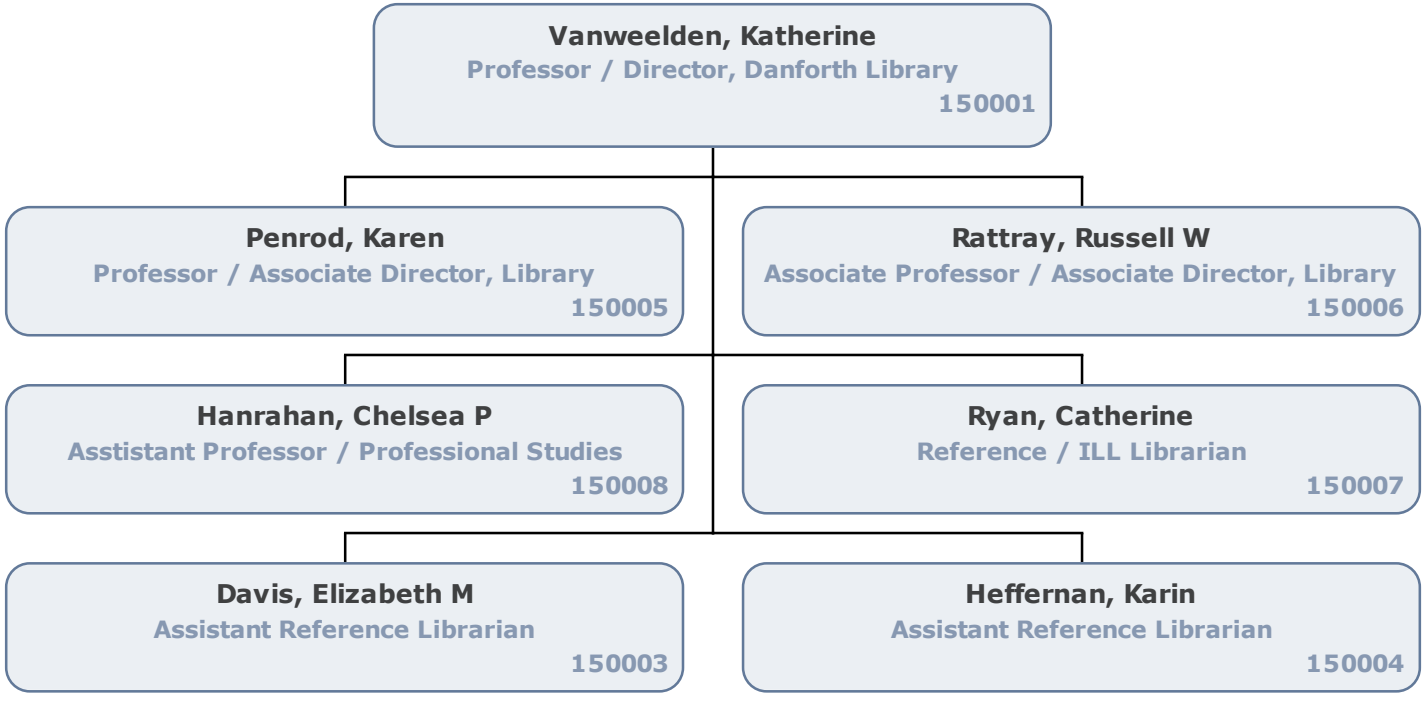
New England College

Registrar



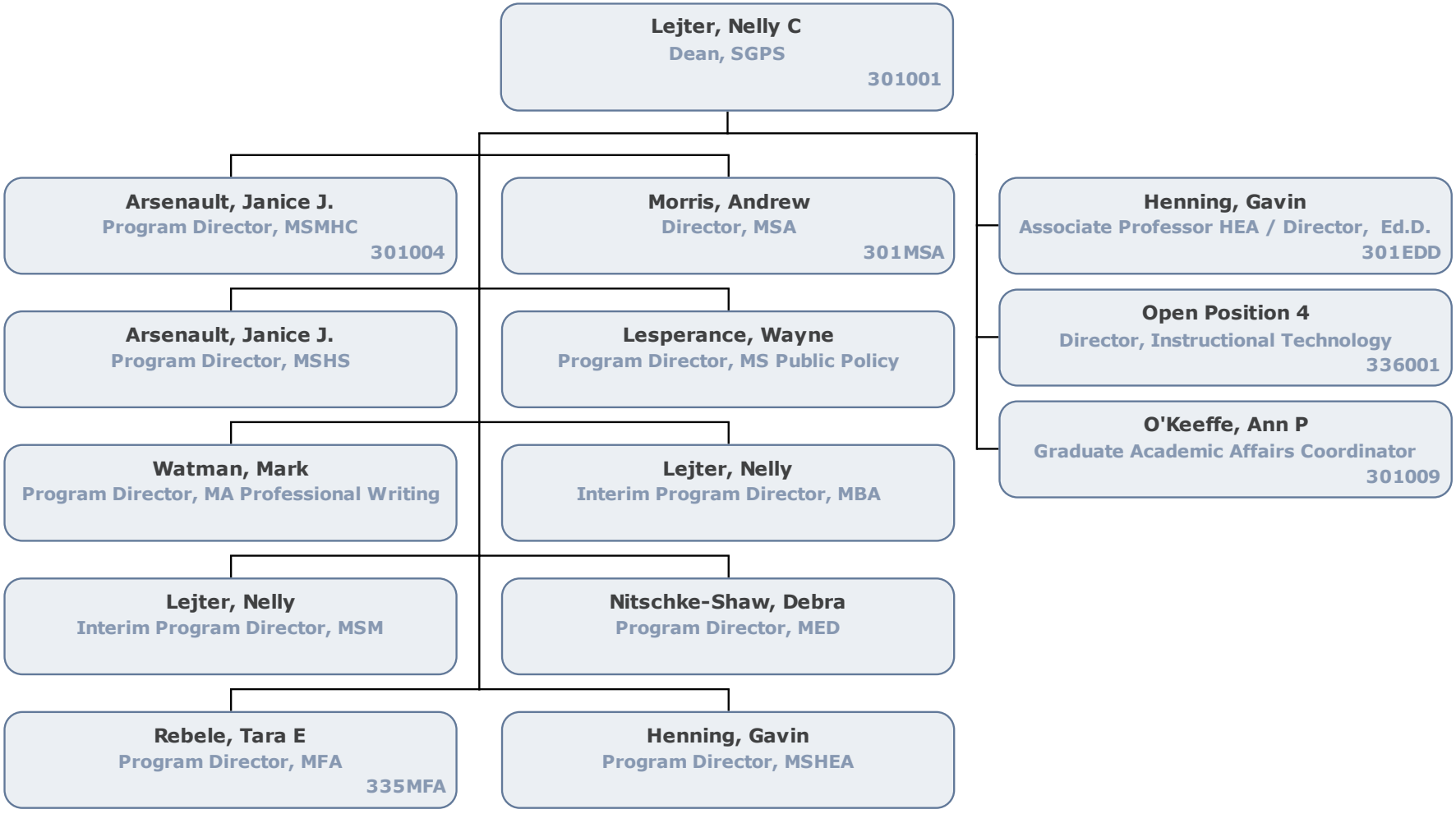
New England College

Danforth Library



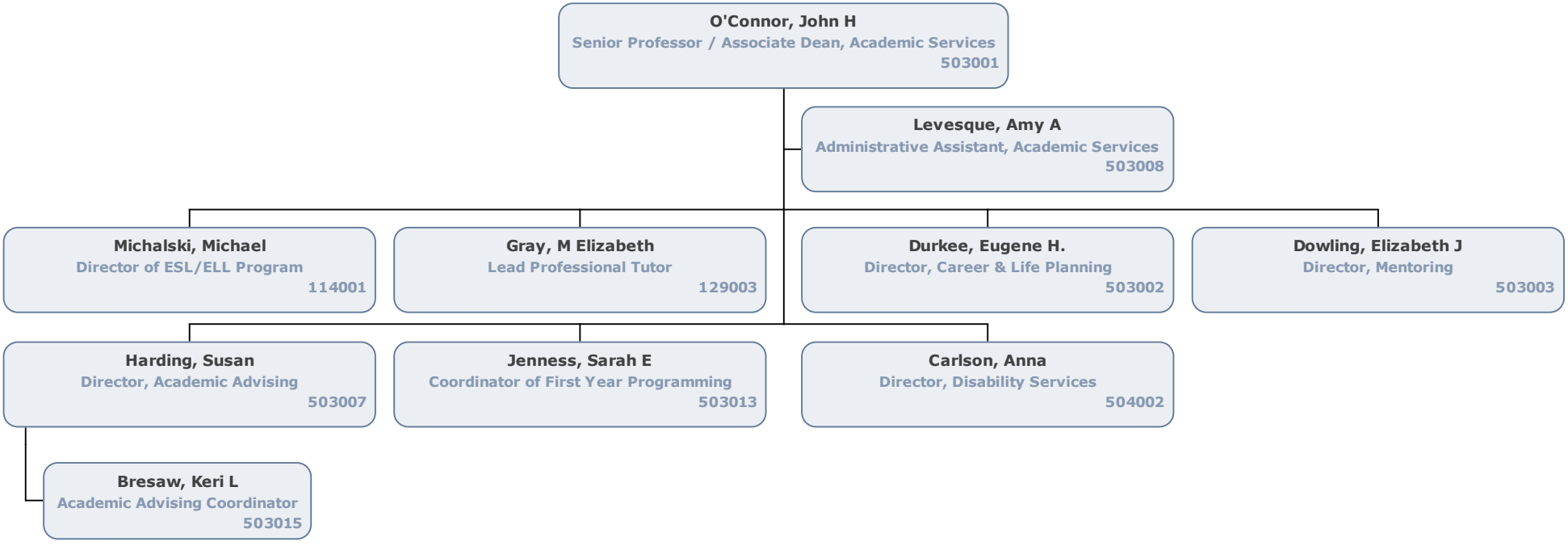
New England College

School of Graduate & Professional Studies



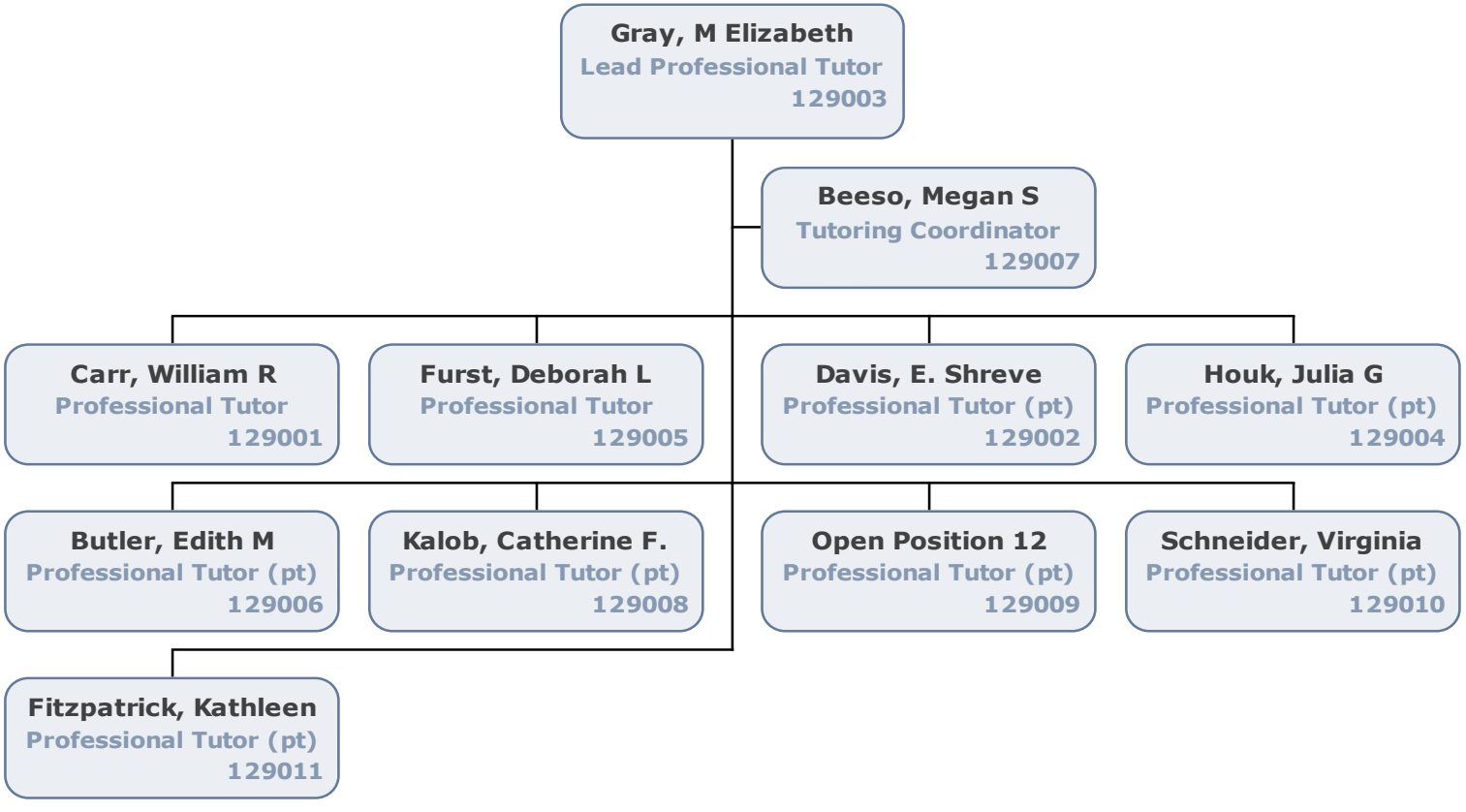
New England College

Academic Services



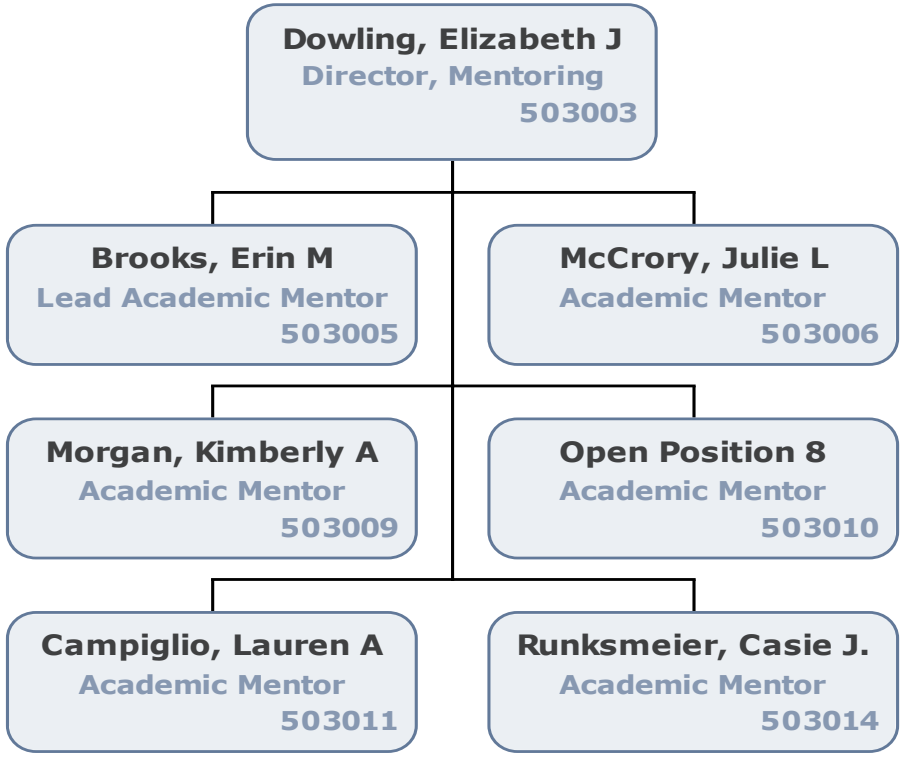
New England College

Tutoring



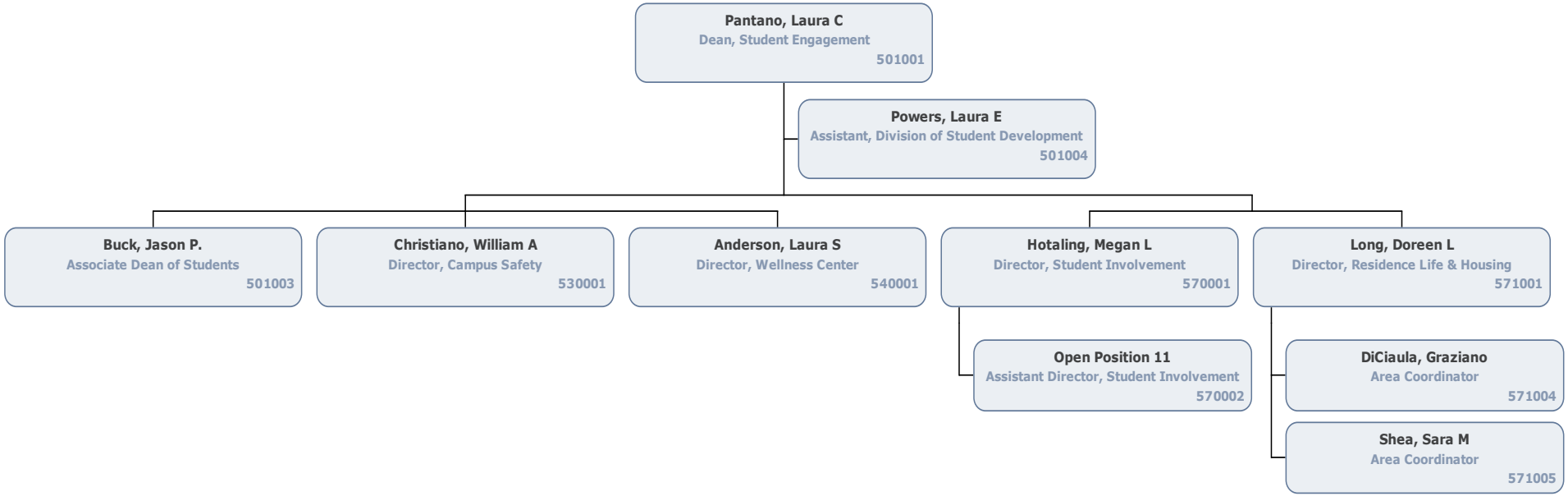
New England College

Mentoring



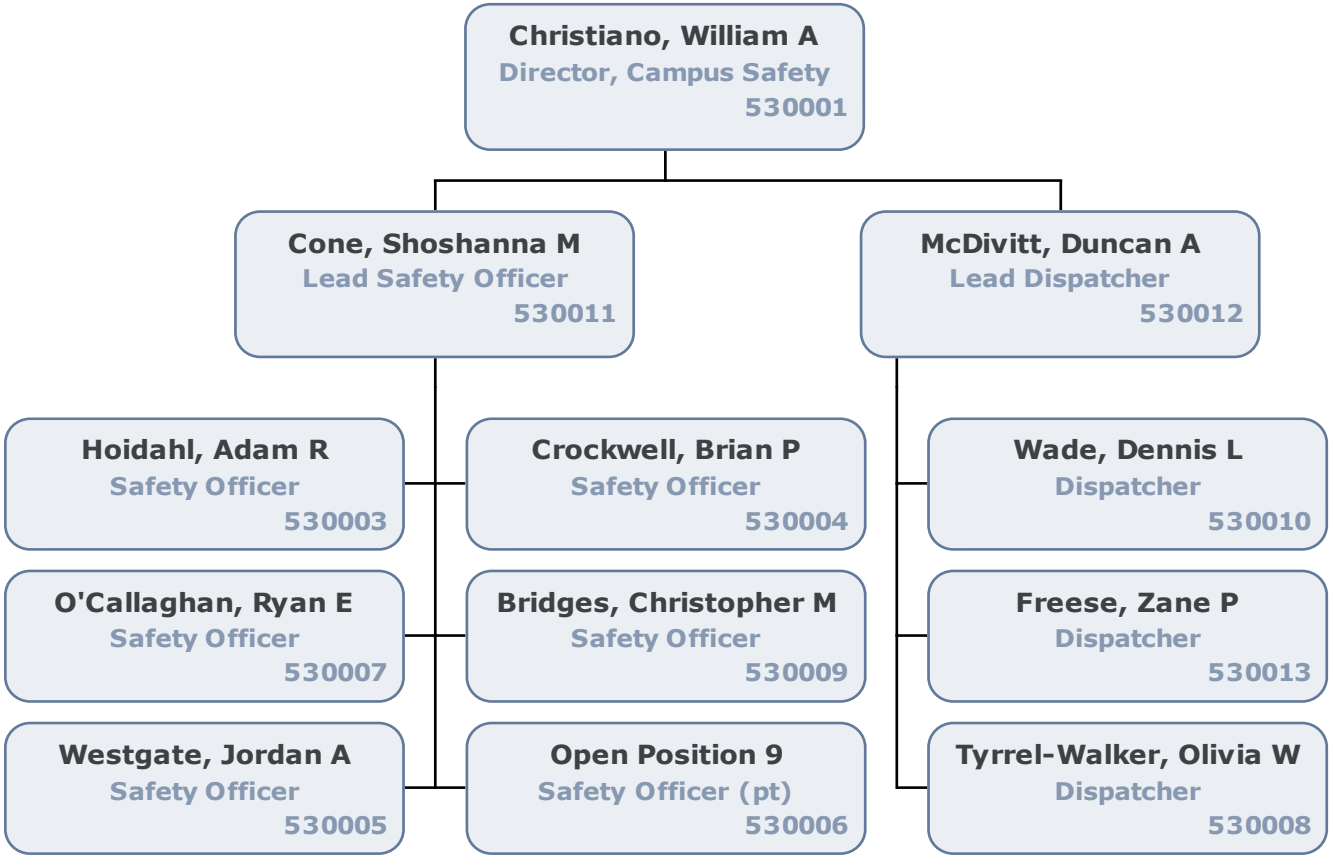
New England College

Student Engagement



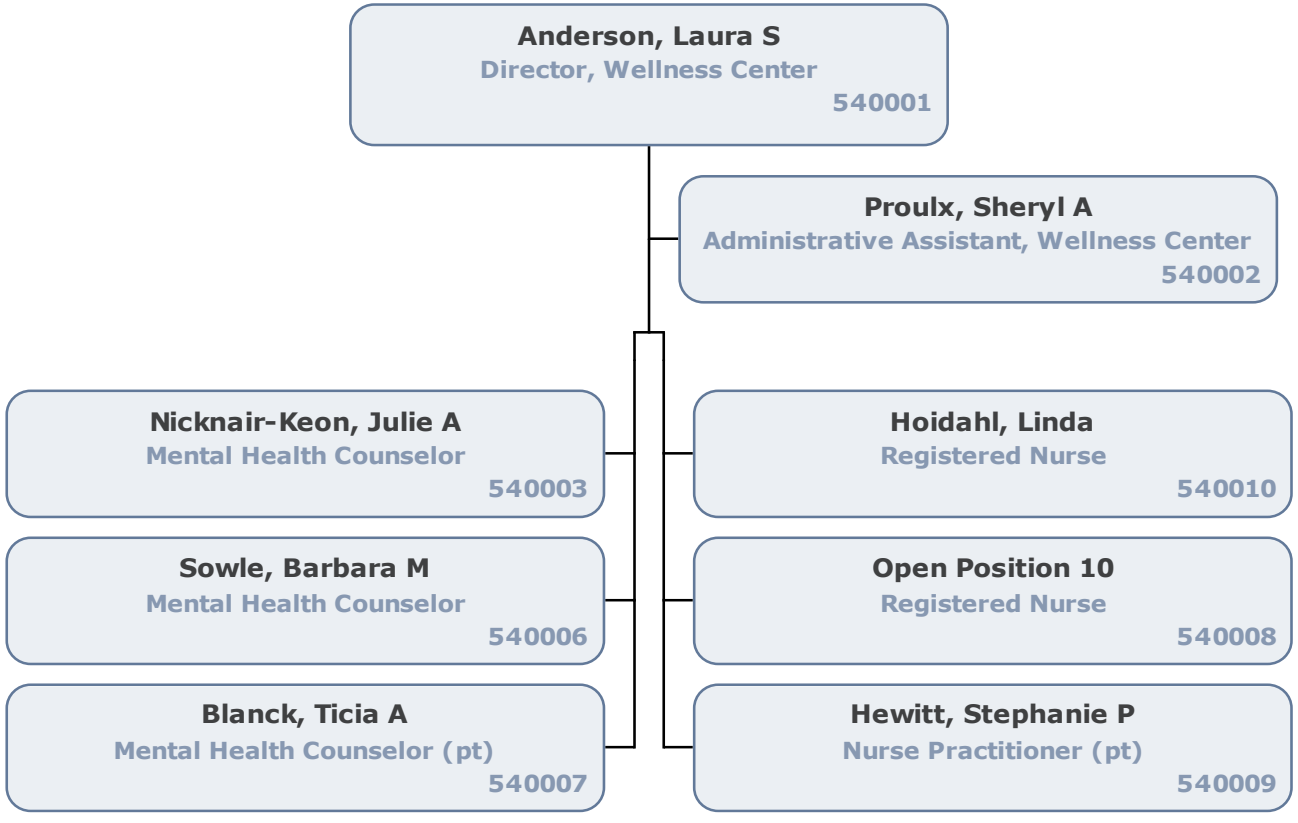
New England College

Campus Safety



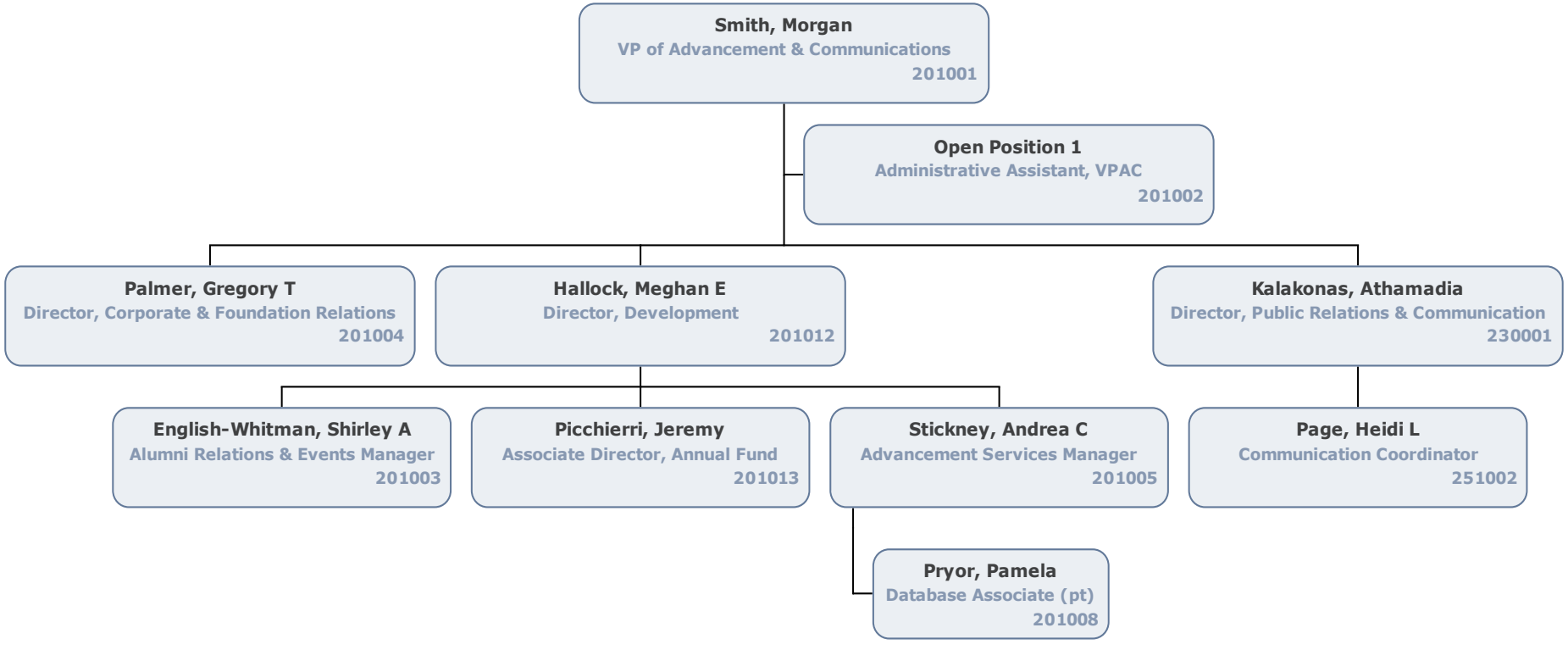
New England College

Wellness Center



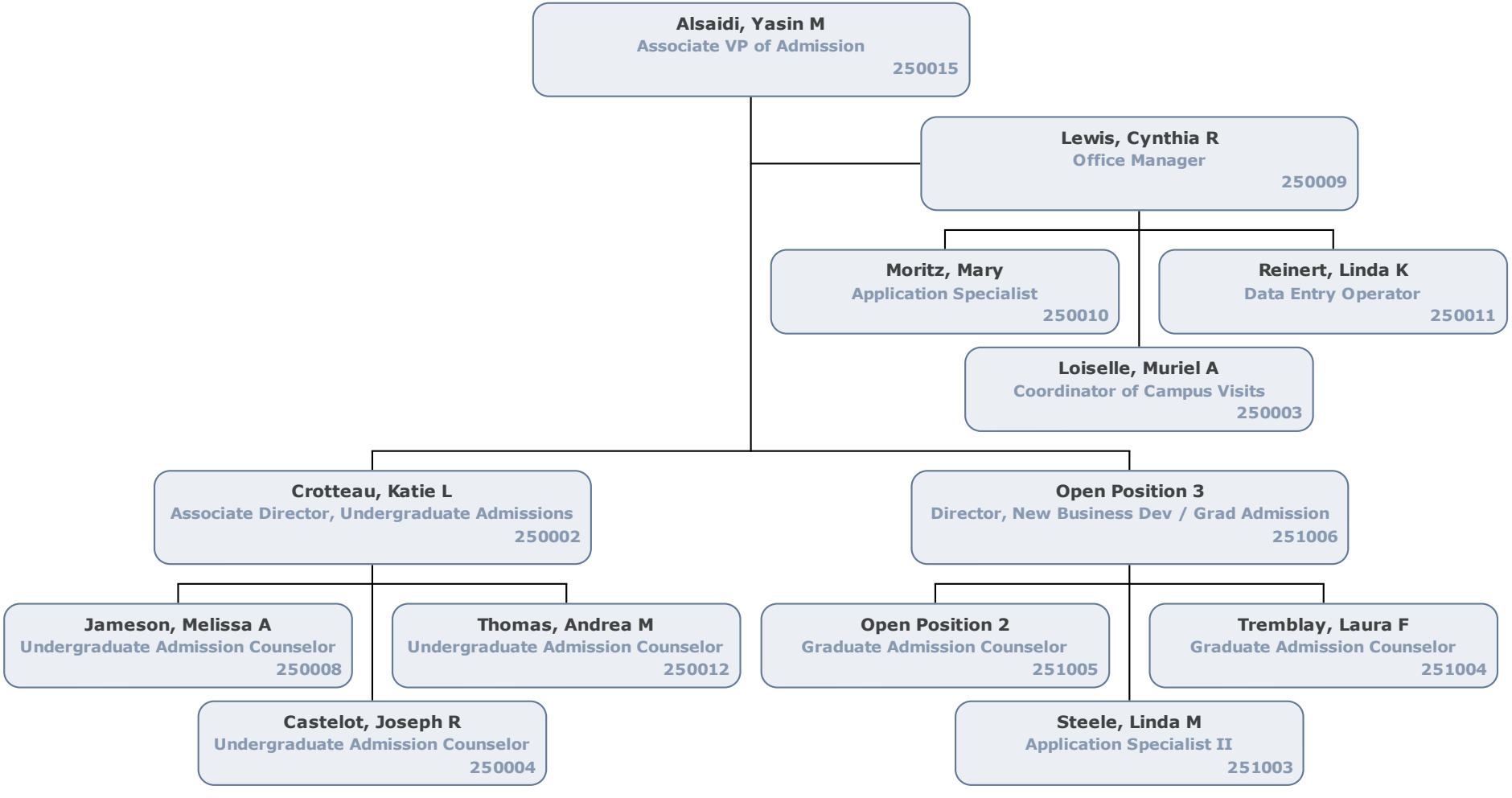
New England College

Advancement and Communications



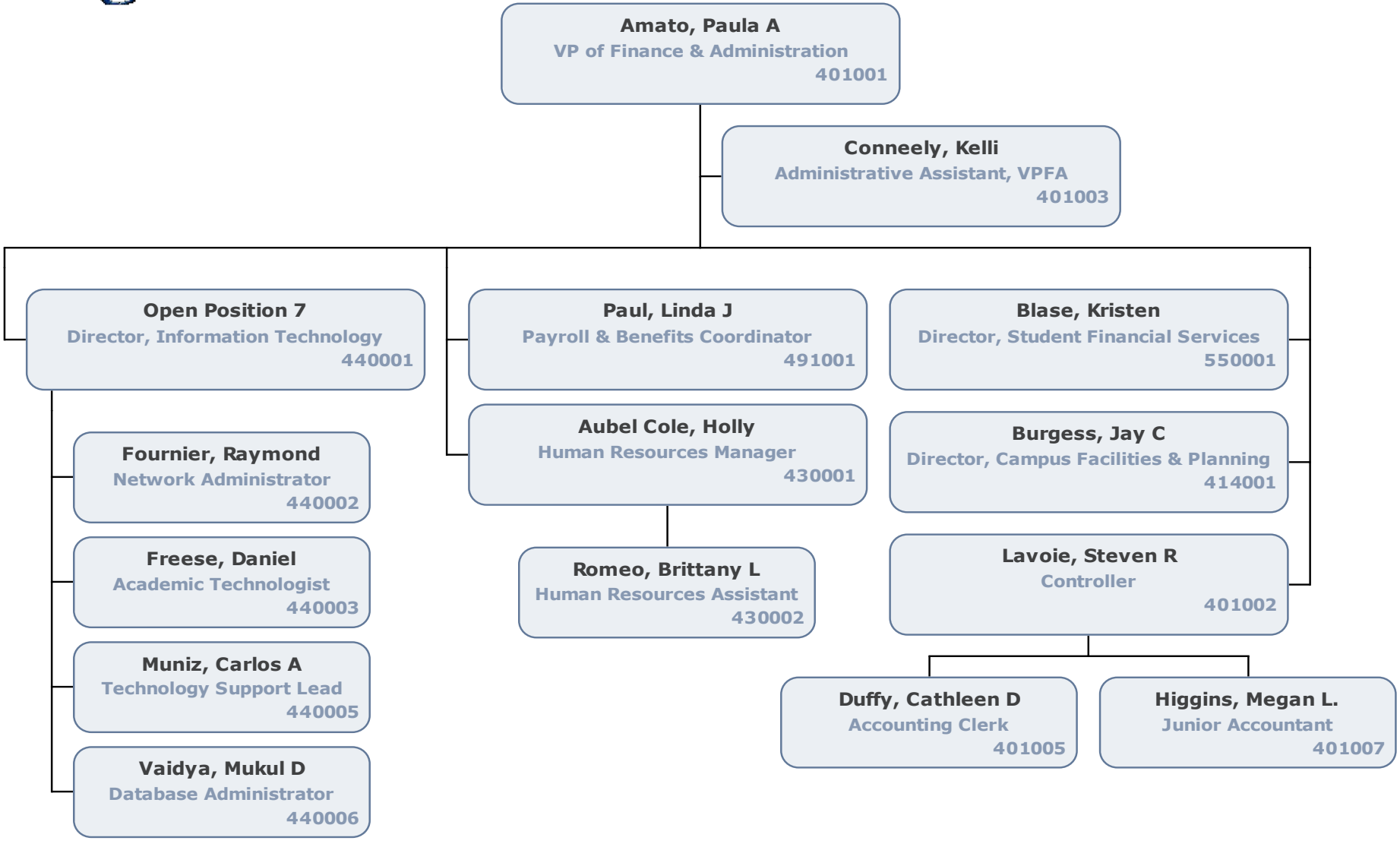
New England College

Admission



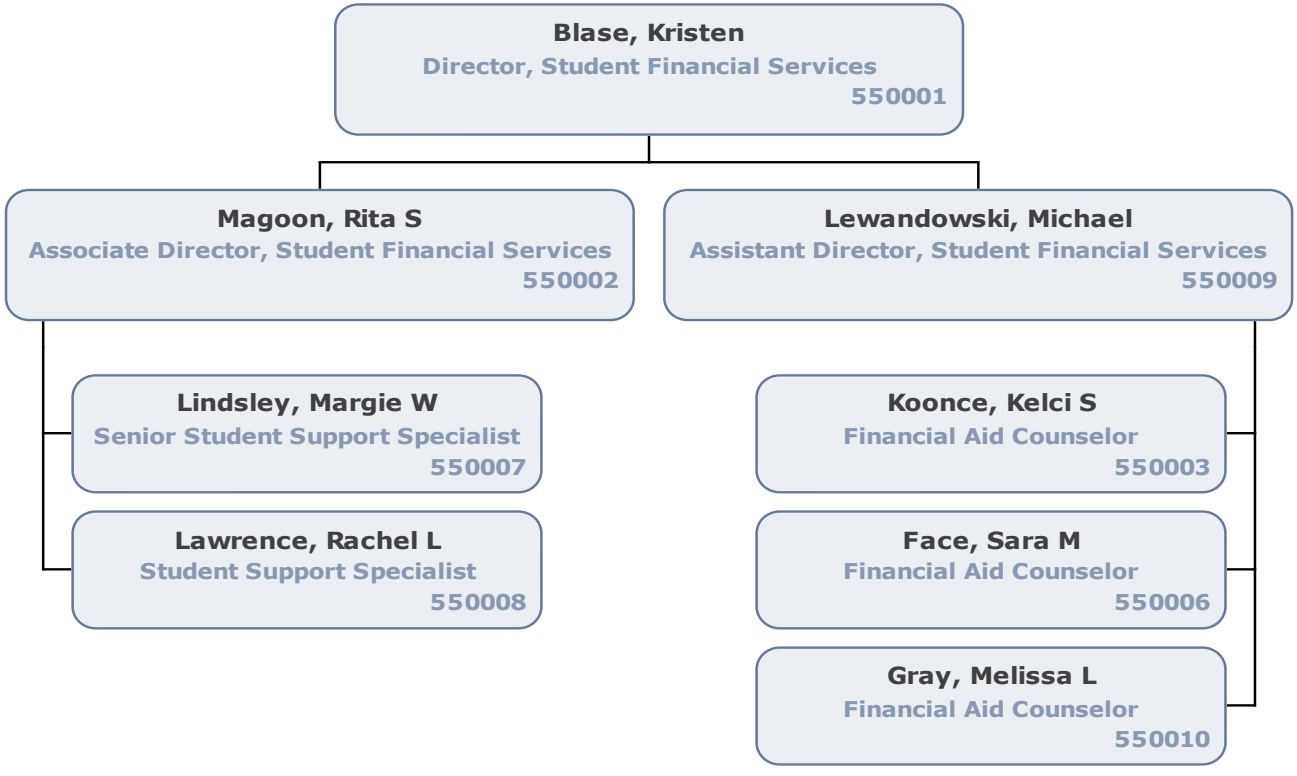
New England College

Finance & Administration



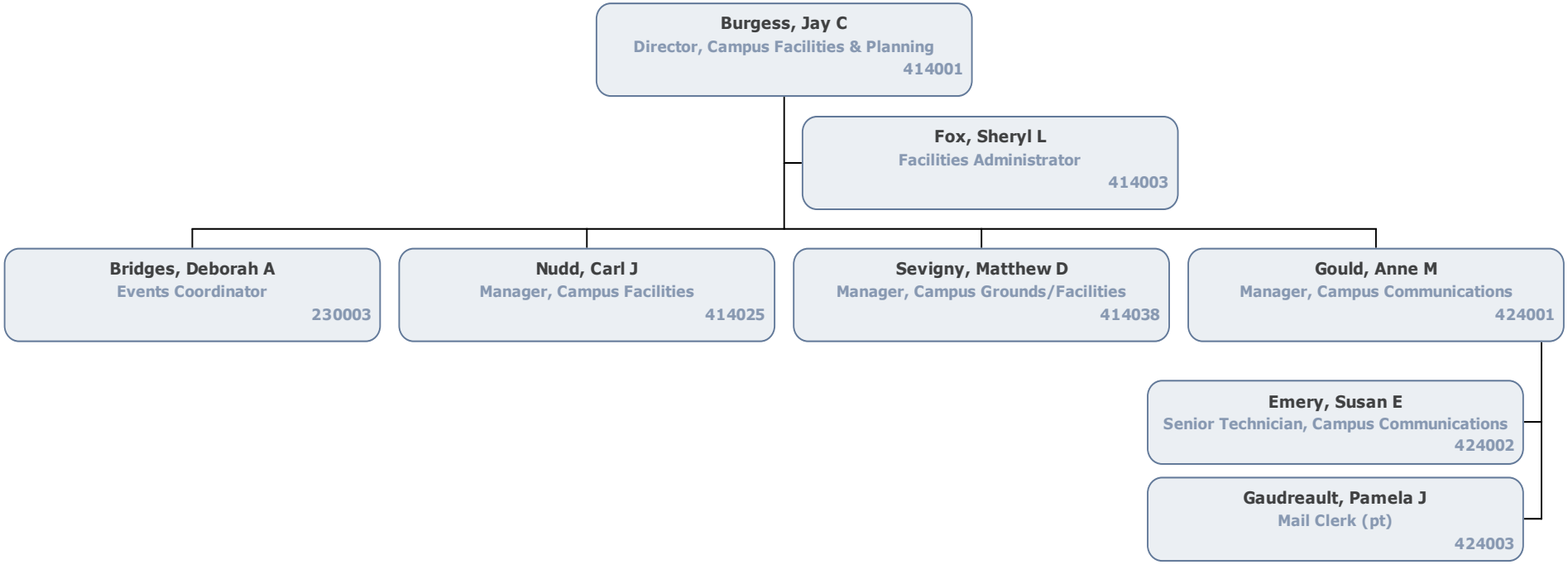
New England College

Student Financial Services



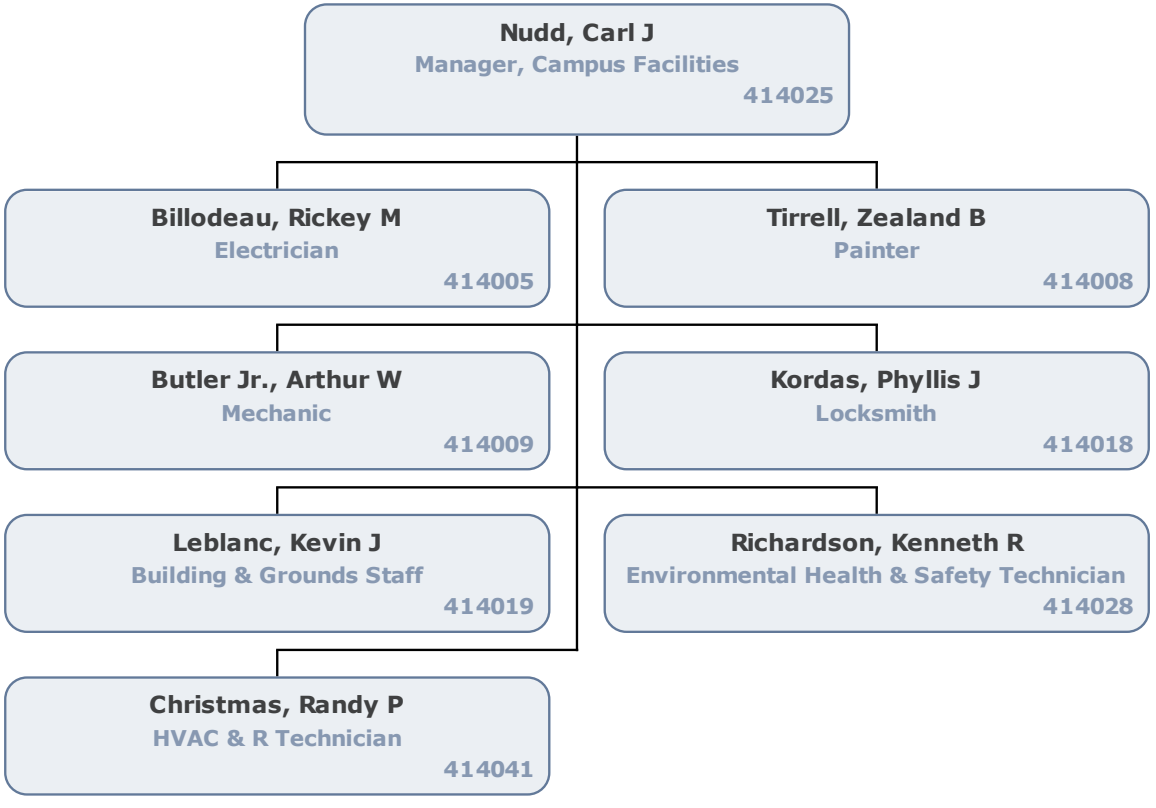
New England College

Campus Facilities



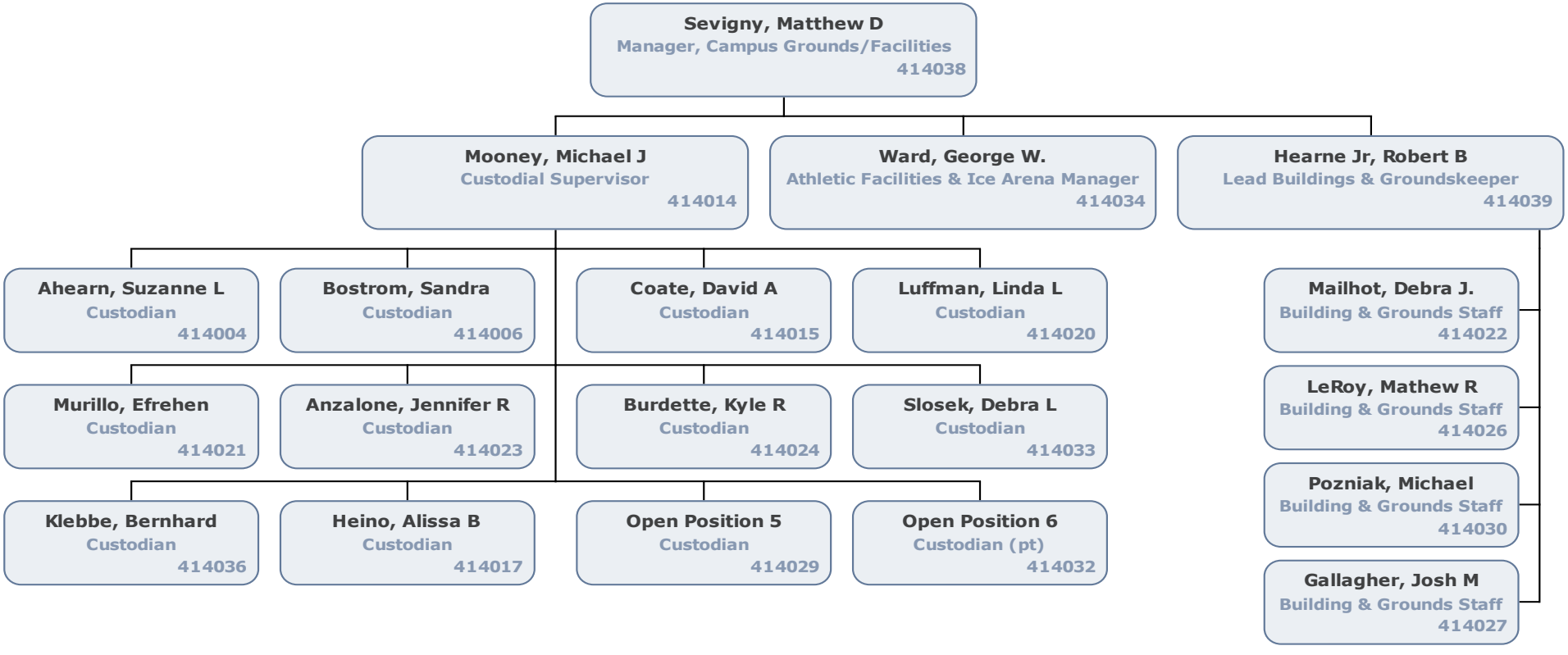
New England College

Campus Facilities & Maintenance



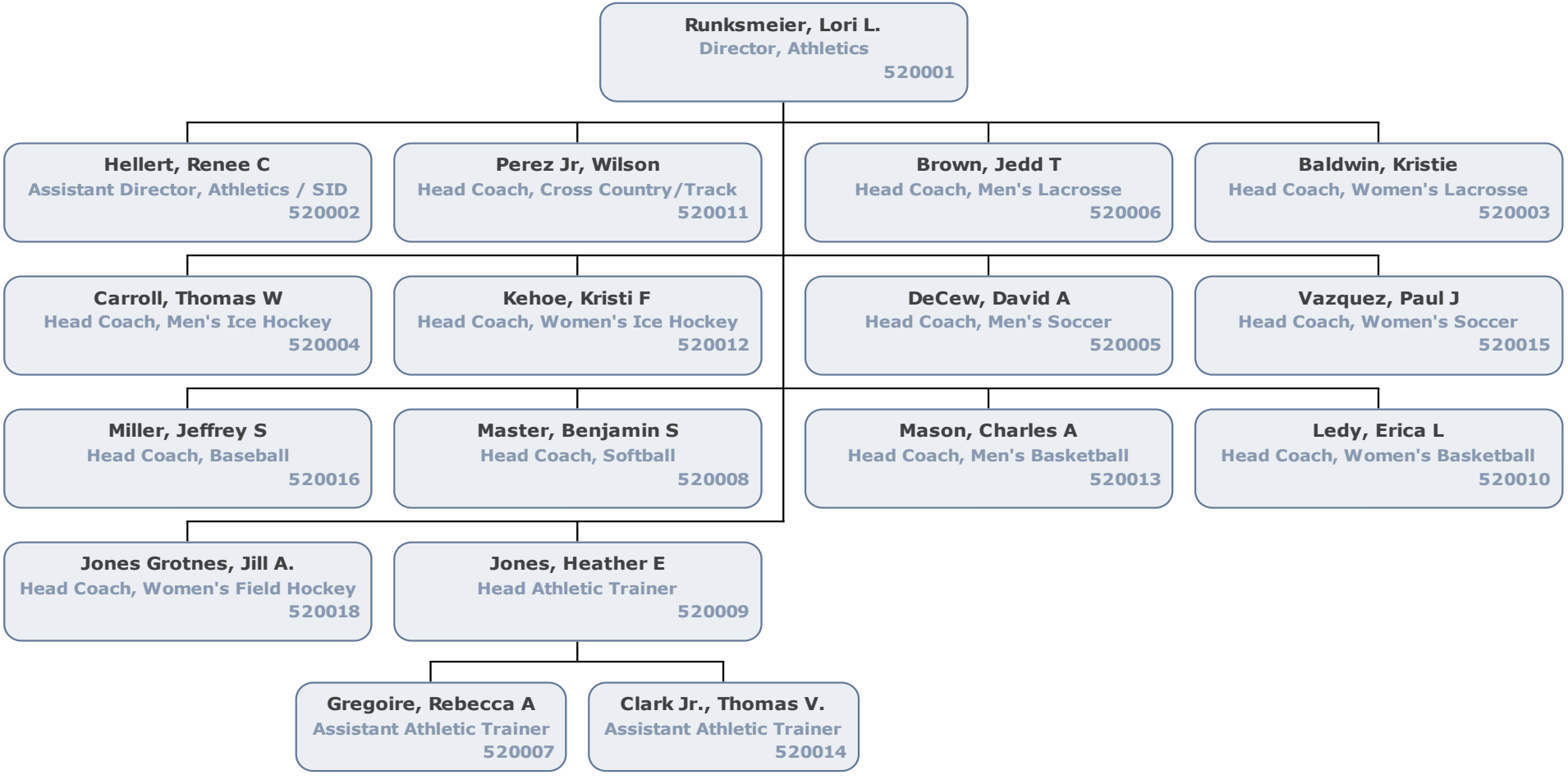
New England College

Campus Grounds & Custodial Services



New England College

Athletics



New England College: Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Summary of CIFE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Self-Study page number
October 11, 2013	Doctoral program: full time faculty, assessment of student learning.	"…further update on the Doctor of Education in Educational Leadership degree program, with particular emphasis on the College's success in: 1. Assuring sufficient full-time faculty to support and develop the doctoral program; 2. Implementing its plans for assessment of student learning and using the results for improvement of the program."	N/A	48; 60
September 2, 2011	Assessment of student success.	"To understand what contributes to graduate student success, SGPS intends to analyze (overall and by location) retention and graduation rates, licensure passage rates, and other measures of success. We are gratified to learn that this analysis will be integrated as part of the institution's systematic assessment of graduate and undergraduate programs. As part of the self-study for the 2014 comprehensive evaluation, we look forward to learning how this analysis has contributed to the improvement of the College's academic programs."	Standard Six: Students	48; 58; 69
	Faculty staffing plan.	"We understand that NEC has committed to developing a detailed faculty staffing plan for all programs (traditional and SGPS). Within the 2014 self-study, we welcome analysis pertaining to this staffing plan, including head-counts, FTE commitments, and faculty credentials overall as well as by program and location."	Standard Five: Faculty	53; 59
	Planning and financial resources for graduate programs.	"The College's "Cohort Development Plan" indicates timelines for individual cohorts and program concentrations to meet established enrollment goals. In 2014, we look forward to learning about the institution's success in achieving its enrollment goals and cost projections overall and also by location, as evidence of its 'demonstrable record of success in implementing the results of its planning.'"	Standard Two: Planning and Evaluation Standard 9: Financial Resources	94
April 22, 2009	Capacity of the Library to support	"…it is not clear how library resources are accessible to students across the entire New England region that the institution endeavors	Standard 7: Library and	77-79; 82-83

	graduate programming.	to serve, as provision of adequate library and information resources seems highly dependent on the State in which current and new sites are located. Through the study submitted in Spring 2014, we look forward to learning about the institution's successes in assuring the sufficiency of library and information resources at all current and anticipated locations."	Other Information Resources	
	Articulation and assessment of learning outcomes; documentation of learning outcomes, and student success for public information.	"The Commission recognizes the efforts taken by the institution in its fifth-year report to address student success through the new forms provided for assessment of student learning and measuring student success, including licensure passage rates. However, we request that the institution make more concerted efforts to articulate learning outcomes and discuss and interpret the data reported in the forms as part of the narrative of the Spring 2014 self-study, appraising the usefulness of the data to the institution, developing projections for the improvement of the learning experience and outcomes for students, and addressing the institution's capacity in gathering, analyzing, and using data for improvement."	Academic Program; Public Disclosure	41-42 47-48 100

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name:	New England College		
OPE ID:	257900		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2013	Yes	Unqualified
1 Year Prior	2012	Yes	Unqualified
2 Years Prior	2011	Yes	Unqualified
Fiscal Year Ends on:	6/30/2014	(month/day)	
Budget / Plans			
Current Year	2014		
Next Year	2015		
Contact Person:	Dr. Michele Perkins		
Title:	President		
Telephone No:	603-428-2308		
E-mail address	mperkins@nec.edu		

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New England College Self-Study Abbreviations

ACRL— Association of College and Research Libraries
ADA— Americans with Disabilities Act
ASC—Academic Standards Committee
A-V—Audio-Visual
AVPA—Associate Vice President of Admission
AY—Academic Year
BAC—Budget Advisory Committee
Bisk—Bisk Education
BOT—Board of Trustees
Bridges—Bridges to Learning
CFO—Chief Financial Officer
CLP—Career and Life Planning Office
CMP—Campus Master Plan
COT—Classroom Observation team
CurCom—Curriculum Committee
EAP— Employee Assistance Program
EdD—Doctor of Education
Embanet—Pearson-Embanet
EMG—Enrollment Management Group
ExCom—Executive Committee
FDC—Faculty Development Committee
FIC—Finance and Investment Committee
FY—Fiscal Year
GAAP— Generally Accepted Accounting Principles
GenEd—General Education
IAP—Incident Action Plan
ILL—Interlibrary Loan
IRB— Institutional Review Board
IRS—Internal Revenue Service
IT— Information Technology
LCC—Liberal Core Curriculum
MA—Master of Arts
MBA—Master's of Business Administration
MED—Master's of Education
MFA—Master's of Fine Arts
MFP—Master Facility Plan
MS—Master's of Science
NEC—New England College
NHCUC— New Hampshire College and University Council
OCLP—Office of Career and Life Planning
OCPR— Office of Communications and Public Relations
OEL—Office of Engaged Learning
OEP—Optimal Enrollment Plan
OPI—Office of Public Information
OSI—Office of Student Involvement
PAB—President's Advisory Board

PSPC—President's Strategic Planning Council
RCP—Review Committee Panel
RA—Resident Advisor
RLH—Office of Residential Life and Housing
RTF—Repositioning Task Force
SEC— Staff Executive Council
SGPS—School of Graduate and Professional Studies
SURP—Summer Undergraduate Research Program
VPAA—Vice President of Academic Affairs
VPAF—Vice President of Administration and Finance
WALDO— Westchester Academic Library Directors Organization

Institutional Overview

New England College (NEC) is a creative and supportive learning community that challenges individuals to transform themselves and their world. Founded in 1946 to serve the needs of veterans following the end of the Second World War, NEC is a private, non-profit institution located in Henniker, New Hampshire Since its founding the College has progressed to become a comprehensive college incorporating liberal arts and professional programs, and has expanded its graduate offerings, including the launch of a Doctor of Education program in the fall of 2011.

The New England College campus consists of 225 acres of land in the town of Henniker. The campus is located in the center of the town and divided by the Contoocook River. The majority of the 36 College-owned buildings are clustered on the south side of the river, with five outlying buildings to the north, intermingled with commercial and residential properties. About 140 acres are undeveloped and are known as the "New England College Woods." A new Academic Building is in the planning stages and will include classrooms and faculty offices.

When the last Ten Year Self-Study was submitted to the Commission on Institutions of Higher Learning in 2004, the College had enrolled 937 undergraduate students and 275 graduate students. In the fall of 2013, NEC enrolled 1,688 undergraduate students, of which 40% are online continuing education students, and 883 graduate students, of which 62 were doctoral students. The growth in NEC's student population reflects institutional progress beyond enrollment numbers. As the College increased its graduate programs over the last decade, students across New Hampshire and Maine have been able to attain their academic and professional goals in the fields of business, education, healthcare management, and mental health counseling in off - campus instructional locations. With its online continuing education programs, students who would not have had access to the College are now part of NEC's creative and supportive learning community, as directed by our mission. Students in the residential program on campus continue to be the pillar that sustains a vibrant campus life. Doctoral students are on campus for residencies and their presence enriches the intellectual life of the College. New England College has grown in size, in its impact as an institution of higher learning, and in the strength of its mission-driven culture.

The diversity of the student body shows a noteworthy increase over time. In 2006, students of color were 8% of the undergraduate student population. By 2013, this proportion had increased to 18% if only the traditional day program students are counted. Including the online continuing education program launched in 2012, the proportion of undergraduate students of color reached 25% by 2013. In 2006, 89% of the undergraduate students classified themselves as white; this has decreased to 59% in 2013 (13% of students did not choose ethnicity in 2013, and 4% were nonresident aliens). The gender composition of the student population also shows significant changes over this recent period. Women are 56% of the undergraduate student population, and 67% of graduate students. For graduate students this proportion has remained stable since 2006, while for undergraduate students it has grown 7% since 2006. The preponderance of women is even more salient in online programs, graduate and undergraduate, where women double the number of men.

Over the last decade, the Commission has provided NEC with invaluable feedback and has asked the institution to place special emphasis on several areas. Following the Commission's recommendations, the institution has engaged in the integration of the graduate and undergraduate programs, both in terms of faculty and governance. Significant progress has taken place in this regard, as shown by the integration of administrative structures of graduate programs, the engagement of full time faculty in the teaching of graduate courses and the administrative directing

of several of the programs, and the creation of academic divisions with associate deans with oversight of all programs (graduate, undergraduate, continuing education) in their disciplines. The institution has also increased the resources allocated to student services (including technical support and tutoring) and the library as two key areas in terms of student support. These strategic decisions have been key in the success of the doctoral program, in place since 2011, and are invaluable as the institution continues to evolve and incorporates a growing number of online continuing education students.

Strategic planning is at the core of the College's endeavors. President Perkins led the process that resulted in NEC's 2011-2016 Strategic Plan. Prior to this, her leadership had been key to the success of achieving the Strategic Agenda that the College had set for itself in 2005. Under her guidance, all departments at the College have increased their focus on planning and the use of institutional data in decision-making, as well as on the integration of graduate, undergraduate, and continuing education programs as essential parts of the institution. Since 2012, Vice President for Academic Affairs Mark Watman has taken the lead on the development of innovative pedagogies as one of the major goals stated in the Plan.

As with most higher education institutions in the United States, New England College is not immune to the challenges derived from changing demographics and socioeconomic trends. The rising costs of educating students have also affected NEC, and have prompted the administration and the faculty to engage in identifying ways to address these issues. In December of 2012, VPAA Watman created the NEC Repositioning Task Force, with the mandate to lead an institutional process to assess the existing academic programs and structures and recommend how the College should reposition itself in order to create the best quality model of education that is economically sustainable and aligned with NEC's sense of institutional identity. The assessment carried out by the Task Force included a program prioritization process as well as guidelines for curriculum redesign that is now under development by the faculty.

As part of the Repositioning initiative, the faculty adopted the 21st Century Essential Outcomes endorsed by the Association of American Colleges and Universities. These outcomes have been formally adopted as the student learning outcomes at the institutional level since the spring of 2014. The faculty also decided to adopt a series of pedagogical principles and practices that will be at the core of all teaching at the College. The Assessment Steering Committee has institutionalized the assessment of student learning over the past five years, and now looks forward to working with faculty to ensure alignment with these newly adopted principles/practices and outcomes. Updating learning assessment mechanisms by program and by course in order to achieve these shared commitments will be central to its work over the next year. Faculty committees are also organizing professional development programming centered on the implementation of the Repositioning recommendations.

New England College has indeed changed significantly from the institution it was in 2004. At the same time, it has successfully maintained a supportive and caring community of learning. This evolution has not come without growing pains; the changes have added layers of complexity and have demanded adaptability from faculty and staff. The College takes pride in its history and looks forward to the future.

Introduction

In the spring of 2012, New England College (NEC) began the process of preparing for the Self-Study for the NEASC ten-year comprehensive accreditation evaluation. The Self-Study process which steered this collaborative effort was guided by goals established by President Michele Perkins and Vice President for Academic Affairs Mark Watman following their attendance at the October 2012 CIHE Self-Study Workshop. These goals included:

- Assessment of the strategic plan accomplishments and identification of further goals;
- Review of the NEASC Standards and visiting team recommendations;
- Evaluation of progress made in the areas of emphasis requested by the Commission and recommendations identified by the visiting team.

The Self-Study and report preparation process was a comprehensive campus effort coordinated by a Steering Committee with a variety of campus perspectives. To provide both historical continuity and broad representation, members of the Steering Committee included members of the Senior Team, faculty leadership, student development leadership, and staff representing areas of the College such as human resources, student life, advancement, and finance. Mark Watman, Vice President for Academic Affairs and the NEASC liaison officer at NEC, and Nelly Lejter, Dean of the School of Graduate and Professional Studies coordinated the preparation of the report.

The names of the initial Steering Committee members are:

Standard One: Mission and Purpose
Kathy Van Weelden, Library Director
Nelly Lejter, Dean of the School of Graduate and Professional Studies
Mark Watman, Vice President for Academic Affairs

Standard Two: Planning and Evaluation
Frank Hall, Registrar
Nelly Lejter, Dean of the School of Graduate and Professional Studies
Mark Watman, Vice President for Academic Affairs

Standard Three: Organization and Governance
Wayne Lesperance, Professor of Political Science
Tia Hooper, Special Assistant to the President
Mark Watman, Vice President for Academic Affairs

Standard Four: The Academic Program
Fran Chelland, Dean of Liberal Arts Education
John O'Connor, Professor of Business and Associate Dean of Academic Services
Frank Hall, Registrar
Nelly Lejter, Dean of the School of Graduate and Professional Studies
Maura MacNeil, Professor of Writing
Tom McGrevey, Professor of Business
Diana Moore, Director of Distance Learning
Mark Watman, Vice President for Academic Affairs

Standard Five: Faculty
Carlton Fitzgerald, Associate Dean of Education
Cynthia Martin, Professor of Business
John O'Connor, Professor of Business and Associate Dean of Academic Services
Jim Walsh, Professor of History (Faculty Moderator)
Nelly Lejter, Dean of the School of Graduate and Professional Students
Mark Watman, Vice President for Academic Affairs

Standard Six: Students
Yasin Alsaidi, Associate Vice President of Admissions
Gavin Henning, Associate Professor of Higher Education Administration
John O'Connor, Professor of Business and Associate Dean of Academic Services
Nelly Lejter, Dean of the School of Graduate and Professional Studies
Laura Pantano, Dean of Student Engagement

Standard Seven: Library and Other Information Services
Kathy Van Weelden, Library Director
Russ Rattray, Associate Director Danforth Library
Diana Moore, Director of Online Learning

Standard Eight: Physical and Technological Resources
Paula Amato, Vice President of Finance and Administration
Jay Burgess, Director of Campus Facilities and Planning

Standard Nine: Financial Resources
Paula Amato, Vice President of Finance and Administration
Steven Lavoie, Controller
John O'Connor, Professor of Business and Associate Dean of Academic Services

Standard Ten: Public Disclosure
Tia Hooper, Special Assistant to the President
Dia Kalakonas, Director of Public Relations and Communication
Morgan Smith, Vice President of Advancement and Communications

Standard Eleven: Integrity
Holly Cole, Human Resource Manager
Nelly Lejter, Dean of the School of Graduate and Professional Studies
Mark Watman, Vice President for Academic Affairs

The initial work of the Self-Study began with a meeting of its twenty-four member Steering Committee appointed by VPAA Mark Watman. This initial committee was comprised of a diverse group of representation from across the campus and divisions and included faculty, staff, and administrators of the College. The Steering Committee was presented with and discussed all of the required NEASC documents, and information on desired outcomes related to preparing narrative sections following NEASC criteria. As well, institutional research data, specifically for the Data-First forms, was identified for collection and analysis, and a timeline for the development of the Self-Study was established.

The Steering Committee was further facilitated by appointing members of the committee to each of the eleven Standards for Accreditation. Committee members assigned to specific standards assessed the type of information desired to be included in the standards, identified key community members whose perspective and knowledge related strongly to each standard, and held brainstorming sessions to identify themes that were significant to each standard. In these small groups members established working agendas to complete drafts of each standard and invested in data collection and discussion from particular stakeholders located across the College community. The small groups worked on each standard, including data collection and drafting responses to each standard with appropriate sub-headings, and reviewing submissions with the goal of completing initial drafts of standards by June 2013.

It is important to note that these efforts were integrated significantly with the work of the Repositioning Task Force, and that data included in this document was produced in the context of the work carried out by the Repositioning Task Force in the spring, summer and fall of 2013. The Repositioning Task Force was guided by previous initiatives completed at a number of other universities, as well as recommendations from the widely referenced book by Robert F. Dickeson, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated* (Jossey-Bass, 2010). The Self-Study process was further enhanced by a visit to campus by the Accreditation Team Chair Dr. Robert A. Clark, President of Husson University on November 11, 2013. At this visit Dr. Clark toured our Henniker campus, and visited our new site location in Concord, NH. He visited with New England College President, Michele Perkins, and Senior Team leadership and was provided with an overview of the institution's culture and main strategic directions. As well, Dr. Clark met with faculty, staff, and students, and specifically with a group of Repositioning Task Force members who discussed the efforts of the Repositioning initiative and the work they were completing. Finally, Dr. Clark also met with the NEASC Operations Committee to discuss the expectations of the Self-Study and the site visit scheduled for April 13-16, 2014. Dr. Clark was particularly helpful in establishing the expected tone of the upcoming visit, and focused discussion on the expectations of the visiting team. The draft writing and revision of the full report occurred during the fall and spring of the 2013-14 academic year, and was completed in early spring of 2014. A full draft of the report was reviewed by President Perkins, members of the Board of Trustees, and followed by review by members of the College community in anticipation of the April visit. John Achorn and Ann O'Keeffe carried out an outstanding work of proof-reading and creating one voice from all the contributions different departments and committees made to the report.

The feedback and recommendations that the institution has received from the Commission over constitute the backbone of the self-study process. As the Table of CIHE Actions shows, this Self-Study Report addresses each of the areas of special emphasis indicated by the Commission. These areas relate to the Standards on Academic Programs, on assessment of student learning; Faculty, on ensuring sufficient full time faculty to support the doctoral program; Library and Other Information Resources, on the need to provide sufficient library and information resources to students in all locations where instruction takes place. Responses to these areas of emphasis are included in the report narrative and are also referenced in the CIHE Actions table.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.nec.edu/about-nec/mission	May 11, 2007

	Mission Statement published	URL	Print Publication
?		http://www.nec.edu/academics/	Academic Catalog
		Folders 1, 5	Full-time Faculty Handbook
		Folders 1, 5	Part-time Faculty Handbooks
		Folders 1, 5	SGPS Faculty Handbook
		Folders 4,6	SGPS Students Handbook
		Folders 4,6	Undergraduate Students Handbook
		www.nec.edu/students-faculty-staff/student-handbook-2013-2014/	

	Related statements	URL	Print Publication
?	Shared Commitments	Folders 1, 2, 4, 5, 6	Shared Commitments
	2		
	3		

Standard One: Mission and Purposes (1.1 – 1.4)

I. Description

In response to NEASC's recommendations to the 2004 Ten-Year Report, New England College (NEC) engaged in a college-wide effort to articulate more clearly its identity beginning with a review and revision of its Mission Statement. This new Mission Statement has reaffirmed the nature, traditions, and commitments of the College as a liberal arts institution that:

1. Combines liberal studies and professional disciplines as part of an indivisible whole;
2. Integrates its graduate and undergraduate programs under one mandate and vision;
3. Emphasizes student engagement and experiential learning.

As a result of this process, NEC's Mission Statement since 2007 is as follows:

> *New England College is a creative and supportive learning community that challenges individuals to transform themselves and their world.*
>
> ***Description of Mission***
> *New England College emphasizes experiential learning as essential to an enduring academic community. Building upon a strong liberal arts foundation, we challenge our students to reach their full potential in a context of academic freedom that promotes the following values:*
> - *Imaginative, innovative, and creative approaches to all their endeavors;*
> - *Respect for self in the development of personal, social, physical, and intellectual abilities;*
> - *Caring and collaborative relationships among members of our community;*
> - *Respect for the varied qualities of individuals, communities, and the world;*
> - *An appreciation of beauty and elegance in the search for truth;*
> - *Inquiry into and the pursuit of social justice;*
> - *Ethical and responsible citizenship, including service to the community;*
> - *The pursuit of ecological sustainability;*
> - *Continuous learning and a lifetime of personal achievement.*
>
> ***Vision**: NEC will be renowned as a creative, innovative, and supportive learning environment where transformation is at the core of all we pursue.*
> *http://nec.edu/about/mission-vision/*

NEC's Mission Statement embraces diversity among the student population, faculty, and programmatic offerings—on campus, off campus, and online.

In 2007, Dr. Michele Perkins became NEC's fifteenth President, immediately engaging the community in a comprehensive evaluation of its strategic goals, an effort aimed at converting the College's new mission into practice. In 2009, the College revised its existing Strategic Plan to focus on three major goals:

- Strategic Initiative I: Optimal Enrollment Plan—enhancing the College's success through effective marketing and branding.
- Strategic Initiative II: Comprehensive Campus Plan—meeting the goals of the Optimal Enrollment Plan.

- Strategic Initiative III: Institutional Advancement Plan—increasing NEC's wealth, visibility, prestige, and external support.

During the fall of 2010, and with support from internal and external stakeholders, NEC undertook a comprehensive examination of the Mission Statement and Strategic Plan in response to the changing landscape of higher education regionally and nationally. President Perkins saw this process as a means to strengthen the College's identity, to confirm its nature and practice as a mission-driven institution, to define strategic initiatives in the context of a strong academic focus within an ongoing cycle of assessment, and to continue to make its overarching goals operational.

The strategic planning process occurred during the 2010-2011 academic year, the most comprehensive and inclusive in the College's history (see Standard Two). During the process NEC reaffirmed its Mission Statement and Values, agreeing to refine its strategic goals and objectives. In May 2011, the Board of Trustees (BOT) approved NEC's 2011-2016 Strategic Plan, including the following three major initiatives:

> *INNOVATIVE PEDAGOGY: NEC will pursue innovative pedagogies that, combined with current methods promoting student learning and success, will further enrich our undergraduate and graduate programs. Such innovative pedagogies include, but are not limited to, new approaches to content, delivery, location, duration, and outcomes. NEC will incorporate experiential and engaged learning experiences with a strong liberal arts orientation into all courses and programs.*
>
> *SUSTAINABLE GROWTH: NEC will strengthen and secure its long-term viability through planned growth while improving and expanding facilities to enhance the teaching and learning.*
>
> *IMAGE AND REPUTATION: NEC will raise its profile by seeking national recognition for its mission, vision, and contributions to higher education. We will robustly promote our student, faculty, and staff accomplishments, as well as our strategic partnerships. We will also celebrate and broadly publicize the achievements of our undergraduate and graduate alumni whose successes speak to their educational foundation at NEC.*

These initiatives translate into goals, the majority of which were well underway by the start of the 2011-2012 academic year (see Standard Two for examples).

As indicated in NEC's 2009 Fifth-Year Report, as well as the progress reports specific to the School of Graduate and Professional Studies (SGPS) submitted to NEASC in 2009 and 2011, NEC has made a substantial and systematic effort to integrate graduate and professional studies into the College, aligning all graduate and professional studies programs with the Mission Statement.

> ***Commitment:*** *SGPS is committed to remove obstacles to educational advancement and to open new pathways leading to professional development and personal enrichment.*
> ***Goal:*** *The goal of SGPS is to be a leader in flexible, tailored, on-site graduate and professional studies programs offered throughout the region and through alternative media.*

The Dean of SGPS, as a member of the President's Strategic Planning Council (PSPC), partakes in the assessment of SGPS's programs relative to the College's mission. Over the last decade, SGPS has worked with the other college-level departments and committees to fulfill this commitment and to ensure that all graduate and professional programs serve and support the College's mission. All SGPS publications contain the College's Mission Statement, including the Graduate Catalog (www.nec.edu/academics/), SGPS Faculty Handbook, and SGPS Student Handbooks. The SGPS Council routinely monitors the alignment of graduate programs with the College's mission and goals.

II. Appraisal

Over the last decade, NEC's mission has guided strategic plans and decisions, including the creation of programs and services, decisions that take into account the needs of potential and existing students. Other mission-driven strategic decisions include the following:

1. In an effort to improve upon the mission's focus on "ethical and responsible citizenship," the College created and implemented College Convention. This Convention began January 2000 as part of New Hampshire's First in the Nation Primary. The Convention features leading presidential candidates, international media, and participants from across the country for a face-to-face look at the people and issues that shape the presidential campaign. NEC has hosted this event every subsequent Primary cycle. Nearly 1,000 college and high-school students have participated in College Conventions 2004, 2008, and 2012, each of which was organized by members of NEC's faculty, staff, and students. Plans for the 2016 Convention are underway.
2. In order to emphasize "experiential learning as essential to an enduring academic community," the College created and implemented in 2009 the Office of Engaged Learning (OEL): OEL serves as a resource to faculty, staff, and students interested in activities involving engaged learning. OEL awards grants to faculty members seeking to create engaged learning opportunities in newly designed, as well as current, courses. This initiative endorses not only engaged learning but also the values of ethical and responsible citizenship as expressed in the Mission Statement and in the 2011-2016 Strategic Plan.
3. In an initiative to strengthen the mission's focus on "ethical and responsible citizenship," the College is classified as a Community Engagement institution. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (http://classifications.carnegiefoundation.org/descriptions/community_engagement.php)
4. In order to "emphasize experiential learning as essential to an enduring academic community," the College created and implemented the Engaged Learning Advisory Group in the summer of 2009. The Engaged Learning Advisory Group is charged with three primary functions: (1) Serving as a resource to faculty, staff, and students who are interested in participating in engaged learning activities; (2) Promoting engaged learning across disciplines at NEC; and (3) Coordinating the engaged learning activities of Project Pericles, The Center for Civic Engagement, and CiviCorps.
5. In order to further commit to "the pursuit of ecological sustainability," a number of initiatives have taken place:
    a. In 2012, the College joined the American Colleges and University Presidents' Climate Commitment (http://www.presidentsclimatecommitment.org/) to develop a long term plan for the campus to become carbon-neutral.
    b. In 2008, NEC became a member of the Association for the Advancement of Sustainability in Higher Education (http://www.aashe.org/);
    c. In the fall of 2012, the Master of Science in Management Program designed and implemented a concentration in Sustainability. This program complies with the Mission Statement's emphasis on ecological sustainability. The program continues to develop and improve by the combined efforts of full-time faculty and expert practitioners/scholars in the field.
6. In an effort to both emphasize experiential learning and the College's "commitment to

continuous learning in a lifetime of personal achievement," the College created and implemented the Doctor of Education Program: in the fall of 2011, the Doctor of Education Program, with concentrations in K-12 Leadership and Higher Education Administration, was launched by full-time faculty in NEC's Education Division, a testament to their contribution to the College's mission.

III. Projection

Repositioning Task Force: 2013-2014

Throughout 2012, Vice President for Academic Affairs Mark Watman brought to the faculty a discussion about the future of the academic programs at NEC, especially in light of the need to reinforce experiential learning components in all programs as well as make the delivery of the curriculum more efficient. By December of that year, the VPAA brought this conversation to the Budget Advisory Committee (see description of BAC in Standards Two and Three), to determine ways to change the structure and processes of the College to strengthen those programs central to NEC's mission and priorities. Upon formal request from BAC, with the approval of President Perkins and the Board of Trustees (along with faculty support), the VPAA created the NEC Repositioning Task Force, with the following mandate:

> *Lead an institutional process (consisting of membership of faculty, staff, students, etc.) to assess the existing undergraduate, and graduate academic programming and structures in order to more clearly define our institutional identity, differentiate specific points of excellence, and recommend to appropriate committees and offices how the College should reposition in order to create the best quality and most effective, efficient, and forward-thinking model of education that is economically sustainable and in line with our sense of institutional identity.*

The mandate to the Repositioning Task Force was to devise a framework for strategic and tactical decision-making to strengthen the quality of academic programming and promote the economic health and viability of the College. As a result of the Task Force's recommendations, the College is establishing priorities in academic programming and academic support services, as well as assigning resources to those programs and services central to the College's Mission and purpose. The Task Force primarily consisted of full-time faculty, with participation from administrators and other stakeholders in specific parts of the process.

During the first part of 2013, the Repositioning Task Force had an in-depth conversation about the need to provide conceptual, pedagogical, and practiced-based strategies to adapt to the changing landscape in higher education. The Task Force agreed to adopt practices involving innovative pedagogy and student outcomes to achieve enrollment growth, national reputation, and a distinct identity, as stated in the 2011-2016 Strategic Plan. The Task Force concluded this part of its work by recommending to the faculty the adoption of the following commitments:

1. *A COMMITMENT TO CAPITALIZE ON EXISTING STRENGTHS AND RESOURCES AND TO INTEGRATE THESE INTO OUR CURRICULUM:*
   NEC community and curriculum will emphasize our rich natural and civic environments, emphasize our engaged and experiential interaction with them, and inform and inspire our understanding globally.
2. *A COMMITMENT TO A PARTICULAR SET OF NEC PEDAGOGICAL PRINCIPLES AND PRACTICES:*
   NEC commits itself to a set of Pedagogical Principles and Practices that will characterize our students' educational experience. Those who teach at NEC will undergo professional

development and support and will apply these principles and practices to promote the mission and values of our College.

NEC Pedagogical Principles:

- *Classroom experiences are connected to the real world*
- *Courses include physical, hands-on exercises*
- *Faculty use alternative modes of teaching and learning*
- *Courses include outside-of-classroom experiences*
- *Programs include Community Placements or other Experiential Learning activities*
- *Students' questions drive instruction and relevance*

NEC Pedagogical Practices:

- *Problem-based Learning*
- *Service Learning*
- *Place-Based Learning*
- *Project-Based Learning*
- *Collaborative Learning*

3. *ADOPTION OF AND COMMITMENT TO THE 21st CENTURY ESSENTIAL LEARNING OUTCOMES:*
   Education in the Liberal Arts & Sciences and the Professional Programs will be integrated in one paradigm and articulated as such: a comprehensive preparation of individuals for life-long learning that focuses on the outcomes as articulated by the LEAP Campaign promoted by the Association of American Colleges and Universities.

The full-time faculty embraced these commitments in its November, 2013 meeting. The next steps involve the faculty's work in ensuring that these principles, practices, and outcomes become part of each program and course. Implementation of this work will strengthen and more clearly align programs and faculty's work with NEC's mission and goals. The Dean of SGPS was an active member of the Repositioning Task Force and, through the Graduate and Professional Studies Council (GPSC) and graduate program directors, is also working to apply these Commitments to the graduate programs. The Repositioning Operational Plan 2013-2015 indicates specific goals for the adoption of the Shared Commitments, including:

- Identification of costs savings to reallocate resources strategically in an effort to realize Repositioning efforts that directly relate to the mission of the College. Expected completion: Summer 2014; implementation of cost-saving measures to start in Fall 2014. Responsible party: Vice President for Academic Affairs.
- Design faculty development plan within framework of Shared Commitments. Expected completion of plan: August 2014; implementation: 2014-2015. Responsible party: Faculty Development Working Group.
- Curricular changes to take place with incorporation of Essential College Outcomes and Shared Commitments. Expected approval of changes: May 2014. Responsible parties: Curriculum Committee; VPAA; Registrar's office; all faculty meeting.

Institutional Effectiveness (1.5)

The NEC Mission Statement appears in all major publications of the College, disseminated to the NEC community at large (see Standard Ten for a list of these publications). The College has

developed clear mechanisms for review of the Mission Statement and Strategic Plan, mechanisms that are more inclusive of internal and external stakeholders including the work of the Repositioning Task Force and the President's Strategic Planning Council. Systematic tools such as ongoing review of strategic initiatives and mission alignment, and periodic surveys of students and alumni are part of this process. NEC's mission centeredness is a topic of continuous conversation among different committees and working groups across the College, as well as in classrooms and informal meetings.

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

	Year of Completion	Effective Dates	URL or Folder Number
Immediately prior Strategic Plan	2005	2005 - 2011	**Folder 2**
Current Strategic Plan	2011	2011-2016	http://nec.edu/about/mission-vision/
Next Strategic Plan	2017	2017-2022	N/A

Other institution-wide plans

Master plan	2010	2010-2015	Folder 2
Academic plan	2014	2014-2016	Folder 4
Financial plan	2013	2014 - 2018	Folder 9
Technology plan	2014	2014 - 2017	Folder 8
Enrollment plan	2013	2014 - 2018	Folder 6
Development plan			

(Add rows for additional institution-wide plans, as needed.)

Plans for major units (e.g., departments, library)

Danforth Library	2013	2014 -2019	Folder 7
Business Department (Academic)	2013	2013 -2017	Folder 4
Student Development Plan	2013	2013 - 2014	Folder 4
Pathways Academic Success Services	2013	2014 - 2018	Folder 4

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

	URL or Folder Number
Program review system (colleges and departments). System last updated: August 2013	Folder 4
Program review schedule (e.g., every 5 years)	Folder 4

Sample program review reports (name of unit or program)

Mental Health Counseling	Folder 4
M.S. In Accounting	Folder 4
Masters of Science in Management	Folder 4
Biology & Health Sciences	Folder 4
Business Administration	Folder 4
Education	Folder 4
Environmental Sciences	Folder 4
Psychology	Folder 4
Outdoor Leadership	Folder 4
Theatre	Folder 4

(Insert additional rows, as appropriate.)

System to review other functions and units

Program review schedule (See Schedule)	Folder 2

Sample program review reports (name of unit or program)

Danforth Library	Folder 7
ESL	Folder 4
Disability Services	Folder 4

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

	Date
NSSE	*2005, 2007, 2008, 2010*
Quality of Life Survey (Student)	*2013*
Common Data Set	2013
Admissions Reports	2013
Returning Student Report	Most Recent: 1/2014
Retention Report - Undergraduate	2013
Retention Report - Graduate	2013
CAS Self Review	2013

(Insert additional rows, as appropriate.)

Standard Two: Planning and Evaluation

Planning and Evaluation (2.1 – 2.2)

Description

Strategic Planning is an ongoing process that occurs at New England College on multiple levels, from its Strategic Plan to its supplementary strategic planning and assessment activities organized at the division or departmental levels. Over the last decade, NEC has improved its strategic planning by strengthening its inclusiveness of internal and external stakeholders, practicing transparency, using institutional data to make informed decisions, and devising mechanisms to measure progress and promote accountability.

NEC has heeded NEASC's recommendations regarding strategic planning. Specifically, the College has integrated the School of Graduate and Professional Studies (SGPS) into the college-wide strategic process. The most effective example of this integration is the NEC 2011-2016 Strategic Plan (for further discussion, see Sections 2.3 and 2.4) The process for creating this plan involved graduate faculty, staff, and students along with undergraduate faculty and students, Board of Trustee members, alumni, administrators, and other community members.

Long-term, college-wide strategic planning occurs under the leadership of the President and Senior Administration, under the direction of the Board of Trustees (BOT), and with the participation of internal and external stakeholders. Formal assessment of the progress made on the 2011-16 Strategic Plan is also achieved via the President's Strategic Planning Council. Faculty has strong representation in formal committees, as well as working groups and task forces.

Annual planning occurs at NEC through many committees and groups, including the following:

- *ACADEMIC AND INSTRUCTIONAL PLANNING: Board of Trustees Academic Affairs Committee*, *Senior Team Meetings, the Vice President of Academic Affairs (VPAA) Council, Academic Divisions and Collegia, Standing Committees of the Faculty (see Standard Three) and Graduate and Professional Studies Council (GPSC), and additional committees, working groups, and task forces related to academic planning including the Enrollment Management Group (see Section 2.3 – 2.4 below) created by President Perkins in 2002, the Assessment Steering Committee created by President Perkins in 2010, and the NEC Repositioning Task Force created by the VPAA in 2013.*
- *STUDENT DEVELOPMENT AND LIFE PLANNING: Board of Trustees Enrollment Committee, Students Success Committee, Behavioral Intervention Committee, Student Programming Committee, Incident Reports Committee, Campus Safety Advisory and Appeal Board, Student Conduct Board, and the Student Senate.*
- *FACULTY PLANNING AND REVIEW: Board of Trustees Academic Affairs Committee; Standing Committees of the Faculty (i.e. Faculty Development Committee, Faculty Funding Committee, Faculty Welfare Committee etc.), Academic Divisions and Collegia, and VPAA Council.*
- *FACILITIES PLANNING: Board of Trustees Infrastructure Committee.*
- *FINANCIAL PLANNING: Senior Team, Budget Advisory Committee (see Section 2.3 – 2.4 below) and Board of Trustees Finance and Investment Committee.*
- *EMERGENCY PLANNING: Emergency Response Committee, chaired by the Director of Facilities.*

Coordination of initiatives through these various committees are aligned through the leadership of respective Senior Team Vice Presidents and are integrated at Senior Team meetings with the President.

Appraisal

Planning and review are expected of the entire College, including each program and department. The strategic planning processes have improved in scope, inclusiveness, and use of data. The 2011-2016 Strategic Plan guides and shapes the campus-wide Master Facilities Plan conducted in 2010-2011 by Sasaki Associates, as well as the revised Optimal Enrollment Plan.

For the creation of the 2011-2016 Strategic Plan, each department at NEC contributed data, collected and organized by the Registrar, who also serves as NEC's Institutional Researcher. This data was available to everyone in the community through the Strategic Planning Resource Index. The types of data used in the planning were organized in the following categories:

- Environment:
- Admissions and Financial Aid
- Enrollment
- Retention
- Housing
- Faculty
- Graduate programs
- General large studies/sources (i.e. IPEDS, NEASC, NSSE, Common Data Set
- Classrooms and class size

In the most recent two Strategic Plans, the College was able to monitor progress toward achieving its goals, through Operational Plans. In the current Strategic Plan, the Senior Team and the President's Strategic Planning Council monitor the progress towards achieving strategic initiatives as documented on the Strategic Plan's Operational Planning Worksheets, which clearly define tasks, responsible parties, start and end dates, success indicators, status of progress, expenses, and sources of funding. However, there is a need to have the monitoring tools more available to all NEC departments, to ensure the use of standardized tools for assessment of progress. There is also a need to systematize revisions and adjustments to the strategic goals and objectives.

Institutional research at NEC is predominantly the responsibility of Registrar. As the need for institutional research increases, there will be a concomitant need for an Office of Institutional Research.

I. Projection

The College will focus on the following planning and evaluator initiatives to improve the effectiveness of implementing important mission-related and strategic initiatives. This work will include the following items:

- Operationalization of revised Strategic Goals (see Appraisal in section 2.3-2.7 below) in specific tasks, milestones, and responsible parties. Expected completion: Ongoing—see specific dates within the Strategic Plan's Operational Planning Worksheets. Next update: Summer 2014.

Responsible parties: President's Strategic Planning Council and Senior Team

- Evaluation and redesign as needed of the Operational Plan Worksheet. Expected completion: Summer 2014. Responsible party: President's Strategic Planning Council.
- Implementation of operational initiatives from revised Strategic Goals. Expected completion of initial phase: 2015. Responsible party: Senior Team.
- Assessment of data gathering and analysis processes for institutional research, in order to identify potential for improvement and further systematization of data collection. Expected completion: October 2014. Responsible party: Senior Team, Registrar.

Planning and Evaluation (2.3 – 2.7)

I. Description

Long Term College-Wide Strategic Planning

Since 2004, NEC has systematically assessed its strategic goals, designing a new Strategic Plan while making significant revisions to existing plans.

Milestones include:

- 2004-2005: In the fall of 2004, Interim President John Sevens launched a college-wide strategic planning process including the Stakeholder's Conference, with participation from faculty, staff, senior staff, trustees, students, alumni, and a wide variety of friends of the College. The process resulted in a Strategic Agenda approved by the BOT in May 2005. The Agenda presented five initiatives:
    1. Defining our Identity and Declaring our Mission
    2. Creating a Robust Physical and Technological Learning Environment
    3. Creating a Culture of Unity and Enthusiasm
    4. Establishing and Sustaining a Climate of Excellence
    5. Stewarding our Resources While Striving for Prosperity.

  Initiative 1 took a year to achieve and included community meetings, workgroups, and forums. The Mission Statement was approved by the Board of Trustees in May 2007 under the leadership of President Michele Perkins.
- 2006-2007: The NEC's Strategic Agenda Scorecard was created to monitor progress in goals stated in the 2005 NEC Strategic Agenda. The results of the Scorecard indicated progress toward achieving the five initiatives and set the target dates for completion.
  In the spring of 2007, President Perkins created the President's Strategic Planning Council (PSPC), with an initial mandate to assess the initiatives in the 2005 Strategic Agenda and to develop and implement a process for continuous monitoring and revision. PSPC is comprised of a representative cross-section of the community, including Vice Presidents, Deans, and faculty. PSPC finalized the five initiatives and laid the foundation for a comprehensive strategic planning process.
- 2008-2009: In October 2008, PSPC prepared "A Vision for Institutional Transformation and a Summary of Strategic Planning Accomplishments." This was a condensation of the existing plan, to help in the articulation of remaining goals, The main recommendation from this document was that the Strategic Agenda focus on enrollment, the campus, and advancement in order to:
    1. Implement the Optimal Enrollment Plan: This plan is informed by our mission, with a focus on branding, institutional prestige, and wealth.

2. Implement a Comprehensive Campus Plan: This plan reflects our mission and vision, while meeting the goals of the OEP.
3. Implement the Institutional Advancement Plan: This plan reflects our mission, satisfies our vision, and allows for expansion and growth while increasing NEC's wealth, visibility, prestige, and external support.

The OEP 2009-2014 projected enrollment to reach 1500 undergraduate and 2000 graduate students within ten years. To achieve this goal, NEC coordinated a series of initiatives and investments in academic programs, admission, retention, infrastructure and facilities, and personnel. Faculty, staff, and trustees had a voice in defining the optimal enrollment goals. Departments and committees set the priorities, e.g., Admission, SGPS, Enrollment Management Group (EMG), and Budget Advisory Committee, Engaged Learning Advisory Group.

- 2009-2010: At its May 2009 meeting, PSPC agreed that the College had sufficient momentum to create a new Strategic Plan. In June, PSPC analyzed the strengths, weaknesses, opportunities, and threats for such an undertaking and compiled a list of responses. PSPC then reviewed the College's mission and vision statements and acknowledged their continued relevance. PSPC recommended a Strategic Plan that would incorporate three important initiatives simultaneously: the new Strategic Plan, a campus-wide facilities plan, and a capital campaign. The new Strategic Plan would proceed according to the following tenets:
    - To prepare for opportunities and challenges, and to understand the dynamics of the changing educational landscape;
    - To respond to the evolving needs of the NEC community;
    - To engage the NEC community and a variety of stakeholders in a transparent and inclusive process of strategic planning;
    - To make NEC the first choice of current and prospective students.
- 2010-2011: The strategic planning process of 2010-2011 resulted in the 2011-2016 NEC Strategic Plan. The process involved five study groups consisting of a cross section of NEC community members, including graduate and undergraduate faculty, staff, students, alumni, BOT, and other friends and stakeholders of the College. The study groups explored the following topics: outreach, enrollment, community, learning and scholarship, and campus, using six lenses for its respective topic: entrepreneurship, brand, location, sustainability, competitiveness, and diversity. The NEC community members were encouraged to add their voices in blogs organized around each of the topics. Community forums kept all of NEC abreast of the progress made and the challenges ahead.

  After reviewing their topics and listening to the community, the study groups compiled lists of aspirations, which were then shared with PSPC and the NEC community for further review. Over the fall, PSPC fine-tuned the list of aspirations, which President Perkins shared with the Board of Trustees and the NEC community *via* NEC's website.

  The list of aspirations was organized into three strategic areas: Innovative Pedagogy, Sustainable Growth, and Image and Reputation. PSPC reviewed these areas for clarity and consistency, ensuring that they represented NEC's highest ideals. In May 2011, BOT approved the NEC 2011-2016 Strategic Plan. The optimal enrollment goals were further updated in the 2011-2016 Strategic Plan to reach 2,000 undergraduate and 2,000 graduate students.
- 2012-2013: During this period, NEC has focused on implementing the Strategic Plan and assessing milestones and challenges. (For information on implementation see section 2.4 below.) During the first ten months of 2013, the Repositioning Task Force prepared recommendations regarding pedagogy and curriculum to facilitate the achievement of the

strategic initiatives mentioned in the 2011-2016 Strategic Plan.

Academic Planning

Under the guidance of the College's Strategic Plan, the academic units (see academic governance structures in Standard Three) carry out annual planning for all instructional activities. Assessment of the curriculum occurs throughout the year (see Standard Four), and all faculty Standing Committees meet regularly, providing minutes in the Faculty Bulletins published before each monthly faculty meeting. Faculty development, sabbaticals, promotions, and other related matters are recommended by the appropriate Standing Committees (See Standard Five). Plans requiring faculty approval are presented by the Chairs of Standing Committees at the faculty Executive Committee (see Standard Three), which creates the agenda for faculty legislative meetings.

The Vice President for Academic Affairs leads all academic initiatives derived from the Strategic Plan; appropriate committees and departments follow through with directives and initiatives under the coordination of the VPAA.

For the 2013-2014 academic year, the VPAA presented to all academic units a template for an Academic Annual Report, which contains an assessment of the previous year and planning for the following year. This report has five components: a short Narrative, a Statement of Goals (3-5 annually), proposed Actions to help Directors/Chairs/Deans and programs achieve those Goals, a Method for measuring progress, and a Timeline for implementation.

The Enrollment Management Group (EMG) meets monthly under the direction of the Dean of Students and the Associate Dean of Academic Services. At the beginning of each academic year, the Group shares goals for student retention based upon the Budget Advisory Committee's budget, and designs initiatives and programs derived from those goals. The EMG also monitors retention and evaluates retention initiatives.

The Repositioning Task Force created an Operational Plan that lists the different objectives, as well as the timeline for the completion of each objective. In November 2013 faculty adopted the Task Force's recommendations, committing to the need for the operational plan.

Facilities Planning

Facilities planning and other infrastructure resources are consistent with NEC's mission and strategic goals. The BOT's Infrastructure Committee oversees capital repairs and improvements. It also provides strategic guidance on campus-wide initiatives relating to both facilities and information technology. The Campus Master Facilities Plan, approved by the Board of Trustees in May 2011, has a vision rooted in NEC's mission, its traditions, and its close ties to the town of Henniker. The Master Plan reinforces the Strategic Plan by enhancing NEC's unique identity by beautifying its landscape; by planning for new academic, residential, and administrative spaces; and by defining a viable approach to financing and phasing.

The process for the Campus Master Plan began September 2010 under the guidance of the President, the Master Plan Committee, the Board of Trustees, and the broader campus community. Because the Master Plan began during the development of NEC's Strategic Plan, its recommendations were closely allied with the goals of the Strategic Plan, including a reinforcement of the campus image and identity, an emphasis on sustainable growth, and a dedication to innovative pedagogy. The Master Plan provides deliberate, interactive engagement with the NEC community and its development included stakeholder interviews, on-campus work sessions, and web-based conferences.

Devising the Master Plan involved three phases: inventory and analysis, concept alternatives, and development. The Master Plan entails a number of new facilities, renovation projects, and site

improvements. It assumes a priority list that balances NEC's strategic goals and funding capabilities with required project sequencing. The phasing is flexible, allowing for changes in prioritization as necessary.

Financial planning

The Budget Advisory Committee (BAC) reviews the College's operating and capital budgets to ensure accordance with the Strategic Plan. The Committee serves as a vehicle for faculty, staff, and students regarding budget matters and requests, enhancing transparency in the budget process. The annual budget planning process involves seven steps:

- Senior leadership (President Perkins, VPAA, VP of Administration and Finance, Associate VP of Admissions, VP of Advancement and Communications) meet regularly to discuss revenue projections for the next fiscal year (FY).
- Vice Presidents work with their divisions and departments to establish budget needs for the next FY, meeting regularly with faculty and staff to determine strategic priorities.
- Once budget needs are established, the VPs bring budget requests to the BAC. During the following three months, the BAC meets at least once a week to review requests and establish priorities.
- Representatives from the Student Senate attend the BAC once in the fall to present their projects and request funds earmarked for student-originated capital initiatives.
- The Board of Trustee's Finance and Investment Committee receives updates of the process via the VP of Administration and Finance.
- The Senior Team reviews NEC's investment strategy and changes to portfolio
- The President brings the proposed budget to BOT for final approval.
- Throughout the year, BAC assesses enrollment goals and revenue projections.

Emergency Planning

The College has an Emergency Response Team which is very active on campus, providing training, training exercises for the team and all college members throughout the year. Each year a tabletop drill as well as a comprehensive drill on campus has been organized. The comprehensive drills include local and state agencies, as well as on-campus departments charged with the safety and security of staff, faculty and students. Regular debriefs allow for ongoing improvements to the processes in place. During 2008 the College updated its Emergency Response Manual based on feedback from prior participants. Currently the team is working on revising the manual with additional information and adjustments based on what has been learned during the training and drills conducted.

The Emergency Response Team creates the Incident Action Plan (NEC IAP), which involves the Directors of Campus Safety, Director of Facilities, Wellness Center, Residence Life, Public Information and Communications, and Dining Services, as well as the Dean of Students and Associate Dean of Students. It reviews the emergency plan at least once a year and makes necessary adjustments. Information on emergency procedures is published in NEC's website under Consumer Information (www.nec.edu/about/consumer-information/). Students are encouraged in this web site to sign up for the e2Campus Emergency Text Messaging Service, which provides updates on closings.

II. Appraisal

An analysis of NEC's ability to achieve the goals of the 2005 Strategic Agenda, the OEP 2009-2014, and the 2011-2016 Strategic Plan shows major successes impacting the College; see example in Table 1 and in the Strategic Plan's Operational Planning Worksheets. At the same time, annual reviews and other periodic evaluations also identify several challenges. The goals of the 2005 Strategic Agenda represent foundational aspirations towards a sense of purpose, community, excellence in teaching and student success, sound financial management, and improvements to the infrastructure. In 2008, the President's Strategic Planning Council assessed the initiatives of this Agenda and concluded it had achieved its stated outcomes:

Table 1. New England College 2005 Strategic Agenda: Review of Outcomes

Goals	**Completed/In Progress: Milestones Achieved by 2008**
Definition of Identity and creation of New Mission Statement	New Mission Statement for the college was approved by the Board of Trustees in May 2007 after a year-long consultation process with internal and external stakeholders in the community
Physical and Technological Environment	Each annual budget assigned funds for the maintenance of facilities, including renovations of residence halls, library, dining hall, and installation of safety systems
Culture of Unity and Enthusiasm	Orientation programs for faculty and staff; staff performance evaluations revised to strengthen the connection between mission, annual goals, and performance
Climate of Excellence	Mechanisms created to assess student ability upon matriculation; institutional mechanisms in place to monitor student progress, attendance, and student evaluations of faculty
Stewarding of Resources	Budget planning systems and prioritization of expenses according to relevance to College mission led to financial health of the institution

By 2008, once these foundational components were consolidated, President Perkins spearheaded a systematic planning of revenue streams and enrollment. Specific enrollment goals became part of the OEP in 2008 (see Standard Six for enrollment data).

As mentioned above, the NEC community engaged in a college-wide strategic planning process in the fall of 2010. What follows is the assessment of the milestones achieved and challenges encountered in implementing this plan.

Table 2. NEC's Strategic Plan 2011-2016: Summary Review of Outcomes

Strategic Direction: Innovative Pedagogy	
Priority Areas	**Completed/In Progress: Milestones Achieved by January 2014**
Develop new interdisciplinary programs that leverage the	In progress: faculty approve recommendations of the Repositioning Task Force, including curriculum redesign and the adoption of

College's strengths in the humanities and professional programs, enhancing civic engagement and preparing students for success in 21st century careers.	pedagogical principles and practices, as well as learning outcomes; these changes are in the design phase, with implementation expected to start in the fall of 2014.
Redesign of Honors Program	Faculty approved redesign of the program in May 2013 to accommodate transfer students, clarify criteria for the honors designation, and ensure that students obtain opportunities to fulfill program requirements. Program first implemented in the fall 2013.
Creation MBA programs	MBA program established in Fall 2012; phasing out of MSM program in progress
Design of online programs for adult learners	New online continuing education programs for adult learners in place since the fall of 2012; majors in Business, Criminal Justice, Healthcare Administration, and Psychology.
Concord Presence	NEC Concord began operations in the fall of 2013 at 62 North Main Street; preparations are underway for a year-long calendar of activities offered to NEC students, as well as the community as a whole.
Professional Development for Faculty	In the context of the recommendations from the Repositioning Task Force, the VPAA has appointed a group of faculty to design and coordinate faculty development activities throughout the year to promote faculty commitment to experiential learning, engaged learning, co-curricular programs, studies away/studies abroad, and a range of academic delivery models. The Repositioning Task Force also identified faculty training as an important priority. The first of these activities took place on January 23, 2014.
Develop seamless transition from undergraduate to graduate programs	Pending collaborative work between Curriculum Committee and Graduate and Professional Studies Council.
Investigate the creation of an on-campus daycare program in conjunction with an early childhood education major.	Research carried out by student in the MBA program as a capstone project; development of daycare contingent upon State approval of early childhood education major, which is in the early stages of consideration and assessment.
Develop certificate programs for practitioners in fields of proven marketability	In progress: Certificate in College Teaching, Certificate in Sales, and Certificate in Integrative Health Care have been designed, and curricula have been approved by the SGPS.

Strategic Direction: Sustainable Growth	
Priority Areas	**Completed/In Progress: Milestones Achieved by January 2014**
To Achieve Optimal Undergraduate Enrollment of up to 2000 Students and Optimal Graduate Enrollment of at least 2000 Students	
Ensure the strategic use of	In recognition of the increased need, using a financial aid matrix the

financial aid leveraging to maximize net tuition revenue and meet enrollment goals	College continues to offer financial assistance based upon need and merit, with an increased focus on merit to attract and retain students. College has increased financial aid to meet the demand/need of students.
Refine the profile of the successful NEC student and develop metrics to identify and enroll prospective students meeting that profile	C+ to B- average students perform and retain well; marketing geographic areas consist of New England and Mid-Atlantic, with secondary in the West; increased interest in outdoor/rural/geographic areas
First Year Program to increase retention	First Year Seminar implemented in the fall of 2012, and modified to a new program implemented in the fall of 2013. Evaluation of the program vis-à-vis retention to take place in the spring of 2014. Initial data does not show growth in retention as a result of this program, but does show results of increasing student acclimation to campus.
To Identify and Capitalize on Areas of Potential Growth	
Develop new income streams	In progress: new income stream derived from the online continuing education program is in place since the fall of 2012; certificate programs designed and on their way to launch in the marketplace.
Identify new and diverse admissions markets, including possible international articulation agreements.	International opportunities explored in 2012 and 2013, with decision not to pursue until solid articulation agreements are possible.
Increase pipeline/segmented marketing strategies for all programs to expand and shape our global, national, and regional markets	Segmented marketing strategies for graduate programs planned by graduate program directors; Admissions and Public Information/Marketing department have implemented this for several of the programs (MFA, EdD)
To maximize campus usage	
Management of facilities on campus	Campus Master Plan approved by Board of Trustees
Strategic Direction: Image and Reputation	
Priority Areas	**Completed/In Progress: Milestones Achieved by January 2014**
Promotion of the College as one of the region's primary venues for gatherings that provide access for our students to the country's future leaders in government.	Concord presence established since the fall of 2013; College Convention takes place regularly, with next Convention in planning phase for 2016; curriculum redesign with investment in civics in the context of the Shared Commitments adopted by the faculty.
Develop and implement a comprehensive campus-wide communications and marketing master plan.	In progress: new appointments in the Institutional Advancement Office and in the Public Information department have resulted in the design of a communications and marketing plan, currently under way. Since 2013: centralized marketing processes

Website that strengthens our brand and fully uses current and emerging social media.	New NEC website under development; will be launched in March 2014

An evaluation of the 2011-2016 Strategic Plan in light of milestones accomplished and items under development shows the following areas of focus:

- Optimal Enrollment goals projected for 2016 have been challenged by a number of factors, including the national recession, which has affected enrollments since 2010. Even though the economy is slowly recovering, enrollments in graduate programs have been affected due to increased competition as well as reduction of tuition reimbursement programs in organizations across New Hampshire and Maine.
- Strategic Planning related to the quiet of NEC's first capital campaign has resulted in significant secured funding. As of January 2014, the total capital campaign, including Annual Fund, is $7,863,821.
- After a temporary budget shortfall resulted in college-wide furloughs in 2012, President Perkins asked the senior administration to strengthen the work of the Budget Advisory Committee, who increased the frequency of meetings, along with representation from all relevant groups in the College. BAC's work has provided more data and time to analyze information and communicate its findings with departments. Paula Amato, Vice President of Administration and Finance, heads this Committee and has increased training to members of BAC so that they provide informed recommendations.
- Via the Registrar, institutional research has improved over the last decade, and especially during the last five years; a review of the documents connected to the 2011-2016 Strategic Plan as well as those of the Repositioning Task Force in 2013 demonstrates this improvement. NEC can improve this area with greater coordination among different departments and with more centralization of data production. Continued development of the Assessment Steering Committee as a broader institutional guide to steering assessment work will aid in improving our use of data. Refining data-collection tools (e.g. student and alumni surveys) is also necessary.

At a Board of Trustees Retreat (September 2013), President Perkins presented a summary of the most essential strategic goals. The Board agreed that this was a succinct description of future commitments and suggested that the College keep them at the forefront of its thinking from now until they are achieved:

1. Strive for profitability in the traditional undergraduate program;
2. Continue to grow online and hybrid programs;
3. Seek significant growth of major gifts; and
4. Provide a top quality Henniker campus

The President and the Board based these four goals on the analysis of enrollment trends at NEC for the past five years, projections for the future, and a discussion on the state of higher education in the nation as well as in the New England region. Specific information examined by the President and the Board includes: admissions and enrollment figures in graduate and undergraduate programs in the last five years; demographic and socioeconomic trends affecting higher education institutions and small not for profit higher education institutions in particular. The President's Strategic Planning Council has not yet incorporated these four goals into its discussions and planning.

President Perkins and NEC's senior leadership have discussed with BOT the need to strengthen the marketing of all programs. These conversations are ongoing. One of the major challenges for the

College in the next several years is enrollment trends in graduate and undergraduate programs. Enrollment and revenue projections for the 2014-2015 fiscal year are based on conservative assumptions. Successful new programs, such as the online continuing education program, are expected to continue with steady growth, which will impact overall projections. Graduate programs have moved from a strong cohort-based presence on the ground in New Hampshire and Maine to stronger online offerings.

Even though the VPAA has distributed the template for the Annual Academic Reports, not all departments and programs have joined the effort; the Academic Affairs office also needs to develop institutional capacity to oversee progress in completion of goals and alignment of goals to Strategic Plan major guidelines as well as to the mission of the College.

III. Projection

Planning and evaluation at the College will continue to play an increasing role in guiding the day-to-day efforts at the College. Significant initiatives in this area that will increase the effectiveness of the institution, include the following:

- The President's Strategic Planning Council will carry out a discussion of the four Strategic Goals presented by President Perkins and the Board of Trustees, and propose any adjustments. The Committee will also establish operational objectives as well as timelines. Expected Completion: April August 2014. Responsible party: President's Strategic Planning Council.
- The President's Strategic Planning Council and the Senior Team will review existing and create new monitoring tools and processes to measure success in achieving strategic goals. Expected completion: October 2014. Responsible party: President.
- The Senior Team will lead the effort to implement the operational objectives and thus achieve the Strategic Goals for the next three years. Expected first-year evaluation completed: Summer 2015. Responsible party: Senior Team.
- The Academic Affairs Office will implement the Annual Academic Report for the 2014-2015 academic year. The VPAA will meet regularly with the heads of academic units to assess progress and challenges. The Dean of the School of Graduate and Professional Studies (SGPS) and the VPAA will work with program directors to start implementation of the Annual Plan with graduate program directors. Expected completion: 2014-14. Responsible Party: VPAA.
- The Enrollment Management Group will create a retention plan to increase undergraduate retention by improving student acclimation and success through a more holistic and unified approach to student support. Specific ways to integrate the efforts of the student development staff and the academic support staff will be a part of this effort. Expected completion: June 2014. Responsible party: Associate Dean of Academic Services and Dean of Student Engagement (as co-Chairs of the EMG).
- Specific retention goals: increased retention and graduation rates goals will be set by VPAA in collaboration with members of the Senior Team and Budget Advisory Committee. These goals, together with the EMG's retention plan, will be presented to the Board of Trustees for approval of the operational budget and capital budgets for the retention plan. Expected completion: May 2014. Responsible party: VPAA, VP of Finance and Retention, President.

Institutional Effectiveness (2.8)

As the evidence in Standard II and appendices shows, NEC has made substantial strides refining its strategic planning. Strategic plans show a record of success, as continued assessment of the plan monitors progress and identifies areas for improvement. The College has achieved greater transparency regarding strategic priorities and has used input from internal and external stakeholders to reach strategic goals and fulfill its mission.

Standard 3: Organization and Governance

Please attach to this form:

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

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

Name of the related entity	None
URL of documentation of relationship	N/A

Governing Board	**URL**
By-laws	Folder 3
Board members' names and affiliations	http://nec.edu/about/leadership/

	Board committees	URL or document name for meeting
?	Executive Committee	Folder 3
	Trusteeship Committee	Folder 3
	Audit Committee	Folder 3
	Finance and Investment Committee	Folder 3
	Academic Affairs Committee (Ad hoc)	Folder 3
	Development Committee (Ad hoc)	Folder 3
	Enrollment & Student Engagement Committee (Ad hoc)	Folder 3
	Infrastructure Committee (Ad hoc)	Folder 3

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting
Staff Executive Commettee	Folder 3
Academic Standard Committee	Folder 4
Curriculem Committee	Folder 4
Faculty Development Committee	Folder 5
Faculty Welfare Committee	Folder 5
Facutly Funding Committee	Folder 5
Faculty Manual Committee	Folder 5
General Education Committee	Folder 4
Faculty Executive Committee	Folder 3
VPAA Council Meeting	Folder 3
Budget Advisory Committee	Folder 9
Enrolment Management Committee	Folder 6
Student Senaate	Folder 5

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities *Currently* in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Mo/Day/Year Date Initiated	FY 13 Udup Headcount Enrollment*
? Main campus	Henniker **	NH	9/1/1946	1150
? Other principal campuses	None			
? Branch campuses	None			
? Other instructional locations	Central Maine Medical Center	ME	Oct-06	7
	Concord Center	NH	Sep-13	44
	Healthsouth Rehab Hosp.	NH	Sep-04	6
	MSMHC Lebanon	NH	Jan-12	4
	Hillside Middle School	NH	Sep-08	18
	NorDx Labs	NH	Jan-10	8
	Wentworth-Douglass Hosp.	NH	Mar-03	22
	Monadnock Regional School District ***	NH	Sep-13	26
	Prison	NH	Mid 1970's	19

Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course	Jan. 2000	1475
First program 50% or more on-line	Spring 2005	
First program 100% on-line	Spring 2005	

		Date Initiated	Enrollment*
? Distance Learning, other Modality	None		
? Correspondence Education	None		
☐ Low-Residency Programs			
Program Name	MFA	7/2002	17
Program Name	EDD	7/2011	62

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

None

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

None

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed. Grad School Programs

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line. Yes

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning. None

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. None

Notes:
* The FY unduplicated headcount for the most recently completed year.
** Includes Undergraduate and some Graduate Cohorts.
*** Monadnock Regional School District was added in September of 2013 so these numbers represent FY 2014

Standard Three: Organization and Governance (3.1 – 3.14)

I. Description

New England College is chartered under the laws of the State of New Hampshire. Responsibility for control of the College ultimately rests with the Board of Trustees (BOT). As final institutional authority, the BOT grants all degrees awarded by NEC upon certification of the Registrar. NEC endorses the *Statement on Government of Colleges and Universities* established by the Association of Governing Boards (http://agb.org/). The governance system at NEC is described in the NEC's Policy Manual, Volume I: Governance and Administration.

Board of Trustees

The primary functions of the Board of Trustees are to direct and control the executive and management operations of the College. It formulates the educational and financial policies as necessary, appropriate, and convenient. Currently, there are seventeen members, including the President, who is a voting member. Board Officers include the Chair, Vice-Chair, Secretary and Treasurer, the latter role being fulfilled by the Vice President for Finance and Administration, *ex officio*. In 2008, term limits were set for individual Board members, who are appointed for three years and can be reappointed for two additional three year terms for a total of nine years of consecutive service. Trustees who wish to rejoin the board after completing a full nine years must take a one-year hiatus before being reconsidered for board membership.

On several occasions over the last decade, the Board has modified its policies and procedures, and has made some revisions to the Board Bylaws to reflect these changes. Examples of changes include the creation of term limits (mentioned above); minimum annual giving requirements; attendance requirements (limited telephone participation is allowed); and qualifications for the honor of Trustee Emeritus/ta. In 2007, BOT adopted a Trustee Orientation Program. Membership in the Board of Trustees is of a minimum of 15 and a maximum of 30, plus the President of the College as an ex-officio member.

Board of Trustees Committees

In the last ten years, the Board has adapted its committee structure according to the needs of the Board and those of the College. Two main changes have occurred: in its meeting of May 2007, the Board changed the committee structure to 8 committees, four of which are Standing Committees (Executive, Trusteeship, Finance and Investment, and Audit). This change occurred following the recommendation of a consultant with expertise in board governance. The main rationale for this change was to create a more manageable, efficient structure. The remaining four committees are Ad Hoc committees, which include faculty, staff, alumni, and student representatives. For description of Board Committees, see: http://nec.edu/about/leadership/board-trustee-committees/. Board Committees meet three times a year or more frequently if necessary (Finance, for instance, meets six or more times a year). The full Board of Trustees meets three times a year and also holds a Board Retreat once a year, generally in late June or in September. At the retreat, Trustees examine the activities and decisions of the Board in the previous year, outline strategies for the upcoming year, and discuss Board performance as a whole. The identification and cultivation of prospective trustees is also discussed at the retreat.

The purpose of each Standing Board Committee is as follows:

- The Executive Committee has general oversight of the administration and property of the College between meetings of the full Board. The Executive Committee reviews the Board of Trustees Bylaws on an annual basis, and provides the Board with any recommended revisions. A subgroup of the Executive Committee is the Compensation Committee, which evaluates the president's performance and reviews compensation. This group also periodically reviews compensation of the College's executives (Vice Presidents) to ensure appropriate compensation. The last compensation study was conducted in 2010.
- The Finance and Investment Committee reviews the general financial condition of the College and recommends guidelines and policies for the sound management of the resources of the College. The Committee advises on matters dealing with financial long-range planning, budgeting, tuition, and fees; reviews annual operating and capital budgets prepared and presented under the direction of the President, and makes recommendations to the Board; and reviews major financial transactions not provided for in the budget.
- The Trusteeship Committee maintains an ongoing file of potential nominees for Trustees from which to draw in making its nominations for the positions of Trustee, Trustee Emeritus/ta, Chair, Vice Chair, and Secretary of the Board. The Committee also makes an assessment of the performance of each incumbent Trustee in the second year of his or her term. The Trusteeship Committee is also in charge of evaluating the performance of the Board as a group.
- The Audit Committee arranges and oversees the regular audits of the College's financial practices and standards of conduct. It recommends to the Board the designation of an independent auditor and causes to be prepared and submitted to the Board annually audited statements of the financial condition of the College as of the close of the fiscal year and of the receipts and expenditures for such year. It reviews financial statements to assure the Board that they reflect the institution's financial condition.

President and Senior Team

The President of the College is selected by the Board and serves as Chief Executive Officer of the College. The President's duties and responsibilities are described in Article VIII of the Corporate Bylaws. As educational and administrative head of the College, the President superintends all institutional affairs. The President has power, on behalf of the Board, to implement the decisions of Board and its Executive Committee. The President is an *ex-officio* member of Board and its Standing Committees.

Under the President's leadership, the Senior Team provides academic and administrative oversight, planning and coordinating all aspects of College life. The team is responsible for developing and initiating strategies to achieve College goals and objectives, as defined by BOT and directed by the President. All employees of the College are organized into working divisions that report to one of the members of the Senior Team, which consists of:

- Vice President for Academic Affairs (VPAA): the chief academic officer of the institution with administrative responsibilities for academic and student development personnel, programs, and services.
- The Vice President of Finance and Administration: oversees the College's finances and investments, student financial services, information technology, facilities management, and human resources.
- The Vice President of Advancement and Communication: responsible for developing and maintaining philanthropic support from NEC alumni, friends, corporations, foundations, and others who endorse NEC's mission, vision, and values; coordinates all institutional

communications, admission and alumni publications, maintains the College Website, and oversees public relations and information.
- The Associate Vice President of Admission: is the chief enrollment officer for undergraduate and graduate admissions.
- Director of Athletics: oversees all athletic programs at the College. Although the Director of Athletics is a member of the Senior Team, she does not regularly participate in Senior Team meetings but rather joins the team on an as-needed basis.
- Special Assistant to the President: Ensures that all major programs and activities in the President's schedule are planned and executed; is the main liaison with the Board of Trustees, managing all board meetings and completes board reports; and oversees the three main college ceremonial events (Convocation, Founders Day, and Commencement).

The Senior Team meets on a bi-weekly basis and holds a one-day retreat once a year. Vice Presidents participate in all major administrative committees, such as the President's Strategic Planning Council (PSPC), the President's Communication Council, and the Budget Advisory Committee (BAC).Vice Presidents in each area serve as liaisons to relevant BOT Committee meetings and provide formal reports, information, and insight as needed.

Academic Affairs Administration

The administration of New England College academic affairs reflects and supports the College's mission and the integrated liberal arts and professional education. As Chief Academic Officer, the VPAA is responsible for the implementation of the College's academic plans, the advancement of the academic mission, and the continuous improvement of its academic experience. In addition, the VPAA oversees student development, academic success services, and promotes academic creativity and institutional diversity.

The VPAA's duties include oversight of faculty employment, faculty teaching and research, faculty development and evaluation, the academic program, academic strategic planning, and operations of all departments within Academic Affairs, including its budget and allocation of resources. The VPAA is an *ex-officio* member of all Faculty Standing Committees and of the faculty-at-large meetings.

Reporting directly to VPAA are the Associate Dean of the Education Division, the Associate Dean of the Management Division, the Associate Dean of Academic Services, the Dean of the School of Graduate and Professional Studies (SGPS), the Dean of Student Engagement, the Chairs of Collegia, the Director of the Library, and Registrar.

The faculty is organized into three Divisions (The Management Division, the Education Division, and the Liberal Arts and Sciences Division) Under the Liberal Arts and Sciences Division there are four Collegia. The Divisions and Collegia function administratively. Divisions and Collegia are structured around interdisciplinary connections. Each Division is appointed an Associate Dean with the VPAA serving as the Dean of the Liberal Arts and Sciences Division. The Collegium which all fall under the Liberal Arts and Sciences Division each elects a faculty member to serve as Chair and recommends this individual to the VPAA for approval. The Divisions/Collegia structure facilitates communication among Divisions and Collegia members, standing committees, and administration. Associate Deans and Collegia Chairs are responsible for day-to-day departmental operations, including staff supervision and course planning. They also inform faculty of strategic and operational decisions and apprise the VPAA and the Dean of SGPS of faculty concerns and interests.

VPAA Don Melander (2007-2009) introduced structural change in the administrative units of Academic Affairs by creating the Education Division and the Management Division. The primary purpose of this change was to integrate undergraduate, graduate, and continuing-education programs

under the leadership of the Associate Deans. Following NEASC's recommendations, NEC has paid close attention to governance as it pertains to SGPS. The grouping of graduate and undergraduate programs under the umbrella of academic divisions is one of the results of this process.

VPAA Council functions as an advisory committee that includes Collegia Chairs, the Associate Deans of the Education and Management Divisions, the Dean of SGPS, the Director of General Education, the Library Director, the Associate Dean of Academic Services, Academic Program Directors, and the Registrar. VPAA Council meets once a month, ensuring collaboration among programs and Collegia.

Faculty Governance

College faculty share in managing the College in areas of academic policy and administration, while lending expertise in other areas of operations such as finance, personnel management, regulatory compliance, and athletics' administration. Faculty members play an essential managerial role in forming and implementing academic policy, including the development and administration of policies concerning grading, classroom student conduct, student progress, degree requirements, curricular content, course offerings, admission standards, departmental staffing, educational practices and standards, faculty promotion, faculty appointment and retention, and faculty professional development. Faculty exercise these functions in accordance with established governance processes, as well as those processes established or directed by the President or BOT. Faculty may seek approval from BOT to organize an advisory committee of the whole to provide counsel on matters within its purview and regarding requests by the President or BOT. Faculty governance is in accordance with BOT-approved bylaws.

Faculty Meetings, held monthly, are the primary means of faculty governance. A quorum consists of a majority of faculty who hold full-time academic rank, excluding those with excused absences. The faculty elects one of its members to serve as Moderator, another to serve as Assistant Moderator, and a third to serve as Secretary. Items subject to faculty vote emanate from Faculty Standing Committees. These Committees ensure careful consideration of all points of view. Once a Committee agrees on a recommendation to the faculty, the Committee submits the recommendation to the Executive Committee, which prepares and approves the agenda items for the Faculty legislative meetings. The Standing Committees of the faculty and their responsibilities are as follows:

- Academic Standards Committee: to maintain the academic standards of the College through consultation with and recommendations to the faculty and administration.
- Curriculum Committee: to review, develop, and oversee curricular offerings and requirements of the College.
- Faculty Development Committee: to recommend to the administration conditions of employment for faculty members, to develop and implement a system of evaluation of individual faculty and the faculty as a whole, and to make recommendations to the administration concerning sabbaticals, leaves, and other forms of faculty development.
- Faculty Funding Committee: to allocate resources for professional development.
- General Education Committee: to plan co-curricular programming that supports the General Education Theme and to enhance those courses designated as general education.
- Faculty Welfare Committee: to undertake studies and make recommendations to the faculty to ensure the welfare of its members.
- Library Committee: to advise the Library Director on matters regarding library collections, library instruction programs, and other matters directly involving faculty.
- Faculty Manual Committee: to review, revise, and maintain sections of the Policy Manuals pertaining to faculty.

- Faculty Executive Committee: to set the agenda and times of Faculty meetings and to make recommendations to improve the efficiency and effectiveness of the faculty decision-making process.

Student Governance

Student governance is the purview of the Student Senate, which promotes communication among the student body, faculty, and administration regarding all aspects of student life. The Student Senate consists of one representative from each of the four classes (Senior, Junior, Sophomore, First Year) and fifteen elected representatives of the student body. The President of the Student Senate is elected for a period of one year and is regularly invited to meetings with the VPAA, BAC, and other formal and informal groups at the College. The Student Senate President has a standing weekly meeting with the President of the College and is also invited to attend Board of Trustees meetings as an Associate.

Alumni Association

The purpose of the NEC Alumni Association is to support the college by participating and contributing to its continued growth and development, as well as to foster mutually beneficial ties between the College and its diverse alumni. Its Board of Directors include a President, Vice President, Treasurer, and Secretary. Its President represents NEC Alumni at BOT meetings.

Staff Executive Council

The purpose of the Staff Executive Council is to discuss, review, and ensure appropriate representation on matters which impact, affect, and/or involve staff employees.

I. Appraisal

Since 2004, NEC's governance and administrative structures and processes have improved so as to contribute to the College's stability. Examples include the Graduate and Professional Studies Council, whose functions provide increased collaboration among undergraduate faculty, graduate faculty, and administrators in improving academic quality and policy. Since 2013, membership in the Graduate and Professional Studies Council has increased to include part-time graduate faculty representatives, in an effort to increase shared governance. Another example is the implementation in stages of the academic Division structure. The Division structure promotes synergies among faculty and across graduate and undergraduate programs, which within the Education Division have resulted in the development of the Doctor in Education program as well as in the improvement of the Master in Education curriculum.

Nevertheless, small, private, not-for-profit institutions such as NEC face challenges and will continue to do so given current trends. In response, the Board of Trustees, administration leadership, and faculty leadership constantly review key aspects of governance and administration. The Repositioning Task Force includes the mandate to assess the existing undergraduate and graduate academic programs and structures (including governance) to ensure NEC academic programs are continually improved and the College remains economically sustainable.

The Faculty, Standing Committees, and associated faculty bodies collaborate closely. Members of Standing Committees represent all disciplines and programs. Curricular matters are first discussed at the department level, then Collegium or Division level, and are then submitted to the Curriculum Committee for review, and are finally submitted to the Executive Committee, which brings the matter to the full Faculty legislative meeting. This process preserves the integrity of the curriculum,

while providing opportunities for innovation and improvement. Promotion and extended term decisions, along with salary and other compensation policies, are transparent and consistent. These policies and procedures are described in detail in Volume IV of the NEC Policy Manuals.

Academic administration has undergone changes in order to empower faculty in managing programs and instructional activities. In 2008, VPAA Melander eliminated the Dean of Undergraduate Faculty's position and increased the oversight of Collegia Chairs, while adding the Associate Deans of the Education and Management Divisions. The existence of these two divisions is partly the result of large enrollment numbers in both programs. VPAA Watman has proposed an Associate Dean to oversee the Liberal Arts and Sciences Division, which would include all programs currently encompassed within Collegia. Further work is needed to consolidate an administrative system that is inclusive and effective.

President Perkins' tenure at the College since 2001, when she was appointed Vice President of Enrollment, reflects continuity in the College's administration and leadership. She is the driving force for innovation and entrepreneurship. VPAA Watman likewise reflects this continuity. Prior to his appointment as VPAA, he had been a longstanding member of the faculty holding many leadership roles. He came to the position with a deep knowledge of the institution and a strong commitment to move it forward. As VPAA, he promotes greater understanding and communication among BOT, the Senior Team, and the faculty. The Senior Team members have come to the institution as a result of national searches. Over the last decade, less turnover in senior administration has resulted in greater long term institutional stability.

In response to feedback from NEASC in 2004 and subsequent communication (November 19, 2008), NEC has engaged in a systematic effort to make SGPS a key component of the institution. The evolving governance structure of the College has made this integration possible, an example being the creation of the Dean of SGPS, who is a member of PSPC, BAC, VPAA Council, and the Enrollment Management Group. The Dean of SGPS actively participated in the design of the NEC 2011-2016 Strategic Plan, as well as in the Repositioning Task Force. Over the last five years, the Graduate and Professional Studies Council has increased the number of full-time faculty as graduate program directors, as well as the number of full-time undergraduate faculty teaching in graduate programs (see Standard Four).

Until recently, full-time faculty had been undergraduate faculty only. In 2012, Gavin Henning was appointed as the first full-time faculty member in the School of Graduate and Professional Studies. Another full-time professor, Ben Tafoya, was hired in 2010 with shared teaching responsibilities in the graduate and undergraduate programs. VPAA Watman proposes that all future faculty hires require expertise to teach in both graduate and undergraduate programs.

The Board of Trustees has frequent discussions about the future of higher education and the impact of national and regional trends on the College. It likewise continues discussions about its Committee structure, assessing ways to enhance its relationship with the College and its constituencies. The Board reviews the President's performance on an annual basis and requires the President to submit annual goals to the Board by July 1 of each year. The Board also carefully reviews the performance of individual trustees and the performance of the Board as a whole. Individual trustees are required to do a self-evaluation and then have a discussion with the Chair of the Board regarding their work as a trustee in the second year of their term. The Board has been careful in its selection of new board members and has a clear process for trustee prospect identification, evaluation, and cultivation. A list of prospective trustees is regularly reviewed and updated and includes information on the candidates' professional background, alumni status, giving history, diversity qualifications, and other factors. A prospective trustee must receive a positive vote from the full Board before being granted

admission to the Board and in general unanimous votes are sought. The Board has developed a new form on Trustee Roles and Responsibilities, which is given to all new trustee prospects, and which must be signed and returned to the College before Board membership is granted. All current trustees were required to sign this form when it was re-introduced (2012). This form articulates expectations regarding trustee giving, meeting attendance, leadership, and non-conflict of interest.

II. Projection

Work to improve the collaborative focus on shared governance and effectiveness of the organization of the College will continue with a focus on the following items:

- Starting in the March 2014, the faculty will assess the current structures of academic governance and administration described in the NEC Policy Manuals, including the Standing Committees of the faculty. For example, the Faculty Development Committee currently includes both evaluation and professional development; each area, to be managed effectively, may need a Committee of its own. Expected completion: Fall 2014. Responsible party: Faculty Executive Committee, Ad-Hoc Group on Faculty Governance.
- There is also a proposal underway to make Academic Program Review (a vital aspect of the Assessment Steering Committee's work) a Standing Committee of the Faculty. Expected completion: Proposed to be submitted to the Faculty legislative meeting in fall 2014. Responsible Party: Faculty, VPAA.
- With the continued commitment to more strongly align and integrate graduate and undergraduate programs, the current division structure will be fully realized by the fall of 2014. The Associate Dean of Education and Associate Dean of Management are positions currently held by full time teaching faculty; the Associate Dean of the Liberal Arts position is currently held by the VPAA. Starting in 2014 there will be national searches for these positions, and hires will focus primarily on administrative responsibilities overseeing undergraduate, continuing education, and graduate programs. It is anticipated that these positions will be filled by the fall of 2014. Expected Completion: 2014. Responsible Party: VPAA.
- Given the changing composition of full-time faculty (as described above) and the presence of many adjunct faculty (especially in graduate programs), NEC plans to review Volume IV of the Policy Manual with an eye toward integrating the various types of faculty. It should examine the nature of the relationship between faculty and the institution, seeking to establish innovative and diverse relationships that capitalize on the distinct attributes of NEC and its faculty. Expected completion: Spring of 2015. Responsible parties: Dean of the School of Graduate and Professional Studies, VPAA, Faculty.
- The Board has plans to grow membership as the College is in the quiet phase of its first-ever comprehensive capital campaign. Growth will be careful and selective, however, with no more than three new trustees being added per year over the next three years. The Board has identified areas of expertise that are not represented on the Board (such as legal expertise, currently) and looks to add new trustees who will provide that balance. The President convenes a group called the President's Advisory Board, which usually has membership of 12 or more individuals who are donors, professional experts, former trustees, or highly accomplished alumni. This group frequently serves as a kind of testing ground for prospective trustees. The Board discusses with the President viable candidates for Board membership and works to cultivate these individuals for potential trusteeship. There are currently two President's Advisory Board members in

cultivation. Over the last three years there have been three members of the President's Advisory Board who have moved on to becoming members of the Board of Trustees. Strengthening the Board recruitment processes by further aligning the President's Advisory Board as a recruitment opportunity will become a goal for the next several years. Expected completion: ongoing. Responsible Party: President.

Institutional Effectiveness (3.15)

NEC continually reviews its governance systems and organizational structures to improve institutional effectiveness. These reviews occur at different levels in the College, from the Board of Trustees to other administrative and academic units, to the development and revision of college-wide Policy Manuals that cover all aspects of academic and administrative management. The last ten years show an institution in an ongoing process of strengthening its shared governance structure to improve and maintain the quality and integrity of its programs and services.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

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

Degree Level/ Location & Modality	Associate's (FTE)	Bachelor's (FTE)	Master's (FTE)	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	1	898	54	-	-	-	-	953
Other Campus FTE	-	-	-	-	-	-	-	-
Branches FTE	-	-	-	-	-	-	-	-
Other Locations FTE	-	8	100	-	-	-	-	108
Overseas Locations FTE	-	-	-	-	-	-	-	-
On-Line FTE	209	493	539	-	-	-	-	1,241
Correspondence FTE	-	-	-	-	-	-	-	-
Low-Residency Programs FTE	-	-	8	-	62	-	-	70
Total FTE	210	1,400	700	-	62	-	-	2,371
Unduplicated Headcount Total	210	1,430	746	-	62	-	-	2,448
Degrees Awarded, Most Recent Year	1	159	339	-	-	-	-	499

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	7	0	9
Other Campus FTE	0	0	0
Branches FTE	0	0	0
Other Locations FTE	0	0	12
Overseas Locations FTE	0	0	0
On-Line FTE	3		26
Correspondence FTE	0	0	0
Low-Residency Programs FTE	0	0	0
Total FTE	10	0	47
Unduplicated Headcount Total	13	0	52
Certificates Awarded, Most Recent Year	n.a.	n.a.	36

Notes:

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

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

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

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

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

Fall Term

Majors (no concentrations) For Fall Term, as of Census Date	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year ** (FY 2014)	Next Year Forward (goal) (FY 2015)
Certificate					
? None					
Total	-	-	-	-	-
Associate					
? Business Administration	0	-	-	127	150
Liberal Studies	0	4	1	91	100
? Undeclared					
Total	-	4	1	218	250
Baccalaureate					
? Accounting	1	4	7	19	19
Art	48	37	34	39	39
Art History	6	2	4	2	2
Biology	23	26	32	41	41
Business Administration	163	154	159	363	363
Communication Studies	49	45	43	36	36
Comparative Literature	0	-	2	3	2
Computer Information Systems	5	7	10	13	8
Creative Writing	10	16	17	17	17
Criminal Justice	70	70	70	157	157
Education	53	56	70	86	86
Education: Secondary	12	9	14	16	16
Educational Studies	27	27	25	7	7
Engineering	3	9	10	30	30
English	15	13	5	4	4
Environmental Science	12	14	14	16	16
Environmental Studies	10	5	3	4	2
Environmental Sustainability	0	3	5	5	2
Health Science	44	49	44	38	38
Healthcare Management	19	16	20	96	96
History	24	16	17	12	12
Individually Designed Major	3	2	2	1	1
Kinesiology	63	68	74	69	68
Legal Studies	0	-	1	2	1
Liberal Studies	6	6	4	3	3
Mathematics	7	6	5	3	3
Outdoor Leadership	13	15	18	13	13
Philosophy	6	7	8	3	4
Physical Education	11	14	6	12	12
Political Science	27	24	20	21	21
Psychology	69	79	72	172	172
Sociology	25	20	19	12	12
Sport & Recreation Mgt.	56	57	57	47	47
Theatre	22	14	17	12	12
Theatre Education K-12	1	1	1	1	-
Total	903	891	909	1,375	1,362
Total Undergraduate	903	895	910	1,593	1,612

Notes

* The information provided captures students who have declared a specific major or program of study.

**"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction

Programs are defined as majors. A concentration within a major is not a program.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

?

For Fall Term, as of Census Date	3 Years Prior (FY 2011)	2 Years Prior (FY2 012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Master's					
? Accounting	56	101	117	85	80
Creative Writing: Poetry	15	22	24	14	20
Criminal Justice **	18	13	3	1	-
Criminal Justice Leadership **	3	3	-	-	-
Digital & Social Media	3	3	4	15	10
Education	255	287	132	48	50
Educational Leadership **	7	1	-	-	-
Forensic Accounting	1	1	36	134	100
Health Informatics	0	-	5	15	10
Healthcare Management	20	34	56	85	90
Higher Education Admin	18	24	14	8	10
Human Services	9	9	8	5	-
Individually Designed Major	1	-	-	-	-
International Relations **	4	2	1	-	-
Mental Health Counseling	48	57	58	49	50
Mgt: Banking & Finance	30	20	16	13	10
Mgt: Healthcare Administration	175	105	43	29	30
Mgt: Marketing Management	15	14	9	5	-
Mgt: Nonprofit Leadership	44	34	25	20	20
Mgt: Operations Management	14	14	9	10	10
Mgt: Organizational Leadership **	1	1	-	-	-
Mgt: Project Management	53	32	19	10	-
Mgt: Real Estate Management	10	16	14	19	20
Mgt: Strategic Leadership	47	48	23	13	15
Mgt: Sustainability	0	1	9	29	30
Nonprofit Leadership	0	-	3	9	-
Professional Writing	9	24	24	14	25
Project Management	2	4	3	8	-
Public Policy	108	108	78	45	50
School Leadership **	0	-	1	1	-
School Principal	92	82	70	52	50
Special Education	70	83	50	12	12
Sport & Recreation Mgt.	23	27	14	12	15
Strategic Leadership	13	15	33	23	20
Teacher Certification	24	19	20	11	15
Undeclared	1	1	-	-	-
Total	1,189	1,205	921	794	742
Doctorate					
? Higher Education Admin	3	3	10	24	24
K-12 Leadership	10	11	16	38	40
Total	13	14	26	62	64
First Professional					
? NONE					
Total	-	-	-	-	-
Other					
? CAGS	8	14	16	26	26
Teacher Certification	21	18	14	6	6
ESL	1	4	1	3	4
Total	30	36	31	35	36
Total Graduate	1,232	1,255	978	891	842

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
Programs are defined as majors. A concentration within a major is not a program.

Notes
** These programs are being phased out.

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

?
?

By Collegium and Course Prefix

	3 Years Prior FY 11	2 Years Prior FY 12	1 Year Prior FY 13	Current Year* (FY 14)	Next Year Forward (goal) FY 15
Undergraduate					
? Accounting	217	230	583	268	N/A
Art	1656	1664	1832	1344	N/A
Biology	1212	1151	1354	1171	N/A
Business Administration	3019	2745	5251	2795	N/A
Chemistry	288	248	280	336	N/A
College Writing	2708	2679	3170	1686	N/A
Communication	1108	1070	888	1003	N/A
Computer Technology	496	322	573	319	N/A
Criminal Justice	1138	996	1021	1386	N/A
Economics	638	455	804	540	N/A
Education	1926	1664	1946	1912	N/A
Engineering				60	N/A
English	1018	740	1240	795	N/A
English as Second Language	60	64	48	68	N/A
Environmental Science	643	637	844	711	N/A
French	60	48	28	8	N/A
Health & Sport Science	13	35	4	0	N/A
Healthcare Administration	322	268	963	120	N/A
History	1219	989	991	544	N/A
Kinesiology	1412	1523	1774	1527	N/A
Legal Studies			116	88	N/A
Liberal Arts & Sciences	2547	2874	4499	3492	N/A
Management **	12	8	0	0	N/A
Mathematics	1438	1654	1958	1648	N/A
Music	2	5	7	8	N/A
Natural Science & Mathematics	821	679	907	570	N/A
Outdoor Leadership	411	341	446	348	N/A
Pathways Program	113	69	89		N/A
Philosophy	532	440	612	387	N/A
Physical Ed & Sports Studies	404	307	236	143	N/A
Physics	60	174	112	108	N/A
Political Science	752	664	962	708	N/A
Psychology	1850	1786	4026	2272	N/A
Social Work	172	160	88	180	N/A
Sociology	926	724	1022	744	N/A
Spanish	136	99	66	60	N/A
Sport & Recreation Management	700	714	617	568	N/A
Student Leadership +	42	0	0	0	N/A
Summer Seminar		16		4	N/A
Theatre	565	533	459	423	N/A
Women's Studies	72	55	84	24	N/A
Total	30,708	28,830	39,900	28,368	-

Graduate

Accounting	1904	2613	5916	740	N/A
Criminal Justice	100	34	6	0	N/A
Digital Social Media	0	48	248	64	N/A
Education	7096	4658	4364	1048	N/A
ELL Grad. Transition Program	192	216	120	60	N/A
English	496	606	428	182	N/A
Environmental Science	0	136	404	40	N/A
Health Information Management	0	175	281	39	N/A
Healthcare Administration	0	0	0	23	N/A
Higher Education Admin	706	432	927	180	N/A
Management	5794	4134	5515	959	N/A
Political Science	1720	1158	1190	164	N/A
Professional Writing	392	522	424	75	N/A
Psychology	1444	906	1152	600	N/A
Sport & Recreation Management	396	58	68	4	N/A
Total	20,240	15,696	21,043	4,178	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

* * Discontinued, subsumed under Business administration.
+ Student Leadership Credit Hours are captured under Outdoor Leadership.
N/A - the College does not calculate this data for planning purposes; we staff courses based on student enrolment needs.

Standard Four: The Academic Program

The Academic Program: Overview (4.1 – 4.13)

New England College's mission is to challenge individuals to transform themselves and their world. To fulfill this mission, the faculty at NEC develops undergraduate programs that offer a comprehensive preparation in the liberal arts and sciences as well as an in-depth introduction to professional fields; graduate programs based on the development of professional skills, applied in-depth knowledge of the field, and the strengthening of skills and values of a well-rounded professional; and continuing education programs with the same rigor as traditional programs and adapted to the needs of the adult learner. At the undergraduate level, a shared first year, general education requirements, opportunities for experiential learning and study abroad programs, internships, and the completion of one or two majors provides the framework for an education with depth and breadth. Graduate programs are based on the practitioner-scholar model, in which intellectual pursuits and the development of skills in each discipline take place through a partnership between students and accomplished experts in the field.

NEC provides continuing education opportunities with special emphasis on online environments. The online environment provides opportunities for frequent and meaningful interactions among students and faculty. The online program is structured so that faculty members provide weekly one-on-one interactions with each student, consistently offering feedback so that students know where they stand. NEC's continuing education programs endorse the principle that, for students to succeed, obstacles to professional and personal advancement must be removed.

Aware of the demands on resources for these programs, NEC has engaged in long-term contractual relationships with two organizations that offer support in marketing, recruitment, technology support for faculty and students, and student services. Regarding these relationships, NEC owns the curriculum and has complete control over faculty hiring, faculty management, faculty evaluation, program content, course design and development, and quality of education. In 2006, NEC established its first contractual relationship with Embanet (currently Pearson-Embanet) to offer online Master of Arts and Master of Science programs. In 2012, NEC established its second contract with Bisk Education to offer continuing education programs at the undergraduate level (associate's and bachelor's degrees). Pearson-Embanet has almost twenty years of experience in online education, while Bisk has forty years' experience providing services to online programs in both executive education and academic degree programs. NEC's contract with Pearson-Embanet was signed on December 2006 for ten years; the contract with Bisk Education was signed on December 2011. Both contracts are for ten-years with the mutual goal of extending them.

Faculty oversight of the programs is a key element of academic program administration. All courses and programs are developed by faculty with expertise in the disciplines offered. Under NEC's shared governance system, new programs may originate with either administration or faculty, but the faculty develops and approves programs and courses before their introduction. The process for curriculum review and approval includes faculty in the collegia or division, the Curriculum Committee, and the full Faculty meeting, or in the case of graduate and continuing education programs, the Graduate and Professional Studies Council. The latter includes representation from graduate faculty as well as undergraduate faculty with graduate program responsibilities. Market considerations, alignment of the program with the College's mission, consistency with strategic planning, faculty expertise, and institutional resources needed are used as criteria for new programs or changes to existing programs. When a program is eliminated, all provisions are taken for current students to be able to complete the

program with virtually no disruptions; the courses in the program or independent studies continue to be offered until those students complete their program.

Conceptually, academic programs are developed from either a department-level faculty idea generation or administratively. Once a program is deemed viable and consistent with the College's mission, the Vice President for Academic Affairs (VPAA), collaborating with other departments, determines the resources needed to offer the program.

The learning outcomes for all NEC programs are published in the Academic Catalog, which includes graduate and undergraduate programs. The Catalog, available in printed form, as well as electronically on the website (www.nec.edu/academics/), provides details on all programs regarding admission and graduation requirements, learning outcomes, course descriptions, academic policies, and core requirements.

All programs at NEC have incorporated or are in the process of incorporating the use of technology as a key component of the learning process. The undergraduate day program is increasingly using Blackboard as a learning tool. A fully online Bachelor's completion program in Healthcare Administration was launched in 2005. Since an important portion of the content in graduate and professional studies courses takes place online, these programs have increasingly used this technology over the last decade. Students as well as faculty receive thorough training in the use of instructional technology, specifically in the use of learning management systems such as Blackboard, Moodle, and Bisk Education's proprietary Learning Management System (see Standard Seven for details).

NEC welcomes international students in all its programs. The requirements for admission of international students include a language requirement that is explained in the Catalog.

Graduate and undergraduate programs are reviewed continually to ensure quality of curricula and instruction, as well as relevance to market needs. The Assessment Steering Committee (encompassing undergraduate, graduate, and continuing education programs) establishes the program review cycle. These reviews may lead to recommendation for new content or programs, or the discontinuation of programs. As a result of ongoing and systematic reviews and strategic planning, the NEC curriculum has undergone several substantial changes. The sections below describe the current programs, as well as innovations and improvements designed and implemented by faculty over the last decade.

Undergraduate Degree Programs (4.14 – 4.20); Graduate Degree Programs (4.21 – 4.29)

I. Description

Undergraduate and continuing education students at NEC can earn an Associate's Degree, a Bachelor of Arts degree, or a Bachelor of Science degree. Each degree has General Education (GenEd) requirements (Liberal Core Curriculum), as well as requirements in the major. It is also possible for students to earn a Liberal Arts degree, with no specific major. The undergraduate curriculum includes GenEd courses (the Liberal Core Curriculum) worth forty credits, courses in the major (total credits required for majors vary), and unrestricted electives (around forty credits depending on the requirements of the major).

The traditional undergraduate program follows fifteen-week semesters in the fall and spring. Students can also take a limited number of credits during Winter term (three weeks long) and

Summer 1 and Summer 2 terms (seven weeks long). The online continuing education program (launched in fall of 2012) follows seven-week terms.

Core Requirements: The General Education Program (4.16 – 4.19)

The Liberal Core Curriculum (LCC) at NEC is the General Education program; which, in combination with the major, earns undergraduates a Bachelor's degree. Rooted in the liberal arts and sciences, the LCC is based on the principle that college graduates, to succeed in life, need exposure to the diversity and breadth of human knowledge and inquiry beyond their area of specialization. Successful completion of the LCC program contributes to students becoming well rounded, well-educated, and well-informed in the various disciplines that comprise the liberal arts and sciences. The overarching theme of the LCC program—On Being Human—entails a commitment to question and affirm what it means to be human, what it means to partake in the human condition as responsible, ethical citizens. The LCC ensures that NEC undergraduates develop (1) knowledge and understanding of scientific, historic, social, and cultural phenomena, (2) effective skills in written and oral communication, (3) essential skills in critical and analytical thinking, (4) personal and social responsibility, and (5) information literacy, including appropriate and ethical uses of such technology.

Students seeking an Associate's degree must complete thirty-two edits in LCC (all courses listed below except LAS 5 and LAS 7); Bachelor's students must complete all LCC requirements listed below, which account for forty of the 120 credits required for graduation. These requirements apply to the traditional day program and the online continuing-education program. In both the Associate's Degree and the Bachelor's degree requirements there is an additional requirement of a two-credit First Year Seminar. This requirement does not apply to the online continuing education program.

Table 3. Core requirements: The Liberal Core Curriculum

Requirement	**Courses**	**CR**
Writing Requirement I	WR1010	4
Writing Requirement II	WR1020	4
Math Requirement	Several options available	4
LAS 1 Requirement *(On Being Human)*		4
LAS 2 Requirement *(Communities in America)*		4
LAS 3 Requirement *(Fine Arts)*		4
LAS 4 Requirement *(Non-Lab Science)*		4
LAS 5 Requirement *(Laboratory Science)*		4

LAS 6 Requirement *(Humanities)*		4
LAS 7 & Major Requirement *(Global Perspectives)*		4

The traditional day program starts with a First-Year Seminar called Bridges to Learning, adopted in 2012 and revised in 2013. This two-credit course exposes students to a range of experiences that facilitate their transition to the academic, social, and community life at NEC. During the course, students engage in a variety of activities: group discussions, self-assessments, reflective writing, and other interactive experiences, including an engaged learning project.

A composition requirement is fundamental to a liberal arts education and is part of the students' first- and second-year experience at NEC. The first course, WR 1010, develops critical and analytical skills in the context of sound rhetorical approaches. The second course, WR 1020, focuses on academic research and provides strategies for well-developed argumentation. Traditionally, these two courses were offered consecutively as part of the first-year experience. However, in 2013, WR 1020 was moved to the second year in order to keep an emphasis on writing throughout the students' experience at NEC.

Historically, the faculty at NEC has developed a curriculum in Writing 1010 to benefit and address the writing needs of all students regardless of proficiency. Nevertheless, it has become increasingly clear that many students come to college with deficiencies in writing skills and need remediation or courses designed specifically to help them achieve college-level writing competencies.

The mathematics requirement in the LCC aims to improve skills in quantitative reasoning, to ensure a solid foundation in mathematical concepts and techniques, to provide methods for evaluating numerical evidence, to teach ways to manipulate, understand, analyze, and interpret quantitative information, and to facilitate problem solving of a quantitative nature. Students can accomplish these goals by successfully completing a 1000- level (or above) math course or by passing a mathematics proficiency exam.

Students come to NEC with a wide range of mathematical abilities and a large number of these students are underprepared for college level mathematics. As early as possible, students take an assessment that allows their placement into level-appropriate mathematics courses. The College offers developmental courses for students who are not prepared to take college-level courses. This process is the same for online continuing education students except that students who choose not to take the placement test are assigned to the first developmental course.

The Major or Concentration (4.20)

NEC offers 36 majors (see Table below), including both liberal arts and science majors and majors in professional disciplines. Majors in the liberal arts and sciences have fewer students than majors in professional fields. Historically, majors in Business and Education have attracted the most students, followed closely by those in Psychology, Criminal Justice, and Kinesiology. By 2011 there were 154 Business majors; 92 Education majors; and 79, 70, and 68 in the last three disciplines respectively. The number of majors has changed substantially since the fall of 2012, with the introduction of the online continuing education program. Students with majors in Business, Criminal Justice, and Psychology have increased considerably: As of Spring 1 term 2014, there are 363 Business majors, 157 Criminal Justice majors, 172 Psychology majors, and 96 Healthcare Administration majors, a

major not offered in the undergraduate day program. NEC offers 27 minors in the undergraduate day program and three minors in the online continuing education program.

The Catalog lists all requirements for majors and minors. Some majors offer optional concentrations, while others require a concentration within the major. The Catalog includes the total number of courses and credits required by the major and any concentrations, as well as prerequisites. The Liberal Arts major does not have a list of required courses beyond the Liberal Arts Core program; this is an independently designed major that students coordinate with their advisors. Tables 5 and 6 list all majors and minors offered in the undergraduate day program.

Table 4. Undergraduate Programs: Majors

Major	**Concentrations (where applicable)**
Accounting	
Art *Students must choose one of these concentrations:*	General Studio Graphic Arts and Communication Design Painting and Drawing Photography
Art History	
Biology	
Business Administration *Students can opt, but are not required, to take any of these concentrations:*	Accounting Computer Information Systems Management Marketing
Communication Studies *Students must choose one of these concentrations:*	Generalist Journalism Media Studies Public Relations and Advertising
Computer Information Systems *Optional concentrations:*	Software Programming Information Management
Criminal Justice	
Education Majors: Educational Studies Elementary Education Special Education Physical Education Secondary Education-English Secondary Education-Life Sciences Secondary Education-Math Secondary Education-Social Studies Secondary Education-Theatre Education K-12	
English Majors: Comparative Literature Creative Writing English	
Environmental Science Majors: Environmental Science Environmental Studies	Minor in related discipline required for Environmental Studies major.

Environmental Sustainability	
Health Science *Students may choose one elective track:*	Pre-Doctorate of Physical Therapy Pre-Medical, Pre-Veterinary, or Pre-Dental Pre-B.S. in Nursing Pre-Masters of Physician's Assistant
History	
Kinesiology *Students must choose one of these concentrations:*	Coaching Education Fitness Leadership Physical Education Certification
Legal Studies	
Liberal Studies	
Mathematics	
Outdoor Leadership	
Philosophy	
Political Science *Students must choose one of these concentrations:*	American Politics/Pre- Law International Relations
Psychology *Students must choose one of these concentrations:*	General Psychology Developmental Psychology Criminal Behavior Clinical Psychology
Sociology	
Sport & Recreation Management	
Theatre	

Table 5. Undergraduate Programs: Minors

Art
Art History
Biology
Business Administration
Coaching (Kinesiology)
Communication Studies
Comparative Literature
Computer Information Systems
Creative Writing
Criminal Justice
English
Environmental Science
History
Kinesiology
Legal Studies
Mathematics
Outdoor Leadership
Philosophy
Political Science

Psychology
Social Work
Sociology
Sport and Recreation Management
Theatre
Wellness
Women's & Gender Studies
Professional Writing

Continuing Education Programs

The online continuing education programs are the Associate's Degrees in Liberal Arts and Business, and the Bachelor's in Business, Criminal Justice, Healthcare Administration, and Psychology:

Table 6. Continuing Education Programs: Majors

Major	**Concentrations (where applicable)**
Business Administration *Students can opt, but are not required, to take any of these concentrations.*	Accounting Computer Information Systems Management Marketing
Criminal Justice (B.A. degree)	
Healthcare Administration (B.S. degree)	
Liberal Arts (A.A. degree, B.A. degree)	
Psychology (B.A. degree)	

Table 7. Continuing Education Programs: Minors

Business Administration
Criminal Justice
Psychology

The online programs were designed to mirror the corresponding undergraduate day programs. The online environment can in fact provide substantial opportunity for direct, individualized interaction between faculty and students, as well as among peers. To ensure an online teaching pedagogy that responds to the College's mission, VPAA Watman in 2012 created an Online Learning Task Force, which focused on state-of-the-art online teaching practices and developed the NEC Online Teaching Principles. The Task Force included full-time undergraduate faculty, the Registrar, the Director of the Library, and the Distance Librarian. Faculty new to the online programs undergo training in the Online Teaching Principles.

The online continuing education programs offer first-year online students two options regarding acclimation to the college experience. First, students can take an Orientation course that introduces them to the online environment and to college education. Second, they can take several "gateway" courses in the Liberal Arts and Sciences (Liberal Arts Core as mentioned earlier): in these courses, students do short, frequent assignments, receiving constant feedback from faculty and peers so that they become familiar with the demands and expectations of college. One course not offered in the undergraduate day program but offered in the online continuing education program is the non-credit Foundations in Writing, which provides remediation in writing. To determine whether incoming

students need remediation, they submit a writing sample to be assessed. This course was introduced in the fall of 2012 as part of the online continuing education program.

The Honors Program

The Honors Program offers special challenges and opportunities to a limited number of academically talented, highly motivated undergraduate students. It fosters collaborative relationships between students and faculty through small intensive classes, a faculty-mentor system for introducing students to the intellectual standards and methodologies of academic disciplines, and informal contacts encouraged by co-curricular offerings. Courses and projects in this program furnish additional opportunities for academically gifted and adventurous students. The Honors Programs is designed to nurture talent by providing opportunities for further exploration in an academic discipline, to broaden and deepen a student's education beyond the scope of the traditional curriculum, and to cultivate and reward genuine intellectual curiosity.

Honors Scholars must complete a minimum of four Honors courses and must enroll in the interdisciplinary Honors seminar each semester they are registered. In their junior or senior year, they conduct two semesters of work on an Honors project that is separate from any capstone or senior thesis required by the major. Advised by an Honors Project committee consisting of two additional faculty members, these students work with faculty mentors, as well.

As mentioned in NEC's Fifth-Year Interim Report, the Honors Program was reconstituted in 2008 to respond to a call for more challenging academic opportunities and to allow first-year and transfer students to enter the program. In 2013, after a review of the program, faculty modified it, with participation from students, to encourage faculty to offer courses in the program. Faculty members are invited to submit proposals for an "honors-designated course." These proposals are reviewed annually by the Honors Committee.

Graduate Degree Programs (4.21 – 4.29)

The graduate and professional education programs offered by the School of Graduate and Professional Studies (SGPS) at New England College constitute an integral part of the institution. The delivery formats that the SGPS has introduced over the last decade—specifically, the implementation of fully online programs, off-campus cohorts, and low residency programs—reflect an institutional strategy to increase diversity in the population that the college wishes to serve. These delivery formats originate directly from the purpose of the SGPS: to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment.

The Master's programs at NEC are professional-oriented, designed to prepare students for professional practice, or help those who are already practitioners hone their skills and deepen their knowledge of the field. To achieve this goal, the curriculum offers a broad conceptual base to understand the main concepts, theoretical frameworks, and issues in the field. It is also crucial to help students develop the ability to organize and integrate knowledge, as well as the analytical skills required in the profession. The curricular structure of the programs includes both a conceptual framework and in-depth knowledge, as well as opportunities to develop skills and solve problems that students can apply directly to their workplace.

The Master of Arts programs in Political Science and Professional Writing are 36-credit (nine four-credit courses) programs in liberal arts fields. Both programs have a strong emphasis on research and achieving advanced skill levels; Public Policy focuses on policy design and implementation; Professional Writing focuses on writing in different genres for different audiences. The Professional Writing program was designed to be fully online; the Public Policy program has been offered both on the ground (off-campus) and online, and currently is being offered online only.

The Master of Business Administration seeks to provide knowledge and skills in general management, with an emphasis on business development. This is a 40-credit program that offers the possibility of concentrations as listed in Table 8; students may also opt to obtain the degree without a concentration. The capstone course in the MBA is designed to expect students to complete a business plan. The College offers this program on-campus for full- and part-time students, off-campus in New Hampshire and Maine, and online. Programs can be cohort-based, or students (in the case of the online format) may enter at different points in time. When the program is offered on-campus or off-campus, the face-to-face time with the instructor is combined with online interaction. Regardless of the delivery model, all courses have the same requirements of student work per credit hour.

The Master of Education programs offer a wide array of specializations. Students who already hold an MED may also obtain a Certificate of Advanced Graduate Study (CAGS). Certificate programs, such as Principal and School Superintendent, are also available. This program has a strong presence off-campus, in locations throughout New Hampshire and Maine. The same program is offered on-campus; many of the courses in the program are also offered fully online.

The Master of Fine Arts is a 64-credit, four-semester low residency program. Students in this program seek to develop their craft in fiction or poetry. Each of the four semesters begins with a program residency on-campus. Students then return home for the work of the semester. Students' home-based coursework is guided by an individualized study plan and one-on-one faculty mentorship.

The Master of Science programs provide students master of specialized fields in the disciplines listed in Table 8. The Master of Science in Management is a 36-credit program that provides students foundation courses in management and administration, as well as courses in a specific field. This program is offered exclusively online. The Master of Science in Accounting is a 40-credit program; the larger number of credits in this program is due to the need to include all topics relevant for students to be able to apply for the CPA certification. The program is taught on-campus and online. The Master of Science in Higher Education Administration is a 36-credit program that prepares professionals in the field. This is a hybrid program: each term students take one course on-campus, and the second course online. The Master of Science in Mental Health Counseling, at 60 credits, is a longer program that is equivalent in content and structure to programs accredited by the Council for the Accreditation of Counseling and Related Educational Programs (http://www.cacrep.org/template/index.cfm). The program requires a 700-hour internship, thus making it possible for graduates of the program to apply for Licensure in the State of New Hampshire. Students who do not complete the internships may opt to obtain a Master of Science in Human Services. The program has been offered off-campus in Concord, Dover, and other New Hampshire locations for the last 10 years.

The Doctor of Education program prepares educators to take leadership roles in improving educational systems and advancing student learning and success. The low residency, cohort-based structure of the program is designed for working professionals, and the focus on applied research allows participants to have an immediate impact on the quality of education in their work environments. This cohort-based, 60-credit program has two tracks: K-12 Leadership and Higher Education Administration. Each cohort meets on-campus once a month; the rest of the coursework is completed online.

Table 8. Graduate Programs listing

Program	**Degree**
Accounting: Concentration in Forensic Accounting	Master of Science
Business Administration: with concentrations in: Digital and Social Media Health Informatics Healthcare Management Nonprofit Management Project Management Sports and Recreation Management Strategic Leadership	Master of Business Administration
Creative Writing: Concentrations in Fiction Poetry	Master of Fine Arts
Education: Concentrations in K-12 Leadership Higher Education Administration	Doctor of Education
Education: Concentrations in Curriculum and Instruction Literacy and Language Arts School Climate Leadership Special Education School Principal Teacher Certification (Elementary K-8, Life Sciences 7-12, English 5-12, Mathematics 7-12, Social Studies 5-12, Theatre K-12, Physical Ed K-12, or General Special Ed K-12	Master of Education Certificate of Advanced Graduate Study (CAGS)
Education: Higher Education Administration	Master of Science
Education: School Superintendent	Certificate of Advanced Graduate Study (CAGS):
Human Services	Master of Science
Management: Concentrations in Banking and Finance Healthcare Administration Marketing Management Nonprofit Management Operations Management Project Management Real Estate Management Strategic Leadership Sustainability	Master of Science—*Phasing out completed in Blackboard-based programs and in progress for Moodle-based programs*
Mental Health Counseling	Master of Science
Professional Writing	Master of Arts
Public Policy	Master of Arts

Information about the purpose, goals, admission and graduation requirements, content, structure and delivery formats of all graduate programs are published online (Catalog as well as www.nec.edu/academics/). PDF and printed informational sheets for each program are also available online and in printed format for prospect students.

When the potential for a new off-campus cohort is identified, the program director participates in the evaluation of the space that the faculty and students will use. These spaces must be conducive to a good learning experience and must provide any resources that would be available on-campus. For instance, cohorts in hospitals hold classes in state of the art facilities, with access to internet, technological resources, and all physical resources necessary. On-campus graduate courses have wide access to physical and technological resources, especially since graduate students may be present on-campus when classes are not in session, or on weekends when classrooms are not normally used by the undergraduate population. Online programs receive support from the College's investment in instructional technology through Blackboard, and from the College's contractual relationships with Pearson-Embanet and Bisk Education.

Many of the graduate programs, specifically the Master in Education, the Doctor in Education, the Master of Science programs in Higher Education Administration and Accounting, and the Master of Arts in Public Policy and Professional Writing are solidly grounded on the knowledge and expertise of full-time faculty. For example, VP Watman is Program Director of the MA in Professional Writing; other faculty in the Writing department at NEC also teach in the program. Wayne Lesperance is the Program Director of the Public Policy program, and he also teachers regularly in the program. Reza Jalili and Joe DeLuca are full-time faculty in the Management Division and regularly teach in the Master of Science in Accounting program. Gavin Henning, full-time faculty, is the Program Director of the Ed.D program. Bill Preble and Debra Nitschke-Shaw are full-time faculty in the Education Division, and regularly teach in the MED and Ed.D programs. Other full-time faculty serve as advisors for Ed.D students' dissertations. The Mental Health Counseling and Business programs have also had presence of full-time faculty as instructors in several courses.

Integrity in the Award of Academic Credit (4.30 – 4.47)

New England College has developed a thorough system to ensure academic integrity of its programs. The process to develop academic integrity policies involves the work of the Academic Standards Committee; this Committee makes recommendations to the full faculty. If approved by the full faculty meeting, the Vice President for Academic Affairs brings it to the President. Substantial policy changes must be approved by the Board of Trustees.

The Academic Standards Committee membership includes: three faculty elected at large from the full faculty, a designated academic affairs administrator (non-voting), and the Director of the Pathways Program or Academic Advising or both (non-voting). This Committee is responsible for:

1. Issues relating to the teaching standards of the College such as attendance policy, syllabi, office hours, grading, grade submission, midterm progress reports, academic advising, directed/independent studies, grading fairness, etc.
2. Appeals for suspension and probation decisions.
3. Decisions regarding warnings, probation, or suspension of students in poor academic standing and to hear and decide appeals by students of these decisions. The Committee meets once every semester to assess student performance and make decisions accordingly.

The Curriculum Committee for the undergraduate students, and the Graduate and Professional Studies Council (which serves as the graduate curriculum committee) review courses to make sure

they are designed with appropriate contact hours and workload relative to the credits awarded. The Curriculum Committee's membership is six elected faculty, one from each Collegium/Division; the VPAA, and Registrar. The Graduate and Professional Studies Council's membership includes all program directors; the VPAA, Registrar, Graduate Student Services Associate Director, and two part-time faculty representatives.

The College's degree names and structures follow practices common to American institutions of higher education. The minimum requirements for the Associate's degree is 60 credits; 120 credits for Bachelor's programs; 40 credits on average for Master's programs, with the exception of the Master of Science in Mental Health Counseling, which is at 60 credits given licensure requirements; 64 credits for the Master of Fine Arts; and 60 credits for the Doctorate in Education program. All policies regarding graduation requirements are published in the Academic Catalog, the Graduate Catalog, and the Student Handbooks. The courses, also published in the Catalogs, are scheduled so that students are able to graduate within the program length announced for each program. Undergraduate courses offer an array of electives; graduate programs offer limited or no options for electives, depending on the structure of each program.

Both the Academic Catalog and the Graduate Catalog are updated annually. In the undergraduate and graduate programs, any course that has not been run within the past three years is removed from the Catalog. Any curriculum changes are published in the Catalog and on term schedules published in electronic and printed form for students. Changes in policies or programs are also published in the Academic Catalogs; earlier versions of the Academic Catalog are available on the web site: http://nec.edu/students-faculty-staff/past-catalogs/. Whenever changes are introduced to the curriculum at the graduate or undergraduate level, students may continue to work towards their original degree, based on the curriculum published at the time when they started the program. To this end, the College allows course substitutions if necessary and appropriate.

The Faculty has the authority over academic elements of all programs for which it awards academic credits or credentials. In all programs: graduate, undergraduate, and continuing education, the faculty is in charge of course content and development as well as delivery of instruction. The responsibilities of the faculty and academic administration involve the selection, approval, professional development, and evaluation of faculty. In cases of a contractual relationship such as with Bisk Education or Pearson-Embanet, it has been especially important for the College to retain responsibility of course and program content; design, and delivery of courses for which academic credits or degrees are awarded; and all matters pertaining to faculty management.

All experiences for which credits are awarded, including internships, study abroad, independent or directed studies are reviewed by the Curriculum Committee to ensure there is sufficient academic content for credits to be awarded. NEC ensures that all credit-hour requirements meet Federal guidelines in terms of student work.

Credit for prior experiential learning is awarded according to the Prior Learning Assessment Procedure, which is available to students in the Registrar's office and in the Academic Catalog. The procedure stipulates that the student work with a faculty advisor and prepare a portfolio that will be considered by a Review Committee Panel, which includes two faculty members from the relevant disciplines, excluding the advisor, and one member of the Academic Standards Committee. The Review Committee may use other faculty and staff as resource people if needed. The Committee will meet with the applicant for an oral test/discussion of the untested subject and will approve, deny, partially approve, request further information, or require tests and/or presentations. The Review Committee makes recommendations to the Academic Standards Committee; the Vice President for

Academic Affairs has final approval and veto rights upon review of the Committee's recommendations.

The institution has a clearly defined academic integrity policy published in the Academic Catalog. The Policy was revised in the spring of 2013. The revised policy creates a more uniform reporting process to ensure that the process includes an educational component to the policy, so that students will learn from their mistakes and not repeat them. Currently, a first reported major offense requires the student to take a plagiarism tutorial and pass all the accompanying mini-tests. If a student does not pass the mini-tests, he/she is eligible for suspension. If he/she passes, he/she can resume classes. NEC entrusts all decisions regarding cases of academic dishonesty (i.e., whether they be minor or major) to the discretion of each instructor, accepting as a premise that instructors honor intellectual property rights and wish to promote academic integrity in their students.

As mentioned at the beginning of the Description section in Standard Four, the traditional undergraduate program follows a 15-week semester, but students can also take a limited number of credits over the summer terms and the winter term. The online continuing education program follows 7-week terms. Students in this program take one 4-credit course per term; only on rare occasions a student will take two courses in the same term. The overall expectation of student work per credit hour is the same regardless of the length of the term.

New England College follows Federal regulations in the definition of a credit hour. One credit represents three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the term, in order to complete the work of the course. One credit equals 45 hours of work over the course of a semester (1 credit x 3 hours of work per week x 15 weeks in a semester equals 45 hours of academic work). A four-credit course requires 180 hours of total work (12 hours per week for 15 weeks). To see how many hours per week a calendar other than fifteen weeks will have, 180 will be divided by the number of weeks in the calendar. For example, a three-week course is 180/3 = 60 hours per week. A seven-week course is be 180/7 = 25.7 hours per week.

The College has a longstanding tradition of offering graduate programs off-campus, specifically the Education, Healthcare Administration, Human Services, and Mental Health Counseling programs. These programs have been an integral part of the institution for the greater part of the last decade, and have been offered according to the same standards as courses and programs offered on-campus. As shown in NEC's School of Graduate and Professional Studies Progress Reports submitted to NEASC in 2009 and 2011, and the Update on the Doctor in Education program submitted in 2013, the institution has strengthened its ability to offer support (library, student services, among others) to on- and off-campus students equally. These progress reports have also described the progress the College has made in terms of the integration of the full-time faculty on-campus into the teaching of off-campus graduate programs. For example, currently the Program Director of the Master of Arts in Public Policy and the Director of the Doctor in Education program are full-time on-campus faculty. The Associate Dean of Education and the Associate Dean of Management, both full-time on-campus faculty, include in their duties the oversight of graduate programs in these two disciplines, together with the program directors. Off-campus students have the program directors and associate deans as resources to consult about course contents and any related academic matters.

New England College assigns each student a secure network account with a unique username and password. All students registering for a course at NEC are assigned unique identification numbers and corresponding usernames. Before a student can access any information resource on the College's network (including the Learning Management Systems: Blackboard, Moodle, and the Bisk 1Education LMS), the student must be authenticated by the directory service using his/her username

and password. Students are assigned a password when their account is first established and they are required to change their password when they initially activate their account. Passwords must be suitably complex. There are no additional charges associated with verification.

All users of the College's learning management systems are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is assigned to an individual for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited.

In addition, faculty members teaching online courses have a role in identity verification insofar as they should be aware of changes in student behavior such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or emails that may indicate academic integrity issues. Faculty routinely use a variety of assessment instruments, and regularly ask students to share in appropriate ways important ideas learned from texts and references, and require research projects and paper assignments to be submitted in steps.

NEC follows Federal regulations in its established policies for the award of credit for coursework taken at other regionally accredited colleges, in accordance with the recommendations of the "Transfer Credit Practices of Selected Educational Institutions" published by the American Association of Collegiate Registrars and Admissions Officers (http://www.aacrao.org/). The College recognizes that this activity must be governed by regulations that are clear, consistent, and equitable; the transfer credit policies for graduate and undergraduate programs are published in the Catalog. The Office of Admission is responsible for initial transfer credit evaluation. When evaluating a student's previous academic work, the evaluators consider: (1) the comparability of content and level of course work to that offered by New England College; (2) the applicability of course work to the general education requirements and major requirements at New England College.

Transfer credit will be normally awarded only for course work completed at regionally accredited institutions of higher education or the equivalent in other countries. The College awards credit only; grades and other academic honors from other institutions are not recorded on a student's academic record, with the exception of courses taken through the New Hampshire College and University Council (NHCUC) schools after a student has matriculated at New England College.

The Registrar has the sole authority to grant transfer credit. The transfer credit evaluator, acting on behalf of the Registrar, evaluates all requests for advanced standing and will notify transfer students in writing of credit granted as approved by the Registrar. The evaluator works closely with academic department heads, program directors, and other faculty to ensure that all credit granted is based on the most current academic information.

Transfer credits are awarded on a credit-by-credit basis only. A three-credit course taken at another institution will satisfy a four-credit requirement at NEC, but only three credits of transfer will be granted for that course. Students transferring from institutions on the quarter-hour system will be granted 0.67 semester hours per quarter hour. Not all credits granted will necessarily be applicable to degree requirements. If previous course work is deemed to have no applicability to a degree program, or if no comparable course at New England College can be identified, and yet the course work is deemed comparable to college-level work, then unassigned elective credit may be granted. Undergraduate students may obtain up to 90 credits transferred; the final 30 credits must be taken at NEC.

The transfer credit policy for graduate programs is also published in the Academic Catalog and in the institution's website (http://nec.edu/admission/graduate-programs/transfer/), and follows a procedure that mirrors the one described above for undergraduate students, with the exception that graduate

students can get up to half of the program's credits approved in transfer credits, only with the authorization of the program director.

Assessment of Student Learning (4.48 – 4.54)

New England College has established mechanisms for the assessment of student learning at course and program levels. In undergraduate programs, all majors as well as the General Education program have established learning goals. At the graduate level, all Master's programs and the doctoral program have established program-specific learning goals. Faculty is involved in the establishment of these objectives in both graduate and undergraduate courses, and in ensuring the learning goals reflect the College's mission.

NEC's Assessment Steering Committee developed the overarching guide for all program reviews: the *Program Review Process*. Program reviews include the following components:

- An analysis of Academic Program Quality in the context of NEC's mission and institutional values, institutional strategic goals, and division/collegium/department/program goals.
- Effectiveness of Achieving Program Outcomes as measured by appropriate qualitative and quantitative variables in the context of student academic success within the program.
- Inclusion of an External Perspective on Academic Program Effectiveness from employers, alumni, consultants, national test results with standard benchmarking data, colleagues at other institutions, or an advisory board etc.
- Review of Additional Standards as required by relevant accrediting agencies such as NEASC or professional associations.
- Synthesis of Final Recommendations for improving curriculum, redefining program outcomes, and strengthening student success in light of institutional priorities and resources.

The Steering Committee organizes the schedules of all graduate and undergraduate programs reviews, and coordinates and delivers training sessions regarding the need to establish assessment mechanisms as well as the objectives of the assessment process. The most recent training session took place in January 2014. While the faculty has designed some standardized methods to create assessment tools, they also agree that the individual needs of each discipline must be considered when determining the best assessment tools and instruments needed to capture the specific nature of their programs and student success in meeting particular discipline specific outcomes.

Faculty is responsible for conducting the direct assessment of student learning. In addition, Collegia chairs and Division Associate Deans, and graduate program directors are in charge of ensuring that overarching assessment of student learning is documented in annual assessment of student learning reports. Most mechanisms of assessment of student learning rely on course-embedded activities. Depending on the program, milestones for student assessment may be course-based assessments, the dissertation proposal at the end of the first year of study, the comprehensive project at the end of the second year, and the dissertation at the completion of the program. The Chairs and Committee members of the Assessment Steering Committee support and review all assessment activities. Ultimate responsibility for all student assessment activities at the college lies with the Vice President for Academic Affairs. VPAA Watman was the Chair of the Assessment Steering Committee before his appointment as Chief Academic Officer; his support for all assessment activities has resulted in assessment becoming a major topic addressed in faculty meetings and retreats.

Assessment in the graduate programs includes student satisfaction surveys, implemented in 2009, 2010, 2011, and 2014. Not all data is comparable longitudinally, since some of the questions have changed; however, essential questions about quality of the program and quality of instruction have

been included in the four surveys. Student perceptions on the overall quality of faculty instruction (timeliness and quality of feedback to students), relevance of course materials to their intended careers, and effectiveness of the program in achieving its learning outcomes are part of the survey. In addition, since the fall of 2013 the Master of Arts in Public Policy and the Master of Science in Accounting have implemented a pilot of an Outcomes Survey, devoted to gather information about their experience in the program has impacted their professional lives. Questions about types of positions students have obtained, salary increases, promotions, and other ways that their NEC experience has impacted them are included in the survey questionnaire.

II. Appraisal

Curriculum innovation and experiential learning

Over the last decade, there have been significant improvements to the curriculum. In 2008, the credit model changed from three credits to four credits per course. Given NEC's commitment to engaged learning as reflected in its Mission Statement, the College decided that the four-credit model would provide opportunities for experiential learning and greater student engagement with faculty both in and outside the classroom, as well as in co-curricular activities. The purpose of the change was threefold: (1) to develop a model that complements NEC's commitment to a student-centered, experiential education, (2) to create more time to devote to these commitments with a reduction in the number of courses taken in a given term, and (3) to review/revise GenEd and programs in the majors and minors. During 2007-2008, the faculty revised all the majors to fit this new credit structure.

To promote engaged learning, NEC created the Engaged Learning Advisory Group and the Office of Engaged Learning (OEL), which coordinates, tracks, and helps develop all initiatives involving engaged learning, service learning, community-based learning, and civic engagement.

As part of this process and in the framework of the revision of majors in the new credit structure, majors in professional fields started to include more opportunities for students to learn practical skills and applied knowledge with internships, capstone projects, practicum courses, independent studies, and service learning projects within courses. The Office of Career and Life Planning maintains up-to-date listings of internship sites and works with students and faculty to find an appropriate site. Currently there are 343 internships posted online: hwww.nec.edu/students-faculty-staff/internships/). Students can take internships in the following areas/disciplines:

- Arts/Cultural
- Business (General)
- Communications and Media
- Computer Technology
- Education
- Environment/Conservation
- Government/Public Interest
- Health/Medicine
- Law/Criminal Justice
- Outdoor Leadership
- Sports/Recreation
- Science
- Social Services

The Office of Career and Life Planning follows the National Society for Experiential Education's definition of an internship as "a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience." (http://www.nsee.org/) The number of students in internships has remained stable most years, from 110 to 125 students, with the exceptions of 2009 and 2010, when the overall enrollment in the undergraduate day program increased and therefore the proportion of students in internships increased as well. In 2013 there were 113 students in internships; as of January 2014, 57 students have been placed in internships; this number is expected to rise over the next semester.

An internship at New England College is an academic, for-credit experience involving an agreement among an employer, a faculty sponsor, and a student. The academic guidelines and applicable policies are available online and in the Academic Catalog. No more than 16 internship credits may be applied towards the total credits required for graduation; some disciplines allow fewer than 16 credits to be applied to major requirements. Assessment of student learning in the internships takes place by way of student journals, reports, and meetings with internship supervisors as well as the faculty supervisor.

As part of the overall curriculum redesign process derived from the change from the 3 to 4-credit model, The General Education Program (Liberal Arts Core) underwent a restructuring during the same period. The shift of focus from principles to outcomes reflected the desire to provide more direction to the program, providing a better way of assessing seminars and the program as a whole. With three of the seminars, LAS 1, 2, 7, having specific themes, On Being Human, Communities in America, Global Issues, and open to all disciplines to teach, it seemed especially important to develop outcomes that would ensure student achieving the learning goals established by the program.

Having measurable outcomes for all seminars also meant the Committee would be able to hold faculty more accountable, bringing greater unity and consistency to the program. In this way, the faculty would continue the work of understanding general education to be more than a set of discrete seminars across the disciplines.

The process to design any curricular changes at the College involves the development of a proposal by faculty in the department, who gather information on the basis of program review and assessment and on the constant exploration of opportunities for new content. The department faculty present the proposals to their Collegia or Divisions, who vote either to approve nor not approve their recommendation, and then submit them to the Curriculum Committee for recommendation to the full Faculty for consideration. Significant items approved by the faculty require approval by the Administration and the Board of Trustees. The following examples show how these reviews and explorations have led to curriculum changes and innovations from 2008 to 2013 (for full picture on curriculum changes as a result of program review, see E Series):

- Design and implementation of Legal Studies, Computer Information Systems, and Environmental Sustainability majors, as well as Professional Writing minor.
- Outdoor Leadership shifted away from a science-related major.
- Design and implementation of the Bachelor of Science in Accounting as a separate major and degree.
- Adjustments to concentrations, mostly with a reduction of them.
- Development of the processes and expectations regarding travel-based learning experiences.

- Significant increase in full-time faculty using online technology in on-campus courses.
- Further implementation of online continuing education programs.
- Creation of Assessment Steering Committee (see 4.48 – 4.54).
- NEC grant recipient of a National Institutes of Health INBRE (IDeA Networks of Biomedical Research Excellence), which supports the NEC INBRE Summer Undergraduate Research Program (SURP). SURP offers students research training at NEC with NEC professors/mentors in Psychology or Biology and Health Science for an eight- to ten-week period from May to August (http://nec.edu/about/distinctions/inbre-research/).
- College Convention (http://nec.edu/about/centers-other-locations/the-center-for-civic-engagement/), which exposes students to the responsibilities in running a major conference involving candidates of state and national offices.
- Creation of online continuing education programs to provide educational opportunity to students unable to attend the residential campus. These programs have produced significant increases in minority numbers.
- Concord location launched in 2013, with increased availability for internships and other synergies with the local community

The examples above illustrate a consistent effort from the faculty and institution as a whole to promote consistency of programs in achieving the College's mission and upholding its values. This effort has produced significant successes. Nonetheless, the adoption of engaged and experiential learning has not been consistent across disciplines and across faculty. Even though experiential learning derives directly from the mission statement, a shared definition of experiential learning as it translates into NEC courses was not formally embraced by the full faculty until the Repositioning Task Force recommendations were adopted in November 2013. With the shared commitments to experiential learning formally adopted by faculty in each course and program, faculty evaluation processes will need to change, by providing faculty development and revising student evaluations of faculty and revising faculty activity reports. This will enable faculty to further improve the process of ongoing systematic and routine assessment of the shared commitments.

As part of the Repositioning Task Force (RTF), academic leadership initiated and completed a process of academic program prioritization from March to September of 2013. For example, as the Data First forms show (Std 4-UG enrollment), there are majors with very low enrollment. The RTF proceeded with an evaluation of all existing majors, which produced in-depth and longitudinal information about each major. The information collected included student and alumni surveys, faculty surveys, enrollment per course offered in the last five years, and a financial analysis of each major. Recommendations regarding academic program prioritization were then provided to academic collegia and divisions, and those recommendations are currently being considered via normal governance processes for potential program elimination. As part of this process, the efficiency in the delivery of the curriculum was assessed, along with the following criteria:

1. *Alignment with Mission and Shared Commitments*. Measured by: feedback from Repositioning session carried out in the June 12 Faculty Forum.
2. *Quality of program*. Measured by: Graduation /Retention Rates, students and alumni perceptions of quality, accomplishments of students and graduates, faculty reputation and profile Factors.
3. *Market Demand*. Measured by research on published data on external demand for majors, admission and graduation rates.
4. *Financial Analysis*. Measured by financial data on majors, revenue, and costs for FY13.
5. *Opportunities*. Exploration of opportunities for new combination of courses, new contents for majors, ideas to improve efficiency in curriculum delivery.

The program prioritization process resulted in specific recommendations from the Repositioning Task Force regarding programs to strengthen, modify, integrate, or eliminate. The RTF shared these recommendations with Collegia and Division faculty. The final recommendations from the RTF were also shared at the full Faculty meeting and included the guidelines for curriculum evaluation and revision:

- Keep total number of credits per major to 40 (if more than 40, justification is necessary)
- Create cross-disciplinary and inter-disciplinary courses.
- Limit number of sequential prerequisites.
- Limit number of choices for requirements; create a simple list of specific required courses
- Every Major commits to provide a curricular component that is experiential/immersion based (Majors/Programs may wish to create interdisciplinary experiential/immersion experiences)
- All courses will be taught by the existing full-time faculty in load- more generalists and fewer specialists preferred.
- Majors should have early assessments and key assessment activities (portfolios, reviews, etc) outside student GPA to measure Student Academic Achievement, which will lead to clear interventions to aid students in their quest for academic success. Appropriate faculty development to develop these activities will be provided.
- All Majors should ideally have the equivalent of at least two full-time faculty members to support a full major without having to support additional majors.
- Curricula should be developed that rely less on the need for Independent and Directed Studies.
- Each program must address the Shared Commitments document on Curriculum, Pedagogy, and Outcomes.

Using these guidelines, approved by the full Faculty in November of 2013, the Curriculum Committee created a Curriculum Redesign template. The template includes questions for the faculty to describe: (1) How courses meet the 21st Century Essential College Outcomes; (2) How courses incorporate commitments to our natural and/or civic environments; (3) Recommended Pedagogical Principles and Practices that the courses will implement; (4) Outcomes specific to the course content; and (4) Experiential/engaged learning activities, included in courses and programs. Faculty is currently using this template in the major curricular revisions that are underway.

An evaluation of the online continuing education program has also led to curriculum changes. After implementing a writing assessment for entering students and having students enroll in the Foundations in Writing course, it became clear that rather than a mechanism to steer students into improving their writing skills, potential students viewed the assessment and the course as a preemptive indicator signaling the likelihood that they would not be successful at college. Realizing this, and in alignment with its mission, VPAA Watman proposed to change its approach and integrate essential writing skills into the curriculum in an innovative way. The solution identified has been to add a writing sample to the admissions process, to identify students in need to participate in developmental writing, and to rewrite the Foundations in Writing course as a module that students will take in conjunction with their initial course in the program.

Over the last ten years, graduate and professional studies programs grew significantly. As noted by NEASC (November 19, 2008, April 22, 2009), this has led to the need for the institution to ensure that all graduate programs had sufficient resources (faculty, financial, physical and technological, and library) for a quality delivery of content as well as preparation of students. The College has made strides in this regard, as reflected in the SGPS Progress Reports to NEASC in 2009, 2011, and the reports connected to the Doctor of Education program. Nonetheless, the academic leadership of the institution has also identified the need to evaluate low enrollment programs as well as seek ways to

implement the curriculum in more efficient and cost-effective ways. While some of the programs launched over the last decade have been successful, the Graduate and Professional Studies Council has agreed that refinements need to take place to discontinue programs or, in the case of the business and management programs, to integrate their content into the MBA program as concentrations to avoid redundancies. The changes carried out in this regard include the discontinuation of the Master of Arts in International Relations Program; and the integration of Digital and Social Media, Sports and Recreation Management, and Healthcare informatics as concentrations in the MBA program.

In the assessment of student learning area, the Assessment Steering Committee began a series of five year reviews for all programs at the College starting in 2011, with the last remaining programs scheduled for spring 2014 for the first cycle. Business and Psychology as well as other programs formed external advisory groups to assist with student assessment and program overview. Recent program improvements throughout the curriculum have been initiated through alumni surveys, Facebook groups, reviews of senior theses and presentations with faculty invited from across the curriculum, and analysis of student completion rates and quality of completion in senior projects. Business faculty have embedded more teaching and learning about enterprise software in their curriculum as a result of discussions with recent graduates; and integrated more spreadsheet analysis and focus on writing as a result of feedback from external professionals and alums on the Business Advisory Council reviewing senior papers. Biology and Health Science as well as Business, Communication, Criminal Justice, Sport and Recreation Management have incorporated assessment metrics with their internship programs. Biology, Art and Art History, and Education have incorporated sophomore level faculty reviews of their students' portfolios and work product. The College has added a budget line committed to accreditation and program review as of FY14, with special emphasis on assigning funds to support external program reviews.

The Liberal Core Curriculum Chair began implementing a comprehensive assessment of the program in fall of 2012 and fall of 2013. This instrument was designed to determine the degree to which programmatic goals and outcomes of the LCC are being met, in particular, writing and analytical skills, ethical reflection, and how well students understand or are familiar with the nature and purpose of an education in the liberal arts. The assessment was designed to start in Phase 1 with first-year students in the LAS1 course as a pre-assessment and to establish a baseline for the class allows the faculty to determine how much their understanding develops or deepens throughout their course of study. The instruments developed for this internal program assessment consisted of a short essay to discuss an assigned text, and a survey questionnaire of three ranked and one short answer question. Rubrics were developed to assess the student's work. As an example, in the 2012 survey 38% of students expressed that they did not have a clear understanding of "liberal arts;" 30% of students obtained rubrics of "substantive evidence" or "excellent" in their essays in response to the assigned reading. The instrument will be administered again beginning in the spring of 2016 to students enrolled in the LAS 7 course, the final seminar of the Liberal Core Curriculum. Graduate programs are included in the program review cycle and have presented their results in the Steering Committee meetings, thus promoting greater integration of the graduate programs into the College.

To enhance the assessment of student learning, Graduate Student Satisfaction Surveys implemented in 2009, 2010, 2011 and 2014 have measured students' perceptions and opinions on the quality of their programs and on the quality of instruction. Results of these surveys are positive and reflect increased perceptions of quality over time. For example, 78% of students were satisfied or very satisfied with the quality of instruction by faculty; by 2014 the proportion had increased to 88%. The 2014 survey included for the first time questions about the ability of the program in achieving the specific learning outcomes by program; previous surveys only included a general question about learning outcomes. The survey results on this question were useful, even though they have not

produced longitudinal data yet. While generally very positive about how the programs help students achieve each of the stated learning outcomes, they also help identify areas of possible concern. The College needs to work at making this type of data available to current and prospective students.

Assessment at the doctoral level has made significant progress since the most recent Progress Report provided to NEASC in 2013. During the past academic year, Dr. Carlton Fitzgerald, who is serving as Visiting Professor of Education in the doctoral program has collaborated with Dr. Gavin Henning, a nationally recognized expert on assessment, to develop an assessment infrastructure for the program. Dr. Fitzgerald was a founding faculty member of the program and has taught many courses and chaired dissertation committees since the inception of the program. Recently, an assessment forum for all full-time faculty, also led by Gavin Henning, resulted in increasing faculty awareness on the language and process of assessment. Feedback from the forum was positive and colleagues have become more proficient in designing assessment frameworks for their programs.

III. Projection

The initial work of the Repositioning Task Force as such ended in late November of 2013, when the Faculty approved the curricular recommendations it had proposed, and when the President and the Board of Trustees endorsed the work of the RTF. The next steps in this process include:

- The creation of a Repositioning Steering Committee to coordinate the adopted Repositioning recommendations with academic and administrative governance structures. Expected completion: April 2014. Responsible party: VPAA.
- Formal adoption of Curricular Revisions of all Majors via normal governance processes: Once curricular revisions have been passed by the Departments and Collegia /Divisions, the proposals for curriculum redesign will be submitted to the Curriculum Committee, which will then take any approved proposals to the full Faculty for consideration and approval. Those approved, will then be brought as recommendations for approval to the VPAA and President and to the Board of Trustees. Expected completion: May 2014. Responsible party: Chair of the Curriculum Committee, VPAA.
- Implementation of Curricular Changes: Curriculum changes as a result of this process will start implementation in the fall of 2014 and will be fully in place by the end of the 2014-2015 academic year. Responsible party: Collegia Chairs, Division Associate Deans, VPAA.
- Revision of the General Education Program: Starting in 2014-2015, the Liberal Core Curriculum will be revised in order to: (1) Strengthen an understanding of the College's obligations to the common good; (2) Build up interdisciplinary connections throughout the curriculum, in particular in LAS 1, 2, 7; (3) Encourage creative curricular design that will support experiential and immersive pedagogies; (4) Provide ongoing faculty development to ensure consistent implementation of the repositioning of shared commitments and pedagogical principles and practices within the Core Curriculum. Expected completion: 2014-2015. Responsible party: Chair of the Liberal Core Curriculum, faculty.
- Incorporation of the Repositioning Shared Commitments into the Work of the Assessment Steering Committee: Given the adoption of the NEC pedagogical principles and practices and the 21st century Essential College Outcomes, it will be imperative for the Assessment Committee to promote a process of revising the assessment mechanisms by program and by course to ensure alignment with these principles/practices and outcomes. The Essential College Outcomes will embody the student learning outcomes at the institutional level. The faculty has started this process and will use the Course Assessment Workbook as a fundamental tool. Expected

completion: the development of these assessment tools will take place during the entire 2014-15 academic year. Responsible party: Assessment Steering Committee.

- Implementation of the Changes in the Foundations in Writing Course: this course in the online continuing education program will start being implemented in the late spring of 2014. Academic administration of the program will establish mechanisms to closely monitor and evaluate the success and potential shortfalls of this approach. Expected completion: March to May 2014. Responsible party: faculty in the Writing department.
- The Graduate and Professional Studies Council will continue evaluating its programs starting in the spring of 2014, especially to make sure efficiencies in the delivery of the curriculum have taken place successfully. Expected completion: fall of 2014. Responsible party: Dean of the School of Graduate and Professional Studies.
- The Directors of graduate programs will coordinate the publication of graduate survey data, for current as well as prospective students and alumni. Expected completion: spring of 2015. Responsible party: Dean of the School of Graduate and Professional Studies.
- Standardization of Budgetary Allocations for External Reviews: Following the creation of the organizational budget line to support external reviews of programs, the next step will be to standardize the process of departments/programs requesting funds to implement external reviews as part of their program review process. Expected completion of process design: Summer 2014. Expected implementation of process: FY15. Responsible party: VPAA.
- Ongoing and Systematic Assessment of the Doctoral Program: NEASC has identified assessment in the doctoral program as an area of special emphasis. In this regard, next year will begin the implementation of the assessment infrastructure designed in 2013-14. A faculty committee will meet three times a year (January, May, and August) to review data produced in this framework. Student assessments include review of GPAs and feedback from instructors as well as program progress from advisors. Dissertation proposals, dissertations, comprehensive projects proposals, and comprehensive project rubrics will be reviewed annually. Samples of each of these projects will also be reviewed. Program assessments will include course evaluations of faculty, exit interviews for students leaving the program after completion or in the middle of the program, annual student survey, annual alumni survey, annual instructor survey, feedback during annual meeting with all instructors, advisor survey, feedback from annual advisor meeting, annual reader survey, and annual reports from the Ed.D. Director and the Associate Dean of Education. There will also be a review of retention data that will include review of GPAs, year-to-year retention rate, graduation rate, and review of student progress report forms. Expected completion: 2014. Responsible Party: Director of Ed.D.
- Improvement of Graduate Student Satisfaction Surveys and Outcome Surveys: After the successful pilot of the Outcomes Survey in 2013, this survey will be implemented across all graduate programs. The Graduate and Professional Studies Council will use the information, as well as results from faculty and course evaluation surveys, to assess the need to introduce changes in the programs or services provided to graduate students. Expected completion: December 2014.

Institutional Effectiveness (4.55)

New England College continuously evaluates the quality, integrity, and effectiveness of its academic programs, and establishes clear connections between curriculum development and the institutional mission and priorities of the College. The faculty is engaged in curriculum innovation and renewal in all the College's programs: graduate, undergraduate, and continuing education programs. Curriculum reviews have been increasingly inclusive of input from student and alumni as a key component of the feedback used for program evaluation.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

			3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty		?										
Professor	Male		13	0	12	-	13	-	12	-	14	
	Female		8	0	10	-	13	-	13	-	15	
Associate	Male		7	0	8	-	10	-	10	-	11	
	Female		9	0	7	-	7	-	7	-	9	
Assistant	Male		12	0	9	-	10	-	9	-	5	
	Female		5	0	7	-	6	-	6	-	3	
Instructor	Male		1	0	1	-	1	-	-	-	-	
	Female		1	0	1	-	1	-	1	-	-	
Other	Male		3	50	3	50	3	61	4	89	3	100
	Female		1	56	1	60	1	75	1	109	-	115
Total	Male		36	50	33	50	37	61	35	89	33	100
	Female		24	56	26	60	28	75	28	109	27	115
Total Faculty												
Professor			21	-	22	-	26	-	25	-	29	-
Associate			16	-	15	-	17	-	17	-	20	-
Assistant			17	-	16	-	16	-	15	-	8	-
Instructor			2	-	2	-	2	-	1	-	-	-
Other			4	106	4	110	4	136	5	198	3	215
Total			60	106	59	110	65	136	63	198	60	215
Salary for Academic Year			FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum		44,960		55,878		66,891		68,918		64,459	
	Mean		81,377		72,289		73,860		72,882		73,232	
Associate	Minimum		31,559		25,528		31,216		60,404		55,838	
	Mean		67,165		59,205		59,120		63,465		60,818	
Assistant	Minimum		48,000		46,707		41,000		48,479		48,480	
	Mean		55,161		52,857		52,668		53,336		52,030	
Instructor	Minimum		49,153		44,575		45,450		45,450		30,817	
	Mean		49,307		40,190		45,450		45,450		41,000	
Other **	Standard			$667 /Cr		$667 /Cr		$667 /Cr		$667 /Cr		$667 /Cr
	Emb.			$900/Cr		$900/Cr		$900/Cr		$900/Cr		$900/Cr

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	11	0	10	-	12	-	12	-	13	
Associate	7	0	7	-	10	-	10	-	11	
Assistant	11	0	12	-	10	-	9	-	7	
Instructor	0	0		-	-	-	-	-		
Other	2	30	2	32	1	42	2	64	1	70
Total	31	30	31	32	33	42	33	64	32	70
Highest Degree Earned: Master's										
Professor	10	0	12	-	14	-	13	-	16	
Associate	9	0	8	-	7	-	7	-	8	
Assistant	6	0	4	-	6	-	6	-	2	
Instructor	2	0	2	-	2	-	1	-		
Other	2	65	2	69	3	85	3	125	2	130
Total	29	65	28	69	32	85	30	125	28	130
Highest Degree Earned: Bachelor's										
Professor	0		0		0		0		0	
Associate	0		0		0		0		0	
Assistant	0		0		0		0		0	
Instructor	0		0		0		0		0	
Other	0	6	0	7	0	6	0	6	0	6
Total	-	6	-	7	-	6	-	6	-	6
Highest Degree Earned: Professional License +										
Professor	0		0		0		0		0	
Associate	0		0		0		0		0	
Assistant	0		0		0		0		0	
Instructor	0		0		0		0		0	
Other	0	4	0	3	0	3	0	3	0	3
Total	-	4	-	3	-	3	-	3	-	3
?										
Fall Teaching Load, in credit hours										
Professor Maximum	28		24		24		28		20	
Median	12		13		13		12		12	
Associate Maximum	20		16		16		19		16	
Median	12		12		12		12		12	
Assistant Maximum	22		20		24		20		16	
Median	12		14		12		15		12	
Instructor Maximum	22		14		14		18		16	
Median	20		12		12		11		12	
Per Course Maximum		19		23		20		16		8
Median		5		4		4		4		4

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** Includes Senior Professor
*** Includes Visting and Lecturers
+ Includes Specific Certifications

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2 015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor							-			
Associate			1		1		-			
Assistant	4		1		1		-			
Instructor							-			
Other			-		2		1	-		
Total	4	-	2	-	4	-	1	-	-	-
# of Faculty in Tenured Positions										
Professor * *	5		5		5		5		4	
Associate							-			
Assistant							-			
Instructor							-			
Other							-			
Total	5	-	5	-	5	-	5	-	4	-
# of Faculty Departing										
Professor										
Associate					1					
Assistant	1		2		1					
Instructor			2						1	
Other					1					
Total	1	-	4	-	3	-	-	-	1	-
# of Faculty Retiring										
Professor							1		2	
Associate	2									
Assistant										
Instructor										
Other										
Total	2	-	-	-	-	-	1	-	2	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

* * Tenure is in the process of being phased out.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Accounting	3	6	3	5	4	13	2	5	2	5
Art	5	2	5	2	9	2	5	0	5	0
Biology	4	1	4	1	4	2	4	2	4	2
Business Administration	12	6	11	7	11	16	10	9	10	9
Chemistry	2		1		2	1	2		2	1
Communication	5	3	4	4	5	2	3	1	3	1
Computer Science	1	3	3	1	3	3	2	3	2	3
Criminal Justice	5	9	4	6	3	8	4	5	4	5
Digital Social Media				2		6		2	-	2
Economics	1	2	1	1	3	1	1		1	
Education	11	52	9	37	12	36	11	28	11	28
Engineering							1		1	
English	6	2	5	1	9	3	4	2	4	3
English as a Second language	1	1	1			1		1	1	1
English Language Graduate	1	1		1		1		1	1	1
Environmental Science	2	2	3	3	2	5	3	2	2	2
French	1		1			1		1		1
Health & Sport Science	3		3	1	2					
Health Care Administration		9		11		13		3		3
Health Information Mgt				4		4				
Health Science					1		1			
Higher Education Mgt	1	8	3	8	2	11	3	7		7
History	3	1	3	2	4		3		3	
Kinesiology	6	7	4	9	4	10	5	7	5	7
Legal Studies					1		1		1	
Liberal Core Curriculum	22	3	22	1	31	15	30	16	30	16
Management	3	29	4	28	2	31		14	2	14
Mathematics	3	5	3	6	2	10	2	2	2	2
Natural Science and Math	5		5	1	4	1	3	2	3	2
Outdoor Leadership	1		1	1	1	2	2	1	2	1
Pathways		9		4		1			-	
Philosophy	4		3		4		3		3	
Physical Education		16		14		11		7	-	7
Physics	1		1		1		1		1	
Political Science	5	5	5	3	5	3	3	1	3	1
Professional Writing	2	4	2	3	2	2	2	2	2	2
Psychology	7	24	6	24	7	41	7	20	7	20
Social Work	1	1	1	1	1	1	1	1	1	1
Sociology	5	3	6	2	7	4	8	3	8	3
Spanish		1		1		1		1	-	1
Sport & Recreation Mgt	7	8	5	7	6	5	5	3	4	3
Sustainability			1				1		1	
Theatre	3	1	4	2	4	2	3	1	3	1
Women's Studies	5		5	1	5	1	3	1	3	1
Writing	6	2	6	3	7	5	5	5	5	7
Total	153	226	148	208	170	275	144	159	142	163

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

NOTE:
Full time and part time faculty may be counted in **more** than one department. Cross listing also will cause a faculty member to show up in more than one department. Includes both graduate and undergraduate faculty.
This is because our faculty do not teach in specific silos, some faculty teach in cross listed courses so there is a natural increase in the number of faculty, e.g. Business Ethics is cross listed with Philosophy and taught by philosopher.

Standard Five: Faculty

I. Description

Faculty (5.1 – 5.15)

Faculty Composition and Qualifications

New England College (NEC) is an academic institution that focuses on teaching, as reflected in its Mission Statement. The emphasis on excellence in teaching has been consistent in the College's history. Faculty recruitment, development, expectations, and evaluation are tied to this premise. Over the last decade, the number of full-time faculty has grown from 55 (2004) to 63 (January 2014). In 2011, NEC launched its first doctoral program (Doctor of Education), recruiting one full-time faculty position specifically for it, while other full-time faculty in the Education Division and other academic departments teach in it, as well.

Faculty at NEC are grouped according to the following definitions:

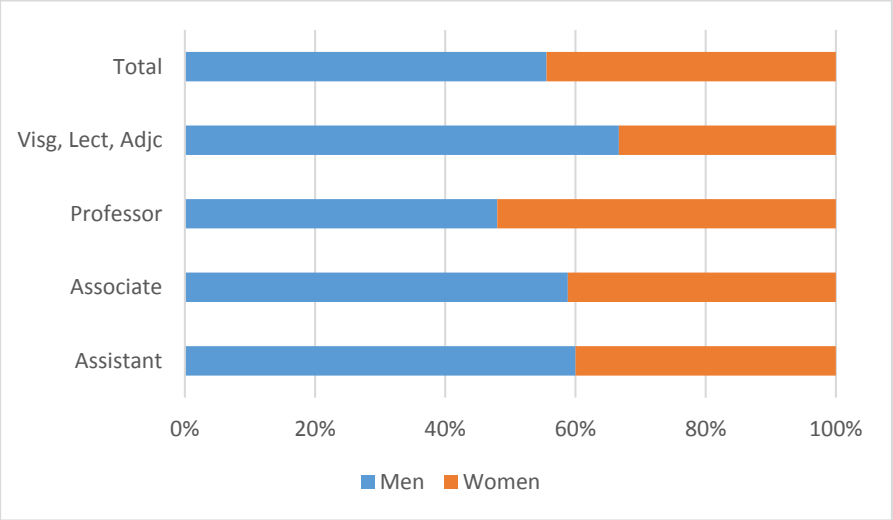
- Ranked Faculty: Instructor, Assistant Professor, Associate Professor, and Professor. In January 2014, NEC employed 25 Professors (40%); 17 Associate Professors (27%); 15 Assistant Professors (24%), and one Instructor.
- Titled Faculty: Lecturer, Adjunct, Visiting, and Artist/Writer/Scholar in Residence. In January 2014, NEC employed two full-time Lecturers, one Adjunct faculty, and two Visiting Faculty. These five comprise the remaining 9% of full-time faculty.

NEC also defines Special Status Academic Faculty: Emeritus Faculty, Affiliate Faculty, Senior Professor, and Administrative Faculty (administrators who hold academic rank). In the fall of 2013 and Spring 1 term of 2014, there were 30 Emeriti Faculty, four Senior Professors, and four Administrative Faculty: the President, Vice President of Academic Affairs (VPAA), Dean of the School of Graduate and Professional Studies (SGPS), and Director of Athletics.

Offered term contracts only, a per-course faculty member is part-time appointed on a course-by-course basis. Such faculty members have the duties associated with teaching; they do not perform committee work or other responsibilities required of Ranked Faculty. Adjunct faculty members have the credentials and/or experience to hold rank, but they do not. Adjunct faculty may be employed to fill any instructional role at the College on a part-time basis, usually with term contracts. In the fall of 2013 through the Spring I in 2014, there were a total of 195 adjunct faculty.

Given the limited racial and ethnic diversity in New Hampshire, achieving diversity representation among full-time faculty at NEC has proved challenging. Meanwhile, gender distribution of faculty has remained stable over time, with strong representation of women (see Figure 1). At the same time, while women represent a little more than 50% of faculty ranked as Professors, they represent 40% at the rank of Assistant Professor. NEC's academic leadership will need to attend to this trend as new faculty positions arise over the next few years. Women constitute a majority (55%) of all part-time faculty; this proportion has remained approximately constant over the last decade.

Figure 1. Full-time faculty by rank and gender, 2014



The qualifications of NEC faculty are appropriate to their teaching assignments and to the programs in which they teach. The minimum qualifications for each faculty rank are specified in Volume IV of the Faculty Manual. A doctorate is considered the terminal degree in most disciplines. The MFA is considered a terminal degree for faculty members whose primary appointments are in studio art, creative writing, writing, or theatre. The MLS is considered a terminal degree for faculty members whose primary appointments are as Faculty Librarians. The terminal degree for faculty members whose primary appointments are in business administration are (1) a doctorate in a business-related field, or (2) an MBA or other Master's degree in the discipline supplemented by appropriate professional experience. In the second case, the VPAA approves any necessary qualifications supplementing the MBA or other Master's degree.

Figure 2. Academic Credentials of Full-Time Faculty by Rank, 2014

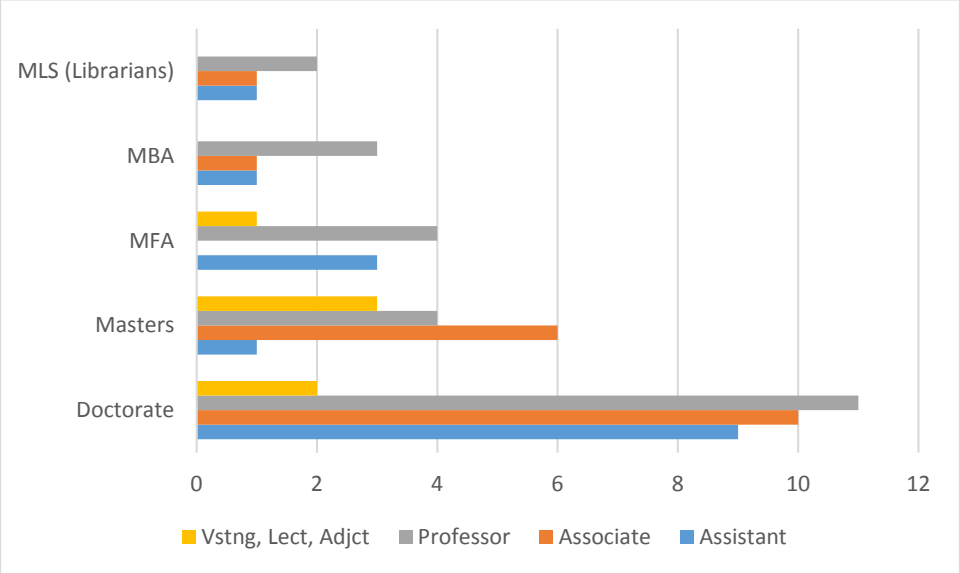


Figure 2 shows 49 full-time ranked faculty at NEC hold terminal degrees (78%), including doctoral degrees, MFAs, MBAs, and MLSs. Table 9 shows NEC has increasingly hired doctoral faculty over the last decade. Of these faculty hires, all but three held terminal degrees by the time of appointment.

The two hired without terminal degrees were hired with contractual obligations to finish their terminal degrees within three years. The infusion of new faculty, as well as faculty transitions, have created a vibrant educational environment in which faculty are fully engaged in classroom, co-curricular, service, scholarship, and advising activities. Meanwhile, there are also faculty who have a longstanding relationship with the College: about 30% have been at NEC for more than twenty years compared to about 40% who have been at NEC full time for fewer than ten years.

Table 9. Full-Time Ranked Faculty hired 2005-2013, according to current rank, discipline, and academic credentials (does not include departures)

Year of hire; number of faculty hired	Current Rank	Discipline	Academic credential
2005: 2	Associate	Business; Philosophy	MBA; Doctorate
2006: 7	Associate (5); Assistant (2)	Math; Communication; Business; Biology; Writing; Education; Psychology	Doctorate (6); Master (1)
2007: 3	Assistant (2); Associate (1)	Biology; Writing; Mathematics	Doctorate (2); MFA (1)
2008: 4	Instructor (1); Assistant (2); Associate (1)	English; Theatre; Outdoor Leadership; Psychology	Doctorate (2); MFA (1); Master (1)
2009: 1	Assistant	Library	MLS
2010: 2	Assistant (1); Lecturer (1)	Criminal Justice; Kinesiology	Doctorate (1); Master (1)
2011: 2	Assistant (1); Associate (1)	Library	MLS (2)
2012: 4	Visiting Assistant (1); Assistant (2); Associate (1)	Interdisciplinary Studies; Mathematics; History; Higher Education	Doctoral (3); MFA (1)
2013: 1	Assistant	Business	MBA

Part-time faculty credentials are likewise consistent with NEC's mission and expectations. As of December 2013, 32% of the part-time faculty hold doctorates.

Each year NEC participates in salary surveys to monitor the market place for recruiting faculty and staff, and for retention of existing employees. The College purchases the survey results from CUPA-HR, which provides national data based on size and classification of institutions. NEC also receives data from New Hampshire College and University Council regarding average salaries for faculty within the state.

Through a detailed review over the last several years, NEC has found that, in general, its salary base is competitive at both the national and state level. At the same time, two factors influence this information. First, years in rank and service to NEC drive salary determination, not a faculty member's discipline. Second, although the average salary of Lecturers, Instructors, Assistant

Professors, and Associate Professors is competitive with the survey data, the average salary of Professors is lower, specifically at the higher end of the scale.

All faculty had a five-year 8% per-year increase from 2002 to 2007. Since then, faculty have received the agreed-upon "step increases" and promotion increases established on their contract.

Faculty Recruitment and Appointment

NEC has developed a process for recruiting full- and part-time faculty. All vacant faculty positions must be budgeted and approved for hiring prior to recruitment and appointment. For this approval to occur, the VPAA brings any proposals for new or replacement positions to the Budget Advisory Committee. The position must have an approved description on file in the VPAA's Office prior to recruitment and appointment.

Faculty members are recruited based on their qualifications and fit with NEC's academic mission. For full-time faculty positions, hiring occurs through national searches. Search committees consist of faculty members in the discipline, at least one other faculty member, and at least one student. Positions are posted on NEC's website, as well as other relevant print and electronic media. The search committees review *curricula vitae*, interview candidates, and organize campus visits for finalists, who meet with the College community and usually present a seminar to the committee, students, and other interested members of the community. NEC is an Equal Opportunity Employer. The Human Resources department offers assistance and guidance to the search committees in the recruitment process.

Faculty in each Collegium or Division participate in faculty hiring needs, which the Chairs or Deans bring to the VPAA for consideration. Hiring of undergraduate part-time faculty is based on the recommendation of the Collegium Chair or Division Dean to the VPAA. For continuing education programs, full-time faculty in each major review the academic credentials of the candidate and participate in the interview and selection process. Recommendations to hire graduate adjunct faculty are the responsibility of graduate program directors and the Dean of SGPS.

All policies for recruitment, appointment, and evaluation of full-time faculty, including grievances, are contained in Volume IV of NEC's Policy Manuals. Policies for recruitment and appointments of undergraduate part-time and adjunct faculty are also included in Volume IV. For faculty of SGPS, these policies are located in Volume VII.

Contracts for full-time faculty are all one-year contracts and fall under either "Probationary" or "Extended Term" systems. When initially hired, faculty enter a probationary contract period, which lasts one academic year, renewable at the end of the year. To be eligible to be considered for entrance into the extended-term system, a ranked faculty member must have served a probationary period of at least six academic years. In 2006, the faculty at NEC decided to eliminate tenure in favor of this extended-term system. The rationale for this decision was that long-term faculty needed to go through routine and rigorous evaluations. The extended-term system offered rigorous oversight regarding performance.

Faculty Expectations and Evaluation

Faculty expectations are clearly described in the NEC Policy Manual, Volume IV: (1) Excellence in teaching represents the most important attribute of faculty evaluation, accounting for 50% of the evaluation criteria. The normal full-time faculty teaching load which comprises this 50% of expectations is 12-credits per semester; (2) participation in governance, community service, and advising represents 15% to 35% of the evaluation criteria, including academic advising, service in the Collegium or Division, and membership on Standing Committees, among others; (3) professional development and scholarly activity represents 15% to 35% of the evaluation criteria. The VPAA

reviews each faculty's performance annually, which can change from year to year in areas (2) and (3), depending on institutional, programmatic, and faculty needs. The emphasis on teaching, however, remains 50%.

NEC's faculty governance system ensures that as many faculty as possible share the responsibilities associated with the academic Standing Committees. All full-time faculty are eligible and expected to serve on these Committees; part-time and first-year faculty are not. Additionally, first- and second-year faculty (with the exception of those who come to NEC with prior experience in higher education as ranked faculty) do not serve as chairs of Standing Committees or Collegia. Elections for all Standing Committees occur during the April faculty meeting. The term of service in each Committee is two years.

NEC measures faculty contributions to the students and College through reviews and evaluations. There are four types of reviews: Administrative Review, Focused Review, Developmental Review, and Summative Evaluation. Volume IV of the Policy manual describes the goals and processes of these reviews. Here is a summary:

- Administrative Reviews, completed annually, are designed to ensure that each faculty member maintains the required level of performance on each of the three review criteria: teaching effectiveness, participation in governance and community service (including academic advising), professional development and scholarly activity. Even though the main focus is on teaching, all facets of job performance are reviewed through an examination of the annual Faculty Activity Report, student evaluations, and other evidence stated in Volume IV of the NEC Policy Manual. Other evidence may be used if deemed appropriate by the VPAA. The VPAA, in consultation with the appropriate Collegium chair and Faculty Development Committee (FDC), may recommend that a faculty member undergo a Focused Review if a deficiency is identified during Administrative Review.
- Focused Review is designed to improve faculty performance in one or more of the three criteria (listed above in Administrative Reviews) in which a deficiency is identified during Administrative Review. The VPAA, in consultation with FDC, decides whether a faculty member completes a Focused Review.
- Developmental Review is designed to improve the teaching skills of newly hired faculty and to prepare them for their roles in governance, community service, professional development, and scholarly activity. The Developmental Review includes a self-assessment, a review with recommendations completed by a team of faculty members, and a final report with recommendations.
- Summative Evaluations are used to determine a faculty member's qualification for retention, promotion, and transition into the extended-term system. All Summative Evaluations occur under the auspices of FDC. FDC coordinates the appointment of a Classroom Observation Team, while the faculty member prepares a portfolio with information relevant to the three criteria of job performance. Those in FDC cannot be part of the Classroom Observations Team.

Probationary faculty undergo the following reviews:

- Year One – A Developmental Review
- Year Two – A Summative Evaluation
- Year Four – A Summative Evaluation
- Year Six – A Summative Evaluation, which determines whether faculty move into the extended-term system.

Administrative staff, including those with faculty rank, cannot be present during FDC deliberations. At the end of the Summative Evaluation process, FDC writes a report with recommendations to the VPAA, who makes the final recommendation to the President.

Promotions to higher ranks (Instructor to Assistant, Assistant to Associate, and Associate to Professor) are contingent upon rising levels of performance. Promotions reflect professional growth and maturity in teaching, service, and scholarship. The VPAA and President decide on promotion recommendations made by FDC. The Board of Trustees is then notified of these decisions.

The Collegium Chair or Academic Division Associate Dean evaluates undergraduate part-time faculty. The Dean and Program Director evaluate graduate part-time faculty. Student course evaluations are the primary tool used, but face-to-face or online classroom observations are also part of the process. Graduate Program Directors routinely visit faculty in their classrooms and provide feedback and suggestions. New faculty receive orientation and training from Program Directors and the Dean.

Academic Freedom

NEC protects and fosters the academic freedom of all faculty members, regardless of rank or term of appointment. The College is guided by the 1940 Statement of Principles on Academic Freedom and Tenure agreed upon by the American Association of University Professors (AAUP) and the Association of American Colleges, as elaborated in the 1969 Interpretive Comments of the AAUP. Policies relating to faculty evaluation, promotion and tenure, and rights and responsibilities with respect to scholarship, teaching, and service explicitly provide and protect an environment of academic freedom. The Faculty Manual is produced and maintained by the Faculty and the Vice President of Academic Affairs, and approved by the Board of Trustees.

Teaching and Advising (5.16 – 5.20)

Faculty at NEC engage in a wide array of instructional techniques, from lecture formats to project- and problem-based learning to internships. NEC's small faculty/student ratio enables frequent interactions and quality feedback. The average class size for the undergraduate day program has remained relatively stable over the last decade, at around 16 students, even though popular majors at times have 25 to 30 students per class. The online continuing education program alone has an average class size of 17. In graduate programs, the cap is set at 20 students, with an average class size of 14. In the undergraduate day program the student/faculty ratio is 11/1; in the online continuing education program it is 14/1.

Delivery formats are consistent with the program goals and with the College's mission. The undergraduate day program relies heavily on traditional classroom hours combined with out-of-class formal and informal activities. Graduate programs are delivered in hybrid format, with traditional classes combined with online instruction. Several of the graduate programs are delivered fully online, and two of them (the MFA and Doctor of Education) are low-residency programs. The fully online continuing education program is geared to a distinct demographic, one that is very different from the on-campus student body (see Standard Six for details).

Pathways-Advising assigns academic advisors (full-time faculty) to each new student. Usually, these advisors are selected based on a student's proposed major. New students who are undeclared are generally assigned an advisor who teaches one of the student's first semester courses. Pathways-Advising takes into account a faculty member's current advising load and distributes new students in a way that promotes equity among faculty. Students may change advisors at any time by completing a Change of Advisor form (which requires the signature of the new advisor) and submitting the form to Pathways. Advising loads vary depending on the number of majors in an academic program and

the number of faculty members in that program. However, a number of faculty in popular programs take on additional advisees. Thus, the median advisees per faculty member is 13 (Spring 2014).

Scholarship, Research, and Creative Activity (5.21 – 5.23)

A ranked faculty member at NEC is active in the profession and connected with the scholarly discipline. Scholarly activities include, but are not limited to, publishing books, chapters, and articles; presenting artistic works, exhibitions, performances, and workshops; obtaining competitive grants or fellowships; performing research; doing field work; attending workshops or conferences; and engaging in formal studies or continuing education. The emphasis given to particular scholarly activities depends on the discipline, the rank of the faculty member, and performance-planning objectives and expectations. In general, scholarship that attracts national and/or international attention in a given discipline is of greater merit than scholarship that attracts local attention. Also, scholarship that is reviewed by fellow scholars is of greater merit than that which is not.

NEC recognizes five basic categories of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, Scholarship of Teaching, and Scholarship of Creativity. These five categories do not constitute the entire range of valuable scholarship. By defining them, however, the College enables faculty and individual Collegia and Academic Divisions to identify more clearly the role of scholarship at the College.

Full-time faculty receive support for scholarly activity in several ways, including:

- Select course reductions to support scholarly activities.
- A paid sabbatical to support scholarly work (see Table 10 below).
- Financial support from the College towards tuition costs to complete advanced degrees (see Table 11 below).
- Grants assigned by the Faculty Funding Committee for faculty development and scholarship (see Table 11 below).
- Faculty Development funds provided by Collegiums/Divisions.
- Assistance from the Director of Development Operations to help faculty secure support from private foundations and corporations.

Table 10. Funds invested in Faculty Sabbaticals, FY2006 through FY2014

Sabbaticals	Actual FY06	Actual FY07	Actual FY08	Actual FY09
Total Sabbaticals	$ 78,634.04	$ 212,746.20	$ 255,885.19	$ 175,746.61
% Change from Prior Year		*171%*	*20%*	*-31%*

Actual FY10	Actual FY11	Actual FY12	Actual FY13	Actual FY14
$ 365,792.45	$ 230,293.28	$ 307,036.00	$ 473,351.00	$ 432,249.00
108%	*-37%*	*33%*	*54%*	*-9%*

Table 11. Funds assigned by the Faculty Funding Committee for faculty development activities, FY2006 through FY2014

Funds assigned by Faculty Development Committee	FY06	FY07	FY08	FY09
	$ 14,892.09	$ 8,021.31	$ 13,474.37	$ 13,980.29
% Expense Change from Prior Year		*-46%*	*68%*	*4%*
	FY10	FY11	FY12	FY13
	$ 11,960.80	$ 24,324.66	$ 12,749.09	$ 15,690.45
	-14%	*103%*	*-48%*	*23%*

Robert A. Kilgore Teacher of the Year Award

In keeping with NEC's tradition of nurturing its students' intellectual, personal, and social growth, the College recognizes its most deserving faculty members by conferring each year at the May Commencement ceremony the Robert A. Kilgore Teacher of the Year Award.
Nominees are reviewed by a selection committee of students, faculty, and staff in accordance with the process articulated in the Volume IV of the Policy manual. This award recognizes a faculty member who has met the following standards of teaching excellence:

- Quality of work presented in the classroom is judged to be outstanding
- Use of creative, innovative strategies to enhance student learning; active work on the scholarship of teaching
- Commitment to high academic standards (no evidence of grade inflation); one judged to be "tough" but fair and unbiased;
- Active involvement in college life outside of and in addition to classroom teaching (academic advising, student-organization advising, organizing on-campus cultural events, arranging off-campus activities): a role model and mentor
- Currency in the candidate's field: the use of new ideas in pedagogy

II. Appraisal

Increased enrollment in the most popular majors (Criminal Justice, Psychology, and Business) has prompted the need to recruit faculty in the Business division and the Criminal Justice program, as well as a Lecturer in Interdisciplinary Studies in 2013.

Curriculum changes resulting from the transition from the 3- to 4-credit model entailed the creation of courses involving experiential learning. Such courses, however, are not evenly distributed across programs. In addition, NSSE data does not show an increase in experiential learning activities between 2005 and 2010. While some courses provide experiential learning, others have lagged behind. The Repositioning Task Force addressed this issue and recommended that experiential learning pedagogies be included in all NEC courses and programs. The full faculty approved this recommendation by adopting the NEC Pedagogical Principles and Practices. Faculty are currently redesigning curricula to incorporate these principles and practices into their curriculum and teaching.

Still, faculty development specific to these pedagogies will need to increase. The VPAA created the Faculty Development Working Group to develop a 2013-2014 Professional Development Program; an initial faculty development workshop occurred in January 2014. As part of the workshop, faculty used a Course Assessment Workbook to ensure the adoption of 21st Century Essential Learning Outcomes.

In addition to faculty development specifically geared toward pedagogical principles and practices, the faculty evaluation process will be updated, and Volume IV of the NEC Policy Manual will need to reflect this change. The current faculty evaluation does not take into account the use of these principles and practices. There is consensus that both faculty development and accountability standards need modification so that they are adapted to the recommendations of the Repositioning Task Force. Currently faculty development and evaluation are the responsibility of the same committee. There is growing consensus that faculty development and faculty evaluation processes are distinct and should not be part of a single Committee.

The most recent updates to Volume IV of the NEC Policy Manual consist of changes to the Senior Professor policy, which reduce the number of years to serve in that role from five to three and extend the type of service Senior Professors can provide, including responsibilities outside the classroom. These changes have had positive results, with one Senior professor currently serving as Associate Dean of Academic Services.

The number of full-time faculty with teaching and program director responsibilities in the graduate programs has increased, resulting in further integration of undergraduate and graduate faculty. Integrating graduate adjunct faculty into the College has remained a priority and is a key element of the institution's strategy regarding the faculty staffing in all programs. Recent reconfiguration of the Graduate and Professional Studies Council to include representation of part-time faculty strengthens this commitment. NEC seeks to create a core group of adjunct faculty with longstanding relationships with the College and who can become experienced in NEC teaching philosophy and pedagogies. In 2009 and 2011, SGPS organized day-long, on-campus faculty development workshops. In 2011, the workshop enabled remote participation, as well. Also in 2011, a SGPS faculty satisfaction survey indicated that 40% of those surveyed hoped to continue teaching at NEC in five years; 50% expected the relationship to last for the next ten years. The Graduate and Professional Studies Council is exploring other ways to retain graduate and professional studies faculty.

Another emerging issue concerns the role and expectations of full-time ranked faculty. While Volume IV of the NEC Policy Manual is currently flexible about the evaluation of work faculty devote to community service and scholarship (ranging from 15% to 35% of total workload), 50% of the evaluation is based on teaching effectiveness. Under review is the possibility for some faculty to devote themselves more deeply to teaching, while others devote themselves more fully to other criteria, such as scholarship. This type of model exists at many institutions, and it has the advantage of benefiting the needs of individual faculty, as well as the needs of the institution. Such an option relates to our Doctor of Education program. Normally, doctoral programs create higher expectation for faculty scholarship. In order for the Doctor of Education program to thrive, it will be necessary to place higher emphasis on faculty scholarship for those who teach in the program.

III. Projection

Continued focus on improving the effectiveness of the faculty in accordance with the mission of the College will include the achievement of the following initiatives:

- As a result of the implementation of curriculum efficiencies and program prioritization, identify sources of financial savings to strategically reallocate resources in support of faculty development specifically in line with Repositioning efforts. Expected completion: spring 2015. Responsible party: VPAA.
- The Faculty Development Working group appointed by the VPAA will create a 2014-2015 Professional Development Program, which will offer monthly faculty workshops, seminars, and discussions about teaching under the Shared Commitments approved by the faculty. Expected date for completion of program design: August 2014. Responsible party: Faculty Development Working Group.
- As part of an Academic Governance Ad Hoc Committee, the faculty development and faculty evaluation processes will be separated to more effectively administer both aspects. Expected Completion: New governance configurations will be integrated beginning fall 2015. Responsible party: VPAA, Faculty.
- More fully integrate part-time and full-time faculty into all aspects of the College community. This process will result in a revised Faculty Manual (Volume IV of the NEC Policy Manual) that aligns with new governance structures, that integrates undergraduate and graduate faculty, and that better integrates part-time, adjunct faculty into the College. Expected completion: fall 2015. Responsible party: Academic Governance Ad Hoc Committee, VPAA.
- NEASC has recommended that faculty in the doctoral program be an area of special emphasis. Because of the need to increase the program's faculty, Professor William Preble will become the second full-time faculty member in the program, joining Associate Professor Gavin Henning, the program director. Dr. Preble has been a member of the NEC faculty for 19 years, teaching undergraduate and graduate courses in education. For the past two years, he has co-taught the Quantitative Methods course in the Ed.D. program with Dr. Henning. Expected completion: August 2014. Responsible party: VPAA.
- To seek stronger relationships between NEC and adjunct faculty in all programs, the VPAA will lead an initiative to create a ranking system for adjunct faculty. This will take place in the context of the work of the Academic Governance Ad Hoc Committee. Expected completion: Summer 2015. Responsible party: VPAA.
- Create mechanisms to include the Shared Commitments and NEC Pedagogical Principles and Practices into the faculty-student evaluation process. Expected completion: summer 2015. Responsible parties: Faculty Development Working Group, Academic Governance Ad Hoc Committee, VPAA.

Institutional Effectiveness (5.24)

Over the past decade, NEC has evolved from a traditional undergraduate liberal arts college to an institution with a strong graduate program offering Master's degrees and more recently a Doctorate in Education. Effective teaching remains a vital aspect of faculty development and assessment. The faculty workload system allows faculty members to focus on teaching, service, and scholarship, with course loads and other support mechanisms aligned with these expectations. NEC is engaged in ongoing assessment of the sufficiency of faculty relative to their roles and responsibilities and provides ongoing support for faculty relative to them. The College uses internal and external perspectives to evaluate faculty outcomes, to guide policies, and to allocate resources so that faculty can accomplish the College's mission and purpose.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Freshmen - Undergraduate	?					
Completed Applications	?	1,894	1,986	3,742	5,880	6,000
Applications Accepted	?	1,514	1,526	2,742	5,391	5,500
Applicants Enrolled	?	285	286	431	489	500
% Accepted of Applied		79.9%	76.8%	73.3%	91.7%	91.7%
% Enrolled of Accepted		18.8%	18.7%	15.7%	9.1%	9.1%
Percent Change Year over Year						
Completed Applications		-	4.9%	88.4%	57.1%	2.0%
Applications Accepted		-	0.8%	79.7%	96.6%	2.0%
Applicants Enrolled		-	0.4%	50.7%	13.5%	2.2%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
Highschool GPA		2.51	2.71	2.64	2.61	2.70
Transfers - Undergraduate	?					
Completed Applications		187	189	457	591	500
Applications Accepted		143	134	384	305	300
Applications Enrolled		86	83	208	285	250
% Accepted of Applied		76.5%	70.9%	84.0%	51.6%	60.0%
% Enrolled of Accepted		60.1%	61.9%	54.2%	93.4%	83.3%
Master's Degree	?					
Completed Applications		531	489	490	271	300
Applications Accepted		408	356	353	257	260
Applications Enrolled		327	263	253	188	200
% Accepted of Applied		76.8%	72.8%	72.0%	94.8%	86.7%
% Enrolled of Accepted		80.1%	73.9%	71.7%	73.2%	76.9%
First Professional Degree - All Programs	?					
Completed Applications		-	-	-		
Applications Accepted		-	-	-		
Applications Enrolled		-	-	-		
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications		-	32	50	41	41
Applications Accepted		-	26	36	31	31
Applications Enrolled		-	22	22	21	21
% Accepted of Applied		-	81.3%	72.0%	75.6%	75.6%
% Enrolled of Accepted		-	84.6%	61.1%	67.7%	67.7%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

Fall			2010	2011	2012	2013	2014
			3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	310	299	287	483	507
	Part-Time Headcount	?	14	14	123	329	395
	Total Headcount		324	313	410	812	902
	Total FTE	?	337.5	323.9	351.1	608.5	669
Second Year	Full-Time Headcount		207	223	220	218	229
	Part-Time Headcount		5	4	23	57	68
	Total Headcount		212	227	243	275	297
	Total FTE		222.7	240.9	243.9	249.9	275
Third Year	Full-Time Headcount		192	176	178	229	240
	Part-Time Headcount		8	9	14	50	60
	Total Headcount		200	185	192	279	300
	Total FTE		212.3	193.0	198.0	272.8	300
Fourth Year	Full-Time Headcount		220	214	215	249	261
	Part-Time Headcount		37	38	36	63	76
	Total Headcount		257	252	251	312	337
	Total FTE		254.5	243.1	238.8	297.3	327
Unclassified	Full-Time Headcount	?	2	1	1	2	2
	Part-Time Headcount		17	22	35	8	10
	Total Headcount		19	23	36	10	12
	Total FTE		7.4	7.5	10.5	6.0	7
Total Undergraduate Students							
	Full-Time Headcount		931	913	901	1,181	1,240
	Part-Time Headcount		81	87	231	507	608
	Total Headcount		1,012	1,000	1,132	1,688	1,848
	Total FTE		1,034.4	1,008.4	1,042.3	1,434.5	1,578.0
% Change FTE Undergraduate			na	-2.5%	3.4%	37.6%	10.0%
GRADUATE		?					
	Full-Time Headcount	?	698	557	590	575	600
	Part-Time Headcount	?	498	386	381	308	310
	Total Headcount		1,196	943	971	883	910
	Total FTE	?	1,188.5	954.4	1,033.1	927.1	955.5
% Change FTE Graduate			na	-19.7%	8.2%	-10.3%	3.1%
GRAND TOTAL							
Grand Total Headcount			2,208	1,943	2,103	2,571	2,758
Grand Total FTE			2,222.9	1,962.8	2,075.4	2,361.6	2,533.5
% Change Grand Total FTE			na	-11.7%	5.7%	13.8%	7.3%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

http://www.nec.edu/admission/social/view

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*** - Paid to date	Next Year Forward (goal)
	FY 11	FY 12	FY 13	FY 14	FY 15
? Student Financial Aid					
Total Federal Aid	$ 18,144,731	$ 19,747,913	$ 23,515,864	$ 17,251,497	$ 24,000,000
Grants	$ 1,877,477	$ 1,862,129	$ 2,486,732	$ 2,688,783	$ 2,700,000
Loans	$ 15,919,205	$ 17,645,512	$ 20,795,914	$ 14,456,025	$ 21,000,000
Work Study	$ 249,923	$ 207,220	$ 233,218	$ 106,689	$ 230,000
Total State Aid	$ 98,126	$ 33,052	$ 27,550	$ 10,975	$ 15,000
Total Institutional Aid	$ 11,219,121	$ 11,620,042	$ 12,703,633	$ 13,791,972	$ 15,098,518
Grants	$ 11,219,121	$ 11,620,042	$ 12,703,633	$ 13,791,972	$ 15,098,518
Loans	$ -	$ -	$ -	$ -	$ -
Total Private Aid					
Grants					
Loans	$ 2,090,017	$ 2,049,942	$ 2,100,693	$ 1,551,330	$ 2,000,000
Student Debt					
Percent of students graduating with debt*					
Undergraduates	76%	68%	72%	72%	72%
Graduates	63%	62%	65%	67%	67%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$ 25,654	$ 30,555	$ 35,166	$ 25,916	$ 25,000
Graduates	$ 27,544	$ 27,671	$ 30,626	$ 32,366	$ 32,000
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$ 12,388	$ 14,460	$ 12,561	TBD	N/A
Graduate Students	$ 21,888	$ 19,342	$ 22,391	TBD	N/A
Cohort Default Rate	4.7 for FY08	7.3 for FY09	6.5 for FY10	TBD	TBD
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Six: Students

Admissions (6.1 – 6.4)

I. Description

New England College's Mission Statement places students at the center of all its endeavors: the purpose of the institution is to challenge individuals to transform themselves and their world. A major goal stated in NEC's 2011-2016 Strategic Plan is connected to the College's commitment to innovative pedagogies, and as a result, the faculty formally approved in November of 2013 the adoption of a particular set of NEC Pedagogical Principles and Practices. At the core of the College's identity is its commitment to provide students with a learning environment that encourages them to discover their potential and act as responsible citizens in their communities and the world.

In the fall of 2013, NEC enrolled 1,688 undergraduate students and 883 graduate students, of which 62 are doctoral students. The diversity of the student body shows a noteworthy increase over time. In 2006, students of color were 8% of the undergraduate student population. By 2013, this proportion had increased to 18% if only the traditional day program students are counted. Including the online continuing education program launched in 2012, the proportion of undergraduate students of color reached 25% by 2013. In 2006, 89% of the undergraduate students classified themselves as white; this has decreased to 59% in 2013 (13% of students did not choose ethnicity in 2013, and 4% were nonresident aliens). The gender composition of the student population also shows significant changes over this recent period. Women are 56% of the undergraduate student population, and 67% of graduate students. For graduate students this proportion has remained stable since 2006, while for undergraduate students it has grown 7% since 2006. The preponderance of women is even more salient in online programs, graduate and undergraduate, where women enrollments are double the number of men.

Undergraduate admission

New England College welcomes a wide range of applicants every year, including traditional first-year, transfer, international, adult (NEC Plus) and veteran students with an average GPA of 2.5-3.0/4.0. The average GPA for entering students in the fall of 2013 was 2.63. Standardized tests are not a requirement for admission. The Admissions office operates on a rolling admission cycle through August. In 2012-2013, $11,053,932 in institutional funds were offered to accepted students. The College attracts undergraduate students who are seeking to develop their full potential even if they have not achieved this in their past academic experiences.

Admissions staff recruits undergraduate students in a variety of ways. These include high school visits, college fairs, advertising, and extensive use of social media, including Facebook, YouTube, Instagram, and Twitter. The College secures potential student names through a variety of sources, generating nearly 5,000 applicants per year. Student recruitment efforts focus on a student demographic that seeks advancement through a college education but may have faced challenges to academic progress in their high school education. Standardized tests are not a requirement for admission.

The College provides campus tours, information events, and opportunities for prospective and accepted students to meet with admissions staff, faculty, and students. In communicating with the students, the NEC admissions staff emphasizes the importance of a campus visit, of which there are many available year round. On average, over 300 campus visits occur by individual families per year.

As well, three informational sessions for groups of families also took place on campus in the fall of the same year. Open Houses to showcase athletics and academic programs take place throughout the year as well. Prospective students have easy access to all admission processes and policies through the admissions link prominently featured on the College's website: http://nec.edu/admission/requirements-procedures-admission/. Prospective students are encouraged to apply online.

Marketing and recruitment for the online continuing education programs launched in the fall of 2012 takes place with the support of Bisk Education, whom NEC has contracted to provide ancillary services. Prospective students use the information portals maintained by Bisk Education, and apply to the programs using the same portal. All information included in the portals is thoroughly examined and approved by the VPAA for its academic content, and reviewed by the Office of Public Information for brand consistency. All applications are automatically delivered to NEC, who holds and implements the admission decisions in its power.

Graduate admission

In alignment with NEC's mission, the purpose of the School of Graduate and Professional Studies is to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment. Admission to graduate programs at the College follows a set of general requirements as well as requirements that are specific to each program. All policies and procedures regarding graduate admissions are listed in the College Catalog, the Graduate Catalog, as well as the website: www.nec.edu/academics/. The graduate program web pages include program listings, and pages specific to each program where prospective students can find admission requirements as well as course descriptions, schedules, and graduation requirements. Standardized tests are not required for admission. Prospective students are encouraged to apply online, but paper applications are also available.

Because the graduate programs at NEC represent a variety of disciplines and fields, recruitment of students takes place in ways specific to each program. General informative materials about all SGPS programs are available online and in hard copy, and program-specific electronic and printed informational sheets are also available in printed form and on the website. Special informational meetings and interviews with prospective students are frequent for off-campus programs, as well as program-specific announcements in specialized media.

Each graduate program has an Admissions Committee, which consists of the SGPS Dean, the respective program director, and the Director of Graduate Admissions. Each individual reviews individual applications and forwards his/her recommendation to the program director. If all recommendations are consistent, the Admissions office finalizes the admissions decision. If there are discrepancies or doubts of any kind, the committee meets and reviews each case. All admissions committees seek consistency of individual decisions with the admissions criteria set for each program.

The College offers some of its Master's programs with the support from Pearson-Embanet, whom the institution has contracted for the provision of ancillary support services. Identical to Bisk Education (http://www.newenglandcollegeonline.com/), Pearson-Embanet maintains the information portals which describe the programs (http://onlinedegrees.nec.edu/). Prospective students can apply to the programs using the same portal. All information included in the portals must be approved by the SGPS Dean and the VPAA for academic content, and reviewed by the Office of Public Information for brand consistency. Graduate Admissions Committees review each application and make all application decisions just as they do for all other NEC graduate programs.

II. Appraisal

The Optimal Enrollment Plans of 2009 and 2014 are the basis for determining the annual enrollment goals for the college. Several times a year, BAC carries out an evaluation of actual enrollment numbers versus projected numbers; this happens in the fall and spring semesters for the undergraduate day program and once every term for graduate and professional studies programs. This evaluation influences the planning for the next year's revenue projections.

The College did not meet its undergraduate projections from 2009 to 2011. In light of this trend, and given the growth of nontraditional students nationwide, the College started exploring the possibilities for engaging in programs and delivery formats for this population. Delivery of this type of program is included in the goals in the 2011-2016 Strategic Plan. This exploration led to the College hiring Bisk Education as a provider of non-academic services for NEC's online offerings. The contract for ancillary services started in December of 2011 and led to the launch of online continuing education programs in the fall of 2012. These programs have resulted in undergraduate enrollment surpassing projections by FY2014. Online students account for approximate 40% of the total undergraduate student population.

At the graduate program level, the trends have been more challenging. Actual enrollments were higher than projected on 2009-2011; since then, enrollment has remained constant in 2012 and 2013, and shows a decline in 2014. The years 2009-2011 had benefited from a sharp increase in graduate enrollment in the off-campus cohorts of the Master in Education program in New Hampshire and Maine; given the relatively small size of the region and a comparably limited pool of prospective students in the K-12 field, this enrollment was not expected to sustain over time. Less predictable has been the relative decline in enrollment in the hospital-based MBA cohorts in both States, partly due to changing health care organizations' policies on tuition reimbursement for their employees.

The overall enrollment projections and actuals show how, starting in 2013, enrollments have started a significant increase; the actual enrollments in the graduate programs are not final yet for 2014. Graduate programs operate on a six-term calendar; enrollments remain to be realized for the Spring I, Spring II, and Summer I.

III. Projection

The College has identified specific initiatives and goals related to enrollment and student retention that are central to ensuring the mission of the College is achieved. They include the following:

- FY2015 enrollment projections (total headcount) are for 1,848 students in the undergraduate programs; this represents an increase of 171 students on the basis of the FY actual enrollment of 1,677. Graduate projection enrollments are for 910 students; an increase of 27 students from the actual FY14 enrollment figures. Expected completion: end of FY2015. Responsible parties: Associate Vice President of Admission for new student enrollment; Vice President for Academic Affairs for returning students.
- To continue to grow online and hybrid programs as described in Standard Two, the College will explore opportunities for additional majors in the online continuing education program that aligned with the institutional mission. Expected completion: ongoing, with achievable annual goals established 2014-15. Responsible party: Vice President for Academic Affairs.

- A search for a Director of Graduate Admission is underway. Expected completion: March 2014. Responsible party: Associate VP of Admission.
- With the Director of Graduate Admission, create a plan for graduate cohort development to start in the fall of 2014. Expected completion date: April 2014. Responsible parties: Graduate Director of Admission; Associate VP of Admission.
- To provide a top quality Henniker campus as an important factor in new student recruitment and student retention, the College will continue implementation of the Campus Master plan. Expected completion: ongoing. Responsible party: Vice President of Administration and Finance.

Retention and Graduation (6.5 – 6.9)

I. Description

Because of the nature of NEC's mission, supporting the student population as they transition into college life is of central importance. New student fall and spring orientation in the traditional undergraduate program is designed to acclimate incoming undergraduate students to the NEC community. Student leaders, faculty, and staff welcome students and hold a variety of sessions on the policies and procedures of NEC as well as academic and social expectations. An important element of these events is to help students understand their academic majors and schedules. Orientation includes immersion activities into the "student life" aspect of college, by holding programs that allow students to become familiar with one another in a comfortable atmosphere so they can build friendships and acclimate positively to the College. New international students arrive before the rest of the new students and participate in a more intensive orientation program to help them acclimate to life in the United States and Henniker before becoming immersed into the spring or fall orientation programs.

Summer Orientation normally consists of a one-day session that has two tracks: one is geared towards the student and the other is focused on the family members of the student. The students connect with their peers in an intimate setting led by a current student leader. For family members, special sessions take place on the policies and procedures on campus and how they can be an advocate for their student. During orientation students and staff use presentations, panels, skits, and one-on-one meetings to share information regarding counseling and mental health resources, campus safety, student life resources, student involvement, academic advising, and academic success services.

Orientation for online continuing education students takes place by way of an optional Orientation course.

Undergraduate retention

The first-year to second-year retention rates and the graduation rates for NEC undergraduates have been a concern for faculty and administration. Over the past ten years, the retention rate for first-year students has varied from a low of 57% in the fall of 2005 to a high of 63% in falls 2004, 2006, and 2011. The one-year retention rates are higher for transfer students with a high of 80% in the fall of 2009 and a low of 60% in the fall of 2004.

Table 12. One-Year Retention Rates for First-Year Students and Transfer Students

Year	First-Year Students	Transfer Students	Students of Color	International	White
2004	63%	60%	67%	56%	63%
2005	57%	71%	58%	81%	52%
2006	63%	76%	57%	83%	62%
2007	59%	78%	32%	70%	64%
2008	58%	77%	54%	65%	59%
2009	59%	80%	70%	69%	59%
2010	58%	61%	55%	80%	63%
2011	63%	75%	55%	68%	64%

Table 13. Graduation Rates for Five or More Years

Year	All	Transfers	Female	Male	Students of Color	International	White
2004	42%	52%	41%	38%	20%	56%	42%
2005	42%	63%	41%	36%	11%	56%	38%
2006	45%	56%	50%	37%	43%	57%	42%
2007	40%	55%	45%	31%	21%	40%	45%

To encourage retention, the College has instituted a number of "early warning" initiatives for undergraduate students on campus: from weeks one to five, faculty report those students who have missed class, at the end of week five faculty provide an early indicator of student achievement, and on week seven faculty provide a midterm grade. The attendance is used to alert advisors and selected academic support staff with the goal of identifying and helping students who are "off track" develop successful strategies and utilize resources available to them. The early indicator and midterm progress reports are sent to advisors and selected staff members and are available for student use. As with the attendance reports, all indicators are designed to afford the college the opportunity to help students develop successful learning strategies. The college also identifies students who need academic support, schedules periodic meeting with these students, and encourages appropriate study skills.

In addition to "early warning" indicators, a team from across various departments within the College meets on a weekly basis to review students of concern. For example, during the spring 2013 semester, the average number of students per week identified was 14, with the range from 0 to 29. The interventions are tailored to each student and range from encouraging the student to meet with her/his professors to scheduling a tutoring appointment to scheduling a health center appointment.

While the College uses enrollment data to make informed decisions regarding programs and services, disaggregating the data is important in order to identify students who are at high risk for leaving the institution voluntarily or involuntarily.

The Enrollment Management Group (EMG) was reconvened in its current format, a broad cross section of faculty and staff, in the fall of 2012 after a two-year period when EMG functions were led by a smaller group of senior administrators. The current and historic charge of the committee is to focus on aspects, both small and large, that impact retention of current residential undergraduate students of the college. Currently EMG's goals include:

- Establish programs that support the growing diverse student population on-campus.
- Develop recommendations for special projects to support retention.

- Review and strengthen formalized process to track student progress.
- Identify, monitor and share NEC factors/data that impact retention and graduation rates.
- Develop and support opportunities for students to be engaged in education in and outside of the classroom, to utilize the strengths of the College, and to complete their degrees.

The EMG was involved in the design of the First Year Seminar, in place since the fall of 2012. The foundation to the program is the Bridges to Learning Seminar, a two-credit required course which all students must take in their first semester.

Retention in the online continuing education program is at 64%. The program is too young for this report to contain longitudinal projections, but this is an increase from initial retention in the early stages of the program. Student service representatives have processes in place to encourage students to continue their engagement in their courses and programs. Weekly check-in phone calls to students take place, as well as email communications asking students if they are facing any obstacles in their academic progress. These efforts are oriented towards promoting student success as well as the identification of any academic issues as early as possible.

Retention in the graduate programs

Retention rates in graduate programs are over 70% with the exception of the Master in Education, which shows a retention rate of 68% for the 2010-2013 period. Overall, there has been a decline in retention, with an average of 87% decreasing to 80% for the most recent period.

Table 14. Graduate Degree Programs: Retention and Graduation FY04 to FY09 and FY10 to FY13

Program	**Retention rate 2004 to 2009**	**Retention rate 2010 to 2013**
Ed.D. Higher Education Admin	N/A	87%
Ed.D. K-12 Leadership	N/A	100%
MA Public Policy-online	76%	71%
MS Criminal Justice-online	84%	Program discontinued
MS in Accounting-online	N/A	71%
MS Management-online	89%	71%
MA Professional Writing	N/A	72%
Master of Education	62%	68%
Master of Fine Arts	96%	84%
MED School Principal Residency	N/A	95%
MS Accounting-on campus	100%	97%
MS Higher Education Admin	N/A	76%
MS Mental Hlth Couns/Human Svc	96%	79%
MS Sports & Recreation Mgmt	N/A	69%
MSM/MBA	89%	77%
Average for all programs	**87%**	**80%**

The Graduate retention calculations on Table 14 are based on the concept of rolling retention, looking at all students who entered a program and what percentage of students remain enrolled or have graduated. Taking traditional retention measures would result in wide swings in retention, since a cohort of five means a 20 % loss for each student in the cohort. The rolling retention looks at all

students, graduates and currently enrolled, over a period of time, thus producing a statistically valid number of students in the cohort.

Practices to promote retention in the graduate programs include creating degree plans for each student upon matriculation, to ensure students have a complete map of their program and time to completion; reaching out to students by student services staff and program directors, especially those students who have stopped out of the program for a term for work or family issues; and monitoring student performance to determine if there is a need to create special offerings of courses for students who are in need to retake a course.

Graduation and retention data are collected each term for undergraduates and yearly for the Graduate School, data that is made available to the President, the Senior Team, the Enrollment Management Group, program directors, and the Dean of the Graduate School. Initiatives, such as the first-year program, are vetted through these groups and passed on to the Budget Advisory Committee (BAC). Academic Programs undergoing review provide evidence to the Assessment Steering Committee of student success. These reviews also provide opportunity for the programs or Assessment Steering Committee to make recommendations for funding to the Budget Advisory Committee.

II. Appraisal

In the traditional undergraduate program, feedback during orientation is very positive; however, the evaluations provided to parents and students focus primarily on operational aspects, such as friendliness of staff, efficiency of check-in process, the schedule, and food. There are no questions related to the usefulness of information provided by academic success services; it is imperative to improve the questionnaires to include this type of feedback.

The First Year program and the Bridges course, launched in the fall of 2012, were reviewed by the faculty and EMG in the spring of 2013. Instructor feedback, Peer Leader feedback, as well as student evaluations were used to continue to identify the "essential elements" of the seminar. These are the topics, exercises, teaching methods and assignments which have had the most positive reviews and impact. The revised curriculum for the program as a result of this assessment was implemented in the fall of 2013. Preliminary data, however, does not show an improvement in retention as a result of student participation in the program.

Retention in the online continuing education programs has been carefully monitored since the programs began. After evaluating retention in the first terms, curriculum changes took place (see Standard Four) to ease the transition of students to college work by registering them in courses especially suitable for entering students. Mechanisms to fully incorporate developmental writing and mathematics courses are still pending.

In graduate programs, anecdotal information about the reasons for stopping out or dropping out of the program has existed for many years, but had not been systematically collected or analyzed. In December 2013, the Graduate Council redesigned the SGPS Student and Alumni Satisfaction Survey to include questions about obstacles to student success in the program. The survey was launched in February 2014. The survey results show that close to 80% of students and alumni who responded to the survey consider financial and work obligations to constitute an obstacle in their academic progress; 30% consider it a major obstacle. Changes in the economy and the decision of many corporations, including healthcare organizations in New Hampshire and Maine, to reduce or eliminate educational incentives have affected the ability of students to enter or remain in the programs. A cross-functional team comprised of graduate admissions and graduate student services

staff has worked since the spring of 2013 in reaching out to students who have stopped attending the program and determining ways in which the institution can offer support that will make it possible for them to achieve their academic goals.

III. Projection

Ongoing initiatives that focus on the enhancement of the student experience are central to the work of the College. Moving forward, the institution has identified specific initiatives and goals in this area that continue to ensure the mission of the College is achieved. They include the following:

- In order to understand how well students receive and retain information regarding on-campus programs and services, the Enrollment Management Group will develop more effective assessment tools, including adding relevant questions to the current orientation evaluation. EMG will also conduct an additional evaluation with matriculated students to help determine which programs and services are used and which ones are the most effective. Expected completion: design of tools in the spring and summer of 2014; implementation to start in the fall of 2014.
- Revamp the summer orientation program by implementing an overnight program for incoming students. The intention behind this work is to align the Shared Commitments with the goals of the institution: to provide civic, environmental, and engaged learning opportunities. Expected completion of new program: April 2014; implementation: summer 2014. Responsible parties: Associate VP of Admissions, Dean of Students
- Implement a survey to determine challenges students are facing that may affect their continuity in their chosen program. Financial counselors will reach out to those students who have stopped out or dropped out of the program and help them identify available resources and make informed decisions about how to pay for their education. Expected completion: ongoing. Responsible parties; Associate Dean of Academic Services; Director of Financial Aid.
- Graduate retention: Graduate Council will form a retention task force similar to the Enrollment Management Group, to create strategies and create a formal retention plan to start implementation in Fall 1 2014. Expected completion date: summer 2014

Student Services (6.10 – 6.20)

I. Description

Student Academic Services on the Henniker campus are provided by departments under the Pathways banner (Pathways- Academic Success Services). These include Academic Advising, Academic Tutoring, Career and Life Planning, Disability Services, First-Year Programming, and Mentoring. Students receive information regarding academic support services in a variety of ways. Information is included on the website as well as in the Academic Catalog that is distributed to each student upon matriculation.

Henniker campus undergraduate students are enrolled in classes according to first-year requirements and individual interests based on a Fall Registration Survey. They are assigned an advisor prior to the start of classes. During summer, there are two orientations. A more formalized orientation occurs immediately before the fall semester, and a January orientation occurs before spring semester. To foster an advisor-advisee connection, the College places a student in a class with his/her advisor

whenever possible. NEC identifies students needing academic support early and provides outreach and opportunities for that support. Faculty advisors, mentors, and coaches are notified of their students' academic progress throughout the semester so that they can reach out to those needing support.

The College seeks to support its students' learning styles though a variety of structured activities. There is the mentoring program, a fee for service program, where mentors act as "life coaches" to enrolled students helping them develop successful learning strategies and become strong self-advocates. In addition to the mentoring program, the college offers tutoring support for all students that averaged 91.1 and 84.8 student appointments per week in the fall 2012 and spring 2013 semesters. The maximum number of appointments was 135 and 137, respectively. These appointments do not include appointments with peer tutors.

The Disability Services Office provides students with documented disabilities access to appropriate academic accommodations, regardless of the type of program or delivery mechanism. Information associated with this process is on the College's website and is provided in print to students and parents. Approximately 20% of the residential students make use of these academic accommodations. The Office also provides services to online continuing education and graduate students, as well as off-campus students.

NEC's Career and Life Planning Office (CLP) offers 55 semester-long study-abroad options for undergraduate residential students at no additional tuition cost (for specific locations, visit http://nec.edu/students-faculty-staff/academic-advising-pathways/study-abroad/). In addition, a variety of study-away options are integrated into traditional semester breaks. Beyond study abroad/away, NEC encourages internship opportunities, which can be taken over the summer or integrated into the regular semester. In the academic year 2012/2013, over 300 new internship options were added to the CLP area of the College's website; these options are grouped by interest area (visit www.nec.edu/students-faculty-staff/internships/). CLP provides a variety of services for undergraduate students. With the opening of the Concord location during FY 2013/2014, NEC expanded its presence in the Concord area, increasing the number of work-study and internship options.

The Division of Student Development provides an array of student services. Directed by the Dean of Student Engagement, it includes the Associate Dean's Office, Campus Safety, Residential Life and Housing, Student Involvement, and the Wellness Center. The Division of Student Development strives to support NEC's academic mission, providing services and experiences that foster personal growth and engaged citizenship.

The Associate Dean of Students Office manages NEC's Code of Student Conduct and Student Conduct program. NEC has established clear expectations for student behavior, both in and out of the classroom. These expectations are primarily contained in the Code of Student Conduct, included in the Student Handbook (see www.nec.edu/students-faculty-staff/student-handbook-2013-2014/).

Cases involving reported violation of College behavioral policy are adjudicated by a number of College staff: the Dean of Student Engagement, the Associate Dean of Students, three professional staff from the Office of Residence Life and Housing, and over a dozen staff, faculty, and student volunteer members of the College Judicial Board and Appeals Board. The Conduct Program focuses on educational and developmental sanctions, with training provided every year. Because of the high number of long-term members of the College Judicial Board and Appeals Board, there has been consistency regarding this educational focus. Moreover, the Conduct Program works closely with the Wellness Center, using group and individual wellness-related sanctions to educate students and intervene when patterns of inappropriate behavior emerge.

The Associate Dean of Students, serving as the primary support to international (F-1 visa) students, organizes a separate International Student Orientation, coordinates immigration matters, and deals with issues concerning taxes and obtaining driver's licenses. NEC is home to 92 international students in 2014. In order to ensure that their academic and personal needs are addressed, the Associate Dean of Students Office works closely with other offices, including the Office of Admission, which provides support to F-1 students during the pre-arrival period and issues initial immigration documents. The English as a Second Language (ESL) program provides instruction for English learners and also provides tutoring and academic advising focused on the unique needs of international students.

NEC's Office of Student Involvement (OSI) supports opportunities for student leadership through over 30 student-run organizations on campus involving over 100 students. Student Senate is annually provided an operating budget of $40,000 and receives $25,000 for purchases.

The Office of Residential Life and Housing manages student housing. There are eight residence halls on campus staffed by two full-time Area Coordinators, one Graduate Hall Director, and twenty-two Resident Advisors (RA's). Residential Life and Housing receives administrative support from the Assistant to the Division of Student Development. The College has a maximum occupancy of 665 beds. During the spring of 2013, the on-campus occupancy rate was 71 % with 475 students living on campus. Beginning in the fall of 2013, all incoming students will be required to live on-campus for three academic years.

The Wellness Center promotes not only student health but the overall health of the campus. It is staffed by a full-time director (who also serves as a nurse practitioner), one part-time nurse practitioner, two full-time registered nurses, two full-time counselors, one part-time counselor, and one full-time administrative assistant. Assessment and treatment for physical and mental health are available to NEC undergraduate students by appointment. Walk-in appointments are also available. Should further evaluation be required, the Wellness Center provides additional testing and refers patients to outside specialists. The Wellness Center has made community outreach a priority and hosts events for the College community throughout the year, collaborating with other departments to provide programming on topics such as suicide, safe sex, smoking cessation, and stress management.

The Department of Campus Safety, consisting of ten full-time employees, provides 24/7 safety coverage. Campus Safety works with the Office of Student Development to provide a safe and orderly campus, patrolling campus grounds, monitoring building security, investigating campus incidents, enforcing campus parking rules and regulations, and serving as a liaison to local police regarding college and town issues.

NEC sponsors 17 sports at the NCAA Division III level. Club sports and recreational sport offerings vary by year, due to student interest. Approximately 325 students participate as varsity student-athletes, and the average first-year retention for varsity athletes is 74%. New England College complies with all NCAA Division III regulations, including those related to having educational programs and academic standards for student-athletes. The College files all necessary NCAA self-reports with the respective conference authorities, as well as the NCAA. The Director of Athletics reports directly to the President of New England College, and this ensures that the athletics department is adhering to the mission of the College.

Financial aid

New England College awards financial assistance in the form of scholarships, grants, loans, and work opportunities. Students applying for financial aid are considered for all programs for which they are eligible, and the financial aid award is a combination of scholarship or grant, loan, and work opportunity depending on need. The actual financial aid award for each student depends upon the

respective level of financial need and annual allocations of federal, state, and College funds as well as the timely completion of the aid application at www.fafsa.ed.gov. Students are notified of their eligibility for financial aid through a mailed financial aid award letter and also online through their MyNEC account at www.nec.edu. Should students and their families experience a change in circumstance, they have an option to appeal their award and by providing appropriate documentation to support the significant changes, they may qualify for additional funding.

Students borrowing Federal loans are required to complete an online entrance counseling interview which provides information regarding loan debt and repayment prior to receiving loans. Approximately 125 part-time student jobs are available to eligible students through the Federal Work Study Program. The College also provides institutional work study jobs to certain positions requiring specialized experience for students who do not qualify for federal work study. The number of positions varies year to year based upon position needs as well as who qualifies for federal work study.

New England College has a strong institutional scholarship program, in addition to supporting the federal financial aid program. For the student's convenience, the College applies aid equitability while awarding all students any scholarship they qualify for without a need for additional applications or requests. The Academic Catalog outlines these scholarships with the qualifications needed for each scholarship. The Office of Student Financial Services will promote additional private scholarship resources throughout the year as they become available. In addition, all students who experience difficulty in paying their bills are encouraged to meet with a representative from the Student Financial Services department. One-on-one counseling, workshops, and other educational activities are provided to students.

Graduate Student Services

NEC hires the services of Pearson-Embanet for graduate students, and Bisk Education for undergraduate continuing education students, to aid in student recruitment. In addition, student advisors working on behalf of NEC receive thorough training from the Registrar and Student Services on campus, and become well-versed in all NEC policies and procedures. Student advisors follow up on any issues that may affect the students' progress and provide accurate information to the students. Questions from students on issues beyond informational purposes are provided to the Registrar office, Student Services, program director, the Dean of the SGPS or the Vice President for Academic Affairs as needed. Bi-weekly phone calls with each service provider take place to address any issues that may affect students, or any requests from students that require a review of academic policy by NEC. All student appeals are submitted to NEC and are decided upon by NEC faculty and staff.

The staff in all departments associated with student services at NEC have degree qualifications and experience fitting to their responsibilities. The Dean and Directors in the Division of Student Development all hold Master's degrees. Graduate student services staff in Pearson-Embanet that work for NEC hold Master's degrees; student services staff at Bisk Education, serving an undergraduate population, hold Bachelor's degrees. The Associate Director of Graduate Student Services at NEC holds a Master's degree.

II. Appraisal

The variety of student services offered at NEC are suited to the College's location and size and student population. Given the importance of the graduate student population as a percentage of the

total student body, and given the increase of the online continuing education student population, the institution is addressing how to expand its services to cover the needs of this diverse population. Examples of this include the services of Smarthinking (http://www.smarthinking.com/), an on-demand support and tutoring service, for the use of online continuing education students. Each home page for every course, as well as the course syllabus, contain information and links to this service. Students can access, free of additional charge, tutors in mathematics and writing and can submit drafts of their assignments to the service and obtain feedback on grammar and writing style prior to their submission of the paper to the class. This service is optional for students.

As part of the current repositioning process at NEC, a cross functional team was identified to review Academic Support provided through Tutoring and Mentoring. Our charge was to review policies (both official and unofficial), the campus culture and student perceptions, particularly in the context of the Big Top Centeredness document drafted by the College's Repositioning Task Force. The committee members included the Director of Mentoring, the Lead Professional Tutor, a counselor from the Wellness Center, a student, and two faculty members. An ongoing theme in the conversations was the diversity of academic backgrounds seen in the NEC student population. Some students are admitted to the College who need help with transitioning to the expectations of college work. Mechanisms are in place to support those students thorough the adjustments from high school to college.

Two goals of the Student Conduct Program are to be highly educational and to intervene with students before larger, more troubling patterns of behavior emerge. Statistics show that the vast majority of students who have any conduct cases (86% during the 2012-2013 academic year, and 87% for the 2011-2012 academic year) have only one or two minor violations. These results show that current sanctioning is having a deterrent effect in regard to students' future behaviors, and that students are considering the issue of their own conduct and responsibility in a thoughtful way. Along these lines, the infusion of educational sanctions into conduct processes has been a success. There were 190 educational sanctions used in 2011-2012, and 171 in 2012-2013. During both years there was an average of over one educational sanction used for every conduct case that took place on campus years).

The International Student Advising Program has experienced a growth in student numbers. The number of international students, while at 92 is lower than the all-time high of 140, is still significantly higher than the typical 50-60 in the early 2000s. A survey of international students during the 2013-2014 academic year shows that most students are pleased with the level of support the college offers, with 83% of respondents indicating that the current level of staffing and services is adequate. 100% of respondents felt that the International Orientation program was either "somewhat helpful" or "very helpful" in preparing them for their first year at the college, with 33% of the responses indicating a "Very Helpful" rating. Given that International Orientation is the main annual programmatic offering for international students, this survey data is very positive.

Residential Life and Housing is focused on meeting students' needs by providing well-trained staff. To ensure quality staffing patterns, RA's are evaluated twice a semester. One evaluation is a mid-semester evaluation by their supervisor and one is an end of the semester evaluation from the supervisor. From these evaluations carried out in 2013, supervisors report that 95% of the staff meet their job expectations 90% of the time. To assist in the development of the residential community, Resident Advisors are required to complete ten programs a semester. Residential Life and Housing staff administer program evaluations after each educational and diversity program. Program evaluations show that 99% of the students identified at least one fact they learned at the program. A quality of life survey is administered to every residential student each semester. The quality of life

survey indicated the following satisfaction levels for their overall experience living on campus: 13.1% Very Satisfied, 70.2% Satisfied, and 16.7% Not Satisfied.

Recognizing a need for emergency mental health care, NEC's Wellness Center established a collaborative partnership with Riverbend Community Mental Health in the fall of 2013. It has referred five students to this agency (tracking began in the winter of 2013). In addition, the Wellness Center has contracted with a psychiatric nurse practitioner to evaluate mental health issues and provide initial treatment. Twenty-one students used this service in the spring of 2013. At the end of each academic year, the Wellness Center conducts a voluntary survey to ensure NEC is meeting student needs. There is a low return rate for the survey, however, with only 16 surveys completed for 2012-2013. Nevertheless, this survey indicated that all students were satisfied with the services provided by the Wellness Center.

The Campus Safety Office's recent achievements include: co-facilitation of an active shooter exercise for campus with NEC Emergency Response Team; development of safety articles for *The New Englande*r, the student-led newspaper on campus; production of a Clery Act brochure on the responsibilities and obligations of campus security personnel. The number of students in protective custody from alcohol offenses was 34 in 2013. If the College did not have the protective custody program, many of these students would have been turned over to the local Police Department.

The Division of Student Development has played a key role in the promotion of a vibrant and cohesive student culture on campus. There is a wide array of activities on campus, including Thanksgiving dinners, River Day, HIV Awareness Trivia Night, Dodge ball and Wiffle ball games, the annual Leadership Conference, Winter Carnival, Spring Week, and Pilgrim Pride Day all strive to encourage community buildings among students. The Division also recruits Orientation Assistants and Peer Leaders for activities with new students, and advises the Student Senate.

Graduate student services at NEC had been established as a unit within the School of Graduate and Professional Studies. In spite of the fact that its functions were very close to Registrar functions, the office was separated from the Registrar office. Since 2013, Graduate student services has been administratively integrated with the Registrar office. This integration has resulted in streamlined processes, elimination of duplicated procedures, and standardization of practices.

III. Projection

Student support is central to the identity of the College and the institution has ongoing and systematic means of assessing the goals operations in these areas. Current strategic goals in these areas include the following:

- Assessment of all academic support services will take place, to increase their reach to online students in both graduate and continuing education programs. The alignment of services will be balanced by the appropriate support needed by advanced students, and will utilize alternative modes of services. Expected completion: December 2014. Responsible party: VPAA.
- Cross-functional working groups have passed existing policies and processes within both Student Development and Pathways-Academic Success Services; the process started in the fall of 2013, with the cross-functional team described in the Appraisal section. The recommendations below are organized into three categories: (1) Academic Skills Support – Areas in which Tutoring and Mentoring can initiate changes and initiatives; (2) Faculty and Academic Support Integration – Areas for Academic Support and Faculty collaboration; and (3) Institution-wide initiatives to

promote understanding of students and supports. A plan for each category is in process and will start implementation in September of 2014.

- New educational programs on student conduct for new students will be developed. Because male students are twice as likely to be documented for policy violations, a more specifically designed assessment of impact of educational sanctions will be developed, including an assessment of the variable of gender. Expected completion: August 2014 for implementation starting in the fall of 2014. Responsible party: Associate Dean of Students.
- Cross-functional teams in the Student Development area have started reviewing policies in student conduct, residential life and housing, the Wellness Center, student involvement, and campus safety, to have all student-related policies be aligned with the Repositioning effort. Planned changes as a result of this review will be integrated into the Repositioning Operational Plan. Expected completion of redesigned policies: December 2014. Responsible party: Dean of Student Engagement.

Institutional Effectiveness (6.21)

New England College devotes extensive resources on admitting qualified students, providing support for their academic success and personal development, and preparing them for the job search and their eventual careers. Staff and faculty from a wide range of departments at the College are responsible for and collaborate to achieve the institutional goals related to the characteristics and performance of NEC students, their satisfaction with their educational experience, and their behavior. Success in achieving goals in enrollment, retention, and graduation is constantly scrutinized by departments, the Senior Team, the President, and the Board of Trustees.

Standard 7: Library and Other Information Resources
(Library)

	3 Years Prior (FY 2)	2 Years Prior (FY 2)	Most Recently Completed Year (FY 2)	Current Year* (actual or projection) (FY 2)	? Next Year Forward (goal) (FY 2)
Expenditures/FTE student					
Materials	$ 31,578	$ 47,055	$ 129,878	$ 142,449	$ 145,000
Salaries & Wages	$ 368,269	$ 405,522	$ 363,152	$ 372,812	$ 375,000
Other operating	$ 166,317	$ 130,935	$ 24,826	$ 31,237	$ 30,000
Collections					
Total print volumes	107,106	107,765	102,851	103,350	104,450
Electronic books	0	8,000	10,000	10,700	11,400
Print/microform serial subscriptions	181	168	147	139	120
Full text electronic journals	36,385	35,250	36,549	37,000	37,100
Microforms	NA	NA	NA	NA	NA
Total media materials	1,811	1,842	1,606	1,640	1,670
Personnel (FTE)					
Librarians -- main campus	8	9	7	7	7
Librarians -- branch campuses	NA	NA	NA	NA	NA
Other library personnel -- main campus	NA	NA	NA	NA	NA
Other library personnel -- branch campus	NA	NA	NA	NA	NA
Library Instruction					
? Total sessions -- main campus	75	55	37	55	60
Total attendance - main campus	1155	825	555	825	900
Total sessions -- branch campuses	NA	NA	NA	NA	NA
Total attendance -- branch campuses	NA	NA	NA	NA	NA
Reference and Reserves					
? In-person reference questions	49/wk	33/wk	41/wk	45/wk	45/wk
? Virtual reference questions	358/yr	614/yr	544/yr	800/yr	800/yr
Traditional Reserves:					
courses supported	46	54	45	36	35
items on reserve	162	134	84	91	90
E-Reserves:					
? courses supported	NA	NA	NA	NA	NA
? items on e-reserve	NA	NA	NA	NA	NA
Circulation (do not include reserves)					
? Total/FTE student	2,222	1,962	2,075	2,361	2,400
? Total full-text article requests	18,433	15,134	90,455	73,100	80,000
Number of hits to library website	7,063	7,929	31,904	22,000	30,000
Student borrowing through consortia or contracts	789	796	1,241	1,250	1,260
Availability/attendance					
? Hours of operation/week main campus	100/wk	110/wk	100/wk	100/wk	100/wk
Hours of operation/week branch campuses	NA	NA	NA	NA	NA
Gate counts/year -- main campus	500/day	515/day	472/day	500/day	500/day
? Gate counts/year -- average branch campuses	NA	NA	NA	NA	NA

URL of most recent library annual report:	Folder 7
URL of Information Literacy Reports:	Folder 7

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 7: Library and Other Information Resources (Information Technology)

	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Year* (actual or projection) (FY 2014)	? Next Year Forward (goal) (FY 2015)
Number (percent) of students with own computers	65%	75%	85%	90%	95%
? **Course management system**	Blackboard, Moodle, LMS				
Number of classes using the system					
Classes on the main campus	2	2	2	7	10
Classes offered off-campus					
Distance education courses	113	121	153	180	200
Bandwidth					
On-campus network	130 Mbps	130 Mbps	130 Mbps	130 Mbps	130 Mbps
Off-campus access					
? commodity internet (Mbps)	100 Mbps	100 Mbps	100 Mbps	100 Mbps	100 Mbps
? high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
? Wireless protocol(s)	8211G & N	8211G & N	8211G & N	8211G & N	8211G & N
Network					
Percent of residence halls connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Percent of classrooms connected to network					
wired	30%	30%	30%	30%	30%
wireless	100%	100%	100%	100%	100%
Public wireless ports	95	95	98	117	125
Multimedia classrooms (percent)					
Main campus	75%	85%	87%	89%	95%
Branches and locations	100%	100%	100%	100%	100%
IT Personnel (FTE)					
Main campus	6.0	4.0	4.0	4.0	4.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning	0.25	0.25	0.25	0.25	0.25

Software systems and versions	
Students	Banner V8.4.0
Finances	Banner V8.6
Human Resources	ADP
Advancement	Banner V8.3.1
Library	Varies
Website Management	Not hosted on site
Portfolio Management	Not hosted on site
Interactive Video Conferencing	Not hosted on site
Digital Object Management	

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Seven: Library and Other Information Resources

Resources and Access (7.1 – 7.8)

I. Description

The purpose of H. Raymond Danforth Library is to support the vision and educational mission of New England College (NEC). The library provides a creative, innovative, and supportive learning environment both physically and virtually. The library provides students, faculty, staff, and the broader community access to a wide range of resources, as well as the policies, services, and procedures to support the teaching, learning, and research experience. The library is a strong advocate for information literacy, enabling students to become critical thinkers and lifelong learners. NEC's vision and mission guide planning, development, implementation, and assessment of all library functions. The library meets the 21st century needs of students, faculty, and staff in an increasingly online environment.

Planning and Assessment

Planning and assessment of all library functions are conducted through a variety of measures including statistics, surveys, observations and evaluations by librarians, quizzes, and focus-group conversations. The Library Director serves on a variety of institutional planning committees, including the President's Strategic Planning Committee. The liaison librarians provide feedback from faculty committees, and the Distance Learning Librarian (involved with the graduate and online programs) provides input for library planning. Planning and responding to feedback occur daily, weekly, and monthly, with annual assessments relating to the Five Year Plan. The Five Year Plan sets goals and objectives for the library, which is assessed and evaluated annually and revised and updated by the librarians. Planning within the library is completed collaboratively, with the Director facilitating communication. Faculty and students are routinely asked for input through surveys administered every third semester. The library uses ACRL's Standards for College Libraries 2011 as its guide and benchmark for measuring and evaluating library functions, as well as learning outcomes for information literacy instruction. Student learning is assessed through quizzes assigned in class, research papers, and self-assessment surveys.

Institutional Resources

Institutional support has been consistent over the past decade, in spite of tight budgets for the institution as a whole. The total library budget saw a steady increase to $201,000 from 2005-2009, but it has declined to $180,000 in 2012. The librarians have been cutting the print periodical subscriptions steadily over the past five years from $35,000 to $26,000 for the coming year. The library did get approval for a Late Night Supervisor for academic year 2011-12 (a temporary position). The Budget Advisory Committee was not able to support the expense the following budget year. The institution provided an additional $15,000 for graduate resources when the EdD program began.

As a member of the Budget Advisory Committee, the Library Director advocates for institutional funding and staff, while pursuing grant opportunities. In 2010, the library received $7,500 from the Knapp Foundation for 15 netbooks, which are used for instruction in information literacy. These netbooks support the experiential mission of NEC. The Director works closely with the Friends of the Library, which donates an average of $5,000 annually to enhance the library building. The

Friends have contributed heavily on specific projects, as well, donating over $15,000 toward library renovations in 2004-2005.

Library Staffing and Resources

The library staff consists of four faculty-ranked librarians, one full-time staff librarian, two part-time staff librarians, and 15 – 20 work-study students. While an MLS is not required for staff, two staff librarians have that degree. All of the librarians are dedicated to providing the NEC community with professional expertise and personalized attention so that community members can accomplish their research and information needs. In addition to formal classroom instruction (37 classes for the academic year 2012-13), librarians provide special workshops and individualized attention to students, both onsite and online. They staff over 70 hours on the reference desk and over 100 hours for online reference. There is a close working relationship between NEC faculty and library staff. Last year, two librarians taught sections of Bridges to Learning (the first-year seminar). Librarians were also active participants in four courses in the traditional undergraduate program over the year. Librarians serve on committees across campus and partake in campus programs, sports, and other events.

In 2009, in response to rising graduate/online enrollments, a librarian with the terminal degree was hired to serve as a liaison to the School of Graduate and Professional Studies (SGPS). In addition to providing reference and instruction services to the greater SPGS community, she is a member of NEC's Graduate and Professional Studies Council, offering recommendations on the subject of information literacy and library policy. In the spring of 2010 and the fall of 2011, the Distance Librarian participated in two graduate faculty development workshops to inform faculty about services she provides, resources the library offers, and levels of information literacy graduate students need. Since those presentations, graduate faculty have increased their students' research and information literacy skills either by inviting the Distance Librarian to their courses (in-person or remotely), by urging students to contact her by email, or by having her embedded in online courses to offer research help.

The Library Director (a Full Professor) reports to the Vice President for Academic Affairs (VPAA). She was highly involved in developing the first-year and general education programs. Last year she taught a section of Bridges to Learning. She serves on numerous committees (ensuring the library's high visibility) including BAC, the Liberal Core Curriculum Committee (i.e. GenEd Committee), the Repositioning Task Force, EMG, and the Assessment Steering Committee. Over the years, she has taken part in significant retention initiatives and strategic planning.

Both print and electronic resources are available through the library. The library's stacks contain 103,500 volumes and 147 print periodical subscriptions. Last year, the library circulated 2,700 items to the NEC community (with an additional 4,000 interlibrary-loan circulations) and added 529 print volumes to the collection. The library webpage provides access to more than 20,000 periodical titles through forty-three full-text databases and five reference sources. The webpage provides additional subject-specific internet resources, as well as assignment-specific and more general subject LibGuides designed by the librarians to aid students, faculty, and staff with their research needs. The library devotes the largest part of its budget, at least $100,000, to digital resources. Since 2009, the library has added database collections to address the needs of graduate students, such as Proquest Central and Sage. Graduate faculty and students can contact the Distance Librarian for acquisition requests including books, and dissertations. These faculty and students take a survey every year and a half so that the library can assess their satisfaction with library services and collections. Library resources are available to all students (residential, online, and graduate) through the library webpage (http://nec.edu/students-faculty-staff/library-danforth/).

The library building provides access to the physical collection. It is open 100 hours per week, which is average for the State according to NECES data from 2012. In the summer of 2004, it underwent a major renovation, with additional phases over the following four years. The library building consists of two stories, with print and A-V collections. It is home to a 36-seat computer lab (completely updated in the summer of 2012), several comfortable reading rooms, quiet study space, and an instruction room. The library seats 175 at full capacity. The building is attractive and has become an academic and social gathering place for students. For several years, the library has seen an average of 500 visits per day (average for the state) after the renovation in 2005. Although there is a small decline in physical visits this year, there is an increase in online use: last year, LibGuides data shows a 37% increase in the use of the online database page (with 15,084 visits during the spring of 2013).

The library's interactive web pages offer the same access and supportive learning environment as the physical library, providing access to about 50 subscription databases containing thousands of articles, statistics, and other research information. The website offers access to online books through EBSCOhost, 3M ebooks, and the Humanities E-Books Database, as well as to the Library's catalog of books and audio-visual materials. Interlibrary loan is available to all students, including off campus and online students, through the request page on the library website. Research help is available by phone, through *LibraryHelp@nec.edu*, and through the *Library Research Fundamentals* pages in the library's website. Reference help is available for all students during reference hours: Monday-Thursday 7:30 AM to 10:00 PM, Friday 7:30 AM to 8:00 PM, Saturday online only 10:00 AM to 5:00 PM, and Sunday 2:00 PM to 10:00 PM.

In the fall of 2011, the library responded to students' requests for a 24-hour study space by implementing a pilot project for 24/5 operations. The project was cut back to 20/5 when a staff member left. Usage statistics indicate that 2:00 AM is an appropriate closing time for the library. Institutional budgeting, however, demanded a return to previous hours, so the library now closes at midnight. Currently, the library is open nearly 100 hours each week, and face-to-face reference assistance is available more than 70 hours a week.

The library provides open access to all print materials to the NEC and broader Henniker community. Access to digital resources for students, faculty, and staff is through NEC's library webpage. Authentication is required through EZproxy. Last year database searches were 679,793, a steady increase over the years. In 2011, the library started using LibGuides to provide a greater variety of resources. This year, it has upgraded to CampusGuides. The librarians answer an average of 184 questions per week, about 49 reference questions, 25 questions through LibraryHelp@nec.edu, and 20 telephone questions. Librarians work closely with faculty to ensure that print and electronic acquisitions support the curriculum and students' research needs. The electronic resource librarian regularly tries new resources and solicits feedback from students and faculty. Starting in the fall of 2013, the library has assigned official library liaisons to the academic Collegia and Divisions in an effort to outreach more effectively to all faculty members.

NEC is a member of the New Hampshire College and University Council (NHCUC), which supports an active interlibrary loan program with participating institutions. NHCUC members also allow students and faculty common borrowing privileges at each institution's library and access to their combined holdings of more than five million volumes. The member institutions include all major academic institutions in New Hampshire. The Library Director is active in the NHCUC Libraries Committee, which meets every other month and supports active cooperation in purchasing and staff development.

The library is a member of GMILCS, Inc., a consortium of public and academic libraries in southern New Hampshire, including most of the state's large public libraries and the New Hampshire Institute

of Art. The consortium provides comprehensive ILS services, a shared bibliographic database, and allows members of the NEC community to check out and request materials directly through the common catalog. The library is also a member of Westchester Academic Library Directors Organization (WALDO) for database purchasing, group pricing, and general vendor activities. As a participating member in the OCLC worldwide network of libraries, the library allows NEC students access to interlibrary loan from library collections around the world.

Interlibrary Loan is an important part of providing access to information for the NEC community. Due to expanded ILS functionality through the GMILCS consortium, total interlibrary loan activity has doubled in the past year, from 1,500 items to over 3,800 items. The Library is currently lending an average of 250 items per month to consortium members. Overall, the Library lends an average of 300 items a month and borrows an average of 100 items.

Information Literacy

Information literacy and critical thinking are stated outcomes for the library program and the Liberal Core Curriculum at NEC. Further, in the past year, the Faculty adopted the 21st Century Essential Learning Outcomes from the Association of American Colleges and Universities that include information literacy learning outcomes across the curriculum. The five learning outcomes approved by the Association of College and Research Libraries (ACRL) for achieving information literacy are used to guide development of instruction and assessment of the instruction program. Teaching is a vital component of library service. Librarians work with students, helping to guide them to become citizens of lifelong learning with the necessary skills to make informed decisions. NEC ensures that students use the library through a rigorous curriculum. All first-year writing classes require instruction and experience using library and information resources. In addition, upper-level courses require scholarly research in the disciplines. Most majors require a research methods class designed to develop advanced research skills and facility with specialized resources, followed by a capstone project. Librarians often partner with these classes. In addition, liaison librarians work with each Collegia and Division to ensure that information about instruction (as well as other library updates) get to all faculty members.

The library provides an instruction program for research and information skills, designed to help students develop proficiency in information literacy. Librarians conducted 37 formal Bibliographic Instruction sessions last year. The library staff was heavily involved in developing the curriculum for Bridges to Learning. Two librarians taught in it. Meanwhile, several librarians collaborated to develop an information literacy curriculum for Bridges to Learning, which is available to all students on the library webpage. Titled *Library Research Fundamentals,* these LibGuides tutorials are designed to help students achieve the skills necessary to meet the five learning outcomes for information literacy. Faculty members in the program are encouraged to assign the tutorials as homework and to discuss them with students in class. At the end of the semester they are asked to give students a comprehensive quiz to assess information literacy skills. In fall semester of 2012, six sections responded with quiz results (see Appraisal section below).

Other librarians worked with upper-level classes using the Embedded Librarian model (in which the librarian is an active participant in the course as students carry out research), as well as piloting a new model of Personal Librarian using one-on-one consultations. Assessments included source analysis and self-assessment surveys.

II. Appraisal

The library measures itself according to the principles and performance indicators listed in the ACRL Standards for Libraries in Higher Education 2011, as well as Standard 7 (Library and other information resources) of the NEASC Standards for Accreditation. Appraisal of library programs and functions is based on a variety of factors including user surveys, statistical data, benchmarking data from other institutions, SWOT analysis conducted by the librarians, standardized test data on information literacy achievement from SAILS, in-class tests and quizzes, and observations by librarians.

Planning and assessment of library operations are constantly developing, as the Director and librarians learn more about assessment. The Director and librarians have attended a number of workshops and meetings addressing assessment issues.

Statistical data show increasing use of library services over time. In 2010, 2011, and 2013, the library building and staff received very positive evaluations for customer service. SWOT analysis in the spring of 2012 also points to staff strength and service to library users. Also noted in the surveys is the welcoming atmosphere of the library building.

In the 2013 User Survey, students asked for more software for the library lab computers, more outlets in the building, and color printers. The library has already requested software from the IT department. The 2011 User Survey showed that many students wanted outdated computers and accessories replaced. The library responded with a complete upgrade to the library lab in the summer of 2012. Students and faculty rate the database and print collections as adequate, with a few requests for specialized materials. Librarian observations on the use of print periodicals indicate that online resources are preferred for access to journal literature.

In all recent User Surveys and anecdotally, high marks were given for excellent interlibrary loan service. With the doubling of interlibrary loan activity this past year, the Library Director does foresee the need to fund additional staff or acquire material through fee-based services, especially in support of the graduate programs.

Another area that both librarians and users found lacking in the 2011 User Survey was the library website. The library has responded by steadily moving much of its content into LibGuides, a move that has elicited a favorable response in both the faculty and student 2013 User Surveys. An average of 46% of students who had used the new “Library Online Resources” rated it a vast improvement.

Library instruction classes were found to be generally useful, but the 2011 User Surveys indicate that more classes are needed. They also pointed to the need to market library services better and to offer more outreach. SWOT analysis further supports this need for better marketing and more outreach. In the 2011 User Survey, many of the graduate students reiterated these shortcomings. These results are mirrored in the 2013 User Surveys, with only 55% of graduate students using NEC library resources.

In the 2011 and 2013 surveys, undergraduate faculty wanted to see more emphasis on training students to become more proficient in evaluating information so that they know the difference between scholarly and popular types of information. They also mentioned the need for students to understand plagiarism and to know when and how to cite information they gathered from sources. On the other hand, faculty members were pleased with the services the library offered. Thirteen of the 22 responders had brought students to the library for bibliographic instruction. All found the instruction helpful and informative, albeit a bit dry.

Danforth Library began administering the SAILS test to first-year students in 2007 and continued to test first-year students and seniors until 2012. Librarians agree that SAILS testing is not appropriate

for NEC. Standardized testing is not as pedagogically effective for students as a more individualized and holistic assessment of information literacy skills. Librarians are working on the development of these assessments and are also looking for better ways to assess the effectiveness of the instruction program.

The library developed and piloted a final quiz for students in Bridges to Learning, which assesses student skill achievement in the five learning outcomes of the ACRL Standards. Students achieved average scores of 62% on determining the nature and extent of information needs, 62% on finding information, 55% on evaluating the information, 64% on using the information, and 76% on using it ethically and legally. The library seeks a benchmark of 75% on all five outcomes (see projections for discussion).

Librarians worked with upper-level classes using the Embedded Librarian model. They also piloted a new model of Personal Librarian using one-on-one consultations. Assessments included source analysis and self-assessment surveys. The Personal Librarian model had very positive responses: 100% of respondents said they would use it again and would recommend it. A typical comment was "the librarian helped me understand citations and what I want to actually focus on with my paper." Source analysis found that, despite some instruction in database use, students used an average of only 11% of sources from the library databases. Moreover, a number of sources were inappropriate for college-level work, and citations were often incomplete or inaccurate. Class surveys underscore a need for more consistency with respect to information literacy instruction. Some students had many classes; others had none.

In the fall of 2011, the library began administering self-assessment surveys to students after they attended a library skills class taught by a librarian. The written comments indicate that the students have a wide variety of experience with library instruction: some chafe at what they consider to be review; others in the same class feel overwhelmed by the available information. Some want the class to be longer; some shorter. Some like having a packet/handout to take with them; others don't. Still, most comments were positive, expressing an appreciation for new instruction about searching for information using library resources.

In the spring of 2012, realizing an increased need for research skills in the graduate population, the Masters of Management and Masters of Public Policy programs created a Research Methods course to address the issue. The Distance Librarian was asked to facilitate a section of this course, in which students learn research and citation skills in addition to preparing materials for their capstone course. The Distance Librarian, now the lead faculty member for this course, has added supplementary materials, which other students at NEC can access.

The institution has strived to see an increase in the support that the library provides to graduate students. The percentage of graduate students who never used the library was 43% in 2009; 42% in 2010; 48% in 2011; and 24% in 2014. The reduction in number of students who never access the library in 2014 may be the result of the concerted efforts between faculty and the distance librarian to provide opportunities for students to hone in their research and information literacy skills. As well, several graduate programs have strengthened all research oriented courses by promoting more substantive involvement of the librarian in the course as an "embedded librarian." In 2014, 73% of students were satisfied or very satisfied with the quality of electronic guides, and 70% with the quality and availability of journals (this question was not included in earlier editions of the survey), a significant increase from 32% and 44% respectively in 2011.

In 2009, 70% of graduate students responded that they were satisfied or very satisfied with the technology tools that the College provided, including email and the Learning Management System (Blackboard or Moodle); these proportions changed to 78% in 2010 and 81% in 2014. This data

shows how graduate students have become more involved with the library and more confident about their use of technology at the College.

Finally, librarians are pleased that the library was elected 2010 Department of the Year by faculty, staff, and students.

III. Projections

Current library and information resource projection include the following:

- Renovations to the 2nd floor Academic Tutoring Center are scheduled to proceed. The ongoing de-selection project will create space by removing shelves and installing glass study areas and carpeting. Expected completion: FY15. Responsible parties: Director of Library, Director of Facilities, VPAA, VP of Administration and Finance.
- Survey of graduate and doctoral faculty to assess further needs of information resources (especially online databases) to support these programs. Expected completion: fall 2015. Responsibly party: Library Director.
- Design of a plan to market the library instruction program and services to all students and faculty. Expected completion of design phase: September 2014 for implementation in FY15. Responsible party: Library Director.
- Hosting of Tea on Tuesdays and the Library Ghost Story as a way of promoting visibility and encouraging conversation about the library: Expected completion: Ongoing. Responsible parties: Library Director.
- Improvements to the Information Literacy program, once comprehensive assessment takes place. Expected completion of assessment and design of improvements: January 2015. Implementation of program improvements: starting in the fall of 2015. Responsible party: Library Director.
- Development of a systematic program to assess the various initiatives related to the library instruction program. Expected completion of the design phase: September 2014. Implementation of assessment: Starting in the spring of 2015. Responsible party: Library Director.

Information and Technological Literacy (7.9 – 7.10)

I. Description

The Information Technology department at New England College supports students, faculty, and staff for all campus computing needs. HelpDesk support, email services, financial applications, academic application management, network connectivity and Internet services all fall within their responsibilities. In support of the institutional mission, the NEC HelpDesk strives to assist students with technology issues and more importantly to help them become as self-sufficient as possible. Computers and their basic maintenance have become a routine part of everyone's work and personal life. Teaching these life skills is one of the College's contributions to the learning process.

The College has 10 computer labs on campus. These include regular computer labs, as well as Mac labs, writing labs and science labs. Computer labs are available to students for general use daily when classes are not using the labs, as well as after hours. In addition to standard labs, the College supports three laptop carts that are used across campus. All classrooms have wireless Internet connection, projectors, and 2 classrooms have the Promethean technology installed.

The Information Technology department maintains a staff of four full-time employees, as well as several student workers who assist at the helpdesk to support the team. There is a Database Administrator who supports the College's key software program, Banner, and a Network Administrator who is responsible for bandwidth, wireless, email and general overall technology from the wires from the wall to the backbone of the infrastructure and out to the world beyond NEC. The helpdesk is managed by a staff member and the Academic Technology staff handles the technology within the classroom, and helps at the helpdesk as well as manages events on campus requiring technology and media services.

The College uses the Banner database system for Admissions, Registrations, Students, Finance, and Advancement. This includes self-service modules for many of these areas, with plans to implement additional self-service modules for the ease of users. There is also a test database for Banner that allows the institution to test changes and/or upgrades before moving directly into production. In order to provide reporting out of Banner, the College has invested in a reporting program called ARGOS. Consultants who specialize in ARGOS were brought to campus to provide training for various levels of users of reports. These include those who run/view reports already written, those who write general reports, and those write reports using many of the complex tables within Banner.

The College currently runs its infrastructure on more than 12 servers, with backup and archive systems in place. A new Uni-trends system was installed in 2012 to provide a solid backup and archive of all data at the institution. Blackboard, Moodle and other LMS systems are hosted off site, although the College is involved in decisions on upgrades and proposed changes when appropriate. It is important to the institution to keep these systems current, allowing both faculty and students to take advantage of the improvements. The institution provides anti-virus and anti-spam software that helps to keep the network services on campus safe.

All staff and full-time faculty are provided computers to perform their work. The College maintains an inventory and has a four-year replacement schedule. Although there are necessary exceptions to this schedule, it has worked well for the institution. For the last several years the College has purchased computers through Dell and continues to strive for better performing systems. The College maintains a variety of software for staff and faculty to use. They include Microsoft office products, adobe, SPSS, as well as other software that are used by specific disciplines and within specific classes. This list of software changes on a regular basis, based on the needs of the discipline or the faculty. The College also uses an open source tracker system, which has been customized by our staff to track helpdesk tickets. The system allows staff to assign priority and communicate with the customer to resolve the issues at hand.

New England College uses three separate learning management systems: Blackboard, Moodle (managed by Pearson-Embanet) and the Bisk Education proprietary LMS. Blackboard works alongside Banner and automatically creates course shells and populates courses with faculty and students based on information from Banner.

The College supports the use of instructional technology across the undergraduate and graduate curriculum. The financial investment on the average of $85,000 a year is a sign of the commitment that the College places in the use of technology. During 2012, the College engaged in a significant upgrade in Blackboard increasing the overall costs in that year to almost $170,000. In addition to the cost for the software, the College has a full-time position responsible for this technology, as well as a position in the Information Technology department that also has part-time duties to assist in this technology. The Information Technology department has a Blackboard Committee in which the key individuals responsible for Blackboard interact on a regular basis solving issues, planning for upgrades and developing best practices for the institution as a whole. Pearson-Embanet and Bisk

Education provide instructional technology services, limited to hosting the LMS and providing 24/7 technical support, as part of their ancillary support contracted by the College. NEC manages and controls all content and curricula in all of its programs.

Training faculty in the use of learning management systems and online learning principles and practices is a continuous process at New England College. Faculty members are trained on the tool they will be using for the first time, and continuous training opportunities are made available to them thereafter. The Director of Instructional Technology is readily accessible to all faculty thereafter to answer any ongoing questions or to provide individual training.

Students have access to training for each of the Learning Management Systems; special courses and modules are designed to introduce students to the use of learning technologies specific to the program they are enrolled in.

II. Appraisal

Faculty use of technology is not uniform across programs, especially in the traditional undergraduate program. There is a need for academic technologies to be more widely used at the College. In this context, the position of Director of Online Learning was recently changed to Director of Instructional Technology. The reason for the change in the position title was to reflect the role of this position as focusing not only on the online programs and courses, but on the use of technology in all academic endeavors at NEC.

Faculty training opportunities take place regularly for full-time faculty; some have taken place for adjunct faculty as well, especially over the last five years, but they have not focused extensively on the use of academic technology. Many among the faculty have become self-directed learners in the use of such tools as the Learning Management Systems, including many of the more advanced features. This has led to inconsistencies in the use of technology among faculty.

While many faculty members are in constant communication with academic technology staff, more formal mechanisms to address needs and concerns regarding the use of academic technology are necessary. In 2012-2013, an Online Learning Task Force was appointed by the Vice President of Academic Affairs. This Task Force was more devoted to the development of online teaching principles and practices than to the discussion of specific academic technology tools. It will be necessary to create a further expansion of a faculty group focused on having conversations with the academic technologists from the IT department as a way to identify needs and assess existing practices.

III. Projection

Information technology projections include the following:

- A comprehensive training plan is currently being developed for faculty new to Blackboard. Faculty new to Blackboard will be provided with access to two training courses within Blackboard and a sandbox shell for practice. The first will be a Faculty Blackboard Orientation course that is self-paced and takes faculty through Blackboard basics. The second will be a Faculty Online Pedagogy course that is a high touch, interactive course including the various philosophies of online pedagogy, best practices, and successful examples. The Director of

Instructional Technology will engage the faculty in the Pedagogy shell and monitor progress through the orientation shell, maintaining contact with faculty on a regular basis. Faculty will have continual access to the orientation, pedagogy and sandbox shell even after their course is scheduled to run. Continual training opportunities will also be offered as a part of a planned seminar series that will take place in the Library. These monthly hour-long seminars will cover topics from online pedagogy to the use of various technology tools. Expected completion: ongoing. Responsible party: Director of Instructional Technology.

- NEC is moving toward incorporating more synchronous learning opportunities for students. The College is reviewing several tools for potential selection. The selection of a synchronous learning tool for use within the College will provide synchronous learning options to all students and instructors. For example, it will enable doctoral program faculty to communicate in real-time with students, increasing engagement and rapport while also providing learning opportunities for students with different learning styles and preferences. A synchronous learning tool will also function as a tool for full-time and adjunct faculty collaboration, as most adjunct faculty reside more than a hundred miles from campus. Expected completion: summer 2014. Responsible party: Director of Instructional Technology.
- The College is currently developing a series of instructional technology seminars that will take place within the Library. These seminars will be run by the Director of Instructional Technology and other invited presenters and will include short, half-hour to one-hour long live seminars on a variety of instructional technologies and online instructional theory. They will be held once a month and be recorded and posted for those unable to attend due to time conflict or distance. Expected completion: ongoing. Responsible parties: Distance Librarian; Director of Instructional Technology.
- NEC is in the process of forming an Academic Technology Committee. The Committee will have faculty representation as well as representation by staff members from IT and the Director of Instructional Technology. The purpose of the Committee is to assess the technology needs of the College to effectively instruct students in a high tech world, and make recommendations for consideration. Expected completion of Committee design and appointments: summer 2014. Responsible party: Vice President for Academic Affairs.

Institutional Effectiveness (7.11)

The institution regularly and systematically evaluates the adequacy, utilization and impact of the library in the ongoing Five Year Program Review schedule. The library undergoes a full review every five years. Additionally, annual reports are collected and reviewed each year. A variety of assessments are used to guide improvement, including user surveys, statistical data, benchmarking data from other institutions, course assessments of research skill achievement as well as observations by librarians. The Library plays a key role in the promotion of information literacy among students. Instructional technology is present at all levels of the curriculum and mechanisms are in place to enhance faculty and student proficiency in the use of academic technologies.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	37	441
Other U.S. locations	0	N/A
International locations	0	N/A

	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Revenue ($000)					
Capital appropriations (public institutions)	$0	$0	$0	$0	$0
Operating budget	$2,766	$2,617	$2,702	$2,625	$2,779
Gifts and grants					
Debt	$0	$0	$0	$0	$0
TOTAL	$2,766	$2,617	$2,702	$2,625	$2,779
Expenditures ($000)					
New Construction	$0	$0	$0	$0	$3,000
Renovations, maintenance and equipment	$592	$550	$730	$2,500	$675
Technology	$293	$131	$298	$325	$400
TOTAL	$885	$681	$1,028	$2,825	$4,075

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	66	0	66
Laboratory	2	0	2
Office	50	0	50
Study	24	0	24
Special	65	0	65
General	29	0	29
Support	6	0	6
Residential	161	0	161
Other	38	0	38

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Currier Alumni Center	Alumni Center	1400	$ 300	2011
26 Weare Rd	Lot to expand for new bui	1/3rd acre	$ 350	2013
Artificail Tur	Athletics		$ 1,000	2010

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

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

New Academic Building	Business Building - Classr	26000	$10,000	2014-2015
Multi-purpose Space	Debates, theatre, gathering	5000	$3,000	2016-2017

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

The list below includes renovations costing $ 200,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Charter Hall	Residence Room	15563	$618	2012-2013

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

The list below includes renovations costing $500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
East Hall	Residence Hall	23416	$2,000	2014

Standard Eight: Physical and Technological Resources (8.1 – 8.7)

I. Description

The New England College Campus consists of 225 acres of land in the town of Henniker. The campus is located in the center of the town and divided by the Contoocook River. The majority of the 36 College-owned buildings are clustered on the south side of the river, with four outlying buildings to the north, intermingled with commercial and residential properties. About 140 acres are undeveloped and are known as the "New England College Woods."

During the strategic plan process the College outlined several areas to focus on. They include:

- Become environmentally focused – develop and implement a sustainability master plan (still under development by February 2014)
- Maximize campus usage – enhance, steward and manage the buildings, infrastructure and grounds of the College to embody its values and to support the educational experience
- Invest in new technology.

Each of these initiatives have begun to be implemented at some level. The College has spent a great deal of time and resources to prioritize these initiatives and continue to improve the facilities for students.

During 2009, New England College embarked on a comprehensive Master Facility Plan in conjunction with its Strategic Plan. In May 2010 the Master Facility Plan was approved by the Board of Trustees, after the plan was presented by Sasaki Associates, Inc. who conducted the detail analysis. This process included a review of classrooms, residence halls, office space, as well as student spaces such as athletic facilities, student center, library and dining hall capacity. The plan also addressed major landscaping projects which included renovations of areas requiring additional drainage, new lighting, site work, walls and fences, hardscape and roadways. Since the approval of the Master Facility Plan, the following improvements have been completed during or prior to 2013 or planned for in the Fiscal Year 2014 or 2015 capital budget:

- Gilmore Hall landscape improvement
- Quad Area landscaping project
- East Hall renovation
- Charter Hall renovation
- Rowe House renovations
- Administration Building 1st floor renovations

In 2012, an additional computer lab was added for student use in the Science Building while the writing lab, library lab and the Simon Center lab were all updated. In January 2013, Mac computers were added to the library lab to meet the needs of students. During 2009, the College implemented a 4-year replacement cycle for faculty and staff computers. Understanding that this will not fit the needs for all employees, inventory and replacement timetables are flexible if needed. An inventory of technology on campus has been completed and this now informs the capital budget planning for the Information Technology area. In addition to student computer labs, approximately five (5) servers have been upgraded to support the changing technology available today. Additional servers have been added to support the requirements of new software installed during the last several years. During the summer of 2013, the College upgraded to Microsoft 7 and Office 2013. Regular updates are completed for both Banner and Blackboard when available. Between 2009 and 2013, all

classrooms have had some level of technology added to them. This technology includes: DVD players, VCR players, instructor computer stations and projectors, as well as smart boards. The specific level of the technology within a classroom depends on the configuration of the classroom.

In 2011, the College purchased the property known as the Depot. This building, located adjacent to Larter and diagonal from the Science Building and the Campus Facility building, holds the Advancement staff, including the Alumni office. An unrestricted gift was secured to name the building.

In 2013, the College purchased the property adjacent to Larter lot, which will allow the new Academic building to be designed facing Route 114 and allow construction savings for the new building. The design embraces the town green and allows the College to have a significant presence on Route 114 while providing a state of the art academic building for NEC students.

During 2008-2009 the College had a facilities analysis completed to inform the institution of the areas for ongoing maintenance or renovation beyond the average repair. This study rated each building, while outlining some major renovations to assist in energy savings or to provide additional comfort in the work space. Since this study was performed by an outside firm, the findings were considered reliable and therefore has helped to guide decisions regarding repair versus new, or to assist in prioritizing major maintenance issues such as roofs and windows.

Physical facilities are maintained by New England College employees and when appropriate outside contractors. Staff is trained and licensed when appropriate. The maintenance conducted includes replacement of roofs, replacement of furnaces with redundant systems, painting and other general maintenance. Each year the College constructs a capital budget in the general amount of $1.5M - $1.6M. This budget is used to fund large projects, equipment purchases including hardware and software, plus various capital deferred maintenance projects. Therefore in the last five years, the College has invested over $7.5 million for these projects. Since the facilities need significant work, this only touches the surface; however, by targeting specific areas on campus, the largest impact can take place. All facilities that are renovated are updated as appropriate to meet the legal requirements set forth by the local authorities.

New England College has been named to the "*Princeton Review – 2010-11 Guide to 286 Green Colleges"*. During 2008-2009, the college engaged a consultant to assist with the analysis and upgrade to campus to provide savings in energy usage. The College received a grant from the Department of Energy and was able to complete five (5) projects on campus, including:

- Wood-pellet boiler
- Solar panels on 5 buildings to generate hot water
- Replacement of energy efficient lighting across campus
- Chiller in Ice Arena
- Energy Efficient lighting on Artificial Turf Field

These projects have helped NEC to not only save money by reducing energy, but to promote a green, ecological campus for students. NEC has a very strong recycling program, and a sustainability committee that continues to work to provide sustainable ideas for the campus. These include everything from green cleaning products to smaller trays in the dining hall.

The College includes facility planning in its budget planning to prioritize changes or improvements that need to be made. The Budget Advisory Committee (BAC) includes representatives from Faculty, Student Affairs, Academic Affairs, Student Financial Services, Academic Support, Facilities, Library, Athletics, Human Resources, Advancement and Communications as well as Finance. By the inclusion and expansive representation of the Budget Advisory Committee, all areas

of the College have an opportunity to provide insight as to where resources would be best utilized while making an impact on student success.

New England College is very concerned about its data integrity and the privacy of that data. In order to ensure the safety of the data, the College has implemented a strong anti-virus program, which can be controlled by a server located in the Information Technology department. The College upgraded its anti-virus protection software in 2010 and in 2013 renewed the license for a three-year term. All computers on campus receive an anti-virus update on their computers to be sure they all have the most up to date protection available. The College uses a campus manager system which requires all computers using the College systems are free of viruses and have updated anti-virus software before granting access to its systems. This system was updated in 2012, which included both hardware and software updates. In addition to these systems, the College has also improved its password protection program by forcing changes to passwords for the general student system Banner. Since Banner holds all student information, as well as the College's finance and advancement systems, protecting this data is key to protecting the privacy of the students. The College has also developed a PCI compliant document to ensure that any credit card information that the College receives is safe from any fraud activity.

The College continues to make improvements within academic and office buildings to improve the environment for students, staff and faculty. NEC was able to secure a multi-year grant for research. During 2010, the first year, it included funding for the renovations of two science labs. The College has also made improvements in various buildings on campus including the Administration Building, Campus Facilities, Tower, Union Hall, Rowe House and Charter Hall. Planning is underway for ongoing renovations in the remaining residence halls and office buildings.

Information technology at all levels is used across campus for many services. These services include, but are not limited to: reporting, budget planning, inventory, data storage, and processing. During Fiscal Year 2013, the College installed a document management system. The installation and the training was completed on-campus by outside consultants. Power users within the Banner system were selected to help with the implementation, while training was opened to all departments who would begin to use the system by July 1, 2014. This system will allow the college to move to paperless systems, therefore saving on space and allowing all departments to be more efficient in their work. It also provides a different level of security than a paper file does. Each department affected will re-write operating procedures within their areas to ensure strong internal controls and compliance as required. The roll out has begun, with admissions, registrar and student financial services departments being the first areas to use the document management system. Once the processes are in place and these areas are proficient in the use of the document management system, additional departments will begin to use the product. This will allow most administrative departments to be online by the end of 2014.

The College has also spent significant resources to develop integrations for admissions and billing in various capacities. These integrations into Banner allow for a quicker and more efficient process. The savings moving forward in personnel resources will be significant.

On a regular basis, each building has a walk-through to allow campus facility staff to note any issues with the building such as broken furniture, leaks, cleanliness, and other everyday maintenance items. These items are then prioritized and taken care of as quickly as possible, being tracked by the online work order system. Campus technology is reviewed on at least an annual basis, often on a semester by semester basis. All equipment in the classrooms are tested to be sure they are in working order for the return of students on campus. Servers, internet and wireless servers are monitored using

various tools including Uptime software, which allows the IT staff to be notified as soon as possible that there may be a problem.

In addition, during the budget process both Campus Facilities and Information Technology review the priorities of needs within their areas and provide this information for budget planning. Examples of these include the need to carry out renovations in the residency halls, or increasing the bandwidth on campus. A three-year strategic plan for each area is prepared to allow for ongoing planning and discussions of how to move forward with improvements as well as the ongoing maintenance of the equipment and physical space on-campus. Once these plans are reviewed and approved, they are presented for inclusion in budget planning. With limited resources, all requests cannot be met, however, priorities that affect the day-to-day operations are taken care of as soon as possible. During the fiscal year, any equipment failure is handled immediately. Physical resources are also maintained when issues develop. All safety and security needs are addressed as soon as they are apparent, except where large budget needs are present. In this situation, options to address the issue are addressed until the complete fix can be planned for appropriately through the budget.

II. Appraisal

During the Master Facility Plan process, the architectural firm that prepared the report looked at all buildings on campus to assist NEC in evaluating its facilities. The Plan indicated that the residence halls could be renovated, and new residence halls built. Since residence halls have not been at capacity, and the ongoing market allows students to live in town very easily, the College has chosen to renovate the residence halls. During the summer and fall of 2011, one floor of Charter Hall was renovated to test the market. The following summer the 3rd floor of Charter was completed. These renovations not only included the rooms, halls, and kitchens, but the furniture was selected in this building to promote single rooms that included full size beds, loveseats or couches with either a coffee table or end table. The single room concept, along with the change in furniture was very popular with students. For the first time in many years there was a wait list for these rooms, and retention was almost 100% in this building. The Administration priced these rooms competitively to drive demand and is now testing the market with increasing pricing for these high demand rooms. As the College plans to renovate another residence hall, single rooms will be part of the plan and provide a mix of choices for students.

The campus facility plan that was completed rated several buildings in need of a significant amount of work. The three top buildings on this list include Larter, Spaulding, and the Administration building. Larter is currently scheduled to be taken off line in the summer of 2014 to make room for a new building. Spaulding has had ongoing work to address various issues, and remains on the list needing significant repairs. The Administration building has had some work completed to improve the heating systems, as well as significant renovations to the first floor, including renovations to the main lobby and the President's suite. There are other renovations that are necessary and are being addressed as needed.

There remain a number of buildings that need window replacements and other building envelope upgrades. The College has balanced the need to improve facilities for student life, such as residence hall renovations and new heating systems and roof replacements, with the need to replace windows and add insulation in these buildings. With limited resources and the need to be competitive the College needs to address both sides of the facility issues.

During 2010, the College built an artificial turf field to supplement the athletic fields available for the men's and women's lacrosse teams, field hockey and men's and women's soccer teams when needed. This field has helped the athletic program and allows teams to play at home more frequently than they were able to before the field. It also allows the College to rent out the field, supplement revenue, and build community with surrounding schools.

Generally the technology on campus is sufficient. For example, all major systems (such as Banner, email and the internet services) are up 99.5% of the time. Very limited outages are seen, and all upgrades and regular maintenance is scheduled for the least impact to users.

With the ongoing increase of technology in the classroom, and the increased demand on bandwidth by students in the residence halls, there are peaks of time where the service appears slow to the user. This is something that will always be a question as students come to campus expecting the same speed using the internet that they have at home. The goal is to make the connection as reliable and fast as budgets allow.

The technology resources are evaluated on a regular basis, often more than once a year. Students demand that more and more resources be available to them and it is a challenge for any institution, specifically one with limited resources, to keep up with all of them. The College has done a good job in not only monitoring existing resources as part of its strategic planning processes, but to listen to students and faculty and provide them with the technology they ask for. For example, this year students complained about the wireless in the residence halls. Having a strong wireless signal in these halls is difficult due to the construction of the halls. As wireless was installed the College has continued to push students to connect to the wired outlet, which gives them the strength and speed they need. This wired resource is not a popular option for many students, and with the technology they are bringing to campus, they want the wireless option. Therefore, the college invested in more than 19 new wireless access points, plus added a fiber line between two residence halls to give students better service, and the type of service they want.

The College has made great strides in our infrastructure over the last few years, however, there is much work still to be completed. Now that the large capital investments of boilers are complete, the College has been able to redirect much of its capital budget towards renovations and other projects that make a significant impact to students and the campus.

III. Projection

Physical and technological resource projections include the following:

- The Director of Facilities has developed a program that calls for annual replacements of classroom furniture, student room furniture, roofs, as well as a schedule to include the painting of buildings and the paving of parking lots. As the College continues to catch up from prior year replacements not fully funded, this new program helps to direct capital dollars to ensure ongoing replacements. Expected completion: ongoing. Responsible parties: Director of Facilities, VP of Administration and Finance.
- Use of Capital Campaign funds for the construction of the new Academic Building and a multi-use Assembly Space. Expected completion: 2015 through 2016. Responsible parties: VP of Administration and Finance, President.
- Complete room by room evaluation, including classrooms and office buildings. Expected completion: spring 2015. Responsible parties: Director of Facilities, VPAA, VP of Administration and Finance.

- Landscaping renovations as outlined in the Master Facility Plan: Simon Quad Area, River overlook, Science building/new academic building landscaping, Route 114 hardscape. Expected completion: 2015 through 2016. Responsible parties: Director of Facilities, VP of Administration and Finance.
- Continue plans to replace information technology infrastructure on a regular schedule. This includes:
    - Ongoing plan to implement virtual servers where appropriate to meet the needs of the institution.
    - Wireless equipment has been increased in 2014 and will continue to be monitored. The bandwidth continues to be challenged with the increase of personal pieces of equipment brought by students to campus. Although bandwidth was doubled during 2009, there is a plan to further increase the capability throughout campus during fiscal year 2015 as budgets allow. Expected completion: ongoing. Responsible party: VP of Administration and Finance.

Institutional Effectiveness (8.8)

The College evaluates its physical resources on an annual basis. In referencing the facilities analysis and the Master Facility Plan, the College is better able to plan projects related to current maintenance and improvements, as well as work toward implementation of long-term strategic master plan. Although the College does not have an abundance of resources, the prioritization of any improvements to the physical resources on campus helps to meet current needs. Input from the Budget Advisory Committee and the support of the Board of Trustees allows for priorities to be strategically directed to short-term and long-term initiatives and needs. It is often difficult for the college to balance its needs with future long-term plans, however, by addressing both, the college positions itself in a significantly better place to support students today and into the future. With careful planning and prioritization, resources remain in alignment with identified needs for improvements to the physical and technological campus and are guided by the institutional mission.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month &day: (6 /30)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Most Recent Year FY 2014	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	$686,552	$1,868,523	$1,286,994	172.2%	-31.1%
	?	CASH HELD BY STATE TREASURER				-	-
	?	DEPOSITS HELD BY STATE TREASURER				-	-
	?	ACCOUNTS RECEIVABLE, NET	$2,354,331	$2,687,071	$2,740,812	14.1%	2.0%
	?	CONTRIBUTIONS RECEIVABLE, NET	$1,011,080	$922,676	$900,000	-8.7%	-2.5%
	?	INVENTORY AND PREPAID EXPENSES	$969,032	$1,205,556	$901,425	24.4%	-25.2%
	?	LONG-TERM INVESTMENTS	$8,145,908	$9,274,821	$10,134,794	13.9%	9.3%
	?	LOANS TO STUDENTS	$2,698,129	$2,894,821	$2,972,010	7.3%	2.7%
	?	FUNDS HELD UNDER BOND AGREEMENT	$133,013	$133,004	$133,013	0.0%	0.0%
	?	PROPERTY, PLANT AND EQUIPMENT, NET	$13,603,975	$13,446,280	$13,240,882	-1.2%	-1.5%
	?	OTHER ASSETS				-	-
		TOTAL ASSETS	**$29,602,020**	**$32,432,752**	**$32,309,930**	9.6%	-0.4%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$1,754,779	$2,664,139	$2,162,389	51.8%	-18.8%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$682,433	$1,061,110	$540,735	55.5%	-49.0%
	?	DUE TO STATE	$0	$0		-	-
	?	DUE TO AFFILIATES	$0	$0		-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS	$0	$0		-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	$0	$0		-	-
	?	LONG TERM DEBT	$4,401,968	$3,948,857	$3,490,369	-10.3%	-11.6%
	?	REFUNDABLE GOVERNMENT ADVANCES	$1,089,093	$1,116,649	$1,126,649	2.5%	0.9%
	?	OTHER LONG-TERM LIABILITIES	$165,886	$88,129	$68,591	-46.9%	-22.2%
		TOTAL LIABILITIES	**$8,094,159**	**$8,878,884**	**$7,388,733**	9.7%	-16.8%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	**$11,296,250**	**$12,226,362**	**$13,190,714**	8.2%	7.9%
	?	FOUNDATION				-	-
		TOTAL	**$11,296,250**	**$12,226,362**	**$13,190,714**	8.2%	7.9%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL	**$4,701,738**	**$5,663,959**	**$5,934,402**	20.5%	4.8%
	?	FOUNDATION				-	-
		TOTAL	**$4,701,738**	**$5,663,959**	**$5,934,402**	20.5%	4.8%
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	**$5,509,873**	**$5,663,547**	**$5,796,081**	2.8%	2.3%
	?	FOUNDATION				-	-
		TOTAL	**$5,509,873**	**$5,663,547**	**$5,796,081**	2.8%	2.3%
		TOTAL NET ASSETS	**$21,507,861**	**$23,553,868**	**$24,921,197**	9.5%	5.8%
		TOTAL LIABILITIES AND NET ASSETS	**$29,602,020**	**$32,432,752**	**$32,309,930**	9.6%	-0.4%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (6 /30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
		OPERATING REVENUES					
	?	TUITION & FEES	$32,940,746	$32,745,731	$33,626,045	$34,571,328	$35,703,566
	?	ROOM AND BOARD	$0				
	?	LESS: FINANCIAL AID	($12,468,315)	($12,694,072)	($13,798,874)	($14,682,811)	($15,298,518)
		NET STUDENT FEES	$20,472,431	$20,051,659	$19,827,171	$19,888,517	$20,405,048
	?	GOVERNMENT GRANTS & CONTRACTS	$489,822	$410,147	$410,147	$410,147	$410,000
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	$914,861	$1,058,244	$993,648	$902,860	$1,170,000
	?	OTHER AUXILIARY ENTERPRISES	$5,984,597	$5,921,066	$6,056,053	$6,554,451	$7,422,695
		ENDOWMENT INCOME USED IN OPERATIONS	$341,455	$376,186	$409,939	$409,910	$413,900
	?	OTHER REVENUE (specify):	$1,150,564	$1,228,768	$1,332,100	$907,968	$241,700
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**$29,353,730**	**$29,046,070**	**$29,029,058**	**$29,073,853**	**$30,063,343**
		OPERATING EXPENSES					
	?	INSTRUCTION	$9,626,042	$8,717,137	$9,126,585	$6,842,408	$8,319,281
	?	RESEARCH	$0	$0	$0	$0	$0
	?	PUBLIC SERVICE	$76,589	$71,383	$70,134	$38,243	$38,243
	?	ACADEMIC SUPPORT	$2,185,040	$2,167,573	$2,237,347	$1,577,045	$2,270,046
	?	STUDENT SERVICES	$7,013,646	$6,665,165	$7,185,247	$5,379,036	$5,992,594
	?	INSTITUTIONAL SUPPORT	$6,092,452	$6,373,760	$5,562,020	$9,538,148	$9,756,293
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)				$3,487,062	
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
	?	AUXILIARY ENTERPRISES	$4,390,540	$4,321,314	$4,695,168	$2,267,111	$3,607,332
	?	DEPRECIATION (if not allocated)					
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**$29,384,309**	**$28,316,332**	**$28,876,501**	**$29,129,053**	**$29,983,789**
		CHANGE IN NET ASSETS FROM OPERATIONS	**($30,579)**	**$729,738**	**$152,557**	**($55,200)**	**$79,554**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)					
	?	INVESTMENT RETURN	**$940,987**	**($283,544)**	**$718,974**	**$1,038,958**	**$203,000**
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$428,028**	**$1,560,313**	**$1,096,719**	**$375,033**	**$470,000**
	?	OTHER (specify): Change in fair value of intereste rate swap agreement		**($165,886)**	**$77,757**	**$8,538**	**$0**
		OTHER (specify): Write off of unamortized debt issue costs		**($87,721)**			
		OTHER (specify):					
		NET NON OPERATING REVENUES	**$1,369,015**	**$1,023,162**	**$1,893,450**	**$1,422,529**	**$673,000**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$1,338,436**	**$1,752,900**	**$2,046,007**	**$1,367,329**	**$752,554**
	?	CAPITAL APPROPRIATIONS (public institutions)					
	?	OTHER					
		TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,338,436**	**$1,752,900**	**$2,046,007**	**$1,367,329**	**$752,554**

Standard 9: Financial Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
		DEBT					
		BEGINNING BALANCE	$5,898,000	$5,486,000	$4,400,453	$3,930,567	$3,520,818
		ADDITIONS	$0	$4,215,000	$0	$0	$4,000,000
	?	REDUCTIONS	($412,000)	($5,300,547)	($469,886)	($469,074)	($132,721)
		ENDING BALANCE	**$5,486,000**	**$4,400,453**	**$3,930,567**	**$3,461,493**	**$7,388,097**
		INTEREST PAID DURING FISCAL YEAR	$298,918	$252,919	$155,461	$150,000	$262,208
		CURRENT PORTION	$398,667	$439,667	$468,744	$468,888	$166,259
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					
		The College has two debt covenants to meet. The first is the Debt Service Coverage Ratio. The covenetant is 1.2 and is calculated by taking the Adjusted changesin unrestricted net assets from operations and dividing that by the debt service (P & I) The second is the minimum cash to funded debt with a covenant rate of .55. This is calculated by uisng the unrsestricted cash + investments divided by the long term debt plus short term debt. The college has maintained both covenants annually					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$18,416,525	$19,754,961	$21,507,861	$23,553,868	$24,921,196
TOTAL INCREASE/DECREASE IN NET ASSETS	$1,338,436	$1,752,900	$2,046,007	$1,367,328	$752,533
NET ASSETS END OF YEAR	**$19,754,961**	**$21,507,861**	**$23,553,868**	**$24,921,196**	**$25,673,729**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$12,195,616	$12,454,069	$13,400,777	$14,682,811	$14,888,518
FEDERAL, STATE & PRIVATE GRANTS	$489,822	**$410,147**	**$410,147**	**$410,147**	**$410,000**
RESTRICTED FUNDS	**$272,699**	**$240,003**	**$398,097**	**$375,000**	**$325,000**
TOTAL	**$12,958,137**	**$13,104,219**	**$14,209,021**	**$15,467,958**	**$15,623,518**
% DISCOUNT OF TUITION & FEES	48.6%	48.8%	52.3%	54.4%	54.2%
% UNRESTRICTED DISCOUNT	47.6%	47.8%	50.8%	53.0%	53.0%

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

The total market value of the College's endowmnet is calculated each fiscal quarter. A sum wequal ot 5% of the average market value for twelve quarters ending on June 30 of the current fiscal year is calculated and recored as operating income. The actual cash distribution, if needed, occurs within a reasonable period after fiscal year end. It is the responsibility of the Board to periodically review the spending policy against actual returns in order ot make adjustments necessary for hte preservation of the endowment fund principal.

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Nine: Financial Resources (9.1 – 9.14)

I. Description

New England College is a tuition-dependent institution with a growing investment portfolio. During 2009 the College embarked on a Strategic Plan that outlined several goals for the financial viability of New England College moving forward. They include goals to: increase permanent endowment by 25%, grow endowment portfolio, refine investment strategy, leverage debt capacity to facilitate implementation of the Campus Master Facilities Plan, and identify new funding sources on an ongoing basis to supplement revenues from tuition and student fees. For the last five years, the College's dependence on undergraduate tuition has been diversified. The College has expanded its sources of revenue by including not only the traditional undergraduate population, but the graduate and continuing education programs. By achieving the expanded revenue base, the College has been able to weather the adverse impact from the economic challenges seen between 2008 and the present environment.

The College began including a budgeted Increase in Unrestricted Net Assets from Operations during its budget process of just over five hundred thousand dollars ($500,000), and for the last six years has built in a contingency over and above the budgeted increase in unrestricted net assets from operations into the budget. This protects the College should any revenue source not meet its target. Maintaining this discipline during the budget cycle has allowed the College to absorb enrollment declines during the most severe economic downturn in recent years by building a conservative budget.

By relying on the Unrestricted Net Assets projection to be measured using the GAAP (Generally Accepted Accounting Principles) Statement, the Chief Financial Officer designed monthly reports to include projected GAAP statements, (Statement of Financial Position, the Statement of Activities and the Statement of Cash Flow). By projecting on a monthly basis, the College can closely monitor the financial well-being of the institution and can react quickly in the event of an adverse change in budgeted enrollments versus actual enrollments.

Budget directors receive weekly reports for their areas of responsibility. A report of budget versus actual and another report with open purchase orders allows budget directors to monitor all of their activity on a weekly basis. This allows them to review what they have spent, what they have encumbered and what is remaining. The Statement of Activities is prepared monthly, shared with the Finance and Investment Committee, Senior Team, and the Budget Advisory Committee on a regular basis. By reviewing these statements on a regular basis, management can make informed decisions and react quickly to changes in revenue or expenses.

The College is financially stable as supported by the audited financial results since 2004. The net assets have increased by over 51% since 2008 and the strong increase in unrestricted net assets from operations, which has accumulated over $3.8M since 2007, and an average of over $642,000 between 2008 and 2013, indicates strong management and the ability of the Administration to react to budgetary issues. The last few years have proven difficult to balance the budget and to achieve the increase in unrestricted net assets from operations. Budgets have been reduced and although all care has been taken to limit the reductions on the student side, reductions have been needed in all areas. The College does a great deal with little resources and continues to be creative in meeting student needs, while balancing the budget. The overall operating expense budgets have increased by a mere 3.50% during the last five years, however, this includes additional expenses such as increase in

residence meal plans, contractual services, heating costs, as well as property taxes. The actual department operating expenses have been reduced to balance the budget. During 2008 and 2009, each administrative area reviewed its contracts and other commitments, allowing either renegotiations or cancellations. The last two years have been challenging for staff at the institution. Not only has work increased in many areas, there have been limited new hires and limited merit or parity increases in wages.

The Finance and Investment Committee meets at a minimum every other month. The Committee reviews the financial condition of the College, receives an update on investments, approves budgets, and provides the necessary governance on additional debt, etc. After approvals or recommendations from the Finance and Investment Committee the full Board of Trustees makes its decision to move forward or not on the recommendations brought forward from the Committee.

Each year the Finance and Investment Committee recommends to the full Board of Trustees that the next year's annual budget be approved. They also make recommendations for the Capital Budget. The Capital Budget plans for the upcoming fiscal year, with projections of future capital plans for the next two years. Each year these are reviewed by the Budget Advisory Committee and reprioritized before being forwarded to the President and the Board for approvals.

The operating expense budgets are prepared and approved annually. These budgets are prepared using previous year's actual information, as well as enrollment targets for the following year based on current year data and trend analysis. Once actual numbers are received, the Vice President of Finance and Administration ensures the multi-year financial plans are updated and enrollments are adjusted. This information is used for future planning of staffing and enrollment projections, as well as discussions with the Board of Trustees regarding capital campaigns, debt management, and strategic planning.

The revenue generated by the institution is directed to academic programs and support services needed for students. The majority of the remaining revenue is supporting the facilities of the institution. These costs continue to increase and include mandatory expenses such as property taxes, heating oil and propane, general maintenance and repairs and electricity.

The Enrollment Committee and the full Board of Trustees review the institutional aid program for incoming students each year. Each year, the actual results are reviewed to evaluate the effectiveness of the program and its effect on enrollments. This review includes an evaluation of the incoming student population and how these new students fit the mission of the institution.

In July 2008, the current Chief Financial Officer was appointed. She holds a Master in Business Administration and is a Certified Management Accountant (CMA). She is currently enrolled in a Doctorate program and expects to graduate in June 2015. With over 25 years of experience as a Chief Financial Officer and over 8 years of this experience in Higher Education, she has strong professional credentials. Her main responsibility is to the College.

In building the Finance team, the CFO hired a Controller in October 2012 who holds a Master of Science degree in Accounting and is a Certified Public Accountant (CPA). Each staff member holds the qualifications needed to perform the responsibilities in their job descriptions.

The College has developed a monthly close for financial reporting that allows the CFO to review the most up-to-date financial projections on a monthly basis. This monthly close includes reconciliations of most balance sheet accounts monthly, with a few with little activity reconciled on a quarterly basis. These reports are provided to both internal and external groups as needed or required. The internal control mechanisms are reviewed on a regular basis, and revised as needed. For example, a budget approval process was implemented during FY2008 and updated in FY2013 to ensure that

expenditures are approved based on budget director authority electronically within the finance system. Department approvals and access is managed by the finance department within the Banner finance system. Ongoing training is provided by the finance department to ensure that any new budget directors receive the information they need to manage their budgets.

The annual budget process is handled thoughtfully. During the May Budget Advisory Committee meeting, a preliminary schedule for the following year is provided to members for input, suggestions, etc. As the meetings ramp back up in August, any revisions or updates are made and provided to the committee. These materials include a complete plan of what will be discussed at each BAC meeting, along with a budget preparation schedule for the next fiscal year.

In order for the College to maintain a strong risk assessment program, any contract or insurance/risk issue is brought to the attention of the CFO. This allows for consistent treatment of events or activities across campus, as well as having the individual who manages the insurance program evaluate the risk for the institution. Working with the area Vice President or delegate, the College has been able to limit the number of claims, as well as law suits by vendors, employees, and students.

The budget process begins with the Budget Advisory Committee, chaired by the Vice President of Finance and Administration. With regular reviews of current year financial data, the Committee assists in reviewing the process as proposed and approved by the Senior Team. As the process begins, all budget directors are provided an opportunity to submit capital requests, new hire requests, special project requests, and have input into the operating budgets, working closely with the Vice President of their area.

The Budget Advisory Committee has representation from faculty, staff, and administration. Large budget areas are directly represented, including admissions, financial aid, and facilities. There are three faculty representatives (voted by the faculty), as well as the Dean of the School of Graduate and Professional Studies.

Upon the start of the budget cycle all revenue numbers are collected from the appropriate areas, i.e.: undergraduate admissions, graduate admissions, mentoring, and other revenue sources. This information is then reviewed by the Senior Team for management review and to be sure that the goals are realistic, not too high and not too low. The total of the proposed budgeted revenue is then presented to the Budget Advisory Committee for additional review and scrutiny. Once the Committee and Senior Team settle on the proposed revenue, the various expense categories are reviewed.

Each area of the operational and capital budgets is reviewed and prioritized based on the impact to new and existing students. Each request prioritization uses the Mission Statement, the Strategic Plan and the impact to students, alumni and friends of the institution as well as how these decisions will affect financial viability for the current year and into the future as guiding principles.

Since 2008, the Administration has built a contingency into the budget, over and above the target of an increase of $500,000 unrestricted net assets from operations. As the budget is built, with input from the Budget Advisory Committee, both the Committee and Senior Team review the final GAAP statement of activities for an understanding of the total contingency. In addition, the College builds contingency planning for various incoming undergraduate numbers. These various budget plans are designed to take into account moderate incoming budget numbers, and bring them to a more conservative number. The contingency budget plans are based on the level of conservatism built into the proposed budget enrollment goals.

Each month during the fiscal year, financial statements are prepared and reviewed by the Vice President of Finance and Administration. Updates are provided to Senior Team and the Budget

Advisory Committee. Any deficits are addressed by looking at hiring freezes, reductions in budgets, and the elimination of optional expenses.

The institution looks at new sources of revenue, whether it is the development of a new academic program, working with outside service providers to assist in marketing, or developing new rental opportunities for its facilities, on a regular basis. As the College has had tight budgets, increasing revenue sources is a key part to the future success of the institution. New opportunities are discussed with the Board at each meeting when appropriate.

When the College explores a new revenue source, a proforma statement is prepared to show the impact to begin a new program and outline the expenses and review the revenue goals. The College generally does not start a new program unless it breaks even and shows potential for growth for the next three to five years into the future.

This process was used in the analysis and decision-making to add a doctorate degree to the offerings at New England College. There was a review of the standards outlined by the Commission on Institutions of Higher Education, and a thorough review of the financials involved.

The Vice President of Finance and Administration has developed and enforces strict internal controls. The annual audits have demonstrated that the internal controls have been implemented and continue to be updated as changes to technology demand. There have been no findings during the financial audit, including internal controls issues, since 2007. The A-133 audit has had a few findings regarding R2T4 returns, however, the last three years (2011-2013) these have not been repeated. Policies are reviewed and revised on a regular basis. The revisions are brought to the Board for approvals as needed.

The audit committee, representing the Board, engages an independent audit firm on an annual basis. During the November 2013 full Board meeting an updated Audit Committee Charter was approved, which addressed the review of firms and when RFP's (request for proposals) are required. The partner and the manager on the engagement present to the audit committee before they begin and at the end of the audit to present the results. The firm explains the changes in accounting policies and regulations, as well as emerging issues. They also review the management letter, which outlines any findings or recommendations they want to bring forward.

Although there have not been any recent findings, advisory comments have been brought forward to the Administration from the independent audit firm. The Vice President of Finance and Administration takes immediate action on any advisory comments and reports back to the Finance and Investment Committee and/or the Audit Committee.

The partner from the firm presents the financial results as well as the outcome of the audit itself to the full Board at each November Board meeting.

The College is currently in the silent phase of a capital campaign. All fundraising is directed to the appropriate accounts and the purpose tracked between the Advancement office and the Finance office. As of December 2013, over $7.8M has been raised towards the capital campaign. The College has invested in campaign counsel to assist the institution in its first ever comprehensive capital campaign. The temporarily restricted funds are monitored monthly and information regarding the purpose of the donation is approved by the individual responsible for the fund and the Vice President of Finance and Administration. This approval allows for review of the expenditure at the purchase order, before the funds are committed. The College has increased its temporarily restricted net assets over 250% since 2008 and continues to raise funds towards specific strategic projects, such as the New Academic Building. The annual fund has remained strong, actually growing during these early stages of the campaign.

Fiscal policies are written and reviewed on a regular basis. The investment policy was revised and approved by the full Board in November 2013. The gift acceptance policy was approved by the Board in 2010. Internal controls including cash receipts, purchasing and accounts payable are reviewed annually, and updated with changes as needed, with the most significant revisions occurring during fiscal year 2013. During 2011, the CFO presented a draft debt management policy to the Finance and Investment Committee. At this time, the policy has not been formally adopted, however, ongoing discussions continue regarding the low debt of the institution.

II. Appraisal

The College has struggled to meet its increase in unrestricted net assets from operations target for the last few years. The economy has hurt enrollments, specifically graduate enrollments. Since graduate programs have significant margins associated with them, a decline in these enrollments means a steeper decline in net assets from operations. Each year the College builds its budget from revenue and does its best to be conservative. As targets in most areas of budgeted revenue are achieved, each year that there is a shortfall in one area it creates the need to find savings in other areas. This is an ongoing challenge for the institution.

Since 2008, the GAAP statements continue to be developed and now provide strong projections. With the struggles to meet revenue goals, having statements that provide these accurate projections is key in assisting the administration in making decisions.

The organization has shown strong financial results, therefore building its balance sheet and making up for the significant losses incurred in the early 2000's. By increasing the net assets by 51%, and keeping debt untapped, the College has been able to build strong financials.

As the College looked to increase enrollments and increase its online presence, the College entered into contractual relationships with Pearson-Embanet (in 2006) and Bisk Education (in 2011) to assist in the marketing and recruitment of online students. The College maintains admissions decisions, curriculum development, academic oversight and the hiring of all faculty; these organizations are able to use their buying power to generate leads for the programs and provide limited ancillary services. These contractual relationships have played an important role in enabling the institution to expand it online offerings and diversify revenue streams. By diversifying revenue sources, the College is able to provide an educational experience to all students. Overall, the College has done a good job managing the resources of the institution and continues to make investments into the future.

The Graduate School enrollments are currently in a rebuilding stage. The College has entered into agreements to purchase leads for the graduate admissions counselors to work with, while individual meetings are being held with businesses to develop cohort programs throughout the States of New Hampshire and Maine. With a decline in these programs the last two years, the relationships are being rekindled again, while the admissions professionals learn what organizations are looking to have their employees receive in education and professional development. The Cohort Development Plan is in hold until further information is gathered about potential for new cohorts in existing or, potentially, new programs.

In order for the institution to evaluate its fiscal effectiveness, strategic financial ratios are calculated and compared to previous years. Each November these ratios are presented to the Finance and Investment Committee, and are then distributed to the full Board. This presentation includes not only the name of the ratio, but an explanation as to the reason for the ratio, the trend or threshold to be evaluated against, and then of course the outcome of the calculation.

In addition to these ratios, various dashboards are presented to the full Board at the November meeting. These dashboards are presented in graph form and present a quick picture of where various financial data points are in the current year compared to previous 5-10 years. These dashboards look at enrollments, revenue, net assets, increases in net assets, restricted and unrestricted giving. In analyzing the strategic ratios, performance has driven most of these ratios upwards. All except for three of these ratios are favorable, and have improved over the last few years. The other ratios that do not meet the threshold or target include the primary reserve ratio, the physical asset reinvestment ratio and the net revenue operating ratio. The physical asset reinvestment ratio clearly shows us that campus facilities continue to need attention. The net revenue operating ratio just misses the target of 2%. The primary reserve ratio is below the target, however, it has shown a steady, but slow increase since 2006. The annual performance of the College has continued to build the financial picture of the institution, further improving the strategic ratios of the College.

These strategic financial ratios and dashboards are also used for "what-if" analysis when discussing debt, changes in revenue targets, expenses, etc. They are invaluable tools for both the Administration and the Board of Trustees.

The College has seen an increase in its investment portfolio. As of January 2014 the investments were valued at $10,245,000. During 2013, the College embarked on an evaluation of the investment managers. During December 2013, the portfolio was liquidated and transferred to a new manager. The investment policy was also revised to reflect a variety of changes to enhance its returns, while continuing to limit its risk. The portfolio is reviewed on a monthly basis with special emphasis in the next several months to ensure that the new manager is following the new policy, and for the College to evaluate the impact this policy is having on investments.

III. Projection

Projections related to the financial resources of the College include the following:

- The College has plans to take on a bond in early 2014 which will assist the institution in breaking ground on the new Academic building, fund renovations in a residence hall and refinance the current bond. These investments will help the institution with recruiting and retention. Expected completion: spring and summer 2014. Responsible parties: VP of Administration and Finance, President.
- Ongoing funding of capital projects to meet the recommendations from the Master Facility Plan will occur during the annual capital budget process. These recommendations include landscaping projects and ongoing renovations to various residence halls. Expected Completion: ongoing. Responsible Parties: Senior Team, President.
- As the College continues to work on increasing enrollments in accordance with the 2011-2016 Strategic Plan, the launch of the online continuing education program has led an upswing in undergraduate enrollments. Ongoing improvement in numbers is expected to be slow and steady, especially in the online programs. Expected Completion: ongoing. Responsible Parties: Vice President for Academic Affairs.
- Following the academic program prioritization process carried out by the Repositioning Task Force and the curriculum redesign process taking place in FY2014, design a plan to achieve the goal of promoting an instructional model that is financially sustainable. This initiative also stems from the strategic goal proposed by the President: strive for profitability in the traditional

undergraduate program. Expected completion of the plan design: August 2014. Responsible party: VPAA, Faculty, VP of Finance and Administration.

- With new regulations and increases in costs, the College will continue to review its staffing for efficiencies as well as keeping expenses as low as possible. The Affordable Care Act has prompted the institution to increase its fiscal monitoring of part time employees and to assess the need to add benefits to those who work over the required hours. With the increased cost of healthcare, this will be a key area for the College in the upcoming years to remain competitive. Development of the monitoring plan: Expected outcome: May 2014. Responsible parties: VPAA, VP Finance and Administration.

Institutional Effectiveness (9.15)

New England College uses both internal and external mechanisms to evaluate its financial situation and financial management processes. Working with the Board of Trustees, the President, and other Senior Team members, the Vice President for Administration and Finance analyzes and assesses the information gathered through these internal and external mechanisms and ensures that implementation of evidence-based decision-making is implemented with a goal of continuous improvement. Fiscal resource allocation is based on the needs of individual departments as they support the Strategic Plan goals and the institutional mission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.nec.edu/admission/social/view	Undergraduate: Parents Guide, "Amaze Yourself" View book, NEC Welcome & NEC Fact Sheet, Athletic Brochure, Pathways Brochure Graduate: View Book
Notice of availability of publications and of audited financial statement or fair summary	http://www.guidestar.org/organizations/02-0223955/new-england-college.aspx	None -- See Guidestar
Institutional catalog	http://nec.edu/academics/	Academic Catalog
Obligations and responsibilities of students and the institution	http://nec.edu/academics/	Catalog and *The Compass*: Student Handbook
Information on admission and attendance	http://nec.edu/admission/requirements-procedures-admission/	Undergraduate: Parents Guide, "Amaze Yourself" View book, NEC Welcome & NEC Fact Sheet, Athletic Brochure, Pathways Brochure Graduate: View Book
Institutional mission and objectives	http://nec.edu/about/mission-vision/	Academic Catalog
Expected educational outcomes	http://nec.edu/about/mission-vision/	Academic Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://nec.edu/about/	Academic Catalog
Requirements, procedures and policies re: admissions	http://nec.edu/admission/requirements-procedures-admission/	Undergraduate: NEC Applications: Student Choice and Common Applications; Graduate: Individual Program Brochures
Requirements, procedures and policies re: transfer credit	http://nec.edu/admission/undergraduate-programs/transfer-students/ http://nec.edu/admission/graduate-programs/transfer/	Academic Catalog, web pages
A list of institutions with which the institution has an articulation agreement	http://nec.edu/admission/undergraduate-programs/transfer-students/	Academic Catalog
Student fees, charges and refund policies	http://nec.edu/academics/	Academic Catalog
Rules and regulations for student conduct	http://nec.edu/students-faculty-staff/student-handbook-2013-2014/	Academic Catalog and *The Compass*: Student Handbook
Procedures for student appeals and complaints	http://nec.edu/students-faculty-staff/student-handbook-2013-2014/	Academic Catalog and *The Compass*: Student Handbook
Other information re: attending or withdrawing from the institution	http://nec.edu/admission/	Academic Catalog
Academic programs	http://nec.edu/academics/	Academic Catalog
Courses currently offered	http://nec.edu/academics/	Academic Catalog
Other available educational opportunities	http://nec.edu/students-faculty-staff/	Academic Catalog
Other academic policies and procedures	http://nec.edu/academics/	Academic Catalog
Requirements for degrees and other forms of academic recognition	http://nec.edu/students-faculty-staff/student-handbook-2013-2014/	Academic Catalog
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://nec.edu/directory/	
Names and positions of administrative officers	http://nec.edu/directory/	Academic Catalog
Names, principal affiliations of governing board members	http://nec.edu/about/leadership/	Academic Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://nec.edu/about/centers-other-locations/	N/A
Programs, courses, services, and personnel not available in any given academic year.	http://nec.edu.academics/	Academic Catalog
Size and characteristics of the student body	http://nec.edu/life/facts-figures/	NEC Welcome & NEC Fact Sheet,
Description of the campus setting	http://nec.edu/life/	NEC "Amaze Yourself" View book
Availability of academic and other support services	http://nec.edu/academics/	Academic Catalog
Range of co-curricular and non-academic opportunities available to students	http://nec.edu/students-faculty-staff/	Academic Catalog and *The Compass*: Student Handbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://nec.edu/academics/	Academic Catalog
Institutional goals for students' education	http://nec.edu/about/mission-vision/	Academic Catalog
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://nec.edu/life/facts-figures/	Website Only
Total cost of education, including availability of financial aid and typical length of study	http://nec.edu/admission/financial-aid/undergraduate-sfs/ http://newenglandcol.wpengine.com/admission/financial-aid/graduate-sfs/	Website Only
Expected amount of student debt upon graduation	http://nec.edu/admission/financial-aid/undergraduate-sfs/	Website Only
Statement about accreditation	http://nec.edu/academics/	Academic Catalog

Standard Ten: Public Disclosure (10.1 – 10.13)

I. Description

New England College creates various forms of communication for audiences who expect accurate, informative and compelling information. Prospective students and parents, undergraduate and graduate students, alumni, faculty, staff, community members, trustees, media, and other constituents are welcomed by New England College in person, on the phone, via email and text, through presentations and meetings, in print collateral, by campus signage, the New England College website and social media outlets, the Academic Catalog, and by traditional marketing and public relations. When selecting communication channels for certain segments or messages, New England College considers informational needs, response timing expectations, convenience of the information, and ease of access.

The New England College website, www.nec.edu, provides comprehensive information for a broad pool of visitors who may access the website for general information or, who may have specific needs and wants, including in-depth program details. Visitors have access to information on New England College's admissions processes, open houses, campus tours, student testimonials, academic programs and degrees, tuition costs and other typical fees, residential living, financial aid, athletics and club activities, news and events. Visitors also have access to details regarding the institution's mission, strategic vision, research programs, administration and board of trustees, as well as contact information for faculty and staff. A list of institutions with which NEC has articulation agreements is posted in the web site (http://nec.edu/admission/undergraduate-programs/transfer-students/). A list of full- and part-time faculty is also included in the web site (http://nec.edu/directory/), as is a description of the size and characteristics of the student body and the campus (http://www.nec.edu/admission/viewpoint/view), the availability of academic and other support services, and the co-curricular opportunities available to students.

The staff in the New England College Office of Admissions is one of the first departments to interact with prospective students, and does so in personal and thoughtful ways: through in-person phone calls and meetings, email and opt-in text messaging (called Mobile Commons), letters, and social media communication and interaction (on convenient and popular vehicles such as Facebook with over 7400 visitors, LinkedIn with 6800 followers, Twitter, Pinterest, and Instagram). In fact, deposited students have a unique opportunity at New England College to become connected and engaged with future classmates through a group page established on Facebook called "NEC Class of 2018" – which has already attracted 170 active members.

The institution evaluates existing means of communications and adjusts to improve its support of and communication with the growing pool of interested and engaged prospective students. For example, just recently the Office of Admissions began leveraging the College's customer relationship management (CRM) tool called Intelliworks. This adoption of a new technology has enabled the Admissions Counselors to manage the applicant experience much better, as it allows the counselors to connect with the prospective students quicker, allows the Admission Department to manage the enrollment funnel better through reporting and real time information, and makes it possible for the prospect student to be informed of their admission process without delays.

Twice a year, New England College produces the *Today Magazine* for alumni, parents and other college constituencies. This publication is printed and mailed to alumni, as well as uploaded to the website in an electronic PDF format (http://nec.edu/alumni/publications/). Members of the alumni

community also receive a monthly electronic newsletter, *In Touch*, to keep alumni informed about relevant and upcoming events and campus news. Members of the alumni community also connect through various forms of social media groups and sites (such as Facebook, LinkedIn, Instagram, Pinterest, and Twitter) established and monitored by New England College. Alumni receive a card on their birthday, a holiday card in December, and several other direct mail communications to further connect and reconnect them to their beloved alma mater.

Students at New England College are encouraged to take advantage of communication opportunities on campus. *The New Englander,* a bi-weekly newspaper organized and run by students, provides students a chance at developing stories and news, writing and reporting on various topics, and representing the span of interests and opinions on campus. Available and distributed at various popular and convenient points on campus, *The New Englande*r is available at no cost to the entire college community and Henniker residents. Joining *The New Englander* is *The Henniker Review,* an annual arts and literary journal edited and produced by students at New England College. Submission is unrestricted and open to all artists and writers of the college community.

For emergency and safety-related communications, New England College uses an opt-in emergency text system called e2Campus, which helps broadly distribute information such as college closings, emergency situations on campus, and parking lot closures due to snow or flooding. To date, roughly 575 students and employees have opted into this service. The College regularly collaborates with the Henniker police and fire departments to practice emergency preparedness protocols so students and employees of New England College are supported with best practice security and communication.

As a non-profit organization, New England College openly communicates its status as an independent institution and shares financial information via the Internal Revenue Service (IRS) tax form 990. This includes data regarding revenues, expenses, balance sheet, donors over $5000, and all other standard questions required by the IRS. Auditors for New England College are directed to submit the IRS form 990 to GuideStar USA (www.guidestar.org), an independent information service specializing in reporting on U.S. nonprofit companies.

The New England College Academic Catalog is printed annually and made available in print and in an electronic format. In it is a formal description of the college mission and objectives, courses currently offered, and academic policies and procedures. In addition to the thorough descriptions of academic policies, academic programs and curriculum, the catalog outlines enrollment information, typical length of study, information about the process for transferring credits, requirements for academic recognition, student fees, and charges and refund policies due to withdrawal. Student conduct parameters (such as rules and regulations and procedures for appeals and complaints), are also found in the Catalog as are the responsibilities of the institution and the directory of full-time faculty and administration. New England College archives all academic Catalogs for the needs of alumni, returning students, and Registrar staff records.

The Office of Human Resources at New England College posts open faculty and staff positions internally (on the College's public "M: drive" and quarterly internal newsletter *ConNECt HR*) and externally via the College's website and employment websites such as HigherEdJobs.com, Concord Monitor Online, NCAA (for athletics specific positions), CASE.org (for advancement specific positions), and Monster.com. The NEC Board of Trustees and senior administration (http://nec.edu/about/leadership/) are also listed in the website.

New England College's Office of Communications and Public Relations works with other departments and groups in the institution to collect college-related communication and distribute it in the most effective means. Data for external audiences is written or reviewed by the public communications staff for accuracy and comprehension, and is reviewed by the appropriate Vice

President and distributed to press outlets (such as television, radio, newspaper) best suited for certain audiences. Accreditation statements are explicitly worded to represent a current and accurate description of the institution: http://nec.edu/about/consumer-information/neasc-information/. The page on NEC's statement of accreditation in the NEC website includes an invitation for the public to submit comments to CIHE regarding the College's Comprehensive Evaluation.

For inquiries into New England College, the communications and public relations staff source individuals or departments best suited to address the request and respond immediately. Although comprised of only two public relations team members (a director and vice president), collaborative work takes place and enables them to effectively problem-solve and streamline the process for maximum efficiency and satisfaction.

II. Appraisal

It is important for New England College to have the most effective communications for its constituencies, and public disclosure will continue to be a priority. Through continual review and assessment of both the institution's content and the world's advancements, the Senior Team will gain perspective and improve processes. The College's audiences have high expectations for information that is clear, accurate, and provided in ways that are convenient and intuitive.

The New England College website, created in 2007, is no longer meeting the needs of the institution. It looks dated, is not in sync with visitor expectations, and pales in comparison to other colleges in the same market. Feedback from students and faculty has been consistent in their criticism of the site's lack of functionality. The Administration has recognized the need for improvements and has allocated resources to redesign an online experience that will accurately reflect New England College. Weaknesses of the web site include:

- Content organization and site navigation**:** long main menu leads to frustration in trying to find specific information
- The site does not have adequate technology to be accessed in smart devices; it can only be seen in a regular computer
- Although website speed can suffer from slower technology on the receiver's end (such as through a low-end computer, or older version phone), there is an opportunity to improve site load times by changing hosting location and management
- Basic, off-the-shelf, left-hand navigation design
- It is not uncommon to have over 20 employees with access to write, edit, change, add and delete content on the web site; this can lead to inconsistencies in the way content is presented and updated
- Campus map as a PDF file is not conducive to do more than convey the most basic information
- Since the last college website was published, the world's primary communications channels have changed. To meet the needs of today's visitors, New England College needs to be part of the social media revolution

New England College offline communication challenges and resulting goals are equally important. Due to a decentralized approach, various communication messages and formats have not been consistent. In the last year, the institution has reorganized to ensure the proper controls are in place to best support the New England College brand.

III. Projection

To meet the 21st century communication needs and expectations of the greater NEC community, the College will launch its new web site by March 15, 2014. The new site will offer many advantages:

- Visitors will be greeted with five main areas (About NEC, Academics, Admissions, Athletics, Life @ NEC). This stream-lined organization will save time and reduce frustration. The New England College website will provide both sufficient breadth to satisfy quick inquiries and pique longer-term curiosities. This new web experience will be rich with intuitive options and scan appeal.
- Users will see a responsive design that works effectively for computers, tablets, and smart phones. This feature alone will increase website visits and interactions.
- Improved speed**.**
- Better-quality design and brand appeal**.** The new site uses updated imagery, compelling graphics, call-to-action copy, and a level of design sophistication that is expected to intrigue and impress visitors.
- With the new site and a new content management system (or CMS) that is controlled by the Office of Communications and Public Relations, the consistency of voice and timeliness of relevant updates will be better coordinated.
- The new site will leverage a technology that enables the college to aggregate different channels (Facebook, LinkedIn, Twitter, Instagram, Pinterest) into one dashboard.
- Updated campus map**:** interactive for online use.
- Modernized, interactive campus calendar.
- Search engine optimized**:** The content management system has built-in features that automatically improve the site's search engine optimization (SEO). The goal is to increase the likelihood of being found on the internet, to promote the college, and engage visitors.
- The new website will make it easier for visitors to learn more about the college, request information, apply, and further engage with NEC. The development will raise the level and institutional attention of content, architecture, imagery, and tone and make the site more functional. Expected completion: The new site will be launched on March 15, 2014. Responsible party: Vice President of Advancement and Communications.

- In order to help streamline communications and ensure that consistent messaging is maintained in conjunction with the college's identity, mission and strategic planning initiatives, the Communications and Public Relations Department will be the central coordination point, responsible for the following:
  - Streamlined and accurate messaging in one New England College voice.
  - Brand management and graphic identity standards.
  - Traditional and non-traditional advertising.
  - Website design, usability, and content management.
  - Planning, design, and production of promotional publications and collateral.
  - Publication of student outcomes data for informational purposes
  - Photography, iconography, and imagery that represents New England College.
  - Main NEC social media outlets (vs. admissions or athletic-specific outlets).
  - 24/7 media relations, and product/ion of news releases and press materials.
  - Marketing copy, design, and related materials through a review process where data is confirmed, branding is matched, and it is approved for distribution. To assist with this effort, a brand guide has been created to ensure that all members of the community, including vendors and partners, have the most recent standards and

guidelines to protect the brand and support the College's reputation. This has already proved extremely helpful with external vendors who visually represent New England College (i.e. Bisk, Embanet). Expected completion: ongoing. Responsible party: Director of Public Relations and Communications.

Institutional Effectiveness (10.14)

New England College is a dedicated institution committed to communication and public access. Institutional effectiveness relies on the College's ability to observe change in the marketplace, make educated decisions, and demand accuracy. Communication and public information efforts have the goal to ensure the consistency and clarity of the College's mission and identity, as well as to present accurate and useful information on the website and in all publications. To this end, the institution regularly reviews its print and electronic publications, and has made a systemic effort to create a new web site that will best portray the College and its constituencies.

Standard 11: Integrity

? Policies	Last Updated	? URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2012	Academic Catalog	Academic Standards Committee
Intellectual property rights	2013	Folder 11: Employee Handbooks	Academic Affairs/Human Resources
Conflict of interest	2014	Folder 4 : Volume IV and Folder 11: Employee Handbooks	Academic Affairs/Human Resources
Privacy rights	2013	Folder 11: Employee Handbooks	Academic Affairs/Human Resources/Student
Fairness for students	2013	Academic Catalog and Student Handbook	Academic Affairs/Student Development
Fairness for faculty	2013	Folder 4	Faculty Welfare/Academic Affairs
Fairness for staff	2013	Folder 11: Employee Handbooks	Human Resources
Academic freedom	2007	Folder 11: Employee Handbooks	Academic Affairs
IRB	2012	Not on line	IRB Board

Non-discrimination policies

Recruitment and admissions	2013	http://nec.edu/academics/	Admission's Office
Employment	2013	Folder 11: Employee Handbooks	Human Resources
Evaluation	2013	Folder 4 : Volume IV	FDC, Academic Affairs, Human Resources
Disciplinary action	2013	Folder 11: Employee Handbooks	Human Resources
Advancement			
Other _____			

Resolution of grievances

Students	2013	www.nec.edu/students-faculty-staff/student-handbook-2013-2014/	Academic Affairs/Student Development
Faculty	2013	Folder 11: Employee Handbooks	Academic Affairs
Staff		Folder 11: Employee Handbooks	Human Resources
Other _____			

? Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			

Note: Internally, all employee handbooks are found on the S drive.

Standard Eleven: Integrity (11.1 – 11.10)

I. Description

New England College's commitment to integrity embraces all of its institutional culture, starting with the institutional mission statement and values, which specifically refer to: respect for self in the development of personal, social, physical, and intellectual abilities; caring and collaborative relationships among members of our community; respect for the varied qualities of individuals, communities, and the world; inquiry into and the pursuit of social justice; and ethical and responsible citizenship, including service to the community.

Service to Students

New England College prides itself as a caring institution because of its commitment to excellence in serving our students, as embodied in a long standing "students first" spirit on campus. When faculty and staff work together with students who are willing to invest their own time and energy, each other's effectiveness is increased to the benefit of all. NEC employees have great value to students and to the institution when they provide excellent service. The College supports this primary responsibility by:

- *making it clear to all who work with students at all levels and in all areas of the College that excellent service to students is of the greatest importance and value;*
- *providing training, routinely, to all employees in how to provide the highest quality of service to students;*
- *providing for ways to reward and reinforce excellent service to students;*
- *providing processes by which the institution makes clear that it will not tolerate mediocre or poor service to students. (NEC Manual, Volume III: General Employment Policies).*

Board of Trustees Audit Committee

The Board of Trustees (BOT) Audit Committee arranges and oversees the regular audits of the College's financial practices and standards of conduct. It recommends to the Board the designation of an independent auditor and causes to be prepared and submitted to the Board annually audited statements of the financial condition of the College as of the close of the fiscal year and of the receipts and expenditures for such year. It reviews financial statements to assure the Board that they reflect the institution's financial condition. It determines the adequacy of internal controls surrounding the College's financial information systems and ensures adherence to the Board's conflict of interest policy.

Conflict of Interest

The BOT endorses a detailed conflict of interest policy that applies to all Trustees. All Trustees must disclose to the Board any possible conflict of interest at the earliest practicable time. In such a situation, the Trustee must recuse him/herself from discussion of and abstain from voting on any matter in which s/he has a conflict of interest. Any Trustee who is uncertain whether s/he has a conflict of interest in any matter may request the Board or committee to determine whether a conflict of interest exists, and the Board or committee resolves the question by majority vote.

Any staff member who is engaged in consulting or other professional service outside the College, or who has a significant financial interest in a private business concern, must avoid the use of information or procedures that may involve an actual or apparent conflict of interest between College responsibilities and outside connections. A staff member must disclose to the staff member's manager or supervisor all facts and circumstances related to any transactions, activities, contracts or

other dealings in which s/he is involved in or may become involved in that may directly or indirectly pose a conflict of interest.

A faculty member must disclose to the VPAA all facts and circumstances related to any transactions, activities, contracts or other dealings in which the faculty member is involved, or may become involved, that may directly or indirectly involve the employee in a duality or conflict of interest. Such disclosure must be made in writing as soon as is reasonable after the conflict or potential conflict comes to the knowledge of the faculty member. A duality or conflict of interest is deemed to exist at any time when an interest held by the faculty member, or relationship maintained, prohibits or inhibits, or potentially prohibits or inhibits, the faculty member from exercising independent judgment in the best interests of the College. Further details in this policy are available in the NEC Manual, Volume IV: Undergraduate Faculty Personnel Policies.

Non-Discrimination Policies

New England College prohibits discrimination on the basis of race, color, creed or religion, national origin, sexual orientation, gender, age, marital status, pregnancy, veteran or Vietnam Era veteran status**,** disability or other characteristic protected by law in regard to treatment, access to, or employment in its programs and activities, in accordance with federal and state laws and regulations. In compliance with the Americans with Disabilities Act (ADA), individuals with disabilities needing accommodation need to contact the ADA Compliance Officer. NEC is committed to equal opportunity for all students, faculty and staff members, and applicants for employment or admission.

The College's Sexual Harassment Policy covers all community members, whether staff, faculty, or students. All members of the College community are responsible for creating and maintaining a college environment that is unbiased and open-minded, as well as free of unlawful intimidation and harassment. Community members are prohibited from engaging in discriminatory harassment including sexual harassment that may interfere with any individual's educational, professional, or other opportunities within the College. Employees and students who are found to have engaged in sexual harassment are subject to disciplinary action up to and including termination of employment or expulsion from the College. Detailed policies can be found in the NEC Manual, Volume II: Campus Community Policies.

Employee Assistance Program

New England College makes consultation services available to employees and their families through an arrangement with an EAP provider. In addition to the terms and conditions enumerated in the Employee Assistance Program brochure, the policy regarding the program is as follows:

1. The organization realizes that problems of a personal nature can have an adverse effect on an employee's job performance. The Employee Assistance Program is designed to help deal with these problems.
2. The Employee Assistance Program is designed to deal with the broad range of human relations problems such as family and marital discord, financial, legal and other personal problems, emotional and behavioral disorders, and alcohol or drug abuse.
3. This program is available to all full-time faculty and all regular full-time and regular part-time employees, and their immediate families.
4. Participation in the program will not jeopardize an employee's job security, promotional opportunity, or reputation.

Academic Honesty

The NEC faculty establishes an academic integrity policy, based on New England College's Academic Honor Principle published in the Catalog:

> *We as a community at New England College (NEC) embrace an academic honor principle. It consists of honesty, trust, and integrity. Honesty is being true to oneself and others, engendering a culture of trust. Trust builds mutual respect, fostering a disposition of responsibility and civility. Integrity denotes inner strength of character: doing what is right and avoiding what is wrong. As members of the NEC community, we accept these values as fundamental guides to our actions, decisions, and behavior.*

Academic dishonesty includes, but is not limited to, the following infractions: *Plagiarism; Misrepresentation; Facilitation of Academic Dishonesty;* and *Cheating.* Because academic dishonesty violates academic integrity, it cannot be condoned at NEC. Nevertheless, because there are various degrees of academic dishonesty, some more serious than others, NEC classifies offences into two levels: minor violations and major violations. In accordance with academic freedom, NEC entrusts all decisions regarding cases of academic dishonesty (i.e., whether they be minor or major) to the discretion of each instructor, accepting as a premise that instructors honor intellectual property rights and wish to promote academic integrity in their students.

A minor violation is any case of academic dishonesty that an instructor deems of such a nature that it does not compromise academic integrity or reflect a flagrant breach of NEC's Academic Honor Principle (see above). It typically involves cases of accidental omissions or unintended oversights. A major violation is any case of academic dishonesty that an instructor deems serious enough to warrant reporting. A major violation compromises academic integrity and constitutes a flagrant breach of NEC's Academic Honor Principle. It typically involves cases in which a student deliberately commits an act of academic dishonesty. Detailed procedures for each type of violation of academic integrity are included in the Catalog. The policy and procedures were revised in 2013 (see Standard Four for details), to ensure an educational component was included as part of the process of addressing issues of academic dishonesty among students.

SafeAssign is a tool within Blackboard that enables faculty to review written assignments for plagiarism and improper citation. In conjunction with Library services, the use of SafeAssign fosters information literacy among New England College students in both the traditional day school and in online programs. NEC also subscribes to Turnitin, a plagiarism detection tool, which is integrated into the Moodle Learning Management System and in conjunction with Library services helps promote information literacy among graduate students.

Judicial System

New England College is committed to establishing an educational community that is respectful of all members. This includes balancing free speech, including the expression of controversial opinions, with appropriate behaviors in all academic settings. Students and faculty share responsibility in maintaining an appropriate learning environment. The College has established policies to clarify what constitutes disruptive behavior in an academic setting, what actions a faculty member and/or the Office of Academic Affairs may take in response to disruptive conduct, and the interim procedures that will be followed if a student needs to be removed from an academic setting pending the outcome of an investigation and judicial procedure. The established procedures ensure that the student has the opportunity to a hearing and the right to appeal any decision to the Vice President for Academic Affairs.

Students' rights and responsibilities

All policies concerning student's rights and responsibilities are included in the Student Handbook (www.nec.edu/students-faculty-staff/student-handbook-2013-2014/). The Academic Catalog and the Handbook provide details on how any issues concerning student behavior are addressed, and what the processes and procedures are to manage conflict, including grievances, are explained in detail.

Policy on Research Involving Participation of Others: Institutional Review Board

NEC's assurance for the protection of human subjects prohibits the start of any research activity (including recruitment of subjects) that has not been reviewed and approved by the IRB. Only federally funded research projects must follow the federally mandated review process. However, NEC is committed to protecting the rights of participants in research performed by NEC students, faculty, and staff. NEC also believes that participating in the IRB review process as a researcher is a valuable educational experience for students. The current IRB Policy is available in the NEC Manual, Volume II: Campus Community Policies.

Conflict Resolution: faculty and staff

The College has established policies for conflict resolution and grievance procedures, which can be found in the NEC Manual, Volumes IV (faculty) and V (administrators and staff). The purpose of the Administrative and Staff Grievance Procedure is to provide a mechanism for determining whether unfair or discriminatory treatment in employment has occurred, and if so, for determining an appropriate remedy. A fair and expedient resolution of all administrative and staff grievances is important to the well-being of both individual employees and the College as a whole. The grievance process is an opportunity to improve employee/management relations, and resolution of any grievance is not meant to be punitive to any party beyond a just and reasonable settlement for all involved persons. In the case of full-time faculty, the Faculty Welfare Committee will consider all written grievances, and will first try to address the grievance through informal means.

Benchmarking of salaries

The College administration identified the potential for unfairness in its salary structure and proceeded with a salary benchmarking process to address both market and internal inequities regarding salaries.

The benchmarking initiative was designed to look at the market salaries for those at the institution as well as ensure that the institution had equity across the campus. In order to achieve this goal there were two specific survey data that was used, CUPA-HR salary survey's as well as the Payscale system. The CUPA-HR data was used for both Administrative level and Professional level jobs whenever they fit the responsibility outlined in our job descriptions. The Payscale system was used for any hourly position, as well as salary position that was not available through CUPA-HR. When using CUPA-HR data, an average of three-five categories were used. These categories included Private Institutions, Masters level, Budget and Enrollment data. By ensuring that all areas affecting our ability to pay and the marketplace, these categories allow us to address each type of salary data. When using the Payscale system, the average is included in the report generated by the system. Once the average is calculated or obtained, it is compared to a salary grade chart which was developed internally. This chart is updated on an annual basis using HEPI (Higher Education Price Index) and even if salaries are not adjusted to the level indicated on the chart, it is kept up to date. Annually all positions are re-benchmarked. Since the institution had not used a formal benchmarking program before this one, it was important to assess the methodology and the market conditions used to support the benchmark.

Co-curricular activities and traditions

NEC sponsors many types of conferences, seminars, conventions, talks, readings, and other activities oriented towards the creation and strengthening of responsible citizenship among students, faculty, and staff. These activities are aligned with the institutional mission, contribute to build a sense of community, and are directly connected to the College's values. Examples include:

- Political debates with candidates for local and national office
- Poetry readings with nationally and regionally acclaimed poets
- Theatre productions with the participation of students, faculty, and staff

- Sports events with the participation of students, faculty, and staff
- The River Day, a day when all in the NEC campus community work together in the maintenance and improvement of the natural environment that surrounds the Henniker campus
- A Gallery of Art, with a rotating exhibit of professional and student work, open throughout the year
- The publication of The Henniker Review, a journal of poetry and other creative arts with strong participation of NEC students as writers and editors

The Staff Executive Council

The purpose of the Staff Executive Council is to discuss, review, and ensure appropriate representation on matters which impact, affect, and/or involve staff employees. Communication back to the staff on these matters is also in the purview of the Council. The Council will make recommendations to the senior administration of the College on behalf of the staff. The Staff Executive Council will also set annual goals that meet the needs of staff and take appropriate action to make New England College a better place to work for staff. The Council is comprised of nine members of the College staff-at-large, with broad representation across campus. Both regular full- and part-time staff are eligible to serve as members, through a nomination and voting process.

II. Appraisal

The Staff Executive Council has an active presence on campus. They meet regularly with the Vice President of Administration and Finance, and the Vice President for Academic Affairs, and the Human Resources Manager is an ex-officio member of the Council. In 2011, the Council requested approval for the organization of staff days once a year. This request was approved and funded; the staff days include professional development as well as social activities, and have been well-attended by staff across different departments on campus. The Council has also had a role in promoting better communication between the President and the Senior Team and the staff and the College community as a whole. The President periodically shares reports to the community about the State of the College.

As described in Standard Four, the Academic Standards Committee introduced a change in the Academic Integrity policy; since 2013, there is an educational component to the process so that students who have a first offense have the opportunity to develop a learning experience and understand better the importance of academic integrity as well as improve their skills in this area.

Concerns about integrity are also present in the management of facilities on campus. The College culture is based on the goal that all in the community - faculty, staff, and students - participate in efforts and initiatives that respond to the values of the college. As an example, the value of sustainability, included in the Mission Statement, has involved the following efforts:

1. The formation of college-wide sustainability task force open to faculty, staff, and students to discuss sustainability projects on campus, identify new areas and topics to address, and to develop strategies to address challenges and issues of waste on campus.
2. The College is now a participant in the President's Climate Commitment, a program to develop a long-term plan for the campus to become carbon neutral.
3. The Office of Student Involvement has been very supportive of sustainability efforts on campus and worked to help improve outreach and communication of various projects.

4. The student newspaper, The New Englander, covers various sustainability events and initiatives on campus and offered a forum for discussion of concerns by campus and the Henniker Community.
5. The student club, the Environmental Action Committee (EAC), has taken the lead on a number of projects and activities related to sustainability such campaigns to raise awareness of issues and practices such as recycling, diverting solid waste, purchasing bottled water, use of energy efficient light bulbs and celebrating sustainability with events in the fall and spring.

Student participation, as exemplified above, is a strong component of the organizational culture at the College. Students are valued not only in terms of their academic performance but also in terms of their co-curricular interests.

A weakness in the practice of the College's values lies in the issue of diversity on campus. While, as described in Standard Six, student diversity has increased on campus, there is still work to do in terms of developing purposeful mechanisms to be sensitive to the needs and characteristics of diversity. This is especially important for first-generation college students that come from minority groups. A similar situation has emerged with the increase in non-traditional student populations, with a strong presence of minority groups, especially in the online continuing education program. There is a need to examine ways in which the College can promote better integration of students whose only connection to the institution takes place through remote means of communication, such as the website, online courses, electronic communications, and phone conferences.

III. Projection

Projections for our continued work to ensure the integrity of the institution include:

- A systematic effort to create a master list of all College Policies will take place, as a mechanism that will lead to the review and update of any policies that require changes. Of special importance will be the need to examine how the implementation of the Repositioning effort impacts current policies, as well as what modifications of policies and practices need to take place in order to promote the culture that Repositioning represents. Expected completion: May of 2015. Responsible parties: Senior Team as well as task force to be appointed with a wide representation of all stakeholders in the College community.
- Working groups across departments have already been appointed by the Vice President for Academic Affairs to examine ways in which academic and student services can incorporate Repositioning principles and practices into their work. These groups will create plans to start implementation of Repositioning in their areas. Expected completion: Plans completed by August 2014; implementation to take place in 2014-2015. Responsible parties: heads of Academic Services and Student Involvement departments; Vice President for Academic Affairs.
- The Online Learning and Continuing Education Task Force was created in the fall of 2012 to work on the definition of what online learning means at NEC. This group will be reconfigured to address ways in which the College can promote greater integration of the online student community into institutional life. Expected completion: Task Force to be appointed in the fall of 2014. Responsible party: Vice President for Academic Affairs.

Institutional Effectiveness (11.11)

New England College is committed to operating with integrity as reflected in its mission and values statements. The College regularly assesses and updates the policies and procedures that enable the institution to fulfill this commitment. Planning of initiatives is underway to reinforce the College's culture of inclusiveness and individual transformation as a step to transforming the world that surrounds us in light of a changing environment.

Appendix

New England College

THE STRATEGIC PLAN FOR NEW ENGLAND COLLEGE
2011 - 2016

Background: Context and Process
The New England College strategic planning process, with oversight by the President's Strategic Planning Council (PSPC), began in August 2010. From this point and throughout the academic year, the planning has moved from conceptual to concrete, from broad themes to detailed clarity. The process has included the voices of every constituency within the College community – trustees, faculty, staff, students, alumni, and parents. External resources and experts were brought into the conversations as well. The themes of inclusion and transparency guided the process throughout. Five study groups were formed to engage in conversations around the areas of Outreach, Enrollment, Community, Learning and Scholarship, and Campus. Additionally, each group viewed these topics through the lenses of Entrepreneurship, Brand, Location, Sustainability, Competitiveness, and Diversity.

Our Mission
New England College is a creative and supportive learning community that challenges individuals to transform themselves and their world.

Description of Our Mission
New England College emphasizes experiential learning as an essential component of an enduring academic community. Building upon a strong liberal arts foundation, we challenge our students to reach their full potential through informed discourse and the pursuit of excellence in a framework of academic freedom that reflects the following values:

- Imaginative, innovative, and creative approaches to all their endeavors
- Respect for self in the development of personal, social, physical, and intellectual abilities
- Caring and collaborative relationships among members of our community
- Respect for the varied qualities of individuals, communities, and the world
- An appreciation of beauty and elegance in the search for truth
- Inquiry into and the pursuit of social justice
- Ethical and responsible citizenship, including service to the community
- The pursuit of ecological sustainability
- Continuous learning and a lifetime of personal achievement

THREE STRATEGIC DIRECTIONS FOR NEW ENGLAND COLLEGE

INNOVATIVE PEDAGOGY

New England College will pursue innovative pedagogies that, in combination with current methods that effectively promote student learning and success, will further enrich our undergraduate and graduate programs. Such innovative pedagogies include, but are not limited to, new approaches to content, delivery, location, duration, and outcomes. The College will incorporate experiential and engaged learning experiences with a strong liberal arts orientation into all courses and programs.

SUSTAINABLE GROWTH

The College will strengthen and secure its long-term viability through planned growth while improving and expanding facilities to enhance the teaching and learning process.

IMAGE AND REPUTATION

New England College will raise its profile by seeking national recognition for its mission, vision, and contributions to higher education. We will robustly promote our student, faculty, and staff accomplishments, as well as our strategic partnerships. We will also celebrate and broadly publicize the achievements of our undergraduate and graduate alumni whose successes speak to their educational foundation at New England College.

THE STRATEGIC PLAN
FOR NEW ENGLAND COLLEGE

INNOVATIVE PEDAGOGY

New England College will pursue innovative pedagogies that, in combination with current methods that effectively promote student learning and success, will enrich our undergraduate and graduate programs. Such innovative pedagogies include, but are not limited to, new approaches to content, delivery, location, duration, and outcomes. The College will incorporate experiential and engaged learning experiences with a strong liberal arts orientation into courses and programs.

To Develop New Programs, NEC will

Establish programs focused on sustainable technologies and natural resource management, such as those related to renewable energy sources, sustainable agriculture, or conservation. The College will use its existing geography and establish collaborative for projects, thereby incorporating strong experiential and research/development components.

Develop new interdisciplinary programs which leverage the College's strengths in the humanities and professional programs which enhance civic engagement and participation (e.g., communication, writing, public policy) and prepare students for success in 21st century careers.

Redesign its Honors Program so that, in addition to offering further challenge to our best students, it will create a robust flow of transfer students from New Hampshire and New England community colleges.

Develop seamless transition opportunities from undergraduate to graduate programs (e.g., accelerated programs and four-year BA + MA programs).

Investigate the creation of an on-campus daycare program in conjunction with an early childhood education major.

Develop programs specifically oriented towards the adult learner, especially online, nontraditional completion programs for a Baccalaureate degree in business and related disciplines.

Develop certificate programs for practitioners in fields of proven marketability, such as forensic accounting, sustainability, online teaching for K-12 instructors, and instructional technology in the classroom.

Add graduate programs that take advantage of our marquee programs. The College will explore programs such as: a new MBA program with specialization in key areas (e.g., healthcare); graduate programs related to Outdoor Leadership; and a doctoral program in one of our key competency areas.

To Develop a Robust Twelve-Month Campus Community, NEC will
Redesign undergraduate curriculum to accommodate a schedule that runs a full twelve months, with terms that accommodate flexible scheduling and standardized financial aid packaging. Such a schedule would allow students to select terms they wish to attend, making a three-, four-, or five-year option viable.

Promote and support continuous enrollment in graduate programs, consistent with 12-month calendar.

Develop faculty contracts, compensation plans and incentives that accommodate the new curriculum model.

Add new adult professional, artistic, and cultural programs throughout the year.

To Develop Study Away/Study Abroad Programs, NEC will
Establish study-away/study-abroad components to all undergraduate majors whereby a semester or period away/abroad relates directly to the student's major. Moreover, the College will ensure that all students participate in at least one study-away/study-abroad experience as a pre-requisite to graduation.

Integrate study-away/study-abroad opportunities as part of the curricular calendar change, with the goal of having up to 25% of total enrollment away during any given term, thereby allowing for growth in overall Henniker enrollment.

Establish opportunities for graduate study-away/study-abroad programs, such as having an international component to the EdD or MBA.

To Integrate the College with its Environment, NEC will
Establish partnerships across the State of New Hampshire which provide exemplary teaching/learning opportunities for our students.

Create a permanent presence in Concord with activity at undergraduate and graduate levels, professional conferences, political symposia, and more.

Partner with outdoor and environmental companies and organizations to develop a consortium that educates students about and advocates for conservation, the reduction of carbon emissions, and the development of new businesses focused on sustainability and locally-sourced products and services.

Include some aspect of outdoor experience in the undergraduate program, during Orientation or later in undergraduate years, thereby ensuring student connection to and respect for the environment.

Develop and build innovative learning spaces and infrastructure that promote experiential activities, creative endeavor, integrated learning, and environmental awareness. These spaces and infrastructure will include labs, studios, technologies, and outdoor-learning facilities.

Host political programs and debates that affirm NEC's identity as a key player in nationally prominent campaigns and elections, particularly the presidential primary in New Hampshire.

To Maximize Diversity, NEC will
Match faculty diversity to student diversity by 2016.

Ensure that undergraduate and graduate curricula are designed and assessed according to their commitment to providing diverse content and perspectives and capacity to address 21st century issues of global engagement.

To Invest in New Technology, NEC will
Integrate technology as appropriate to course content and learning objectives. This integration of technology will be part of program review and revision, as well as new program development.

Develop various models for undergraduate and graduate courses, including on-the-ground, online, and hybrid course models, to be used throughout the new twelve-month schedule, for all programs.

To Create Incentives for Scholarship, NEC will
Develop professional support and reward systems that encourage faculty scholarship and publication, without compromising NEC's brand as a teaching institution.

Provide professional development programs which nurture scholarship of varying scope and types.

Promote student involvement in undergraduate and graduate research and creative work, including involvement in faculty research projects.

Promote applied research as distinctive element of the graduate programs.

Provide professional development to faculty and staff to help achieve the College's commitment to experiential learning, engaged learning, co-curricular programs, studies away/studies abroad, and a range of academic-delivery models.

SUSTAINABLE GROWTH

The College will strengthen and secure its long-term viability through planned growth while improving and expanding facilities to enhance the teaching and learning process.

To Achieve Optimal Undergraduate Enrollment of up to 2000 Students and Optimal Graduate Enrollment of at least 2000 Students, NEC will

Ensure the strategic use of financial aid leveraging to maximize net tuition revenue and meet enrollment goals.

Refine the profile of the successful NEC student and develop metrics to identify and enroll prospective students meeting that profile.

Develop a distinctive first-year program to serve the needs of a diverse student population, providing the necessary support and academic challenge to promote successful transition to college life and learning.

To Identify and Capitalize on Areas of Potential Growth, NEC will

Develop new income streams through the creation of programs and partnerships at the Henniker campus, Concord, and the region, including third-party marketing partners.

Identify new and diverse admissions markets, including possible international articulation agreements.

Increase pipeline/segmented marketing strategies for all programs to expand and shape our global, national, and regional markets.

To Maximize Campus Usage, NEC will

Identify opportunities for curricular (e.g. low residency), continuing education, and hosted programs which optimize campus-facility usage year round.

Enhance, steward, and manage the buildings, infrastructure, and grounds of the College to embody its values and to support the educational experience.

Optimize undergraduate and graduate housing usage consistent with 12-month plan.

To Become Environmentally Focused, NEC will

Develop and implement a Sustainability Master Plan that optimizes a sense of place, reflects engagement with the local community, promotes energy and conservation, and continuously reduces the campus's carbon footprint.

To Sustain Financial Viability, NEC will

Increase permanent endowment by 25%.

Refine investment strategy to include a more diversified and balanced portfolio.

Leverage debt capacity to facilitate implementation of the Campus Facilities Plan.

Identify new funding sources on an ongoing basis to supplement revenues from tuition and student fees.

IMAGE AND REPUTATION

New England College will raise its profile by seeking national recognition for its mission, vision, and contributions to higher education. We will robustly promote our student, faculty, and staff accomplishments, as well as our strategic partnerships. We will also celebrate and broadly publicize the achievements of our undergraduate and graduate alumni whose successes speak to their educational foundation at New England College.

To Accentuate Our Distinctiveness, NEC will
Promote the College nationally so that we are known for our unparalleled commitment to personalized learning that is experiential and engaging in its application, integrated into our physical environment, and based on social entrepreneurism.

Achieve recognition on the President's Higher Education Community Service Honor Roll.

To Achieve Recognition, Prestige, and Innovation, NEC will
Continue to build a strong relationship with the Town of Henniker based on clearly identified programming that is beneficial to both.

Create the ability and capacity to host large internal and external audiences for the purposes of educational enrichment, artistic and cultural awareness and appreciation, and political forums and debates on a local, as well as national, scale.

Promote the College as one of the region's foremost political, educational centers, as well as one of the region's primary venues for gatherings that provide access for our citizens to the country's future leaders in government.

Build media partnerships that promote our students, faculty, alumni, and mission.

To Secure Stakeholder Investment, NEC will
Clearly and consistently communicate the College's vision and strategic objectives, as well as significantly increase its ability to reach and engage its external constituencies around the world.

Create a pool of undergraduate and graduate alumni and parent volunteers who can assist in the life of the college, along with its outreach and advancement initiatives.

Move engaged constituents to support the college philanthropically in the execution of its mission.

To Build Confidence, Pride, and Recognition both Internally and Externally, NEC will
Clearly identify and consistently promote the College's brand in all media.

Develop and implement a comprehensive campus-wide communications and marketing master plan.

Market opportunities to all alumni for continuing academic enrichment and life-long learning

Build the next generation of presence on the World Wide Web that strengthens our brand and utilizes current and emerging social media to their fullest.

Apply the elements of our brand identity to create a visual and functional impact on the aesthetics of our campus.

MISSION AND SHARED COMMITMENTS

MISSION

New England College is a creative and supportive learning community that challenges individuals to transform themselves and their world.

UNDER THE BIG TOP: (SHARED COMMITMENTS) CURRICULUM, PEDAGOGY & OUTCOMES

Below are our three overarching and shared commitments:

1: A COMMITMENT TO CAPITALIZE ON OUR EXISTING STRENGTHS AND RESOURCES AND TO INTEGRATE THESE INTO OUR CURRICULUM

Our community and curriculum will reflect our embededness in rich natural and civic environments. Our local environments become the laboratories or microcosms in which we study major challenges that are relevant globally.

2: A COMMITMENT TO A PARTICULAR SET OF NEC PEDAGOGICAL PRINCIPLES AND PRACTICES

We commit to a set of NEC Pedagogical Principles and Practices (see below) that will characterize our students' educational experience at NEC. Everyone who teaches at NEC will embrace these principles and practices, accept professional development and support to grow as educators, and follow through with effective implementation of these pedagogical practices to help achieve the core mission and values of our College.

NEC Pedagogical Principles:

- Classroom experiences are connected to the real world
- Courses include physical, hands-on exercises
- Faculty use alternative modes of teaching and learning
- Courses include outside of classroom experiences
- Programs include Community Placements or other Experiential Learning activities
- Students' questions drive instruction and relevance

NEC Pedagogical Practices:

- Problem-based Learning (PBL)
- Service Learning
- Place-Based Learning
- Project-Based Learning
- Collaborative Learning

Every program commits to provide a curricular component that is experiential/ immersion based.

3: ADOPTION OF AND COMMITMENT TO THE 21st CENTURY ESSENTIAL LEARNING OUTCOMES

Education in the Liberal Arts & Sciences and the Professional Programs will be integrated in one paradigm and articulated as such: a comprehensive preparation of individuals for life-long learning that focuses on the following outcomes as articulated by the Association of American Colleges and Universities:

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused *by engagement with big questions, both contemporary and enduring*

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored *through active involvement with diverse communities and real-world challenges*

Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated *through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

LEAP

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://nec.edu/academics/
Print Publications	Academic Catalog, FT Faculty Handbook, PT Faculty Handbooks
Self-study/Fifth-year report Page Reference	39

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	Undergraduate: http://nec.edu/admission/undergraduate-programs/transfer-students/ Graduate: http://nec.edu/admission/graduate-programs/transfer/
Print Publications	Academic Catalog
Self-study/Fifth-year Report Page Reference	40

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://nec.edu/students-faculty-staff/student-handbook-2013-2014/ http://nec.edu/academics/
Print Publications	Academic Catalog, Student Handbook
Self-study/Fifth-year Report Page Reference	104

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	All students have an individual ID number, which is used to ensure that students who register are the ones who receive academic credit. There are no additional charges associated with verification.
Self-study/Fifth-year Report Page Reference	39-40

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://nec.edu/about/consumer-information/neasc-information/
Print Publications	Concord Monitor, The Villager
Self-study Page Reference	99

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

Chief Executive Officer: Date: 3/07/14

BerryDunn

To the Board of Trustees of
New England College

PART I – CURRENT YEAR ADVISORY COMMENT

In connection with our audit of the financial statements of New England College (the College) as of and for the year ended June 30, 2013, we noted a matter for your consideration. Our comment relates to a matter noted as a by-product of our audit and is not based on a detailed study of all aspects of the College's operations. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

Refund of Title IV Funds

In accordance with 34 CFR 668.164(g)(2), an institution must return any unearned Title IV within 45 days of the date the institution determined the student withdrew. In connection with our OMB Circular A-133 audit, we tested 20 students of the 80 students that withdrew during academic year 2012-2013. We noted that the College returned the unearned Title IV funds for four of the 20 students tested after the 45 day requirement.

Based on explanations provided by management, two of the four students identified were returned after the 45 day requirement due to delays caused by personnel taking vacation during the College's winter break. The remaining two late returns represented additional refunds that were required after the College identified errors in the original refund calculations after the 45 day time period lapsed.

We recommend that the College implement a process to identify students that have withdrawn and when a Title IV refund requirement will expire during one of the College's scheduled breaks to ensure the refunds are processed before the scheduled breaks. We also recommend management's review of refund calculations be performed more timely to detect errors in the calculations to allow for time to repay funds to the Department of Education within the 45 day requirement.

PART II – STATUS OF PRIOR YEAR COMMENTS

Temporarily Restricted Purpose Funds

We noted there were a number of funds that had not had any qualifying expenditures that met the donors' restriction, in some cases for the past three years. Upon further review, the restrictions set forth by the donors for these funds were difficult to meet. At June 30, 2012, the temporarily restricted net assets without amounts released in fiscal 2012 amounted to approximately $540,000.

It was our recommendation for management to review the restrictions on funds that had not been released in the past three years to develop a strategy to utilize the funds available to the College.

Current year status: During our 2013 audit, we noted there was a significant reduction in the amount of unexpended restricted funds (approximately $264,000 as of June 30, 2013). The College released significantly more during the year ended June 30, 2013 by identifying qualified expenditures that were in compliance with donor agreements.

Review of Title IV Refunds

During our Student Financial Aid Cluster testing of Title IV refunds, we selected and tested eight students out of 31 students who withdrew during the year. In connection with the eight students tested, we identified incorrect calculations for three students. The net impact of the incorrect calculations was an overstatement of the refunds to the Department of Education of approximately $500.

It was our recommendation for management to adjust the review process to include a comparison of the Banner System inputs to the student's account history to verify accuracy of inputs generated by the Banner System.

Current year status: During our 2013 audit, we tested 20 students out of 80 students who withdrew during the year requiring a refund calculation and noted each calculation was done correctly. There were instances of an original calculation done incorrectly, however through the review process that has been implemented at the College, the error was identified and corrected.

PART III – EMERGING ISSUES

Update on FASB Exposure Draft, Accounting for Leases (Topic 840)

We previously provided information about significant changes that were proposed for the accounting for leases. Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB) re-exposed their revised proposals for a common leasing standard and a revised exposure draft was issued in May 2013.

The revised exposure draft proposes changes to both lessee and lessor accounting. For the lessee, the proposed changes would eliminate the operating lease classification for long-term leases; all long-term leases would be reflected as an asset with an offsetting liability at the beginning of the lease term. For the lessor, long-term leases of assets other than property would be reflected by derecognizing the underlying asset and recognizing a lease receivable, the profit relating to the lease, and a residual asset representing the rights the lessor retains relating to the underlying asset. Long-term leases of property would be recognized by the lessor by reflecting the underlying asset and recognizing lease income over the lease term, typically on a straight-line basis.

FASB and IASB will set the effective date for the proposed requirements after considering feedback on the revised exposure draft. The comment period for the revised exposure draft ends in September 2013.

Not-for-Profit Financial Reporting Projects

We previously provided information about two projects that had been recently added to FASB's agenda. Those projects related to a standard-setting project and a research project intended to improve the financial reporting of not-for-profit organizations. Some of the more significant changes to not-for-profits include: prescribing an operating measure, improving the liquidity information in the financial statements, simplifying footnote disclosures and the inclusion of a management's discussion and analysis report.

The two projects aim to provide clarity to the users of not-for-profit financial statements. At this time, these projects have not been issued to public for comments and therefore no effective date has been set.

Internal Revenue Service (IRS) 2013 Workplan

The Exempt Organizations (EO) Division of the Tax Exempt and Government Entities section of the IRS recently published its 2012 Annual Report and the 2013 Workplan. The report sends a clear message to not-for-profits that the **"**IRS uses the Form 990 responses to select returns for examination, so a complete and accurate return is in your best interest."

Below are some areas of focus for EO that nonprofits should note.

Governance issues. EO added a series of governance questions to the Form 990 when the 2008 revisions were completed and in fiscal year 2012 completed some research on which practices reported on the Form 990 were associated with compliance and with noncompliance. The sample of organizations used included only those that already had been selected for review, but the IRS found that, generally, compliance was associated with:

- A written mission statement
- Use of comparability data for compensation decisions
- Controls in place to protect charitable assets
- Distribution of the Form 990 to the entire Board before filing

Pay employment taxes. Fiscal year 2013 is the third year of a study that checks employment and compensation data reported on Form 990 with employment taxes paid by the organization, as reported to other divisions of the IRS.

Be careful with foreign investments and grant expenditures. About half of EO's completed examinations of organizations with foreign investments or grants resulted in taxes and penalties. In the coming year, there will be more examinations with a focus on organizations with foreign activities that appear to have limited charitable activity and excessive compensation.

Report expenses correctly. EO is using Form 990 information to develop indicators of noncompliance and is now in the process of testing them. Of particular interest are organizations with:

- Relatively high fundraising costs and low charitable activity
- High fundraising costs with little income from fundraising
- High annual gross receipts and very low total compensation
- Taxable unrelated business income reported on the 990 but no Form 990-T filed

The overarching message from EO is that organizations must be careful in completing their returns because the data is used to select returns for examinations, now more than ever before.

A complete copy of the report can be found at:

http://www.irs.gov/pub/irs-tege/FY2012_EO_AnnualRpt_2013_Work_Plan.pdf.

IRS Final Report on the Comprehensive College and University Compliance Project

The IRS issued its final report on their comprehensive College and University Compliance Project. Approximately 34 colleges and universities were selected by IRS for examination based on responses given to a 2008 compliance questionnaire. Key findings of the report are summarized below:

Compensation Setting Procedures

A key finding of the report is failure to adequately comply with the intermediate sanction rules concerning compensation of officers, directors, trustees, and key employees. The report states that institutions largely attempted to comply with the intermediate sanction rule safe harbors, but about 20% of the institutions examined failed to do so because either they:

- Did not select truly similarly-situated institutions for purposes of compensation comparison (location, endowment size, revenues, total net assets, number of students, and selectivity)
- Did not identify the selection criteria for the comparable institutions or explain why those schools were deemed comparable to the school relying on the study, or
- The surveys conducted did not specify whether amounts reported included just salary or other types of compensation as well

The audits also identified a number of situations where the institution did not correctly determine an employee's compensation and, therefore, failed to withhold the proper amount of tax and file correct W-2 Forms. The primary errors found by the IRS were:

- Failure to include, in income, the value of the personal use of automobiles, housing, social club memberships, and travel
- Misclassification of employees as independent contractors
- Failure to withhold taxes for wages paid to nonresident aliens
- Failure to include, in income, the value of certain graduate tuition waivers and reimbursements

The IRS also found problems in the deferred compensation and retirement plan areas, although it only reviewed these areas in eight of the audits.

Unrelated Business Income

Another key finding in the report is under-reporting of unrelated business income (UBI) by the institutions examined. The majority of the adjustments related to UBI resulted from the following institutional activities:

- Fitness and recreation centers and sports camps
- Advertising
- Facility rentals; arenas
- Golf courses

The IRS disallowed claimed loss deductions in 75% of the audits, resulting in reductions of over $170 million in the audited institutions' net operating losses (NOLs). These NOL adjustments, the IRS said, could result in more than $60 million in additional taxes in future years.

According to the report, the institution's lack of a profit motive accounted for 70% of the loss deduction disallowances. In these cases, the IRS said that the "no profit motive" determination was based on the fact that the college or university had incurred losses from the activity for several consecutive years. Other reasons for the disallowance of claimed loss deductions were misallocation of expenses, errors in computing or substantiating the NOL, and misclassification of unrelated activities as related activities.

Exempt organizations should consider the following:

- Document business purposes and profit motives of unrelated activities via board minutes, business plans, etc.
- Maintain records to substantiate the allocation of expenses based on a reasonable and consistent methodology between related and unrelated activities and document details used to support NOLs that occurred perhaps long before the filing year
- Scrutinize potentially unrelated activities, re-examining all income-producing activities and identifying unrelated components

Affordable Care Act (ACA) – Employer Mandate

The ACA, as a whole, is the largest tax law that has been passed since the Tax Reform Act of 1986. Effective January 1, 2015, a large employer (i.e., 50 or more full-time equivalent employees) must comply with the Employer Mandate provisions, also referred to as the “Play or Pay” rules, of the ACA. Under the “Play or Pay” rules, an employer must offer medical benefits that are “affordable” and provide “minimum value” to at least 95% of those employees who are considered full-time (generally, those working 30 hours or more per week) or face the possibility of paying non-deductible penalties to the Internal Revenue Service. The “Play or Pay” rules and the various definitions for affordability, minimum value and full-time equivalent employee, to name a few, are complex tax rules outlined in the Internal Revenue Code and the regulations thereunder.

We recommend that management analyze whether changes need to be made to the organization’s group medical benefits to meet the “Play or Pay” rules. If the rules will not be met, the organization will need to determine and prepare for the potential penalties that can be assessed.

At a minimum, the organization should consider use of the look-back measurement periods that are provided for in the relevant ACA guidance to determine who are full-time and full-time equivalent employees. A projection should be performed now to determine which employees must be offered medical benefits in the future under the “Play or Pay” rules. The cost of such coverage could then be compared to the cost of any potential penalties. This will allow the organization time to initiate changes before January 1, 2015.

There are also new reporting rules under the ACA that will likely apply to the organization. The proposed reporting rules are expected to be released late in 2013 and are expected to apply beginning January 1, 2015.

In summary, the ACA contains a whole host of complicated tax rules that should not be taken lightly. There are still a lot of unanswered questions. The organization should continue to monitor guidance as it is issued. Fortunately, there is time between now and January 1, 2015 to determine the best course of action to take to be prepared for the “Play or Pay” and tax reporting rules.

* * * * * * * * * * *

Any tax advice contained in this correspondence or attachments is based upon our understanding of relevant facts and the tax law and governmental rulings that were in effect at the time the advice was given. Furthermore, in accordance with IRS rules, we hereby advise you that any tax advice contained in this correspondence or attachments is not intended or written to be used, and it cannot be used, by any taxpayer for the purpose of avoiding penalties that may be imposed on the taxpayer by the IRS.

This letter is intended to present suggestions for consideration. It does not comment on the many positive aspects we noted during our engagement. We appreciate the cooperation and courtesy extended to us by management and the employees of the College during our audit.

This letter is intended solely for the information and use of the Audit Committee, Board of Trustees, and management of New England College and is not intended to be, and should not be, used by anyone other than these specified parties.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 18, 2013

BerryDunn

NEC

FINANCIAL STATEMENTS

and

FEDERAL REPORTS IN ACCORDANCE WITH OMB CIRCULAR A-133

June 30, 2013 and 2012

With Independent Auditor's Report

NEW ENGLAND COLLEGE

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BerryDunn

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
New England College

Report on Financial Statements

We have audited the accompanying financial statements of New England College (the College), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with U.S generally accepted accounting principles.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 18, 2013 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 18, 2013

NEW ENGLAND COLLEGE

Statements of Financial Position

June 30, 2013 and 2012

	2013	2012
ASSETS		
Assets		
Cash and cash equivalents	**$ 1,868,523**	$ 686,552
Accounts and interest receivable, less allowance for doubtful accounts of $702,702 and $743,023, respectively	**2,687,071**	2,354,331
Contributions receivable (Note 2)	**922,676**	1,011,080
Loans receivable, students, less allowance for doubtful accounts of $624,496 in 2013 and 2012 (Note 3)	**2,894,821**	2,698,129
Prepaid expenses and other assets	**1,205,556**	969,032
Deposits with bond trustees (Note 4)	**133,004**	133,013
Investments (Notes 5 and 19)	**9,274,821**	8,145,908
Land, buildings and equipment, net (Note 6)	**13,446,280**	13,603,975
Total assets	**$ 32,432,752**	$ 29,602,020
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	**$ 1,593,007**	$ 736,016
Accrued expenses	**1,071,132**	1,018,763
Deferred revenue	**1,061,110**	682,433
Refundable advances under federal revolving loan program (Note 3)	**1,116,649**	1,089,093
Fair value of interest rate swap agreement	**88,129**	165,886
Obligations under capital leases	**18,290**	1,515
Notes and bonds payable (Note 8)	**3,930,567**	4,400,453
Total liabilities	**8,878,884**	8,094,159
Commitments and contingencies (Notes 9, 14 and 16)		
Net assets		
Unrestricted		
Invested in plant and current funds	**9,854,200**	9,770,122
Board designated for investment	**2,372,162**	1,526,128
Total unrestricted	**12,226,362**	11,296,250
Temporarily restricted (Note 10)	**5,663,959**	4,701,738
Permanently restricted (Note 11)	**5,663,547**	5,509,873
Total net assets	**23,553,868**	21,507,861
Total liabilities and net assets	**$ 32,432,752**	$ 29,602,020

The accompanying notes are an integral part of these financial statements.

NEW ENGLAND COLLEGE

Statement of Activities

Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains, and other support				
Tuition and fees	$ 33,626,045	$ -	$ -	$ 33,626,045
Less: financial aid	(13,798,874)	-	-	(13,798,874)
Net tuition and fees	19,827,171	-	-	19,827,171
Contributions	676,594	317,054	-	993,648
Federal and state grants	410,147	-	-	410,147
Other income	1,327,077	5,023	-	1,332,100
Investment income available for operations (Note 5)	134,985	274,954	-	409,939
Auxiliary enterprises	6,056,053	-	-	6,056,053
Net assets released from restrictions (Note 12)	955,189	(955,189)	-	-
Total revenues, gains, and other support	29,387,216	(358,158)	-	29,029,058
Operating expenses (Notes 14, 15 and 18)				
Instruction	9,126,585	-	-	9,126,585
Academic support	2,237,347	-	-	2,237,347
Student services	7,185,247	-	-	7,185,247
Institutional support	5,562,020	-	-	5,562,020
Public service	70,134	-	-	70,134
Auxiliary enterprises	4,695,168	-	-	4,695,168
Total operating expenses	28,876,501	-	-	28,876,501
Change in net assets from operations	510,715	(358,158)	-	152,557
Nonoperating income (loss)				
Contributions	-	943,045	153,674	1,096,719
Investment income (Note 5)	324,784	394,190	-	718,974
Change in fair value of interest rate swap agreement	77,757	-	-	77,757
Net assets released from restrictions (Note 12)	16,856	(16,856)	-	-
Change in net assets from nonoperating activities	419,397	1,320,379	153,674	1,893,450
Total change in net assets	930,112	962,221	153,674	2,046,007
Net assets, beginning of year	11,296,250	4,701,738	5,509,873	21,507,861
Net assets, end of year	$ 12,226,362	$ 5,663,959	$ 5,663,547	$ 23,553,868

The accompanying notes are an integral part of these financial statements.

NEW ENGLAND COLLEGE

Statement of Activities

Year Ended June 30, 2012

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains, and other support				
Tuition and fees	$ 32,745,731	$ -	$ -	$ 32,745,731
Less: financial aid	(12,694,072)	-	-	(12,694,072)
Net tuition and fees	20,051,659	-	-	20,051,659
Contributions	547,865	510,379	-	1,058,244
Federal and state grants	410,147	-	-	410,147
Other income	1,216,653	12,115	-	1,228,768
Investment income available for operations (Note 5)	127,435	248,751	-	376,186
Auxiliary enterprises	5,921,066	-	-	5,921,066
Net assets released from restrictions (Note 12)	630,731	(630,731)	-	-
Total revenues, gains, and other support	28,905,556	140,514	-	29,046,070
Operating expenses (Notes 14, 15 and 18)				
Instruction	8,710,806	-	-	8,710,806
Academic support	2,167,573	-	-	2,167,573
Student services	6,665,165	-	-	6,665,165
Institutional support	6,380,091	-	-	6,380,091
Public service	71,383	-	-	71,383
Auxiliary enterprises	4,321,314	-	-	4,321,314
Total operating expenses	28,316,332	-	-	28,316,332
Change in net assets from operations	589,224	140,514	-	729,738
Nonoperating income (loss)				
Contributions	-	1,426,638	133,675	1,560,313
Investment loss (Note 5)	(107,780)	(175,764)	-	(283,544)
Change in fair value of interest rate swap agreement	(165,886)	-	-	(165,886)
Write-off of unamortized debt issue costs on refinanced notes and bonds payable	(87,721)	-	-	(87,721)
Net assets released from restrictions (Note 12)	25,638	(25,638)	-	-
Change in net assets from nonoperating activities	(335,749)	1,225,236	133,675	1,023,162
Total change in net assets	253,475	1,365,750	133,675	1,752,900
Net assets, beginning of year	11,042,775	3,335,988	5,376,198	19,754,961
Net assets, end of year	$ 11,296,250	$ 4,701,738	$ 5,509,873	$ 21,507,861

The accompanying notes are an integral part of these financial statements.

NEW ENGLAND COLLEGE

Statements of Cash Flows

Years Ended June 30, 2013 and 2012

	2013	2012
Cash flows from operating activities		
Change in net assets	**$ 2,046,007**	$ 1,752,900
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	**1,730,914**	1,753,555
Increase in allowance for loan losses	**-**	15,552
Net realized and unrealized (gains) losses on investments	**(991,336)**	19,002
Contributions restricted for long-term investment	**(1,096,720)**	(1,560,313)
Change in value of interest rate swap	**(77,757)**	165,886
(Increase) decrease in		
Accounts and interest receivable	**(332,740)**	35,527
Contributions receivable	**28,957**	(163,642)
Prepaid expenses and other assets	**(236,524)**	160,654
Increase (decrease) in		
Accounts payable	**643,166**	(548,823)
Accrued expenses	**52,369**	(165,288)
Deferred revenue	**378,677**	(396,230)
Net cash provided by operating activities	**2,145,013**	1,068,780
Cash flows from investing activities		
Purchase of land, buildings and equipment	**(1,338,709)**	(1,242,362)
Purchase of investments	**(723,754)**	(1,056,580)
Proceeds from sale of investments	**586,177**	944,936
Issuance of student loans	**(588,915)**	(591,302)
Repayments of student loans	**392,223**	432,778
Net cash used by investing activities	**(1,672,978)**	(1,512,530)
Cash flows from financing activities		
Receipt of contributions restricted for long-term purposes	**1,156,167**	942,227
Decrease in deposits with bond trustees	**9**	841,784
Principal payments under capital lease obligations	**(3,910)**	(4,086)
Increase in refundable advances under federal revolving loan program	**27,556**	16,118
Proceeds from additional borrowings on notes and bonds payable	**-**	4,215,000
Principal payments on notes and bonds payable	**(469,886)**	(5,300,547)
Net cash provided by financing activities	**709,936**	710,496
Net increase in cash and cash equivalents	**1,181,971**	266,746
Cash and cash equivalents, beginning of year	**686,552**	419,806
Cash and cash equivalents, end of year	**$ 1,868,523**	$ 686,552

The accompanying notes are an integral part of these financial statements.

Nature of Business

New England College (the College) is a not-for-profit independent liberal arts college, which also offers professional programs. The College provides an education that develops critical and creative thinking abilities, effective communication skills, and responsible academic and social commitments; historical and comparative understanding of the humanities, social sciences, and natural sciences; responsiveness to ethical and humane concerns; respect for gender, ethnic, generational, racial and religious identities, and an appreciation for natural environments and world cultures; and a foundation for lifelong learning. The student population is principally from the northeastern United States. Credit is extended without collateral.

1. Summary of Significant Accounting Policies

Basis of Accounting

In accordance with U.S. generally accepted accounting principles, the College prepares its financial statements on an accrual basis of accounting, and focuses on the College as a whole. Transactions and balances are presented based on the existence or absence of donor-imposed restrictions.

Reporting Standard

The College's financial statements are presented in accordance with Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) Topic 958-205, *Not-for-Profit Entities*, *Presentation of Financial Statements*. Under FASB ASC Topic 958-205, all not-for-profit organizations are required to provide a statement of financial position, a statement of activities, and a statement of cash flows. The FASB ASC requires reporting amounts for the College's total assets, liabilities, and net assets in a statement of financial position; reporting the change in an organization's net assets in a statement of activities; and reporting the change in its cash and cash equivalents in a statement of cash flows.

FASB ASC Topic 958-205 also requires classification of an organization's net assets and its revenue, expenses, gains, and losses based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of three classes of net assets - permanently restricted, temporarily restricted, and unrestricted - be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

Restricted and Unrestricted Support

In accordance with FASB ASC Topic 958-605, *Revenue Recognition*, the College reports contributions of cash or other assets, including unconditional promises to give, in the statement of activities when the cash, unconditional promise, or other assets are received. Unconditional promises to give are reported at their net realizable value, with an allowance for uncollectible promises where appropriate.

The College reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit use of the donated assets and the restrictions are not met within the same reporting period. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

The College reports gifts of land, buildings and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

The College reports grants from federal and state granting authorities as unrestricted support when awarded if grants are expended in the year they are recorded as revenue. If the grants are not expended in the same year, they are recorded as restricted support. Upon expenditure of funds as stipulated by the terms of the underlying grants, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Cash and Cash Equivalents

All liquid investments with an original maturity of three months or less are considered to be cash equivalents.

The College maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The College has not experienced any losses in such accounts. The College believes it is not exposed to any significant risk with respect to these accounts.

The Federal Perkins Student Loan cash account is included in cash and cash equivalents in the statements of financial position. The Federal Perkins Student Loan program requires that a separate cash account be maintained for this program and that the proceeds from the loan fund are to be used to advance Federal Perkins Student Loans to students. The cash balance in this account at June 30, 2013 and 2012 was $35,379 and $10,690, respectively. See Note 3 for additional details on the Federal Perkins Student Loan Program.

Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Loans Receivable and Accounts and Interest Receivable

Loans receivable and accounts and interest receivable are stated at the amount the College expects to collect from outstanding balances which includes adjustments for charge-offs and allowances for loans and accounts receivable losses. The College provides for probable uncollectible amounts through a charge to expense and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to loans or accounts receivable.

Deposits with Bond Trustees

The deposits with bond trustees represent cash and cash equivalent amounts required to be deposited under the debt agreements with the bondholders' trustees for interest and debt service payments. These funds are on deposit with a financial institution.

Investments

Investments in marketable securities and debt instruments with readily determined market values are carried at fair value. Fair values are based on quoted market prices, if available, or estimated using quoted market prices for similar securities.

Dividends, interest, net realized and unrealized gains (losses) arising from investments are reported as follows:

- increases (decreases) in permanently restricted net assets if the terms of the gift require that they be maintained with the corpus of a permanent endowment fund;
- increases (decreases) in temporarily restricted net assets if the terms of the gift or state law impose restrictions on the use of the allocated investment income (loss); and
- increases (decreases) in unrestricted net assets in all other cases.

Debt Issue Costs

Debt issue costs, which are included in prepaid expenses and other assets, are being amortized using the straight-line method over the terms of the related debt issues.

Land, Buildings and Equipment

Land, buildings and equipment are stated at construction cost, acquisition cost, or fair market value at dates of gift, less accumulated depreciation computed on a straight-line basis over the estimated useful lives of the assets. Assets with a cost in excess of $1,500 and a useful life of more than one year are capitalized. Library books are expensed during the period the books are received. Following is a summary of estimated useful lives by asset category:

Wood buildings	35 years
Brick buildings	50 years
Building improvements and renovations	7 years
Land improvements	10 years
Furniture and equipment	3-12 years

Deferred Revenue

Student deposits, along with advance payments for tuition, room, board and certain expenditures which relate to the College's summer programs or future periods, have been deferred and will be reported as unrestricted revenues and expense in the year in which the sessions are completed.

Income Taxes

The College is a not-for-profit corporation as described in Section 501(c)(3) of the Internal Revenue Code whereby only unrelated business income, as defined by Section 512(a)(1) of the Code, is subject to federal income tax.

Change in Net Assets from Operations

The statement of activities includes a measure of change in net assets from operations. Changes in net assets which are excluded from change in net assets from operations include investment income greater (less) than amounts eligible to be distributed pursuant to the College's spending policy, contributions which are permanently restricted by the donor or which are donor restricted to be used for the purposes of acquiring long-term assets, and the release thereof when the College has complied with the donative restrictions, write-off of the unamortized debt issuance costs on refinanced notes and bonds payable and the change in the fair value of the interest rate swap agreement.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities. These costs include direct and indirect costs that have been allocated among the program and supporting services benefited.

Risks and Uncertainties

Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities and the level of uncertainty related to changes in the value of investment securities, it is at least reasonably possible that changes in value in the near term would materially affect the amounts reported in the statements of financial position.

Subsequent Events

For purposes of the preparation of these financial statements in conformity with U.S. generally accepted accounting principles, management has considered transactions or events occurring through November 18, 2013, the date that the financial statements were issued. Management has not evaluated subsequent events after that date for inclusion in the financial statements.

Reclassifications

Certain reclassifications have been made to the 2012 financial statements to conform with the 2013 financial statement presentation.

2. Contributions Receivable

The College has received promises to give from various donors at June 30, 2013 and 2012, which payments on contributions will be collected as follows at June 30:

	2013	2012
Unconditional promises to be collected in:		
Less than one year	**$ 308,196**	$ 330,430
One to five years	**614,480**	680,650
Contributions receivable	**$ 922,676**	$ 1,011,080

Management believes it is unnecessary to allow for any uncollectible pledges. The potential discount for pledges receivable to be collected in one to five years would not be material to the financial statements.

3. Loans Receivable, Students

The College makes low-interest loans to students under the Federal Perkins Student Loan Program, a revolving federal loan program for students. The balance of student loans receivable includes both funds advanced to the College by the United States Department of Education under the Federal Perkins Student Loan Program and amounts funded by the College from unrestricted net assets. Repayments of principal and interest on student loans receivable generally do not commence until after the borrower graduates or otherwise ceases enrollment. Interest income on loans receivable is recorded when received.

The Federal Perkins Student Loan Program has provisions for deferment, forbearance and cancellation of the individual loans. Principal payments, interest and losses due to cancellation are shared by the College and the U.S. Government in proportion to their share of funds provided. Such funds may be reloaned by the College after collection. Amounts advanced by the federal government under this program are ultimately refundable and are classified as refundable advances under federal revolving loan program.

During the years ended June 30, 2013 and 2012, the College advanced $588,915 and $591,302, respectively, in new loans. At June 30, 2013 and 2012, student loans receivable past due 90 days or more and continuing to accrue interest total $216,923 and $131,451, respectively. These loans are provided without collateral under terms and conditions set forth by federal guidelines.

Loans receivable from students are reported at amortized cost adjusted for any charge-offs and an allowance for loan losses. The allowance for loan losses is established through provisions for loan losses charged to expense. Losses on loans are charged to the allowance for loan losses when all or a portion of a loan is deemed to be uncollectible. Recoveries of loans previously charged off are credited to the allowance for loan losses when realized.

In determining the appropriate level of allowance for loan losses, the College uses a methodology to systematically measure the amount of estimated loan loss exposure inherent in the loan portfolio. The methodology primarily involves establishment of loss allocation factors based on delinquency status and loss experience, as well as looking back to the history for each category of delinquency for two years, plus the current year balance. The older the balances, the less the percentage is assigned in regards to collectibility.

Loans past due 30 days or more are considered delinquent. Loans are collectively evaluated for impairment; accordingly, no loans have been individually identified as impaired.

The following is a summary of activity in the allowance for loan losses:

	2013	2012
Balance at beginning of year	**$ 624,496**	$ 608,944
Loans charged off	**(9,613)**	(19,337)
Provision for loan losses	**9,613**	34,889
Balance at end of year	**$ 624,496**	$ 624,496

Following is a loan aging analysis at June 30:

	2013	2012
Students not in repayment status	**$ 1,743,854**	$ 1,651,624
Current	**710,768**	667,052
30-59 days past due	**80,624**	88,965
60-89 days past due	**62,077**	170,158
Greater than 90 days past due	**921,994**	744,826
Total	**$ 3,519,317**	$ 3,322,625

4. Deposits with Bond Trustees

Deposits with bond trustees are designated as a debt service reserve fund at June 30, 2013 and 2012.

During 2012, the College refinanced its Series 1999 Bond with a Series 2011 Bonds. Deposits required under the Series 1999 Bond agreement were settled when the bond was refinanced. The debt service reserve fund as of June 30, 2013 and 2012 represents amounts deposited in accordance with the bonds payable to the U.S. Department of Housing and Urban Development (HUD).

5. Investments

The cost and carrying value of investments at June 30 was as follows:

	2013		2012	
	Cost	**Carrying Value**	Cost	Carrying Value
Money market funds	**$ 64,986**	**$ 64,986**	$ 87,799	$ 87,799
Fixed income mutual funds	**1,876,185**	**2,256,594**	1,804,064	2,186,314
Equity mutual funds	**2,912,023**	**5,270,593**	2,792,877	4,299,716
Equity securities	**798,021**	**1,044,856**	846,215	968,963
Fixed income				
Corporate bonds	**485,407**	**475,882**	427,306	436,849
U.S. Government bonds	**154,645**	**161,910**	146,319	166,267
	$ 6,291,267	**$ 9,274,821**	$ 6,104,580	$ 8,145,908

Investment income is composed of the following:

	2013	2012
Interest and dividends	**$ 185,356**	$ 149,850
Net realized and unrealized gains (losses)	**991,336**	(19,002)
Investment management fees	**(47,779)**	(38,206)
	1,128,913	92,642
Less investment income appropriated for operations	**409,939**	376,186
Investment income (loss), net of funds appropriated for operations	**$ 718,974**	$ (283,544)

6. Land, Buildings and Equipment

Land, buildings and equipment consist of:

	2013	2012
Land and improvements	**$ 2,846,730**	$ 2,648,608
Buildings and improvements	**23,247,284**	22,709,236
Equipment and furniture	**14,454,157**	13,861,410
Construction in progress	**208,032**	-
	40,756,203	39,219,254
Less accumulated depreciation	**27,309,923**	25,615,279
Total	**$ 13,446,280**	$ 13,603,975

7. Short-term Debt

The College has available an unsecured $1,500,000 line of credit, expiring in November 2013. Borrowings under this line of credit bear interest at the prime rate plus 0.25% (3.50% at June 30, 2013). The College did not have an outstanding balance on this line at June 30, 2013 or 2012.

8. Notes and Bonds Payable

Notes and bonds payable consist of:

	2013	2012
Series 2011 Bond with New Hampshire Health and Education Facilities Authority (NHHEFA); payable in monthly installments ranging from $29,777 to $41,717 through June 2021; interest rate is adjusted monthly equal to the sum of (a) 69% of LIBOR, plus (b) 69% of 2.25%, plus (c) .45% (2.14% at June 30, 2013); collateralized by a blanket lien on assets of the College.	**$ 3,517,567**	$ 3,887,453
HUD Bond 1969 Series B; payable in annual installments ranging from $19,000 to $34,000, plus interest at 3.625%, through 2013; collateralized by certain residence and dining halls.	**19,000**	53,000
HUD Bond 1969 Series C; payable in annual installments ranging from $10,000 to $12,000, plus interest at 3%, through 2016; collateralized by certain residence and dining halls.	**34,000**	45,000
HUD Bond 1969 Series D; payable in annual installments ranging from $50,000 to $65,000, plus interest at 3%, through 2019; collateralized by certain residence and dining halls.	**360,000**	415,000
Total	**$ 3,930,567**	$ 4,400,453

The net revenues of the residence halls and dining halls collateralizing the indebtedness are pledged for retirement of such bonds. Under the terms of certain note and bond agreements, the College is required to maintain financial covenants and specified deposits with trustees. These requirements were met as of June 30, 2013 and 2012.

Future maturities of notes and bonds payable are as follows:

Year ending June 30	Amount
2014	$ 469,074
2015	464,801
2016	486,101
2017	489,988
2018	511,485
Thereafter	1,509,118
Total notes and bonds payable	$ 3,930,567

9. Interest Rate Swap Agreement

The College is exposed to interest rate risk relating to its ongoing business operation. Interest rate risk is managed by using a derivative instrument. In connection with the issuance of the Series 2011 Bond, the College entered into an interest rate swap agreement that effectively converts the variable interest rate on the Series 2011 Bond to a fixed rate through the maturity of the Series 2011 Bond in 2021. Under the swap contract, the College pays fixed interest of 3.69% and receives an interest payment at the variable rate on the Series 2011 Bond (2.14% at June 30, 2013).

The derivative instrument is designated to qualify as a cash flow hedge, with the change in the value of the derivative reflected in the statement of activities and an increase (decrease) in the fair value of interest rate swap agreement as a component of nonoperating income (loss). The carrying amount of the swap was adjusted to its fair value at year-end, which resulted in a liability of $88,129 and $165,886 as of June 30, 2013 and 2012, respectively.

10. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes at June 30:

	2013	2012
Library	**$ 6,292**	$ 2,856
Scholarships	**931,213**	773,728
Instructional	**492,728**	550,106
Plant improvements	**2,429,477**	1,451,393
Athletics	**54,708**	49,588
Student development	**76,045**	71,367
Time restrictions	**1,608,754**	1,728,918
Other	**64,742**	73,782
	$ 5,663,959	$ 4,701,738

11. Permanently Restricted Net Assets

Permanently restricted net assets are restricted for the following purposes at June 30:

	2013	2012
Investment in perpetuity, the income from which is expendable to support:		
Library	**$ 43,644**	$ 43,644
Scholarships	**3,153,422**	3,011,301
Academic programs	**153,525**	153,525
Academic excellence	**1,537,834**	1,537,834
Faculty development	**356,358**	351,358
Other	**418,764**	412,211
	$ 5,663,547	$ 5,509,873

12. Net Assets Released From Restrictions

Net assets were released from donor or grantor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors or grantors as follows:

	2013	2012
Operating purpose restrictions accomplished:		
Library	**$ 231**	$ -
Scholarships	**398,097**	240,003
Instructional	**371,792**	195,142
Athletics	**41,071**	9,310
Student development	**4,880**	26,302
Other	**15,831**	18,327
	831,902	489,084
Time restrictions	**123,287**	141,647
	$ 955,189	$ 630,731
Nonoperating purpose restrictions accomplished:		
Acquisition of long-term assets	**$ 16,856**	$ 25,638

13. Endowment

The College's endowment primarily consists of funds established for scholarships. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by U.S. generally accepted accounting principles (GAAP), net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The College has interpreted the State of New Hampshire Uniform Prudent Management of Institutional Funds Act (the Act), which became effective July 1, 2008, as requiring the preservation of the contributed value of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the College classifies as permanently restricted net assets (1) the original value of gifts donated to the permanent endowment, (2) the original value of subsequent gifts to the permanent endowment, and (3) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. If the donor-restricted endowment assets earn investment returns beyond the amount necessary to maintain the endowment assets' real value, that excess is available for appropriation and, therefore, classified as temporarily restricted net assets until appropriated by the Board of Trustees for expenditure. Funds designated by the Board of Trustees to function as endowments are classified as unrestricted net assets.

In accordance with the Act, the College considers the following factors in making a determination to appropriate or accumulate donor restricted endowment funds:

(1) The duration and preservation of the fund
(2) The purposes of the organization and the donor-restricted endowment fund
(3) General economic conditions
(4) The possible effect of inflation and deflation
(5) The expected total return from income and the appreciation of investments
(6) Other resources of the organization
(7) The investment policies of the organization

Endowment Composition and Changes in Endowment

The endowment net asset composition by type of fund as of June 30, 2013 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	$ -	$ 1,381,661	$ 5,520,998	$ 6,902,659
Board-designated endowment funds	2,372,162	-	-	2,372,162
	$ 2,372,162	$ 1,381,661	$ 5,520,998	$ 9,274,821

The changes in endowment net assets for the fiscal year ended June 30, 2013 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, June 30, 2012	$ 1,526,128	$ 1,252,456	$ 5,367,324	$ 8,145,908
Investment income:				
Investment income	75,080	110,276	-	185,356
Net appreciation	404,116	587,220	-	991,336
Investment management fees	(19,427)	(28,352)	-	(47,779)
Total investment income	459,769	669,144	-	1,128,913
Contributions	-	-	153,674	153,674
Amount appropriated for expenditure	(134,985)	(274,954)	-	(409,939)
Funds appropriated, but not expended, in prior years that were expended during the year ended June 30, 2013	-	(264,985)	-	(264,985)
Appropriated funds not drawn from investments	521,250	-	-	521,250
Endowment net assets, June 30, 2013	$ 2,372,162	$ 1,381,661	$ 5,520,998	$ 9,274,821

The endowment net asset composition by type of fund as of June 30, 2012 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	$ -	$ 1,252,456	$ 5,367,324	$ 6,619,780
Board-designated endowment funds	1,526,128	-	-	1,526,128
	$ 1,526,128	$ 1,252,456	$ 5,367,324	$ 8,145,908

The changes in endowment net assets for the fiscal year ended June 30, 2012 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, June 30, 2011	$ 1,464,273	$ 1,355,344	$ 5,233,649	$ 8,053,266
Investment income:				
Investment income	31,594	118,256	-	149,850
Net depreciation	(4,006)	(14,996)	-	(19,002)
Investment management fees	(7,933)	(30,273)	-	(38,206)
Total investment income	19,655	72,987	-	92,642
Contributions and grants	-	-	133,675	133,675
Amount appropriated for expenditure	(127,435)	(248,751)	-	(376,186)
Appropriated funds not expended	169,635	72,876	-	242,511
Endowment net assets, June 30, 2012	$ 1,526,128	$ 1,252,456	$ 5,367,324	$ 8,145,908

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or the Act requires the College to retain as a fund of perpetual duration. Deficiencies result from unfavorable market fluctuations that occur shortly after the investment of new permanently restricted contributions and continue appropriation for certain programs that are deemed prudent by the Board of Trustees. There were no deficiencies of this nature as of June 30, 2013 and 2012.

Return Objectives and Risk Parameters

The College has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce results that exceed the price and yield results of appropriate market indices while assuming a moderate level of investment risk. The College's investment objectives are to provide a total return sufficient to support the College's operating budget while preserving the assets against inflation. To meet these objectives the Board seeks a total return of at least 5% greater than the rate of inflation as measured by the Consumer Price Index (U.S. CPI-U) over a long-term horizon. Total return is defined as dividends or interest income, plus or minus realized and unrealized capital appreciation or depreciation at fair market value, net of fees.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The College targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints. As a long-term policy guideline, equity investments will normally constitute at least 65%, and fixed income securities no more than 35%, of endowment assets. A range of plus or minus 5% is permitted to allow for normal market fluctuations.

Spending Policy

The maximum amount of endowment income utilization is determined by a spending formula approved by the Board of Trustees. The amount available for spending is set at 5% of the previous three-year average market value for the years ended June 30, 2013 and 2012, respectively. The amounts available to be distributed, net of unspent endowment income, under the spending policy were $409,939 and $376,186 for the years ended June 30, 2013 and 2012, respectively. These amounts are included in change in net assets from operations. Investment income greater or less than the amounts available to be distributed under the spending policy is reported as nonoperating income.

14. Operating Leases

The College leases certain vehicles and equipment under operating lease arrangements that expire at various dates through 2018. Rent expense was approximately $66,249 and $65,290 for the years ended June 30, 2013 and 2012, respectively.

Minimum future rentals under non-cancelable operating leases are as follows:

Year Ending June 30	Amount
2014	$ 59,629
2015	43,681
2016	23,140
2017	16,645
2018	3,495
	$ 146,590

15. Retirement Plan

The College participates in a retirement plan administered by the Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF). All regular full-time employees are eligible to participate in the plan. Contributions to the plan are based on gross wages and consist of contributions by the participants at a minimum of 5% of gross wages and by the College at 5% of the participants' gross wages. Employees may also make additional voluntary contributions in excess of the mandatory contribution to the retirement plan administered by TIAA-CREF. The College also offers supplemental retirement accounts to employees that are not eligible for participation in the TIAA-CREF plan or employees in the TIAA-CREF plan that would like to contribute additional funds. The participant contributions to the supplemental retirement accounts are not subject to a matching contribution by the College. Retirement plan expense was $437,462 and $353,954 for the years ended June 30, 2013 and 2012, respectively.

16. Commitments

On January 19, 2009, the College entered into a service agreement with a vendor. Under the service agreement, the vendor reimbursed the College $487,426 for a payment made on an unamortized contribution to a previous vendor. In addition, the vendor will fund an investment for capital improvements to the premises. The College is required to return a portion of the gift if the service agreement is terminated prior to December 31, 2028. The amount subject to return to the vendor is amortized on a straight-line basis primarily over a period of 240 months, commencing on October 1, 2009. The College received $750,000 from the vendor during the year ended June 30, 2010 to fund the construction of a new athletic field. The contributions received from the vendor are included in temporarily restricted net assets and released to unrestricted net assets on a straight-line basis over the stated terms in the contract.

17. Disclosures of Fair Market Value of Financial Instruments

The College's financial instruments consist of cash and cash equivalents, accounts receivable and payable, student loans and contributions receivable, deposits with bond trustees, investments, accrued expenses, notes and bonds payable, an interest rate swap agreement, and U.S. government loan advances. The estimated fair value of the notes and bonds payable, based on discounted cash flows at current market interest rates, was $3,944,000 and $4,419,000 at June 30, 2013 and 2012, respectively. The fair values of all other financial instruments approximate their carrying values.

18. Fundraising Expenses

Fundraising costs for the years ended June 30, 2013 and 2012 were $570,128 and $505,277, respectively, and are included in institutional support expense.

19. Fair Value Measurements and Disclosures

FASB ASC Topic 820 defines fair value, establishes a framework for measuring fair value in accordance with GAAP, and expands disclosures about fair value measurements.

FASB ASC Topic 820-10-20, *Fair Value Measurements and Disclosure*s, defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. FASB ASC Topic 820-10-20 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Quoted prices (unadjusted) or identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2: Significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3: Significant unobservable inputs that reflect the College’s own assumptions about the assumptions that market participants would use in pricing an asset or liability.

Assets and liabilities measured at fair value on a recurring basis are summarized below.

	Fair value measurements at June 30, 2013, using:		
	June 30, 2013	**Level 1**	**Level 2**
Investments			
Money market funds	**$ 64,986**	**$ 64,986**	**$ -**
Fixed income mutual funds	**2,256,594**	**-**	**2,256,594**
Equity mutual funds	**5,270,593**	**453,418**	**4,817,175**
Equity securities	**1,044,856**	**1,044,856**	-
Fixed income			
Corporate bonds	**475,882**	**475,882**	**-**
U.S. Government bonds	**161,910**	**161,910**	**-**
Total investments	**$ 9,274,821**	**$ 2,201,052**	**$ 7,073,769**
Interest rate swap agreement	**$ (88,129)**	**$ -**	**$ (88,129)**

	Fair value measurements at June 30, 2012, using:		
	June 30, 2012	Level 1	Level 2
Investments			
Money market funds	$ 87,799	$ 87,799	$ -
Fixed income mutual funds	2,186,314	-	2,186,314
Equity mutual funds	4,299,716	334,044	3,965,672
Equity securities	968,963	968,963	-
Fixed income			
Corporate bonds	436,849	436,849	-
U.S. Government bonds	166,267	166,267	-
Total investments	$ 8,145,908	$ 1,993,922	$ 6,151,986
Interest rate swap agreement	$ (165,886)	$ -	$ (165,886)

The fair value of a financial instrument is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is best determined based upon quoted market prices. However, in certain instances, there are no quoted market prices for the College's various financial instruments.

Level 2 investments are valued based on the net asset values (NAV) of the funds. The College invests in the Commonfund, which calculates NAV per share in accordance with FASB guidance relative to investment companies and these investments are reported at fair value based on the NAV per share as reported by the investee. These investments are measured at fair value using Level 2 or Level 3 inputs. These investments are categorized as Level 2 financial instruments as the College has the ability to redeem its investment in the entity at NAV per share at year-end or within 90 days of that date.

The fair value of the interest rate swap agreement is based on the income approach using a discounted cash flow analysis of the future cash inflows and cash outflows based on the notional amount of the interest rate swap agreement, the variable rate as outlined in the Series 2011 Bond, and the fixed interest rate of the swap agreement.

20. Cash Flow Information

The College paid interest of $155,461 and $252,919 during the years ended June 30, 2013 and 2012, respectively.

The College had the following noncash activity for the years ended June 30:

	2013	2012
Acquisition of land, buildings and equipment	**$ 1,573,219**	$ 1,242,362
Less: Acquisition of land, buildings and equipment included in accounts payable as of June 30, 2013	**(213,825)**	-
Acquisition of equipment under capital lease obligations	**(20,685)**	-
Payments for the acquisition of land, buildings and equipment	**$ 1,338,709**	$ 1,242,362

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
New England College

We have audited, in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New England College (the College), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 18, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of the financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 18, 2013

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY OMB CIRCULAR A-133

To the Board of Trustees of
New England College

Report on Compliance for the Major Federal Program

We have audited New England College's (the College) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on the College's major federal program for the year ended June 30, 2013. The College's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the College's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We did not audit the College's compliance with the billing, collections and due diligence compliance requirements specified by the Federal Perkins Loan Program and described in the OMB Circular A-133 *Compliance Supplement*. These functions were performed by Educational Computer Systems, Inc. (ECSI). ECSI's compliance with the billing, collections and due diligence compliance requirements were examined by other independent accountants, as described in the following paragraph. The report of those accountants has been furnished to us, and our opinion, expressed herein, insofar as it relates to the College's compliance with those requirements, is based solely on the report of the other independent accountants.

ECSI's compliance with the requirements governing the functions that it performs for the College was examined by other independent accountants whose reports have been furnished to us. The reports of the other independent accountants indicate that compliance with those requirements was examined in accordance with the U.S. Department of Education's Audit Guide, *Audits (Attestation Engagements) of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers.*

Based on our review of the service organization independent accountants' reports, we have determined that all of the compliance requirements included in the OMB Circular A-133 *Compliance Supplement* that are applicable to the major program in which the College participates are addressed in either our report or the reports of the service organization's accountants. Furthermore, based on our review of the service organization's independent accountants' reports, we have determined that they do not contain any findings of noncompliance that would have a direct and material effect on the College's major program's compliance with the requirements described in the first paragraph of this report.

We believe that our audit and the report of the other independent accountants provide a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on the Major Federal Program

In our opinion, based on our audit and the report of the other independent accountants, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

We did not consider internal control over compliance with the billing, collections and due diligence compliance requirements specified by the Federal Perkins Loan Program and described in the OMB Circular A-133 *Compliance Supplement*. Internal control over these compliance requirements was considered by the other independent accountants referred to above; and our report, insofar as it relates to the College's internal control over those compliance requirements, is based solely upon the report of the other independent accountants.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant*

deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

We have audited the financial statements of the College as of and for the year ended June 30, 2013, and have issued our report thereon dated November 18, 2013, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements of the College as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by OMB Circular A-133 and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the schedule of expenditure of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 18, 2013

NEW ENGLAND COLLEGE

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2013

Federal Grant/Pass-Through Grantor/Program Title	Federal CFDA Number	Total Federal Expenditures
United States Department of Education:		
Student Financial Assistance Cluster:		
Federal Direct Student Loans (Direct Loan) (Note 5)	84.268	$ 20,196,331
Federal Perkins Loan Cancellations (Note 6)	84.037	9,613
Federal Perkins Loan Program (Perkins) (Note 6)	84.038	3,911,540
Federal Work-Study Program (FWS) (Note 4)	84.033	179,242
Federal Pell Grant Program (PELL)	84.063	2,178,685
Federal Supplemental Educational Opportunity Grant Program (FSEOG) (Note 3)	84.007	229,623
Total United States Department of Education		26,705,034
United States Department of Health and Human Services:		
Passed-through Dartmouth College		
National Center for Research Resources: Idea Network of Biological Research Excellence	93.389	198,917
Total Expenditures of Federal Awards		$ 26,903,951

NEW ENGLAND COLLEGE

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2013

1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal grant activity of New England College (the College) under programs of the federal government for the year ended June 30, 2013. The information in the Schedule is presented in accordance with the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Government and Non-Profit Organizations*. Because the Schedule presents only a portion of the operations of the College, it is not intended to, and does not present, the financial position, changes in net assets or cash flows of the College.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, *Cost Principles for Education Institutions,* wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Federal Supplemental Educational Opportunity Grant Program

Federal Supplemental Educational Opportunity Grant Program Award expenditures in 2013 consist of the following:

Current year awarded	$ 192,670
Carry back to fiscal year 2011-2012	(1,282)
Transfer from Federal Work-Study Program	38,235
Total award expenditures in 2013	$ 229,623

4. Federal Work-Study Program

Federal Work-Study Program Award expenditures in 2013 consist of the following:

Current year award	$ 217,477
Transfer to Federal Supplemental Educational Opportunity Grant Program	(32,235)
Total award expenditures in 2013	$ 179,242

5. Federal Direct Student Loans

During the year ended June 30, 2013, the College processed the following new loans under the Federal Direct Student Loan Program. The loans were made directly through the Department of Education.

Federal Subsidized Loans	$ 3,482,993
Federal Unsubsidized Loans	14,040,195
Federal Parents' Loans	2,673,143
Total Federal Direct Student Loans	$ 20,196,331

6. Federal Perkins Loan Program

The following sets forth certain balances and activities in the Federal Perkins Loan Program for the year ended June 30, 2013:

Perkins cash balance at June 30, 2013	$ 35,379
Perkins loans receivable at June 30, 2012	$ 3,322,625
New loans advanced	588,915
Perkins expended as presented on Schedule of Expenditures of Federal Awards	3,911,540
Perkins loans collected	382,610
Perkins loans canceled	9,613
Perkins loans receivable at June 30, 2013	$ 3,519,317

NEW ENGLAND COLLEGE

Schedule of Findings and Questioned Costs

Year Ended June 30, 2013

Section I. – Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
Material weakness(es) identified?	____ yes	__X__ no
Significant deficiency(ies) identified not considered to be material weaknesses?	____ yes	__X__ none reported
Noncompliance material to financial statements noted?	____ yes	__X__ no

Federal Awards

Internal control over major programs:		
Material weakness(es) identified?	____ yes	__X__ no
Significant deficiency(ies) identified not considered to be material weaknesses?	____ yes	__X__ none reported
Type of auditor's report issued on compliance for major programs:	Unmodified	
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)?	____ yes	__X__ no

Identification of major programs:

Name of Federal Program or Cluster	CFDA Number(s)
U.S. Department of Education – Title IV Student Financial Assistance Cluster	84.007, 84.268, 84.037, 84.038, 84.063, 84.033

Dollar threshold used to distinguish between Type A and Type B programs:	$300,000	
Auditee qualified as low-risk auditee?	__X__ yes	__ no

Section II. – Findings Relating to the Financial Statements Which are Required to be Reported in Accordance with *Government Auditing Standards*

None noted

Section III. – Findings and Questioned Costs for Federal Awards

None noted

NEW ENGLAND COLLEGE

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2013

NONE

DOCUMENTS FOR THE WORKROOM

Standard 1: Mission and Purposes
NEC Mission Statement
NEC Mission, Vision and Values
Repositioning Shared Commitments
NEC Strategic Plan

Standard 2: Planning and Evaluation
Strategic Plan
Strategic Plan – Operational Worksheets
Academic Annual Report
Campus Master Facilities Plan
Emergency Response Manual
Academic Program Review Process
Optimal Enrollment Plan
Common Data Sets
IPEDS Selected Data
NSSE Reports

Standard 3: Organization and Governance
Volume I Employee Handbook: Governance
Board Membership and Affiliations
Trustee Document on Roles and Responsibilities
Trustee Reports (Board books)
Board of Trustees Committee Minutes
Minutes from Faculty Standing Committees
Faculty Bulletins
Minutes from Staff Executive Council
Minutes from Student Senate
Organizational Chart
Employee Job Descriptions

Standard 4: The Academic Program
Academic Catalog
Graduate Catalog
Doctorate of Education Student Handbook
Repositioning Task Force Report
Repositioning Shared Commitments
Repositioning Operational Plan
Course Proposal Forms
Course Change Forms
Program Change Forms
Academic Program Review Process
Academic Program Review Schedule
Sample Academic Program Review Reports and Letters
NEC Online Teaching Principles
Sample Course Syllabi

Graduate Student/Alumni Satisfaction Surveys
Doctorate of Education Assessment System
Grad Council Minutes 2009-2014
Studies of Retention and Graduation Rates
Sample of Course Evaluations
Policy on Credit for Prior Experience and Collegiate Work

Standard 5: Faculty
Sample Faculty Activity Reports
Sample Faculty CV's by Collegium/Division
List of Faculty Sabbaticals and Sample Reports
Academic Advising Manual
Volume IV Employee Handbook (Faculty Manual)
Full Time Faculty Handbook
Part Time Faculty Handbook
Graduate Faculty Handbook
List of Full Time Faculty

Standard 6: Students
NEC Undergraduate Student Handbook
Admissions Forms (Graduate and Undergraduate)
Annual Admissions Data
Graduate Student/Alumni Satisfaction Survey Reports
Academic Support Services Documents
Graduate and Undergraduate Graduation Rates
Graduation Rate Studies
Retention Data 1983 to Date
Retention by Ethnicity FA 2004 to Date
Retention by Gender FA 2004 to Date
Retention Statistics of Student-Athletes
Other Retention Statistics
Orientation Materials and Information
Student Club and Organization Summaries
Student Development: Statistics, Surveys, Reports and Planning Documents
Student Development Policy Review Document

Standard 7: Library and Other Information Resources
Library Annual Reports
Assessment Reports, Plans, and Review Documents
Borrow and Lend Statistics
Danforth Collection Development Policy
Distance Services Reports
Reference Statistics
GMILCS Articles of Agreement & Bylaws
LibGuides at New England College
List of Data Bases and Electronically Available Resources
Library Budget FY10-14
Library Mission Statement

Library User Survey Reports
NHCUC Bylaws
Online Resources List
Online Services Through Website
Reserve Materials Data
Technology Committee Reports
Technology plan
WALDO Member Contract

Standard 8: Physical and Technological Resources
Campus Map
Master Facilities Plan
Capital Budget Plan
Overview of Insurance Policies
Campus Facility Planning Documents
Policies for System Reliability, Integrity and Security of Data
Policy on Individual Privacy
Technology Resource Documents
Rental Agreements for Instructional Space
Security Plan for Academic, Administrative, Residential Space
Space Allocation Policy

Standard 9: Financial Resources
Budget Allocation, by Unit
Budget Development Policy and Procedures
Capital Budget Plan
Endowment Spending Policy
Investment Policy
Multi-year Financial Plans
NEC Audited Financial Statements
Plans for Debt Retirement
Policy on Risk Management
Budget Advisory Committee Minutes
Staff Salary Equity Model

Standard 10: Public Disclosure
Copies of College Literary Magazine
Copies of the Student Newspaper
Copies of Alumni Magazine
Recruitment Publications
Academic Program Information Sheets
Marketing Materials

Standard 11: Integrity
Academic Honesty Policy
FERPA Policy
Employee Grievances Policy
Faculty Grievances Policy

Student Grievances Policy
Non-Discrimination and Affirmative Action Policy

* Additional Documents will also be available in the electronic workroom.

Student Success Data Forms (E and S Series)

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes. As part of adopting our Mission Statement, 9 Institutional Values were adopted. All programs link learning outcomes to the institutional mission and values. More recently, the College has adopted the AAC&U's Essential Learning Outcomes for the 21st century.	Values are published with the mission statement in print and electronic publications; website, Academic Catalog, performance evaluation forms, etc. as well as in Board reports and Strategic Planning documents. Essential Learning outcomes to be advanced in upcoming curricular redesign and published on website, Academic Catalog etc.	Satisfactory program completion: Hierarchy of learning outcomes met, required and pre-required courses achieved in programs, mastering lower level learning outcomes in order to progress in order to master more advanced outcomes. A wide variety of data/evidence has been specified throughout the curriculum including capstones projects, papers and presentations as well as portfolios, external review bodies, certifications, and graduate school as specified in individual programs. Assessment by supervising faculty; tracking by Center of Engaged Learning and	Initial review by faculty and division/collegia / Graduate Council committees. Academic Standards Committee addresses program of students not making satisfactory progress. Registrar conducts degree audits. Comprehensive reviews conducted by the Curriculum Committee, and finally full Faculty (at governance	Findings are used to assess curriculum structure and effectiveness and student attainment. Most significant results have been used to move to a more concrete adoption of NEC Learning Outcomes (the Essential Outcomes for the 21st Century endorsed by the AAC&U.) and Repositioning Shared Commitments and Guidelines for Curricular Revision. Findings inform retention initiatives such as First-Year Program, revision of financial aid education and awards, development of Mentoring program, etc. Certification self-studies are used to ensure alignment of curriculum	Ongoing via the work of the Assessment Steering Committee annual and five-year Academic Program Review process. 2013 via Program Prioritizatio n process of Repositioni ng Task Force.

			Office of Career and Life Planning of engaged learning experiences. Admissions, graduation, achievement and retention data including IPEDS reports, ranking and benchmarking reports (CIC, College Bound, AGB, etc.) midterm reports, academic support services data. Engagement data: NSSE survey results, community surveys, annual Graduate Survey and Alumni Interviews. Faculty Activity Data (for indicators of learning opportunities; congruency with institutional mission and values): Collegium/Division Report. Faculty/Course evaluations, Faculty Activity Reports, Survey of Engaged Learning Activities; faculty/curriculum development grant process; mentoring of new faculty. Self-Studies for Accreditation and State Certification.	meetings and retreats). Through the VPAA and Faculty Assessment Steering Committee, the institution oversees the faculty process of assessment then development and implementation of improvements to specific programs. The VPAA and ASC assist programs with developing analytic frameworks for specifying outcomes, collecting evidence of achieving outcomes, assessing student learning, developing and implementing program changes. Annually the VPAA reviews Student	and to review student outcomes related to certification; institutional wide-self-studies are used for program and institutional improvement. For example, last NEASC five-year report provide incentives to more thoroughly implement assessment activities not institutionalized systematically through Academic Program Review process.	

				Learning Reports. Five-year Comprehensive Reviews by the Assessment Steering Committee. Additional analysis is completed (depending on the type of assessments) by staff in related offices (Admissions, Registrar, Pathways, etc. with leadership from Senior Team, Assessment Steering Committee, and EMG, and Board of Trustees for discussion. Interpreted by collegia/division chairs/deans, VPAA, and Faculty Development Committee in annual performance		

				reviews and ongoing supervision.		
For general education if an undergraduate institution: See Item 15 below…	See item 15.	See item 15.	See item 15.	See item 15.	See item 15.	See item 15.
Accounting	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Program is new and received an external review from Prof. Bob Kenny of St. Michael's College. The program sets objective for and tracks numbers of students sitting for and passing licensure exams such as CPA, CMA, CIA, CFP. Where 150 credit hours are required for CPA licensure in NH the program also tracks graduate school admissions.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5	Implemented objectives regarding numbers of graduates sitting for professional license exams or admission to graduate school.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013		
Art and Art History Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Portfolios with 2-4 examples of work from each Art/Art History Class taken Written self -assessment discussed with faculty. Standardized tests at the introductory level. Senior portfolio and/or exhibition with 6-10 works. Portfolio presentation in all studio art classes. Foundation Review at end of second year. Senior written research in Art History.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment	Foundation and Capstone Reviews were a direct result of prior assessment and program review. Facebook Group established for alumni and students to discuss and share experiences.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall for Repositioning Task Force Program Prioritization.

				Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Biology and Health Science Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Senior thesis portfolio review. Sophomore review (informal faculty review for continuation). Internships. Licensure examinations. External Reviews include: • INBRE; • Alumni Survey; • Comparisons to other colleges and Universities; • Articulation Agreements – Massachusetts College Pharmacy and Health Science.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports.	Newly incorporated phased developmental review of Senior Thesis Portfolio has resulted in high completion rate and achievement of higher standards. Incorporate an INBRE goal of bioinformatics into our curriculum and enhance laboratory focus to one that is more inquiry and embedded in the research process . Improve some laboratory equipment. Student biology mentor program was attempted and was not successful.	Fall 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Business Administration	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	ETS Business Field Test for seniors. Alum/Business advisory council review of senior papers. Internship supervisor scorecard.	Faculty reviews senior papers and meets regularly to discuss program wide initiative like Excel spreadsheet inclusion in all core courses. Business Advisory Council provides external industry professional feedback on senior papers. Annually by VPAA via	Implementation of Information Systems initially through a core course then new outcomes developed for key core course in information systems. Increased use of spreadsheet analysis in specific courses. Change from Capstone course to senior thesis/project with more frequent evaluative intervals.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Communication Studies	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.e in the Academic	Program recently revised. Plans are being developed that include videotaping presentations, comparing 2000 level and 4000 level self assessment papers and internship type and number analysis.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning.	Entire program recently revised – analytic framework for assessment is being developed.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritizatio

		Catalog.		Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		n.
Computer Information Systems	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on	Program recommended to be eliminated and students taught out and the Management Division has indicated faculty acceptance of the recommendation.	Faculty within individual courses assess student assignments measured against outcomes. Department members complete annual and five-year reports on	Program has been recommended for elimination and taught out to remaining students and the Management Division has indicated faculty acceptance of the recommendation.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force

		www.nec.edu in the Academic Catalog.		student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		Program Prioritizatio n.
Criminal Justice	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec .edu); • Published in Faculty Bulletins located	Dr Rafael Rojas, certified ACJS program reviewer conducted an external review of the program. The program has identified several opportunities for assessing student learning outcomes including: research papers, projects, oral presentations,	Faculty within individual courses assess student assignment measured against outcomes. Department members	In Fall 2013 CJ had collected as baseline data. Samples of assignments, Summary of Alumni survey. Summary of Senior Survey results.	Spring 2013 for Five-Year Comprehen sive Program Review. Summer/ Fall 2013 for

		on Network Drives; • Published on www.nec.edu in the Academic Catalog.	internships and portfolios. ASC recommend systematizing collection and analysis of indentified evidence for ongoing program improvement.	complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		Repositioning Task Force Program Prioritization.
Education programs: Secondary Education: Mathematics Secondary Education: Life Sciences Secondary Education: English	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in	Student portfolios (some electronic) prepared in Methods Practicum and Student Teaching. All of the students created a unit to provide artifacts for us to assess their progress. They also created a website	Faculty within individual courses assess student assignment measured against outcomes.	The instructor for the Methods and Curriculum of Teaching SS has implemented the goal of integrating NH History into that class. The Associate Dean of Education visited and	Spring 2011 for Five-Year Comprehensive Program Review. Summer/

Secondary Education: Social Studies Elementary Education General Special Education K-12 Physical Education K-12 Theatre Education K-12		Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	for NH History lessons and units. Assessed progress in the portfolios through feedback from our students, TEACH and faculty input. Students and faculty indicated that they found the use of the efolios to be inconsistent and that caused issues with students and faculty.	Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	interviewed all principal interns and their mentors during the 2012-2013 year. Determined that we should be more consistent with our use of the efolios throughout our courses and from year-to-year. We also believe that the use of portfolios is going to be even more important in the future as the federal government and state implement the latest program assessment standards. This will affect how we are reviewed by the DOE for our certification programs. Decided to rethink the entire process for the certification process as we work to implement the recommendations from the Repositioning Task Force. We should attempt to make our program even more experiential for our students. Refine our Application to the Major process	Fall 2013 for Repositioning Task Force Program Prioritization.
Pre-Engineering	Yes	• Program Assessment Matrix" NEC Assessment Center on	Outcomes assessments of course taught and supported in other programs reviewed for their outcomes achievement and	Faculty within individual courses assess student assignment	Review viability of program in light of only one placement to engineering program and discontinuance of	Spring 2013 for Five-Year Comprehensive

		Blackboard (Blackboard.nec .edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	ongoing match with Pre-Engineering desired outcomes.	measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	articulation agreement with Clarkson.	Program Review. Summer/ Fall 2013 for Repositioni ng Task Force Program Prioritizatio n.
English as a Second Language	Yes	• Program Assessment Matrix" NEC	Most Assessment is classroom based including oral presentations, text	Course instructors interpret the	Course placement; evaluation of ESL sequence.	Spring 2012 for Five-Year

		Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	book grammar and essay exercises and instructor evaluation of class discussions. Considering requiring TOEFL exams and use standardized tests to gauge incoming skills and progress.	evidence to 1. Test/evaluation models. Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special	Expand Web based assignments. Evaluate incoming English skill to match with commensurate texts.	Comprehensive Program Review.

				Repositioning Task Force reviewed each program in Summer/Fall 2013.		
English. Comparative Literature, Creative Writing Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Portfolio, Capstone Course. Employment in related field after graduation.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Design of Creative Writing Capstone experience.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Environmental Science, Environmental Studies and Environmental Sustainability Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Full and part time employment rates Graduating student interviews. Capstone projects.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall	Planned development of senior thesis project including data collection.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				2013.		
General Education (Liberal Arts Core Curriculum) and Liberal Arts AA/ BA	Yes. Please note: the NH State Department of Education has outcomes for general education. These were taken into consideration when the General Education program was created.	• Individual General Education course outcomes are listed on syllabi; • Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Program outcomes are well articulated and in line with current literature on academic and business needs. Baseline benchmarks are collected in the form of First Year Liberal Arts Survey and Pre-Assessment Survey. Data/evidence in development for LAS 7 to help gauge achievement of program student Learning outcomes.	Faculty teaching individual courses within the program evaluate course-specific assessments; Committee members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in	Increased Faculty Development programs to develop and improve strategies for achieving program outcomes and include diverse faculty in documenting achievement. Program redesigned in conjunction with college repositioning – new design proposal is now before the faculty.	Spring 2013 for Five-Year Comprehensive Program Review Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Summer/Fall 2013.		
History	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Twelve types of possible assessment have been identified but they need to be systematized and analyzed to develop recommendations for program improvement.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force	Scaffolding or other approaches utilized across campus to improve levels of student completion of senior theses are being studied for implementation.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				reviewed each program in Summer/Fall 2013.		
Kinesiology	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Practicum evaluation. Certification rates for those in particular concentrations.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annual by VPAA on Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special	Streamlining of Concentrations.	Spring 2011 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Legal Studies	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Copies of selected written assignments and Final Exams in three courses one each at the 1000 level 2000 level and 4000 level.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Legal Reasoning Process course offered for the first time in Spring 2013.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Library: Information Literacy (as Part of General Education and Institutional Goals)	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Percentage of usage in holdings is compared to state averages. Customer Service Surveys. SAILS Skills test.	Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	The library has expanded its e-materials, adding to its e-book collection and increasing the number of its databases.	Spring 2013 for Five-Year Comprehensive Program Review.
Mathematics	Yes	• Program Assessment Matrix" NEC Assessment Center on	External review conducted in fall 2012 (Semra Kilic-Bahi, Associate Prof of Mathematics, Colby-Sawyer College).	Faculty within individual courses assess student assignment	Evidence is used to shape methods of instruction to address those program goals that are not being met as determined by	Spring 2013 for Five-Year Comprehensive

		Blackboard (Blackboard.nec .edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Compare senior thesis documents to program goals. Compare exam performance with program goals.	measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	assessment. Change methods of instruction of mathematical proof in advanced courses.	Program Review. Summer/ Fall 2013 for Repositioni ng Task Force Program Prioritizatio n.
Outdoor Leadership	Yes	• Program Assessment Matrix" NEC	Several external accrediting and certifying bodies provide certification or	Faculty within individual courses assess	Program has been revised in line with college repositioning, passed	Spring 2012 for Five-Year

		Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	licensure to students completing programs of study within various courses, and NEC program instructors are authorized to provide such instruction and certify competencies. Database is maintained of student certifications and licenses. Database of licenses and certifications needs to be linked to specific course outcomes through the program.	student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	division review and submitted to Curriculum Committee. External student credentialing through certifications and licenses will be finalized with faculty approval of revised program.	Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.
Philosophy	Yes	• Program	Review of in class	Faculty within	Revised curricular model	Spring 2013

		Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	assignments, take home assignments, term research papers, oral exams and one completed senior paper.	individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall	with four areas of study. Entry Level – Critical Thinking. Ancient/Medieval Philosophy. Modern/Contemporary Philosophy.	for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				2013.		
Political Science	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Six of eight articulated program outcomes can be directly measured in the Senior Thesis Project – students' presentations reviewed by faculty from across the college. Dean McSweeney of Bunker Hill Community College conducted an external review of the program. External review is also achieved through external reviewers of Senior Thesis Project.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each	Thesis structure undergoing revisions.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				program in Summer/Fall 2013.		
Psychology	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Dr. David Zehr Associate Vice President for Undergraduate Studies, Plymouth State University conducted an external program review. External Advisory Council. Survey of Graduates Numerous forms of students work have been identified and are collected and noted in the department's 2013 report.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning	Continuous changes including addition of clinical track and research program addressing student needs. New initiative include. Create a program entry and beginning of year party to familiarize students with the program. Develop and broaden alumni contact. Increase emphasis on community psychology, phisio perspectives and multiple internships. Improve integration with graduate school.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Task Force reviewed each program in Summer/Fall 2013.		
Sociology	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	An external review of the Sociology department and curriculum was conducted by Dr. Woody Doane, Professor of Sociology at the University of Hartford. Alumni Survey identified work graduates are doing, graduate admissions and needs for additional career preparation as well as preparation in research and statistics.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Incorporate additional experiential learning in the earlier years of the program.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Sport and Recreation Management	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Number of students hired after internships. Type of job placement of majors after graduation. Oral presentations, Work products (written papers, reports, spreadsheets, multimedia). Peer review. Recommended that program revise outcomes language to reflect more measurable outcomes.	A Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and	Changes to improve analytic skills and communications skills through a juried review of a senior research paper.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Theatre	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	External assessment provided through acceptance majors into MFA programs and graduate involvement in the Open Door Theatre summer productions. Production Work (Performance & Technical). Writing assignments. Non-standardized test Performance Exercise (Acting, Directing, Movement. Internship/Graduate School/Employment. Design Exercise (Scenery, Costumes, Lighting, Make-up, Properties). 2nd Year Revue. Exit Interview.	Faculty grades work and conducts surveys. Department members complete annual and five-year reports on student learning. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.	Made this assessment report available to all faculty teaching in the theatre program. Asked all instructors in the Theatre program to concentrate on strengthening both analytical and critical writing skills through exercises and practice as well as to encourage students to use writing as a mode of thinking and therefore becoming a vehicle for criticism and analysis. Reviewed the strengths in the performance/ design area of student work to help students draw connections to the areas in which they are challenged. Theatre faculty worked towards helping students to improve critical and analytical skills through alternative means other	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

					than traditional writing exercises - Specifically through Survey of Western Drama and Play Analysis to significant success.	
Women's and Gender Studies (minor)	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Program has developed seven assessment strategies throughout the programs and mapped their application in individual courses… in particular the Action Projects seem most commensurate with the mission of the college.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and	Curriculum now allows for students to receive credit for courses that while not formally cross-listed, lend themselves to women's and gender studies analysis and research. Restructuring of requirements into three areas of study, insuring that students be familiar with three significant content areas. Representations of Women and Gender. Theory. History and/or Social Change.	Spring 2013 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
Writing Program (first year)	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu in the Academic Catalog.	Writing sample. Pilot of Student e-Folio. Assessment of Student Essays and Analysis papers.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and	Incorporated technology including use of Prometheon Boards. Revising second writing course required of all students.	Spring 2012 for Five-Year Comprehensive Program Review. Summer/ Fall 2013 for Repositioning Task Force Program Prioritization.

				provides formal feedback and review. Special Repositioning Task Force reviewed each program in Summer/Fall 2013.		
SGPS – MA Professional Writing	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu	Students complete capstone. Students complete Self-Assessments. Portfolio of completed work.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year reports on student learning.	Revised Capstone course-moving it from a single 7-week course to a series of 1-credit courses over a longer period of time.	Scheduled for Spring 2014 for Five-Year Comprehensive Program Review
SGPS – MA Public Policy	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network	Students carry out a comprehensive analysis of the policy and propose specific modifications and suggestions for implementation.	Faculty within individual courses assess student assignment measured against outcomes. Department members complete annual and five-year	Modified curriculum to replace Government Ethics with Policy Analysis.	Spring 2013 for Five-Year Comprehensive Program Review.

		Drives; • Published on www.nec.edu		reports on student learning. Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.		
SGPS – Master in Education and CAGS		• NEC Academic Catalog	Portfolio Reviews; Class observations, internships.	Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Concentration in Forensic Accounting added.	Spring 2012 for Five-Year Comprehensive Program Review.

				Graduate and Professional Studies Council.		
SGPS - MFA Creative Writing	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives;	Preparation of texts in poetry or fiction.	Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Concentration in Fiction added in 2013.	Scheduled for Spring 2014 for Five-Year Comprehensive Program Review.
SGPS – MS Accounting	Yes	• NEC Academic Catalog.		Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal	Concentration in Forensic Accounting added.	Spring 2012 for Five-Year Comprehensive Program Review.

				feedback and review. Graduate and Professional Studies Council.		
SGPS – MS Higher Education Admin	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu	Focus group data from student. Interview data from instructors. Course assignments. Capstone projects and presentations.	Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Capstone Project under revision. Curriculum Overhaul planned 2014-2015.	Scheduled for Spring 2014 for Five-Year Comprehensive Program Review.
SGPS – MS Management and MBA Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu) ; • Published in Faculty Bulletins located on Network Drives; • Published on	Students have three main routes they can take for the Capstone: • a consulting-type project of applied research • a program evaluation type of project and action plan for improvement and innovation; • a business plan	Ground courses are evaluated by a panel of faculty. Online course are evaluated by the instructor. Annually by VPAA via Annual Assessment of Student Learning	Transition from MSM to MBA. Concentrations added: Sustainability. management; Digital and Social Media.	Spring 2012 for Five-Year Comprehensive Program Review.

		www.nec.edu		Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.		
SGPS – MS Mental Health Counseling and Human Services Programs	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu.	Student Surveys. State Licensure.	Annually by VPAA via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Obtaining CACREP Accreditation remains a serious issue for program viability.	Spring 2013 for Five-Year Comprehensive Program Review.
SGPS – Ed. D.	Yes	• Program Assessment Matrix" NEC Assessment Center on Blackboard (Blackboard.nec	Program report specified a number of point where student work was examined for quality of bibliographies, quantitative analysis, and presentations observed.	Annually by VPAA via Annual Assessment of Student Learning Reports.	Development of dissertation topics moved to earlier in the year. Dissertation Seminar Course moved from	Scheduled for Spring 2014 for Five-Year Comprehensive

		.edu); • Published in Faculty Bulletins located on Network Drives; • Published on www.nec.edu	Additionally student are surveyed with regard to program quality.	Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	Summer II to Summer I term. De-coupled public dissertation presentation from approval process. New faculty resource guides and faculty orientations. Improved communications and assistance with managing expectations for students working full time.	Program Review.
Continuing Education – BA Bus Admin	Yes	• Published on www.nec.edu in Academic Catalog • (Scheduled to develop Program Matrix) which will be stored on the Network Drive.	In development.	Annually by Dean of SGPS via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	To be determined.	Scheduled for Fall 2014 for Five-Year Comprehensive Program Review.
Continuing Education – BA Criminal Justice	Yes	• Published on www.nec.edu in Academic Catalog • (Scheduled to develop	In development.	Annually by Dean of SGPS via Annual Assessment of Student Learning	To be determined.	Scheduled for Fall 2014 for Five-Year Comprehensive

		Program Matrix) which will be stored on the Network Drive.		Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.		Program Review.
Continuing Education – BA in Psychology	Yes	• Published on www.nec.edu in Academic Catalog • (Scheduled to develop Program Matrix) which will be stored on the Network Drive.	In development.	Annually by Dean of SGPS via Annual Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.	To be determined.	Scheduled for Fall 2014 for Five-Year Comprehensive Program Review
Continuing Education – BS Healthcare Admin	Yes	• Published on www.nec.edu in Academic Catalog • (Scheduled to	In development.	Annually by Dean of SGPS via Annual	To be determined.	Scheduled for Fall 2014 for Five-Year

		develop Program Matrix) which will be stored on the Network Drive.		Assessment of Student Learning Reports. Assessment Steering Committee reviews via 5 Year Comprehensive Review and provides formal feedback and review.		Comprehensive Program Review.

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Physical Education K-12	NH State Department of Education May 2011	No issues	It was recommended that the Physical Education K-12 Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016
Elementary Education	NH State Department of Education May 2011	No issues	It was recommended that the Elementary Education Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016

Secondary Education: Social Studies	NH State Department of Education May 2011 Progress Report sent to Bob McLaughlin February 2013	More focus on NH history requested as well as student evidence of content knowledge.	It was recommended that the Secondary Education: Social Studies Program be recommended for program approval but that a progress report and visit be scheduled for spring 2014 See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Progress report and visit spring 2014 to be followed by full program review 2016.
Secondary Education: Mathematics	NH State Department of Education May 2011	No issues	It was recommended that the Secondary Education: Mathematics Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016
Secondary Education: Life Sciences	NH State Department of Education May 2011	No issues	It was recommended that the Secondary Education: Life Sciences Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016
Secondary Education: English Language Arts	NH State Department of Education May 2011	No issues	It was recommended that the Secondary Education: English Language Arts Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016

Theatre Education	NH State Department of Education May 2011	No issues	It was recommended that the Secondary Education: Theatre K-12 Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016
School Principal	NH State Department of Education May 2011 Substantive change report sent February 2013	No issues	It was recommended that the Principal Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016
Superintendents	NH State Department of Education May 2011	No issues	It was recommended that the Secondary Education: Superintendent Program be recommended for program approval for the full five years. No progress reports needed. See NH Dept of Education Team Report for March 6 – 9, 2011 visit.	Spring 2016

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

etion rates measure the grade at the end of the term and do not include changes to grades or changes of incompletes to p							
Student Success Measures/ Performance and Goals	**Prior**	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
		1112	1213	1314	1415	1516
IPEDS RETENTION DATA (1)						
Associate Degree Students		NA	NA	NA	NA	NA
Bachelors Degree Students		58%	63%	59%	63%	66%
IPEDS GRADUATION DATA						
Associate Degree Students		NA	NA	NA	NA	NA
Bachelors Degree Students		39%	38%	40%	42%	44%
Other Undergraduate Retention Rates(1)						
a. First Year to Sophomore Year		58%	63%	59%	63%	66%
b. 1st Year to Junior		41%	37%	43%	45%	47%
c.						
Other Undergraduate Graduation Rates (2)						
a. Graduate in four years		31%	27%	26%	32%	35%
b. Graduate in six years		39%	38%	40%	42%	44%
c.						
Graduate Programs*						
Retention rates first-to-second year (3)		79%	82%	100%	85%	85%
Graduation Rates @ 150% time (4)		72%	73%	70%	80%	80%
Distance education						
Course completion rates (5) UG		68%	63%	69%	72%	75%
Course completion rates (5) GR		93%	90%	90%	92%	92%
Retention rates (6)		77%	81%	100%	80%	80%
Graduation rates (7)		72%	74%	69%	75%	75%
Branch campus and instructional locations						
Course completion rate (8) UG		86%	80%	86%	85%	85%
Course completion rate (8) GR		95%	94%	96%	95%	95%
Retention rates (9)		82%	89%	100%	89%	89%
Graduation Rates (10)		77%	77%	71%	80%	80%

Definition and Methodology Explanations	
1	Other than the Prison Program no associate degrees are active. We do have a significan number of students in the UG on-line program, which has been active for only about a year and a half.
2	Standard IPEDS entering first year students.
3	Due to multiple starting terms enrollment is measured in the fiscal year rather than by indiviual terms. This means for the most recent year retention is 100% since all are enrolled their entry year.
4	Due to differing lengths of programs the current year has some students still enrolled and are still within the 150%. This will cause the graduation rate to be lower at this point in time.
5	Course completion rates measure the grades at the end of the term and do not changes in grades or changes to incompletes. Course completion rates include I, W, WD, ADW as not completed.
6	Due to multiple starting terms enrollment is measured in the fiscal year rather than by indiviual terms. This means for the most recent year retention is 100% since all are enrolled their entry year.
7	Due to differing lengths of programs the current year has some students still enrolled and are still within the 150%. This will cause the graduation rate to be lower at this point in time.
8	Course completion rates measure the grades at the end of the term and do not changes in grades or changes to incompletes. Course completion rates include I, W, WD, ADW as not completed.
9	Due to multiple starting terms enrollment is measured in the fiscal year rather than by indiviual terms. This means for the most recent year retention is 100% since all are enrolled their entry year.
10	Due to differing lengths of programs the current year has some students still enrolled and are still within the 150%. This will cause the graduation rate to be lower at this point in time.

*Graduate-only institutions must complete this portion

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
	2012	2013	2014	2015
Success of students pursuing higher degree/Employment (1)				
1 In graduate programs	19%	14%	9%	16%
2 Working in Major field	60%	66%	67%	70%
3 Working Outside Major Field	40%	34%	33%	30%
4 Seeking work	N/A	3%	5%	5%
5				
Definition and Methodology Explanations				
The percentages come from a graduating class survey sent out one year after graduation. The response rate is around 50%. Working inside and outside their major field include only working graduates. It does not include unemployed or those in graduate school.				
Rates at which graduates pursue mission related paths (e.g., Peace Corps, public service law) (2)				
1 Public Service/Military/Education/Human Services/Medical	46%	41%	43%	45%
2				
3				
4				
Definition and Methodology Explanations				
The percentages come from a graduating class survey sent out one year after graduation. The response rate is around 50%. Working inside and outside their major field include only working graduates. It does not include unemployed or those in graduate school.				
Rates at which students are successful in fields for which they were not explicitly prepared (3)				
1 Working Outside Major Field	40%	34%	33%	30%
2				
3				
4				
Definition and Methodology Explanations				
The percentages come from a graduating class survey sent out one year after graduation. The response rate is around 50%. Working inside and outside their major field include only working graduates. It does not include unemployed or those in graduate school.				
Documented success of graduates achieving other mission-explicitly achievement (e.g., leadership, spiritual formation) (4)				
1 N/A				
2				
3				
Definition and Methodology Explanations				
N/A				
Other (specify below in 5)				
1				
2				
Definition and Methodology Explanations				

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
		2006	2007	2008		
State Licensure Passage Rates*						
1	Not Applicable					
2						
3						
4						
5						
National Licensure Passage Rates*						
1	Not Applicable					
2						
3						
4						
5						
Job Placement Rates**						
1	N/A by major					
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

			2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
COMPLETION RATES*							
	1	Not Applicable					
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
PLACEMENT RATES**							
	1	Not Applicable					
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						

*List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.