

Nashua Community College
505 Amherst St., Nashua, NH 03063



Fall 2020 Report

Nashua Community College presents this report to the New England Commission of Higher Education (NECHE) to update the commission on the status of the institution since the 2018 comprehensive visit. The document provides a general overview of the college and details the state of institutional developments over the past two years. In addition, this document thoroughly addresses the areas of concern that the commission noted at the conclusion of the 2018 self-study process.

Introduction

Nashua Community College is pleased to submit its 2020 Report to the New England Commission of Higher Education. This report includes an overview of the institution and provides updates on the college's status since the 2018 NECHE comprehensive visit. In addition, it specifically addresses the concerns identified by the Commission at that time.

The two areas of concern identified by the Commission after the 2018 visit were:

- 1. Achieving its enrollment, retention and financial goals*
- 2. Staffing the position of Chief Financial Officer*

Addressing these two areas has been a primary objective of NCC leadership, and the college feels that this report will provide a thorough description of the progress made with regard to these areas. The report includes a thorough explanation of institutional planning strategies that were developed in response to these concerns and the status of their effectiveness. In addition, college personnel completed a comprehensive review of pertinent institutional data to support the content discussed in the body of this report. This document contains a summary of this information as well as an assessment of its impact on institutional planning.

Many individuals played a role in developing this report, and the college recognizes the efforts of those involved in its creation. The NCC leadership team was responsible for the construction of the narrative, and additional members of staff and faculty offered feedback. This process of considering multiple viewpoints during the creation of the report ensures that the information presented accurately summarizes the work completed since the comprehensive report of 2018. NCC is confident that this document accurately depicts the status of the institution, and the college took great care to ensure that the report is informative, accurate, and complete.

Institutional Overview with Updates since the 2018 Comprehensive Report

Institutional Overview

Nashua Community College was founded in 1970 and served the community as a vocational institution at that time. Over the past 50 years, the college has undergone a transition from a purely technical school to a far more comprehensive institution of higher learning. Though the college still offers a number of vocational degrees, there is also an emphasis on programs that prepare students for transfer into four-year institutions. The following is a brief summary of the institution's history:

History of the College

1970: NH Vocational-Technical College at Nashua was chartered and opened;
1974: The college received accredited from CTCI;
1989: The name of the college changed to NH Technical College at Nashua;
1996: The College merged with NHTC at Claremont;
1996: The College name changed to NH Community Technical College;
2000: CIHE granted the college candidacy;
2002: CIHE awarded initial accreditation to the college;
2005: The Claremont/Nashua merger ended, and the colleges again became independent;
2009: CIHE granted the college continued accreditation;
2009: The name of the college changed to Nashua Community College;
2011: CCSNH separated from the State of New Hampshire.
2018: CIHE granted continued accreditation;

In the fall of 2019, the student headcount was 1,590, and there were an additional 1,085 students enrolled in NCC courses through dual enrollment programs at area high schools. Approximately one-quarter of the students at the college were non-traditional learners, and about one-third attended full-time. Like many community colleges in the northeast, the college has experienced declining enrollment in recent years. This is primarily attributed to the decreased number of students graduating from area high schools, and until recently, a very low local unemployment rate.

The College has 34 associate degree programs and an additional 21 certificate options available to students. In addition, there are a number of non-credit offerings available for students in need of training for employment requirements or career advancement. The most highly enrolled programs on campus are Liberal Arts, General Studies Health, and Business Administration: Management.

Nashua Community College is accredited by the New England Commission of Higher Education (NECHE) and also has nine programs that maintain program specific accreditations. The college recognizes the value of these specialized accreditations and is appreciative of the service that these accrediting bodies provide in ensuring the quality of program content and delivery. The following nine programs have specialized accreditation: Aviation Technology (FAA Approval), Automotive Technology (ASE), Accounting (ACBSP), Management (ACBSP), Marketing (ACBSP), Small Business Entrepreneurship (ACBSP), Electronic Engineering Technology (ETAC/ABET), Honda Automotive Technology (ASE), and Nursing (ACEN).

A review of student transfer data suggests that the college does an exceptional job of preparing students for future academic success. Between the fall of 2015 and fall 2019, students from NCC successfully transferred into 333 different colleges and universities. Moreover, some of these students transferred into highly selective institutions such as Yale University, Johns Hopkins University, Amherst College, and Tufts University. NCC takes great pride in preparing students for continued academic achievement and believes that the successful transfer data speaks to the quality of the faculty and programs at the institution.

NCC is part of the seven-college Community College System of New Hampshire (CCSNH). As a result of this arrangement, the college receives financial support from the state of New Hampshire and can share certain expenses with sister colleges where appropriate. In fiscal year 2019, the state of New Hampshire general fund accounted for approximately 40% of the college budget.

The CCSNH Chancellor serves as the system CEO, and the Chancellor's office is responsible for the oversight of system-wide finances, marketing, development planning, information technology, current educational initiatives, personnel policies, and classification systems. In addition, the system is governed by a 24-member Board of Trustees that guide the system in fulfilling its mission. The board is a legally constituted body made up of representatives from area businesses and agencies, and the New Hampshire Governor approves each member. In addition, there are two CCSNH students that serve on the board, one of whom is from NCC.

The institution has the benefit of having an extremely stable governance structure. The current President, Lucille Jordan, has served in the role for over 20 years, and the both Vice Presidents have worked at the college for over a decade. In addition, the college has five academic department chairs and four office managers with over ten years of experience at the school. The institutional knowledge that these individuals possess is extremely valuable during the organizational decision-making process and is critical in guiding the college in a changing educational landscape.

The institution takes pride in being a college of the community. The college maintains numerous partnerships with area businesses and community organizations and strives to continually strengthen these relationships. NCC collaborates with local hospitals, clinics, companies, area high schools, automotive dealerships, government organizations, restaurants, charitable organizations, technology firms, and numerous other industry and community groups. In addition, the college hosts a variety of public events that support the local community and promote civic awareness. These events include conferences, meetings, athletic competitions, lectures, and musical performances.

NCC is exceedingly fortunate to be in the center stage during the national primary season. Political candidates often utilize the NCC spaces for campaign rallies and speeches. Since 2018, the college has been visited by a large number of political contenders including Joe Biden, Elizabeth Warren, Pete Buttigieg, Andrew Yang, Bernie Sanders, and Tom Steyer. Students attending these events receive first-hand exposure to the national political landscape and have the opportunity to take part in the electoral process as it is unfolding.

Recent Events

NCC faced trials during the spring of 2020 that were unlike any challenges that the college had previously addressed. The COVID-19 pandemic required that the college make sweeping changes to instructional delivery and institutional operations. Moreover, the college needed to implement these changes in a very short timeframe due to the immediacy of the situation. Courses that had been offered in a face-to-face format needed to be instantly shifted to an online model and this included many classes, such as automotive labs and science labs, that were never designed to function in an online environment. Also, staff from college offices were forced to immediately transition to remote work, and student support services such as tutoring and disability services all needed to radically alter their delivery methods.

The response of faculty and staff during this time was noteworthy, and the college takes great pride in smoothly transitioning college operations to online and remote platforms. Despite the dramatic transformation in institutional operations, the college received very few complaints from students, and in fact, many students were highly successful. A review of the student academic data indicates that NCC students were as successful in the spring of 2020 as they had been in previous years (see Appendix A). NCC students had an overall GPA of 2.80 during each of those semesters, and the percentage of students who received a mark of “C or better” was also the same in both semesters (80%).

Considering the unusual circumstances that existed during the spring of 2020, the success of NCC students was remarkable. Many faculty members required immediate training in alternative forms of educational delivery, and student affairs professionals needed to radically adjust their manner in which they serve students. The college leadership recognizes the tremendous effort faculty and staff put forth during this time, and attributes the student success to the dedication of these individuals.

There is no question that the worldwide pandemic became the primary focus of college leadership during the spring of 2020; however, the institution also recognized the need to continually move forward with college initiatives. Quite simply, despite the turbulent times, the college was still working to improve. Not only did work on current initiatives continue, the events brought about by COVID-19 actually sparked new ideas. Many faculty that had previously been averse to remote and online learning had learned a new form of educational delivery and were considering altering their instructional methods going forward.

The college is continually reviewing the status of its programs and adjusting offerings to align with community needs and enrollment trends. In recent years, the college has discontinued certain programs with declining enrollments, including Massage Therapy, Speech Pathology, and Teacher Education. Conversely, the college has introduced new programs with emerging employment opportunities including, Data Analytics, Computer Engineering, and Mechanical Engineering Technology. The college has also reconsidered the manner in which courses are offered, and has adjusted the delivery of program content to better align with students’ needs and schedules. Since 2018, NCC has added an Exploratory Program to help Liberal Arts students determine a more specific area of academic study. The program was designed to guide students in making career choices earlier in their academic journey and thereby increasing their likelihood of future success. In addition, the college has recently implemented the Adult Life-Long

Learners program. This program was specifically designed with courses scheduled to align with the schedules of non-traditional students and allows students to achieve an Associate's degree in as little as 20 months.

In addition to reevaluating program and course offerings, the college has been actively working to improve the student experience at NCC. During the spring of 2019, the college began offering College Composition using Open Educational Resources (OER). In this model, students would no longer be saddled with the burden of purchasing an expensive textbook for the class. A review of student enrollment data indicates that this initiative has increased savings for students without impacting their success results. Moreover, there is significant evidence to suggest that students using OER resources in English composition took more credits in subsequent semesters than students who used the commercial textbook. During the spring of 2020, a study was performed that compared the number of credits attempted by students enrolled in the OER version of College Composition with students who were not enrolled in such a course. The study results indicated that students enrolled in the OER course attempted more credits than the students who had not done so, and also that this difference was statistically significant. A look at the overall college trend also depicts a positive trend. In the fall of 2018, NCC students enrolled in an average of 9.11 credits per term. In the fall of 2019, this number rose to 9.23. In addition, the percentage of students enrolling in 12 or more credits rose from 31% to 34.2% during this period. The college is confident this will result in improved retention and graduation rates moving forward.

In the past two years, the college has also expanded the co-requisite instruction model. In the fall of 2017, NCC began offering co-requisite English and mathematics courses to students. Instead of being placed into developmental coursework, as was previously the case, these students were now placed directly into college-level classes with the understanding that they would also need to attend "co-requisite workshops." These workshops were offered in conjunction with the college-level course and served as review sessions for these students.

The results were remarkable. A review of the student success data revealed that the students were twice as likely to complete their college-level coursework using this new model. As a result of this success, the co-requisite model was expanded in the fall of 2019. The co-requisite model is now used in the English for Second Language (ESoL) department and also in science for the Anatomy and Physiology (A&P) course. The highest level of ESoL was removed, and students who would have previously been placed into the course were now placed directly into ENGL101N (College Composition) with a corresponding co-requisite workshop. A similar structure was built into the A&P course. To this point, the results have been extremely impressive for the ESoL students. Prior to implementing the co-requisite format, the average GPA for non-native English speakers in the NCC College Composition course was 2.62. The co-requisite model of instruction was introduced to the ESoL students in the fall of 2018 and since that time the average GPA has been 2.82. The college is delighted with the results of this work, and these efforts have greatly contributed to an increase in student retention levels.

NCC has also implemented additional practices to improve student success. During the fall of 2018, the college began implementing a system of "Early Alerts" using the online advising platform *Navigate*. This tool allows faculty members to identify students who are "at risk" and notify advisors about the nature of the concern. The process allows the college to more quickly

recognize students in need of help and take the appropriate steps in guiding them towards success.

In addition, beginning in the fall of 2018, the college completely revised course scheduling. Up to that point, many course sections ran with low student enrollment numbers, and course meeting times often did not align well with students' availability. Consequently, the college had to offer multiple sections of many courses in order to meet the varying needs of students' schedules. This often resulted in difficulty finding available instructors, and led to resource inefficiency for the institution. The revised course schedule greatly diminished the need for multiple sections of courses, and made courses more convenient for students. As a result, the institution dramatically reduced the number of adjunct instructors required for course delivery.

It was at this time that the college introduced "structured schedules." Prior to the implementation of structured schedules, students often had courses scheduled with long periods of time between classes. In fact, students were occasionally required to be on campus mornings, afternoons, and evenings. Structured schedules were first introduced to liberal arts students in 2018, and since that time, these schedules have been developed for every program at NCC. The college is currently in the process of putting a system in place in which students can utilize the *Navigate* tool to facilitate academic planning and register directly onto structured schedules. NCC is still in the process of fully promoting these schedules to students, but to this point, significant progress has been made.

NCC began work towards initiating "Guided Pathways for Success (GPS)" strategies in 2015. These efforts included the previously mentioned co-requisite instruction, revised course scheduling, and structured schedules. In addition, the college also implemented other "GPS initiatives including realigning students' math courses with appropriate majors of study, designing schedules with mathematics courses in the fall of students' freshman years, and encouraging students to take 15 credits per term. The institution believes that these efforts, in combination with the recent implementation of OER resources and early alerts, have greatly contributed to the success of students at the college.

There is considerable evidence that retention rates have improved, but identifying the initiative most responsible for this success is a difficult undertaking. Ascertaining the specific success of each initiative is difficult due to the overlapping nature of the practices. Each of these initiatives began in recent years and each was created with the specific goal of improving student retention. The institution acknowledges the difficulty in assessing these initiatives, but also recognizes the need to implement multiple interventions in order to have a meaningful effect on student retention. In addition, college leadership recognizes that it is likely not one factor, but a complex interplay between these influences that contribute to observed improvements in retention rates.

Though determining the particular contribution of each new practice is difficult, several of the initiatives such as the implementation of OER resources and structured schedules are still in the process of being fully adopted by the college. As a result, there is reason to believe that student retention rates may continue to improve as these practices become more ingrained into the culture of the college.

In addition to course delivery initiatives, the college has also taken meaningful steps to assist students living with personal situations that could impact learning. The institution fully recognizes that many community college students are affected by issues such as mental illness, substance abuse, food scarcity, homelessness, and domestic abuse. Furthermore, the college is aware that the COVID-19 pandemic has exacerbated these matters for many students. As a result, in the spring of 2020, the college obtained the online counseling platform *BetterHelp*. The product provides NCC students with virtual access to licensed therapists. The counselors available through this platform include psychologists, marriage and family therapists, clinical social workers, and licensed professional counselors. The online format of the therapy enables students to receive counseling that is convenient, discreet, affordable, and timely.

Besides the online counseling service now available to students, the college also recently initiated a plan to quickly identify students who may be in need of assistance of this nature. During the summer of 2020, NCC designed a process in which students whose behavior suggests that they are in need of personal support can be quickly identified and referred to the C.A.R.E Team (Concern, Assessment, Response, and Evaluation). After this referral occurs, members of the C.A.R.E Team will take the appropriate steps to ensure that the proper intervention and follow up services are provided to students. The institution is confident that this initiative, in conjunction with the previous implementations, will further improve student achievement levels at the institution.

Areas of Focus for This Report

There were two areas of concern identified at the NECHE September 21, 2018 meeting. The first of these concerns dealt with “achieving enrollment, retention, and financial goals,” and the second dealt with “staffing the position of Chief Financial Officer.” The college has taken significant steps in addressing these issues, and the remainder of this report will detail the progress made in these areas.

1. Achieving enrollment, retention and financial goals

NCC carefully utilizes enrollment and retention data to build appropriate financial models and guide the institution for the future. In the 2018 comprehensive report, the college cited enrollment, retention, and financial forecasts used as the basis for institutional planning at that time. The college is pleased to report that, in some respects, these estimations have been quite accurate. However, perhaps more importantly, when these approximations have been imprecise, the college has made appropriate adjustments to maintain financial stability.

When the self-study report was completed in 2018, NCC predicted a retention rate of 65% for the upcoming academic year. At the time, this seemed of a somewhat bold prediction, as the completion rate in 2015-16 was only 55%. However, the optimism regarding this projection was based on sound operational principles, and the college was confident that newly implemented procedures would make the 65% retention rate an achievable mark.

At that time, the college was making rapid progress in implementing initiatives to improve student success. Nationally, it was well understood that students who are required to complete developmental coursework are more likely to discontinue their studies. NCC recognized this fact and implemented the co-requisite format during the fall of 2017. The college was confident that the implementation of this new model would increase the retention of these students. In addition, it was believed that the institution’s adoption of Open Educational Resources (OER), structured schedules, and the Early Alert warning system would make positive contributions to student retention data.

There is convincing evidence that the initiatives have been successful. From fall 2016 to fall 2017, the college retention rate increased by 7%, and the rate grew an additional 2% points the following year (Figure 1). Perhaps more impressively, the rate continued to climb. The retention rate rose an additional 5 percentage points from fall 2018 to fall 2019 and currently sits at 69%. There is evidence that fall-to-spring retention rates have also experienced modest growth. When all NCC students are considered, the fall-to-spring retention rate during academic year 2018-19 was 72%, and this figure rose to 73% in 2019-20. These results are extremely encouraging, and the college is delighted with the increased level of student success. The Covid-19 pandemic will likely have a great impact on the fall 2019 - fall 2020 retention rate, and a comparison with previous data values is unlikely to be meaningful. However, the college feels very confident that the recent implementations will continue to benefit the success rates of the student body in the coming years.

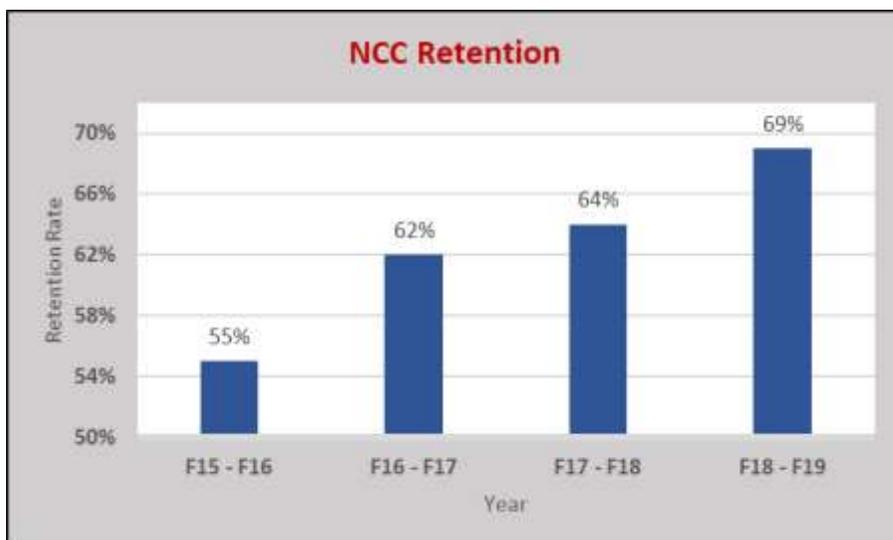


Figure 1

In addition to projecting an improvement in retention, at the time of the comprehensive report, the college was projecting an overall rise in student enrollment of 2%. As one would expect, the global pandemic in the spring of 2020 created uncertainty for students and has made accurate enrollment projections a difficult task. The college has been carefully monitoring the national effects of the pandemic and has readjusted projections accordingly.

It ought to be noted that, even prior to the COVID-19 situation, the college did not meet the 2% enrollment growth projected in the 2018 report. In recent years, New Hampshire has experienced a decline in the number of students graduating from area high schools. This, combined with an extremely low unemployment rate and a thriving national economy, made achieving enrollment goals a difficult undertaking. However, college leadership has skillfully taken steps to make appropriate modifications to enrollment strategies and adjust college financing accordingly. The college has implemented new strategies to attract students, and these efforts have lessened the impact of the enrollment decline.

One specific effort put forth by the college focused on increasing the number of high school students enrolled in the college's dual-enrollment program "Running Start." Since 2010, NCC has offered certain college courses at area high schools. This program allows high school students to complete college-level coursework prior to high school graduation. Over the past two years, the college has made deliberate efforts to increase the availability and promotion of these courses, and the results show that this work has been fruitful. Though the number of "regular" NCC students has declined in recent years, this has largely been offset by the increase in Running Start enrollment numbers. From the fall of 2018 to the fall of 2019, the number of "regular" students at NCC declined by 134 students, however, during that same period, the number of Running Start students increased by 105 (see Figure 2.)

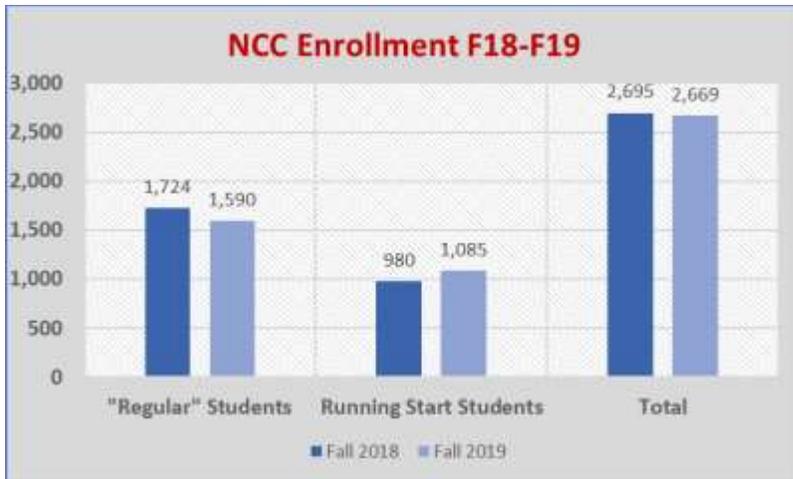


Figure 2

In addition to increasing the number of students enrolled in the college dual enrollment program, the college has also taken steps to increase the number of non-traditional students on campus. Marketing and recruiting efforts have been directed at this audience, and faculty have been encouraged to work closely with industry partners. In addition, the college's adoption of additional non-credit experiences, such as *Microsoft Imagine Academy*, has attracted more adult students to campus. There is considerable evidence that these efforts have been effective. Through the enrollment of traditional learners fell by 140 students from the fall of 2018 to the fall of 2019, the number of non-traditional students actually increased by a small margin (Figure 3). The success of these revised recruitment efforts has been an encouraging development for the college. The college is planning to increase efforts in these areas, and continued growth is expected.

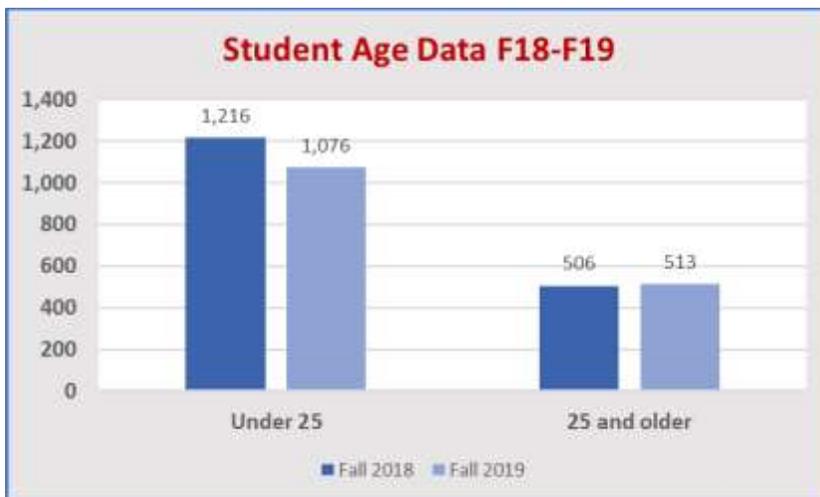


Figure 3

Due the global pandemic, the college has projected a 10% decline in enrollment for the fall of 2020. Despite this anticipated shortfall, NCC is in strong financial position moving forward, and college leadership has carefully constructed plans to guide the institution in the coming years. There are a number of factors that contribute to the favorable condition of the college's fiscal status.

To begin, the CCSNH maintains proper oversight of NCC and ensures that sound fiscal strategies are in place. In March of 2020, the CCSNH Board Finance Committee unanimously voted to approve a revised reserve policy. The policy establishes that each college must maintain a minimum unrestricted net cash position of 5% and target an unrestricted cash position of 10% of operating expenses and current year principal due on debt. Once colleges meet the reserve goal, they have the authority to move the extra reserves at the discretion of the College President. The policy is publicly available and can be accessed via the [system website](#). Colleges are required to notify the Finance Committee if reserve funds are used, and CCSNH will provide an annual status update on reserves as part of the budgeting process.

NCC also has some favorable financial structures in place. Due to thoughtful fiscal planning, the debt service for the college's Wellness Center will be declining in the coming years. This payment structure will result in the college saving over \$300,000 from fiscal year 2020 to fiscal year 2021, and these savings will continue thereafter (Appendix B). In addition, funding from State of NH appropriations is scheduled to steadily increase from approximately \$6 million in 2019 to approximately \$7.6 million by 2021.

These factors, in combination with shrewd financial planning, have placed NCC in a favorable financial position despite the unfortunate events that have taken place in recent months. The college maintained a monetary reserve of approximately \$1.7 million in fiscal year 2020, and despite the projected 10% decline in enrollment, the institution is projecting \$1.2 million in reserve for 2020-21 (Appendix C).

There are also recent legislative policies that have financial implications for the college. For instance, on July 16, 2020, the New Hampshire Governor announced that \$6 million in funds allocated to the State of NH through the CARES Act/Governor's Office of Emergency Relief and Recovery (GOFERR) will be available for tuition assistance for students attending community colleges this fall. Eligible students include those already registered for fall as well as newly admitted individuals. The college is confident that this funding source will be an important factor in increasing college enrollment and limit the number of students unable to make tuition payments.

2. Staffing the position of Chief Financial Officer

The other area of concern noted by NECHE after the 2018 self-study process, dealt with the matter of the college's financial leadership. At the time of the comprehensive visit, the institution's Chief Financial Officer (CFO) position was vacant, and the college was beginning the process of searching for an individual to fill the role.

Rather than appoint an individual to serve as CFO, the college decided that the position ought to include additional managerial responsibilities related to the fiscal processes of the

institution. As a result, college leadership introduced a new position of Chief Accounting Officer (CAO). The CAO is responsible for all of the responsibilities previously assigned to the college CFO, and is also responsible for additional duties related to the management of the business office. The individual in this role reports directly to the College President and is a member of the college leadership team.

NCC regards the financial stability of the institution as critically important, and the construction of this position ensures that there is proper oversight taking place with regard to all college fiscal operations. The job description of the CAO position (Appendix D) details the official duties of the role and clearly expresses the importance of the work performed in this capacity. In addition to numerous other tasks, the person in the position “Advises the President on all college-related fiscal matters,” “Administers college financial and operational policies,” and “Oversees the fiscal planning and budgeting for the college.” The college is confident that the duties required of the individual serving in this position are properly aligned with the institution's needs.

During the summer of 2020, the college officially appointed Laurie Berna to the position of CAO. Ms. Berna has served at the college for 25 years and most recently served as the Business Office Manager and Bursar. She is well acquainted with college and system fiscal processes and has been actively involved in the institution's financial decision-making in recent years. She is extremely familiar with the institution's budgetary operations, and this new role is a natural extension of her previous work.

NCC is in a unique position with regard to the management of college finances, and the number of capable individuals taking part in the fiscal decision-making far exceeds what normally exists at similar institutions. For one, the College President has served in the position for over 20 years. As a result, she has experience balancing college budgets during times of economic growth and in times of economic downturn. She is aware of all system processes and is extremely familiar with state legislative processes that affect the institution.

In addition, the college utilizes the services of a highly capable financial consultant. This individual has worked with the college since 2010, is highly trained, and is familiar with the institution's budgetary processes. In addition to his service at NCC, he has the remarkable distinction of having worked at every other college within the CCSNH system, and was also employed within the system office itself. Consequently, he is keenly aware of the CCSNH bookkeeping practices, college budgeting processes, system initiatives, and fiscal strategies. His experience also enables him to have a thorough understanding of historical matters pertaining to college and system finances and can use these experiences as reference points during college decision-making discussions.

This combination of an experienced college president, a capable financial consultant, and a newly appointed CAO gives NCC the advantage of being able to assess financial matters through various lenses and perspectives. In addition, it greatly decreases the likelihood of important fiscal matters being overlooked or being improperly addressed. Moreover, NCC has a deeply ingrained culture of fiscal responsibility that guide college decision-making and ensure the responsible stewardship of institutional funding.

Summary

NCC takes great pride in helping students fulfill their academic, career, and financial goals. The college recognizes the crucial role that the institution plays in the community and relishes the opportunity to transform the lives of individuals in the Nashua area. Despite facing many of the recent challenges affecting institutions of higher education, the college utilizes innovative approaches to problem-solving, and takes meaningful steps to improve the success of students. Moreover, the college fully recognizes the value of the self-assessment process and the need to continually improve programming, services, and instruction. As such, NCC is appreciative of NECHE's role in ensuring the continued growth of the institution.

Appendix A

NCC Grades Sp19, Sp20

	Spr2019	Spr2020	Totals
grade			
A	971	982	1,953
A-	557	507	1,064
B+	378	358	736
B	443	344	787
B-	384	296	680
C+	200	150	350
C	212	177	389
C-	161	109	270
D+	89	42	131
D	78	53	131
D-	55	60	115
F	325	403	728
AF	48	38	86
W	136	186	322
WF	8	4	12
WP	9	3	12
Totals	4,054	3,712	7,766

Percent Pass	90%	87%
Percent C or better	80%	80%
AVE GPA	2.80	2.80

Appendix B

Fiscal Year	NCC Bond Fee Revenue	NCC Bond Payment	Wellness Center Projected Net Change in Cash
FY19	545,069	580,466	(35,397)
FY20	510,755	526,836	(16,081)
FY21	510,755	199,628	311,127
FY22	510,755	257,905	252,850
FY23	510,755	272,577	238,178
FY24	510,755	255,954	254,801
FY25	510,755	246,319	264,436
FY26	510,755	215,800	294,955
FY27	510,755	159,301	351,454
FY28	510,755	104,800	405,955
FY29	510,755	253	510,502
FY30	510,755	247	510,508
FY31	510,755	240	510,515
FY32	510,755	234	510,521
FY33	510,755	227	510,528

Appendix C

Nashua Community College

Rev: 8/25/2020

FY20 Projected Operating Cash Reserve	2,036,704
FY20 Projected Wellness Center Reserve	(363,082)
FY20 Projected NCC Total Reserve	1,673,622

FY21 Projected Operating Projected change in cash	(723,026)
FY21 Projected Wellness Center change in cash	266,104
FY21 Projected NCC Total change in cash	(456,922)

FY21 Projected Operating Cash Reserve	1,313,678
FY21 Projected Wellness Center Reserve	(96,978)
FY21 Projected NCC Total Reserve	1,216,700

Appendix D

Nashua Community College Position Description

INCUMBENT:

Position Title: Chief Accounting Officer **Classification:** Chief Accounting Officer/Comptroller, City College

Reports To: President
A10402

Division: Nashua Community College **Function Code:**

FLSA: Exempt
11-3031

EEO-6: 1-12 (Executive Administrative Managerial)

SOC CODE:

Position Number: N1R00088 **Date of Last Revision:** 09/24/2019

Date Established: 03-08-2013

General Summary: This position serves as the college budget and fiscal officer responsible for directing accounting, cashiering, purchasing, and financial services operations; budget management; and advising on all fiscal matters.

Principal Duties and Responsibilities:

- Advises the President on all college-related fiscal matters and serves as a member of the college's leadership team responsible for strategic planning, fiscal oversight, enrollment management, resource development, labor and employee relations, policy setting, and administration of Nashua Community College. Participates on finance/budget committees, as assigned.
- Under the direction of the President, coordinates the capital and operating budget process and all other fiscal matters between the college and the Community College System.
- Manages the College's accounting/business and bursar offices to include the hiring, training, evaluating, and supervising of staff. Maintains the accounting system and oversees operations to ensure compliance with rules, regulations, and sound business principles & practices and to improve effectiveness and efficiency. Ensures the professional development and cross training of Business Office staff to provide adequate coverage.
- Administers college financial and operational policies, procedures, and activities and establishes internal controls to monitor revenues and expenditures.
- Oversees the fiscal planning and budgeting for the college, and reviews the college's budget and analyzes fiscal data and prepares fiscal reports.
- Implements financial policies and procedures and establishes internal controls. Troubleshoots and resolves fiscal issues, as needed.
- Works with the college personnel to ensure compliance with state and federal regulations as they apply to the provisions of services and reporting.
- Negotiates agreements with vendors for outsourced services and monitors and evaluates services to ensure compliance with established standards.
- Provides technical support and training in accounting policies and procedures, fiscal control, and database systems and works with all academic and administrative departments to ensure fiscal responsibility.
- Maintains current knowledge of accounting standards and procedures and participates in professional development activities.
- Complies with all system, college, state, and federal rules and regulations.

- Other duties as assigned.

Qualifications:

Education: Bachelor's degree from a recognized college or university with a major study in accounting, finance, business or public administration. Possession of a Master's degree in accounting, public or business administration may be substituted for one year of required work experience.

Experience: Six years of related experience in accounting or fiscal management, including three years of supervisory or administrative experience.

License/Certifications: Valid drivers' license or access to transportation for statewide travel.

Additional Desired Qualifications: Knowledge of and work experience in higher education. Knowledge of policies and operational characteristics of government funding agencies and financial regulatory entities. Knowledge of principle accounting standards and experience with financial information systems, Excel, and other office software. Knowledge of and experience with Excel and other office software. Ability to address critical financial needs. Ability to analyze financial data and generate financial reports. Ability to plan, direct and coordinate the accounting, bursar and business office activities. Experience in budget development and management. Knowledge of the procedures of preparation and negotiation of leases and contracts. Ability to interpret and apply policies and regulations. Ability to prepare or supervise the operation of budgetary and purchasing requests. Ability to interpret and apply policies and regulations. Ability to express ideas clearly and concisely. Ability to establish and maintain harmonious working relationships with supervisors, other employees, officials in other college or system departments and with the general public. Must be willing to maintain appearance appropriate to assigned duties and responsibilities as determined by management.

Disclaimer Statement: The job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

FINANCE & ENROLLMENT (F&E) FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	?		
Most Recent Year	?	2019	Unqualified
1 Year Prior		2018	Unqualified
2 Years Prior		2017	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person:

Title:

Telephone No:

E-mail address:

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

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

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

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	32	199	231	33	190	223	32	144	176	32	143	175
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1		1	1		1	1		1	1		1
Library Technicians		2	2		1	1		5	5		5	5
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	22	35	57	21	36	57	17	26	43	20	17	37
Management Occupations	4		4	4		4	3		3	5		5
Business and Financial Operations	7	1	8	6	1	7	6	1	7	6	1	7
Computer, Engineering and Science	3		3	4		4	4		4	4		4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0			0
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations		9	9		9	9		4	4		6	6
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	6	4	10	6	4	10	6	6	12	3	6	9
Natural Resources, Construction, Maintenance	9		9	9		9	8		8	8		8
Production, Transportation, Material Moving			0			0			0			0

Total	84	250	334	84	241	325	77	186	263	79	178	257
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Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY 2019)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☒ Cash and Short Term Investments	\$2,198,409	(\$266,847)	\$1,337,083	-112.1%	-601.1%
☒ Cash held by State Treasurer	\$0	\$0	\$0	-	-
☒ Deposits held by State Treasurer	\$0	\$0	\$0	-	-
☒ Accounts Receivable, Net	\$293,747	\$187,213	\$245,080	-36.3%	30.9%
☒ Contributions Receivable, Net	\$0	\$0	\$0	-	-
☒ Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
☒ Long-Term Investments	\$2,327,734	\$2,532,846	\$2,779,532	8.8%	9.7%
☒ Loans to Students	\$91,230	\$68,655	\$44,112	-24.7%	-35.7%
☒ Funds held under bond agreement	\$0	\$0	\$0	-	-
☒ Property, plants, and equipment, net	\$19,031,382	\$18,794,415	\$17,924,638	-1.2%	-4.6%
☒ Other Assets	\$294,929	\$177,939	\$309,390	-39.7%	73.9%
Total Assets	\$24,237,431	\$21,494,221	\$22,639,835	-11.3%	5.3%
LIABILITIES (in 000s)					
☒ Accounts payable and accrued liabilities	\$1,506,916	\$1,584,102	\$1,440,079	5.1%	-9.1%
☒ Deferred revenue & refundable advances	\$161,470	\$138,816	\$169,472	-14.0%	22.1%
☒ Due to state	\$0	\$0	\$0	-	-
☒ Due to affiliates	\$0	\$0	\$0	-	-
☒ Annuity and life income obligations	\$0	\$0	\$0	-	-
☒ Amounts held on behalf of others	\$0	\$0	\$0	-	-
☒ Long-term investments	\$0	\$0	\$0	-	-
☒ Refundable government advances	\$69,797	\$41,916	\$41,461	-39.9%	-1.1%
☒ Other long-term liabilities	\$13,425,424	\$27,334,446	\$22,831,641	103.6%	-16.5%
Total Liabilities	\$15,163,607	\$29,099,280	\$24,482,653	91.9%	-15.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	(\$7,562,827)	(\$30,007,554)	(\$25,690,655)	296.8%	-14.4%
☒ Foundation	\$0	\$0	\$0	-	-
Total	(\$7,562,827)	(\$30,007,554)	(\$25,690,655)	296.8%	-14.4%
Temporarily restricted net assets					
Institutional	\$16,434,453	\$16,638,241	\$16,358,872	1.2%	-1.7%
☒ Foundation	\$0	\$0	\$0	-	-
Total	\$16,434,453	\$16,638,241	\$16,358,872	1.2%	-1.7%
Permanently restricted net assets					
Institutional	\$1,876,267	\$2,005,119	\$2,226,804	6.9%	11.1%
☒ Foundation	\$0	\$0	\$0	-	-
Total	\$1,876,267	\$2,005,119	\$2,226,804	6.9%	11.1%
Total Net Assets	\$10,747,893	(\$11,364,194)	(\$7,104,979)	-205.7%	-37.5%
TOTAL LIABILITIES and NET ASSETS	\$25,911,500	\$17,735,086	\$17,377,674	-31.6%	-2.0%

Please enter any explanatory notes in the box below

Nashua Community College is one of seven colleges in the Community College System of NH (single 501C3 non-profit, component unit of the State of NH). Balance sheets and cash flow are managed centrally by the Accounting Department in the Chancellor's Office. FY2017 was the first year financial statements were separated for the individual colleges in the MD&A of the annual report/audit. Since this first year, the balance sheet accounting, particularly related to assets and depreciation has improved, resulting in large balance sheet adjustments. All cash flow is indicated in operating at this time.

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

Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)					
⌵ Tuition and fees	\$8,905,712	\$8,540,483	\$8,457,514	\$7,817,167	\$7,060,482
⌵ Room and board	\$0	\$0	\$0		
⌵ Less: Financial aid	-\$427,655	-\$207,689	-\$266,321	-\$232,541	-\$250,000
Net student fees	\$8,478,057	\$8,332,794	\$8,191,193	\$7,584,626	\$6,810,482
⌵ Government grants and contracts	\$759,883	\$276,846	\$275,014	\$275,014	\$247,510
⌵ Private gifts, grants and contracts					
⌵ Other auxiliary enterprises	\$793,321	\$686,925	\$587,823	\$510,755	\$465,732
Endowment income used in operations					
⌵ Other revenue (specify):	\$352,408	\$292,693	\$182,363	\$169,415	\$91,011
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$10,383,669	\$9,589,258	\$9,236,393	\$8,539,811	\$7,614,735
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$5,994,904	\$5,760,042	\$4,913,025	\$5,500,000	\$6,131,555
⌵ Research	\$132,325	\$146,607	\$51,185	\$140,000	\$158,088
⌵ Public Service	\$0	\$0	\$0		
⌵ Academic Support	\$1,669,903	\$1,502,665	\$1,368,683	\$1,500,000	\$1,693,800
⌵ Student Services	\$999,366	\$869,908	\$845,374	\$898,615	\$950,000
⌵ Institutional Support	\$5,686,273	\$4,888,963	\$3,117,351	\$4,900,000	\$5,120,956
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$0				
⌵ Scholarships and fellowships (cash refunded by public institution)	\$2,483,856	\$2,234,963	\$2,378,247	\$2,432,988	\$2,435,000
⌵ Auxiliary enterprises	\$568,018	\$374,457	\$123,581	\$100,000	\$60,000
⌵ Depreciation (if not allocated)					
⌵ Other expenses (specify):	\$1,968,153	\$2,421,290	\$1,578,928	\$1,578,928	\$1,550,000
Other expenses (specify):					
Total operating expenditures	\$19,502,798	\$18,198,895	\$14,376,374	\$17,050,531	\$18,099,399
Change in net assets from operations	-\$9,119,129	-\$8,609,637	-\$5,139,981	-\$8,510,720	-\$10,484,664
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$5,346,636	\$5,816,899	\$6,078,956	\$7,204,336	\$7,623,926
⌵ Investment return	\$291,897	\$215,396	\$197,949	\$188,052	\$178,649
⌵ Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0
Gifts, bequests and contributions not used in operations					
⌵ Other (specify):	\$2,253,490	\$1,995,441	\$1,917,003	\$1,917,003	\$1,917,003
Other (specify):	\$230,367	\$235,525	\$398,948	\$398,948	\$398,948
Other (specify):		\$4,604	\$62,297	\$62,297	\$62,297
Net non-operating revenues	\$8,122,390	\$8,267,865	\$8,655,153	\$9,770,636	\$10,180,823
Income before other revenues, expenses, gains, or losses	-\$996,739	-\$341,772	\$3,515,172	\$1,259,915	-\$303,841
⌵ Capital appropriations (public institutions)	\$469,063	\$798,649	\$483,908	\$387,500	\$387,500
⌵ Other (specify):	\$202,100	\$213,942	\$260,135	-\$313,831	-\$153,087
TOTAL INCREASE/DECREASE IN NET ASSETS	-\$325,576	\$670,819	\$4,259,215	\$1,333,584	-\$69,428

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)
	Long-term Debt					
	Beginning balance	\$3,802,415	\$2,973,563	\$2,480,011	\$1,982,546	\$1,516,076
	Additions					
	Reductions	(\$828,852)	(\$493,552)	(\$497,465)	(\$466,470)	(\$153,087)
	Ending balance	\$2,973,563	\$2,480,011	\$1,982,546	\$1,516,076	\$1,362,989
	Interest paid during fiscal year	\$124,662	\$107,907	\$83,023	\$60,366	\$46,541
	Current Portion	\$492,944	\$497,465	\$466,470	\$153,087	\$204,036
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

NCC/CCSNH doesn't have an individual bond rating. Bonds issued through the State of NH, not directly to NCC (CCSNH). College is provided with schedules for repayment to the State. The State can refinance at any time

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

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

Future borrowing plans (please describe).

No future borrowing plans.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
NET ASSETS					
Net assets beginning of year	\$8,021,331	\$8,475,280	(\$11,364,194)	(\$7,104,979)	(\$5,771,395)
Total increase/decrease in net assets	\$453,949	(\$19,839,474)	\$4,259,215	\$1,333,584	(\$69,423)
Net assets end of year	\$8,475,280	(\$11,364,194)	(\$7,104,979)	(\$5,771,395)	(\$5,840,818)
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$427,655	\$211,574	\$266,321	\$232,541	\$250,000
Federal, state and private grants	\$2,483,856	\$2,231,078	\$2,378,247	\$2,378,247	\$2,378,247
Restricted funds					
Total	\$2,911,511	\$2,442,652	\$2,644,568	\$2,610,788	\$2,628,247
% Discount of tuition and fees	4.8%	2.4%	3.2%	3.0%	3.5%
? % Unrestricted discount	4.8%	2.4%	3.2%	3.0%	3.5%
Net Tuition Revenue per FTE	\$6,623	\$6,619	\$6,606	\$6,796	\$6,777
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below.					
Significant change in net assets from FY17 thru FY19 are due to the changes in GASB 74/75 related to OPEB liabilities.					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$2,198,409	\$2,198,409	(\$266,847)	(\$266,847)	\$1,673,259
Cash Flow from Operating Activities		(\$2,465,256)	\$1,603,930	\$1,940,106	(\$456,922)
Cash Flow from Investing Activities					
Cash Flow from Financing Activities					
Cash and Cash Equivalents end of year	\$2,198,409	(\$266,847)	\$1,337,083	\$1,673,259	\$1,216,337
LIQUIDITY RATIOS					
Current Assets	\$2,550,214	(\$113,213)	\$1,698,608	\$3,032,192	\$2,962,269
Current Liabilities	\$1,668,389	\$1,722,918	\$1,609,551	\$1,600,000	\$1,550,000
Current Ratio	1.53	-0.07	1.06	1.90	1.91
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	41.14	(5.35)	33.95	35.82	24.53
Please enter any explanatory notes in the box below that may impact the institution's cash flow					
Nashua Community College is one of seven colleges in the Community College System of NH (single 501C3 non-profit, component unit of the State of NH). Balance sheets and cash flow are managed centrally by the Accounting Department in the Chancellor's Office. FY2017 was the first year financial statements were separated for the individual colleges in the MD&A of the annual report/audit. Since this first year, the balance sheet accounting, particularly related to assets and depreciation has improved, resulting in large balance sheet adjustments. All cash flow is indicated in operating at this time.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No.					
Please enter any explanatory notes in the box below.					

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Freshmen - Undergraduate					
Completed Applications	832	697	515	512	461
Applications Accepted	445	553	407	353	318
Applicants Enrolled	411	392	336	290	261
% Accepted of Applied	53.5%	79.3%	79.0%	68.9%	69.0%
% Enrolled of Accepted	92.4%	70.9%	82.6%	82.2%	82.1%
Percent Change Year over Year					
Completed Applications	na	-16.2%	-26.1%	-0.6%	-10.0%
Applications Accepted	na	24.3%	-26.4%	-13.3%	-9.9%
Applicants Enrolled	na	-4.6%	-14.3%	-13.7%	-10.0%

Average of statistical indicator of aptitude of enrollees: (define below)

Accuplacer Reading Comprehension (READ)	82.4	79.8	86.8		
Accuplacer Written Essay (ESSY)	5.3	5.2	5.3	4.8	
Accuplacer Arithmetic Test (ARIT)	73.3	73.1	71.3		
Accuplacer Elementary Algebra (ALGE)	64.6	62.7	62.1		
Accuplacer Next Gen Writing (WRTG)*				253.2	
Accuplacer Quant Algebra Stats (QAS)*				247.6	
Accuplacer Next Gen Arithmetic (ARNG)*				256.4	
Accuplacer Adv Algebraic Func (AAF)*				234.8	

* New Accuplacer tests were utilized

Transfers - Undergraduate					
Completed Applications	324	302	260	240	216
Applications Accepted	149	211	173	160	144
Applications Enrolled	134	167	136	130	117
% Accepted of Applied	46.0%	69.9%	66.5%	66.7%	66.7%
% Enrolled of Accepted	89.9%	79.1%	78.6%	81.3%	81.3%

Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Total apps submitted (incl. incompletes):
FY16 (1386) Frosh 867; transfer 336; 183 other, e.g. re-admits
FY17 (1270) Frosh 801; transfer 359; 110 other
FY18 (1380) Frosh 819; transfer 401; 160 other
FY19 (1264) Frosh 774; transfer 352; 138 other

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (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
Main Campus FT	473							473
Main Campus PT	713							713
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	7							7
Distance education PT	32							32
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	1,225	0	0	0	0	0	0	1,225
Total FTE	1,011.50							1,011.50
Enter FTE definition:	total credits enrolled divided by 12							
Degrees Awarded, Most Recent Year	228							228

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

Numbers shown are for the fall term 2019. Associate degrees and certificates awarded were for AY 2019-20. Distance education enrollment includes all students who have taken 50% of their courses as online courses.

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	6	29		35	473	508
Main Campus PT	47	207		254	713	967
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0			0	7	7
Distance education PT	2			2	32	34
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	55	236	0	291	1,225	1,516
Total FTE	33.50	87.40		121	1,011.50	1,132.40
Enter FTE definition:	total credits enrolled divided by 12					
Certificates Awarded, Most Recent Year	37					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

**Standard 5: Students
(Financial Aid, Debt, Retention, and Graduation)**

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

Three-year Cohort Default Rate
Three-year Loan repayment rate
(from College Scorecard)

FY 2015	FY 2016	FY 2017
12.9	13.1	10.9 DRAFT
JUN 2019-.47242		N 2020 .47242

Student Financial Aid

Total Federal Aid
Grants
Loans
Work Study
Total State Aid
Total Institutional Aid
Grants
Loans
Total Private Aid
Grants
Loans

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	
\$5,593,213	\$4,954,233	\$4,641,893	NA	
\$1,987,559	\$1,899,942	\$1,773,749	NA	
\$3,551,056	\$3,005,195	\$2,830,023	NA	
\$54,598	\$49,096	\$38,121	NA	
\$236,038	\$271,583	\$242,765	NA	
\$52,158	\$43,526	\$36,137	NA	
\$52,158	\$43,526	\$36,137	NA	
NA	NA	NA	NA	
\$136,697	\$145,907	\$168,147	NA	
\$78,550	\$60,832	\$104,875	NA	
\$58,147	\$85,075	\$63,272	NA	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates
Graduates
First professional students

51%	51%	50%	45%	

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates
Graduates
First professional students

\$15,124	\$14,765	\$13,947	\$9,904	

Average amount of debt for students leaving the institution without a degree

Undergraduates
Graduate Students
First professional students

\$9,002	\$8,512	\$8,400	\$7,954	

Student Persistence and Graduation	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal; specify year
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)

IPEDS Retention Data

Full-time Associate degree students
Part-time Associate degree students
Full-time Bachelor's degree students
Part-time Bachelors degree students

55%	62%	64%	69%	
51%	47%	53%	50%	

IPEDS Graduation Data (150% of time)

Associate degree students
Bachelors degree students

24%	26%	27%	32%	

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, Fall Term)**

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



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
UNDERGRADUATE						
First Year	Full-Time Headcount	495	426	336	410	369
	Part-Time Headcount	891	864	854	685	617
	Total Headcount	1,386	1,290	1,190	1,095	986
	Total FTE	15	15	15	15	15
Second Year	Full-Time Headcount	177	148	161	105	95
	Part-Time Headcount	433	360	276	316	284
	Total Headcount	610	508	437	421	379
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	672	574	497	515	464
	Part-Time Headcount	1,324	1,224	1,130	1,001	901
	Total Headcount	1,996	1,798	1,627	1,516	1,365
	Total FTE	15	15	15	15	15
	% Change FTE Undergraduate	na	0.0%	0.0%	0.0%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		1,996	1,798	1,627	1,516	1,365
Grand Total FTE		15	15	15	15	15
	% Change Grand Total FTE	na	0.0%	0.0%	0.0%	0.0%

Please enter any explanatory notes in the box below

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



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020

Certificate (add more rows as needed)

?						
Accounting I	14.00	3.00	2.00			
Accounting II	15.00		1.00			
Accounting III	30.00	2.00	2.00			
Applied Career Fundamentals for Adv Mfg	26.00	1.00				
Automotive Service & Repair	22.00			1.00	1.00	
Aviation Technology	67.00		1.00	4.00	7.00	
Collision Repair Technology	25.00				2.00	
Computer Information Systems	18.00	1.00	2.00	2.00		
Computer Networking	22.00	12.00	7.00	10.00	5.00	
Computer Numerical Control Programming	40.00	2.00				
Criminal Justice	33.00	1.00		2.00	1.00	
Cybersecurity Networking	25.00	4.00	3.00	3.00	1.00	
Data Analytics	25.00				1.00	
Early Childhood Education	24.00	11.00	9.00	9.00	5.00	
Early Childhood Para Education II	17.00					
Human Resources Management	12.00	4.00	1.00			
Human Services	22.00	1.00	2.00	2.00	3.00	
Internet Developer	18.00	2.00				
Machine Tool Tech. CNC Programming	40.00	20.00	19.00	16.00	11.00	
Marketing	15.00	2.00	1.00			
Massage Therapy	37.00	13.00	12.00	7.00	3.00	
Metrology & QC for Precision Mfg	27.00	1.00	1.00	2.00	1.00	
Paralegal Studies	28.00	7.00	6.00	3.00	7.00	
School Aged Para Educator II	17.00					
Sign Language	25.00	9.00	8.00	3.00	5.00	
Small Business Management	22.00	3.00	2.00	4.00	2.00	
Spreadsheet	17.00					
Website Design	24.00	5.00	1.00	1.00		
Total		104	80	69	55	0

Associate (add more rows as needed)

?						
Anthropology & Sociology	60/62	4	1			
Automotive Technology	67	48	34	24	19	17
Aviation Technology	88	26	21	15	24	12
Biological Sciences	61/64	47	56	49	42	40
Business Admin- Accounting	62	47	45	41	50	50
Business Admin- Management	62	105	115	103	93	95
Business Admin- Marketing	61	30	35	40	51	55
Business Admin- Small Business Entrepreneur	62	24	25	29	34	30
Collision Repair Technology	70	10	12	12	10	5
Communications	61/62	17	19	19	20	18
Computer Engineering Technology	65/66				6	6
Computer Networking	61	62	66	51	45	40
Criminal Justice	60	66	62	72	54	50
Culinary Arts	65	28	29	23	19	20
Cybersecurity Networking	61		15	24	31	30
Early Childhood Education	61/62	59	49	52	43	35
Educator Preparation	62	40	31	32	30	15

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, and Retirements)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
Fall 2016		Fall 2017		Fall 2018		Fall 2019	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	38	4	24	4	21	1	12
	5	2	1		3		2
	2						
0	45	6	25	4	24	1	14

Number of Faculty in Tenured Positions

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	0	0	0	0	0	0	0

Number of Faculty Departing

Professor
Associate
Assistant
Instructor
No rank
Other
Total

3	33	2	27	3	4	2	6
	13		12		3		1
1	4						
4	50	2	39	3	7	2	7

Number of Faculty Retiring

Professor
Associate
Assistant
Instructor
No rank
Other
Total

1				1		1	
1							
2	0	0	0	1	0	1	0

Please enter any explanatory notes in the box below

NCC does not have tenured faculty