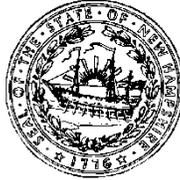


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## COMMUNITY COLLEGE SYSTEM OF NH CONSORTIUM REVIEWS MONITORING

### INSTRUCTIONS FOR COMPLETING THE SELF-EVALUATION

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#### Overview

The process for CCSNH Consortium reviews requires colleges to assume an active role in assessing the existing status of both their programs and overarching college-wide activities.

Reviews will progress through two stages:

- o Stage I includes no involvement from the Bureau. Colleges use the prescribed document to self-evaluate each individual program as well as college-wide structure and support. Stage 1 is completed upon submission of the self-evaluation documents to the Bureau of Career Development.
- o Stage II builds upon the self-evaluations submitted in Stage 1. Bureau staff will assess the college and its programs using the self-evaluation, in addition to documents and reports generated by the Bureau. Stage II also includes Bureau conducting an on-site review of the college.

Perkins monitoring reviews are required by the Federal Perkins Act and will assist in ensuring quality CTE programs for students in New Hampshire.

New program requests must be reviewed for Perkins eligibility to ensure they align with industry needs for that region and receive the appropriate feedback to ensure they are a relevant and rigorous CTE program.

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### Stage I, CCSNH Consortium Self-Evaluation

The CCSNH Consortium Self-Evaluation is the core document for the review of the college and programs used during Perkins monitoring. Use the chart below to determine appropriate *Parts* to be completed for each process and by whom they should be completed.

- o *Part I, College-Wide Evaluation*, focuses on college activities and reporting. College-wide activities include the Regional Advisory Committee, professional development activities, and program evaluations conducted by the college.
- o *Part II, Program Self-Evaluation*, focuses on particular program operations, including: community connections; program advisory committee action; size, scope and quality; program improvement; secondary/postsecondary linkages; third party assessment; improving the use of technology; and career counseling.

<b>Self-Evaluation Document</b>	<b>Perkins Monitoring</b>	<b>New Program Approval</b>	<b>Notes/Comments:</b>
Part I	Yes	No, only Cover Sheet (i) and Part I page 6 need be submitted	To be completed by Perkins Manager in conjunction with other college staff as their involvement dictates.
Part II Complete one for each program offered.	Yes	Yes	To be completed by respective CTE program faculty.

The overall goal of college review is improvement, regardless of whether the lines of investigation look into compliance or best practices. In general, compliance-related lines of investigation are followed in order to minimize the risk of sanctions imposed on

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the State or colleges. *Italicized text* in the Self-Evaluation indicates which particular questions are rooted in statutes, rules, or policies. Non-italicized text indicates lines of investigation that examine current and best practices, which may include professional development, technical assistance, or the use of technology.

This self-evaluation review is not intended to be punitive in nature. Where non-compliance is uncovered by the college during the completion of the self-evaluation process, the college will have the immediate opportunity to make corrections and come into compliance prior to submission to the Bureau. If non-compliance is detected during the Bureau review in Stage II or during the on-site visit in Stage II, the Bureau will partner with the college to develop an improvement plan.

Beyond the significance to the State, this self-evaluation can be of great value to the individual college. Colleges should view the self-evaluation as an inventory tool to identify key issues related to improvement. For this reason, the Bureau encourages all colleges to complete the Self-Evaluation, regardless of their scheduled Perkins monitoring or renovation year.

### Schedule

Monitoring review: College monitoring encompasses one to two institutions each State fiscal year, with each institution monitored at least once every five years.

To the extent possible, reviews will be scheduled to avoid conflict or redundancies, such as:

- o New or reinstated programs implemented during the five years preceding the monitoring review will not be included in the review.
- o The Bureau will strive to avoid conflicts with other Department of Education reviews such as school approval, or OCR reviews.

Besides scheduling reviews in proportion to financial liabilities, risk may also be managed through more impromptu monitoring. Certain events or performance issues may arise on an ad hoc basis that call for a review. Such reviews would be inserted into the default schedule based on financial exposure, causing postponements in some cases.

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Occasions where events or performance may prompt a review are relatively open-ended, including, but not limited to:

- o Trends in enrollments, concentrators, or program completers;
- o Performance of special populations and other demographic subgroups compared to state and local goals and performance;
- o Financial performance, such as grant expenditure rates or totals;
- o Excessive delays in submitting data, reports, plans, etc.

New Program Approval: New program self-evaluation documents will be reviewed as they are submitted, with the expectation that the new program will be approved for the beginning of the following school year.

Questions related to the review processes or the self-evaluation document may be directed to:

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