



Great Bay Community College

August 24, 2012

Dr. Barbara E. Brittingham, Director
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433

Dear Dr. Brittingham:

I am pleased to submit the NEASC Fifth Year Interim Report 2012 for Great Bay Community College. Included are four unbound copies of this report along with four College catalogs, and an electronic (pdf) version is being provided to you.

This report addresses the original five areas identified for special emphasis. In addition, other areas of interest were identified for inclusion while we were in the process of developing the report. These include the teach-out of Associate degree students at the Portsmouth Naval Shipyard, an update on distance education programming, information about our TAACCCT grant and the Rochester Academic Center, and notification of our intent to apply for Title IV Financial Aid eligibility for two of our non-credit programs. We have addressed all of these topics, and this has increased the length of the report modestly.

We also chose to adopt the Educational Effectiveness Format which the Commission and participating institutions are piloting. We hope that our participation in this pilot project will be of some benefit.

Should the Commission have any questions please feel free to contact Dr. Bruce E. Baker, Vice President for Enrollment Management and Student Services, at telephone (603) 427-7604 or via email to bbaker@ccsnh.edu.

Sincerely,

Wildolfo Arvelo, Ed.D.
President

cc: Dr. Bruce E. Baker, Vice President, Enrollment Management and Student Services

Enclosures



Great Bay
Community College

NEASC FIFTH YEAR INTERIM REPORT

Submitted: August 24, 2012

Great Bay Community College
320 Corporate Drive
Portsmouth, New Hampshire 03801

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INTRODUCTION

In a July 29, 2011 letter addressed to President Wildolfo Arvelo, the New England Association of Schools and Colleges (NEASC) reminded Great Bay Community College (GBCC) of its obligation to submit a fifth-year interim report by August 15, 2012. Furthermore, this letter reiterated five areas of special emphasis upon which our interim report should focus, introduced the piloting of an Educational Effectiveness Interim Report Format, and announced an orientation session for institutions completing fifth-year reports to be held in October, 2011.

President Arvelo assigned Dr. Bruce E. Baker, Vice President for Enrollment Management and Student Services to lead Great Bay's efforts in this regard. Dr. Baker and Fran Chickering, GBCC Director of Institutional Research, attended the October orientation session. Based on the information and material received at this session, a schedule of activities was developed, resulting in submission of a final report on August 24, 2012.

Among the first tasks was the creation of a Steering Committee which would coordinate the process of creating this report. This Committee was comprised of the following individuals:

Dr. Bruce E. Baker	Vice President for Enrollment Management & Student Services, Chair
Sarah Bedingfield	Associate Vice President for Academic Services
Joanne Berry	Chief Financial Officer
Fran Chickering	Director of Institutional Research
Lauren Hughes	Associate Vice President for Enrollment Services
Diane King	Vice President for Academic Affairs

The Steering Committee met every other Thursday or more often when necessary. Among its first tasks was the assignment of responsibility for completing the necessary data forms and for writing narratives for each of the eleven Standards for Accreditation to appropriate staff members. Dr. Baker wrote the standard narrative for Public Disclosure and provided it as a template for the others regarding form, content and breadth. Eventually each standard narrative was brought to the Steering Committee by its author for review. Feedback was provided by the Steering Committee, and subsequently each author returned a final draft for inclusion in the report. In addition to Steering Committee members these authors included Michael Fischer, Director of Student Life; Rebecca Clerkin, Director of Library Services; William Leonard, Director of Campus Technology; Stephen Davis, Director of Facilities Maintenance; and Carey Walker, Coordinator of Admissions.

The areas identified for special emphasis were considered by the full Steering Committee. Each area became the focus of a Committee meeting at which the group discussed the topic and what the content of our report should include. Dr. Baker drafted each section and reviewed these drafts with the Steering Committee, with modifications resulting as appropriate. This same approach was taken to the writing of the section on Plans.

The section Assessment, Retention, Student Success, including completion of the E- and S-series Student Achievement and Success forms, was completed by the Vice President for Academic Affairs, Associate Vice President for Academic Services, and Director of Institutional Research.

The Cover Page, this Introduction, and the Institutional Overview were written; the Appendices were collected; and a full and complete document was assembled for final review by President Arvelo prior to submission on August 24, 2012. The complete report will be made available on the GBCC website. Any questions may be directed to Dr. Bruce E. Baker via telephone (603) 427-7604 or email to bbaker@ccsnh.edu.

INSTITUTIONAL OVERVIEW

Much has happened since 2007 when a NEASC visiting team came to what was then known as New Hampshire Community Technical College at Stratham, New Hampshire, for the purpose of conducting its decennial review. Originally created as an agency of the state, the New Hampshire Community Technical Colleges were re-chartered as the Community College System of New Hampshire (CCSNH) in 2008. This provided the System Board of Trustees with greater autonomy for the System's operation and would enable the revision of policies and procedures which impeded the operation of our colleges as higher education institutions. This legislative act also expanded our mission to become

comprehensive community colleges providing clearer pathways for students to pursue baccalaureate degrees following their attendance at a CCSNH institution. As a result a new Mission Statement evolved:

“Great Bay Community College provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities. A strong commitment to lifelong learning is reflected in our policies, programs and activities. We will continue our strong tradition of providing education in the sciences, career and technical programs as well as in the liberal arts. We endeavor to promote economic development through community engagement and workforce development for the region.”

At this time the College was preparing to relocate from the main campus in Stratham, New Hampshire, to a location within the Pease International Tradeport, a redeployed Air Force base, six miles away in Portsmouth. The College had been offering three programs (Computer Technology, Information Systems Technology, and Biotechnology) on the first floor of a four story structure which had originally been an Air Force hospital. The entire building was renovated and expanded, and the College moved seamlessly to this new, bright, state-of-the-art facility in the summer of 2009.

During this same period it became necessary and desirable to change the names of the System community colleges. After wide consultation and much deliberation NH Community Technical College at Stratham became Great Bay Community College, and an array of marketing and public relations efforts were launched to make known this collection of changes. The institution had morphed dramatically in short order.

In the ensuing years Great Bay Community College continued to evolve under the leadership of President Wildolfo Arvelo. Due in large part to increasing interest in our transfer track programs such as Liberal Arts concentrations in Engineering, Environmental Studies, Biology and Chemistry, fall semester enrollment grew by 33% from 2007 to 2011. Concurrently, the College achieved significant expansion in the number and nature of articulation agreements with public and private colleges and universities. New career programs contributed to enrollment growth, as well, with the College unveiling certificate and degree programs in Massage Therapy, Health Information Technology, Hospitality Management, Digital Technology and others.

The creation of a One Stop model for the delivery of student services increased the efficiency and effectiveness of these service areas. Additional support for and emphasis on student development programming through the Office of Student Life has created a more vibrant, engaged campus life program. Improvements have also been made in the provision of academic support, advising and other services for students.

Despite strong enrollments, economic conditions created difficult budgetary realities in recent years. GBCC's appropriation from the state was reduced by 20% for the current and next fiscal years, and state-supported scholarship aid was reduced to next to nothing. To combat this, Great Bay created the position of Director of Institutional and Alumni Development and will be hosting its first fundraising campaign event in October. It is hoped that we will be able to achieve significant funding for scholarships and for operating expenses in the coming years.

The College has also sought and/or secured meaningful grants. As the lead institution for a consortium of all seven of the New Hampshire community colleges, GBCC secured on behalf of the Community College System of NH a \$20 million workforce development grant to develop increased capacity in the area of advanced manufacturing. GBCC's share of this U.S. Department of Labor grant is approximately \$4.5 million. It will be used primarily to open a site in Rochester, NH to train a workforce in composite manufacturing. Industry partners in this endeavor include Albany Engineered Composites and Safran International. In addition to this workforce development effort, the Rochester site will offer credit classes in support of our degree programs.

Most recently all seven CCSNH institutions and all four University System colleges and universities have united to submit a grant to support a statewide system of “reverse transfer”. In this way students who have transferred from a community college without a degree may be able to earn an associate degree by transferring back applicable credits earned at their new baccalaureate institution. In addition, the two systems have executed an Memorandum of Understanding (MOU) in which they pledge to collectively double the number of STEM degrees awarded in the state by the year 2025.

Great Bay Community College continues to evolve and mature as a comprehensive community college and looks forward to the prospect of achieving our vision of becoming the best community college in New England.

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

In its June 29, 2011 letter to President Arvelo, NEASC identified five areas of special emphasis which should receive focus in this Interim Report. These five areas are identified and discussed in this section.

Since that time, other topics have been raised which require attention, and they will also be addressed in this section. They include updates on the status of the associate degree program at the Portsmouth Naval Shipyard (PNSY), distance learning initiatives, and notification of our intent to seek federal financial aid for two non-credit programs.

AREA OF SPECIAL EMPHASIS: INCREASING INDEPENDENCE

In July 2007 the New Hampshire legislature passed Senate Bill 82 which created the Community College System of New Hampshire (CCSNH) from what had been known as the New Hampshire Community Technical College System (NHCTCS). This move created a system of seven comprehensive community colleges with heightened emphasis on associate degrees in the arts and sciences and on transfer pathways to baccalaureate degree-granting institutions. In addition, this legislation changed the colleges' and the System's relationship to state government from that of a state agency to a semi autonomous organization. As such, the CCSNH Board of Trustees was granted independent authority for oversight and operation of the system, and the organization was relieved from many of the bureaucratic rules and regulations which hindered its functioning as a higher education organization. The authority vested in the CCSNH Board is modeled after the University System of New Hampshire Board.

While this change became effective upon the Governor's signature, the reconstruction of the organization could not occur as quickly. In fact, the transition to self-governance and the separation from long-standing state systems remains an ongoing, deliberative process which was guided skillfully by prior Chancellor Richard Gustafson and will now be overseen by recently appointed Chancellor Ross Gittell. Several notable initiatives have been undertaken during these intervening years which have moved the Community College System of NH toward the goal of full self governance.

Policy Review and Development

Policy review at the Board, System, and college levels has been on going with an eye toward eliminating redundancies and simplifying processes where possible. Examples of policy areas where modifications have been made include in- and out-of-state travel, professional development, contracts, purchasing, and equipment inventorying.

A comprehensive review of Board of Trustee policies was completed. When policy revisions are made a notice of such is sent to all CCSNH employees, and a complete catalog of Board and System policies is available at <http://www.ccsnh.edu/boardpolicies.html>. GBCC in turn interprets policy at the campus level to ensure compliance with the revisions which have been made.

Rebranding and Marketing

Concurrent with re-designation of the entire community college system, each individual college was charged with renaming their individual institutions to reflect the new identity as a comprehensive community college. New Hampshire Community Technical College-Stratham/Portsmouth undertook the process of soliciting and weighing suggestions, and at the conclusion of the process settled on the name Great Bay Community College. This name reflects the geographical location on the seacoast which is adjacent to New Hampshire's Great Bay, and represents our location at the heart of our service area.

The System enlisted the services of a marketing and public relations firm, NL Partners of Portland, Maine to aid in its rebranding efforts. This firm worked with the campuses and the CCSNH Marketing and Public Relations Directors to create graphic identities for the CCSNH and each college, and to develop marketing campaigns and collateral material.

Websites were also reviewed and upgraded to present the newly envisioned graphic identity. For Great Bay Community College a significant factor in this process was the physical move to the Portsmouth campus. It was a new campus, with a new President and a new identity. The transformation has been dramatic and very well orchestrated. These changes were punctuated by a grand opening celebration in October, 2009, and included guests from the College and surrounding community. This event was keynoted by a presentation by Governor Lynch and featured a ribbon-cutting with the Governor, Chairman of the CCSNH Board of Trustees, College President, and Student Government President. Very recently a new marketing firm, EVR of Manchester, NH has been hired to take us to the next level. Their initial activities will include strategic planning, developing creative material for advertising efforts, and coordinating media placement. Most recently the College has decided to upgrade the part-time Marketing and Public Relations position to full-time to drive its continuing efforts to build visibility in the College's service area and to highlight its success.

Personnel

This is an area where our move to self-governance has had a large impact, and where there will continue to be substantial change going forward.

A very significant change that became effective with the passage of the self-governance legislation was the renaming of the System's Chief Executive Officer and the Chief Academic Affairs Officer. What had been NHCTC's Commissioner and Deputy Commissioner became CCSNH's Chancellor and Vice Chancellor. Chancellor Gustafson took this one step further by working with the community college presidents on a document entitled Community College System of New Hampshire: Responsibilities of the System and the Colleges. This document clarified the roles and responsibilities of his office and the CCSNH staff and those of the campus presidents. At the time of Chancellor Gustafson's retirement, it remained in draft form. It remains to be seen if and how this document will evolve under Chancellor Gittell's leadership.

The move away from the state has also allowed for clarifications of the role of the CCSNH Board of Trustees, the Chancellor's office, and the presidents, as well as less oversight by the state. The focus is on creating a semi-autonomous system of community colleges based on the University System of New Hampshire.

As we moved away from the state's payroll system, we contracted with payroll services provider ADP. Each campus uses an ADP system to record and submit payroll information, and ADP processes paychecks every two weeks. The system includes robust monitoring and reporting features and will replace many of the manual and paper-laden procedures with electronic solutions.

As a state agency our Collective Bargaining Agreement was between the State of New Hampshire and the State Employees Association (SEA). A replacement agreement needed to be established between CCSNH and SEA. An agreement was reached in December, 2010 which, while it resembled the state's agreement in many ways, included elements that more accurately reflected our status as a higher education entity (e.g. a section on Academic Freedom). This agreement concluded in June, 2011 and a successor agreement has been ratified and adopted for the period ending June 30, 2013.

Adjunct faculty were recently recognized as a bargaining unit, and CCSNH and SEA have begun to develop a Collective Bargaining Agreement for this group. On the other hand, a group of approximately 70 confidential employees are no longer covered by a CBA, and a Non-Unit Employee Handbook describing the conditions of employment for this group has been developed, titled, "*Community College System of New Hampshire Handbook for Administrative, Managerial, Professional and Operating Support Staff Exempt from the Collective Bargaining Process.*"

Finance

CCSNH has had an agreement whereby we continued to rely on certain state services while we developed our own capacity to independently provide these services. Financial services are one of those areas. CCSNH has established its own banking relationships and has begun to issue checks centrally for all colleges. This has enabled Great Bay to close five bank accounts of its own, and has freed our Business Office staff from the time consuming process of running and issuing checks.

The system-wide implementation of BANNER Finance has provided additional capacity for the System and the colleges to perform financial monitoring and control functions. This provided a standalone accounting system apart from the state's financial systems.

The creation of an Internal Audit Department has allowed the System to critically examine and improve internal systems. Examples of areas that have benefitted from these audits include Student Activities, Project Running Start and Business Office practices.

Given the decrease in state funding, the colleges are being encouraged to explore additional revenue sources that include contract training, grants, and fundraising.

Facilities

As a state agency, the College was dependent upon New Hampshire Public Works for oversight of construction and other capital projects. As we move away from our reliance on state services, CCSNH created the position of Director of Capital Projects and Facilities. This individual has been able to work with us on capital projects from Requests for Proposal (RFP) through completion and has been an invaluable liaison with architects, engineers and contractors. Some of the projects at Great Bay have included renovation of the Portsmouth campus, a new atrium/entranceway; additional parking and improved storm drainage; installation of solar panels; roof repairs, modification of office space; and HVAC improvements.

Legal Services/Risk Management

As a state agency NHCTC was reliant upon the Office of the Attorney General. As the Community College System of New Hampshire, it has established its own Office of General Counsel, staffed by an attorney and a paralegal. This office has been instrumental in providing improved liability insurance, reviewing and revising contracts and related procedures, and providing advice on issues as they arise. For Great Bay Community College, in particular, this office has been vital in our efforts to sell the now vacant property in Stratham.

The aforementioned activities reflect system-wide initiatives which are related to the collective move toward self governance. There has been one significant college-level activity at Great Bay which warrants mention as well. This is the ongoing Strategic Planning initiative. Begun in 2006 the process involved a college-wide discussion and deliberation about our vision, mission, and core values. Every effort was made to provide opportunities for all members of our community to offer their comments. We hosted all-campus meetings, conducted small group sessions, and distilled the feedback into a draft document which was circulated widely for final comment. The Vision, Mission and Core Values portions reflect what it means to Great Bay to be a comprehensive community college, and provide guidance as we consider our strategic goals, objectives and action items. The complete 2008-2013 Strategic Plan can be found on the College's Blackboard site.

AREA OF SPECIAL EMPHASIS: FINANCIAL CONTROL & MONITORING

Both the Community College System of New Hampshire and Great Bay Community College have improved budget processes, reporting, and monitoring systems.

The budget process begins with the development of a biennium operating budget by CCSNH which is submitted to the legislature for consideration. This biennium (two years) budget is developed by compiling budget projections for the two-year period from each campus and the CCSNH System Office. Revenues are based on projections of future enrollments, assumptions about tuition and fees, estimates of miscellaneous income, and a proposed appropriation of funds from the state. The legislative process scrutinizes the budget as submitted and considers the proposed appropriation. Eventually, the CCSNH is allocated an appropriation from the state for each of the two years of the biennium. For example, for the current biennium (2011-12, 2012-13) the state appropriation for CCSNH was \$28 million and \$29 million; representing a 20% reduction in funds from the previous year. Once the CCSNH appropriation has been identified, the amount that is to

be allocated to the individual campuses is determined based on the college's percent of the total System enrollment. It is also at about this time that tuition and fees are established for the coming year by the CCSNH Board of Trustees. At this point the College can begin to accurately project its revenue and insert this piece into the College budget deliberations.

At Great Bay Community College, in accordance with our Strategic Plan, we implemented a new process in 2009 which "...is meant to allow department and program directors the flexibility to make decisions that impact their areas directly. The process is also meant to allow for transparency in how funds are allocated and used to improve institutional effectiveness." (Great Bay Community College Budget Process, revised Nov. 2011) A budget calendar has been developed, reflecting this process. It includes dates by which department heads are provided with prior fiscal year and year-to-date spending information, budget requests are to be submitted, and timelines for executive review and allocation. Operating budgets include two sections – one identifying and requesting funds necessary to maintain level service, and a second requesting funds for proposed improvements to level service. Improvement funds may be allocated any time in the budget cycle when it appears that funding is available. In addition, a time frame and procedure for requesting new personnel has been established.

Concurrently, the President's Cabinet is revisiting revenue projections. Once these are firmly established, operating budgets are considered and allocations are determined. These allocations are sometimes based on the application of across-the-board conditions. For example, in 2011 we limited professional development or related out-of-state travel and limited line item allocations so that they did not exceed prior year spending on those lines.

This process has made budgeting more transparent to managers and department heads. Recent technology solutions have helped in this regard as well. A previously unused financial management module within our college administrative software bundle (BANNER Finance) has been made active. This module allows managers and department heads to generate budget reports and monitor spending in their areas, and these staff have been trained on these processes. In addition, COGNOS software enables the analysis of budget data housed in BANNER in ways that provide meaningful financial reports for the CCSNH and GBCC. Additional reporting options will be explored and developed in the future.

On a parallel path, the legislature considers the CCSNH eight year Capital Plan, and determines what initiatives in the upcoming biennium it will fund. These have included a recreation facility at Nashua Community College, an automotive facility at Manchester Community College, and a Campus Center at Lakes Region Community College. In the current biennium \$24,655,000 has been allocated for capital projects. In line for GBCC in the 2014-2015 biennium is a \$5million bond for a Student Center/Community Center.

The CCSNH also sets aside funds for critical maintenance projects throughout the system, and each college can request funding for important maintenance projects. In the current fiscal year, GBCC has received \$150,000 of critical maintenance funds for elevator, restroom and parking lot upgrades and has another \$150,000 in FY 13 for a back-up chiller.

Several other developments which have resulted in improved financial reporting and monitoring are worthy of note. An internal auditing function was created at the System Office. Internal audits resulted in reform of financial practices with the Running Start Program, student activities, and contracted educational services. A central banking procedure has been developed whereby CCSNH provides central control of all check writing including financial aid refund checks and student activity payments. This process provides greater control and oversight and led to the closing of five (5) local bank accounts held by GBCC. A national payroll vendor (ADP) has been contracted to provide payroll services and reporting mechanisms for CCSNH now that it is no longer part of the state payroll system. This has resulted in greater control, improved reporting, and increased reliability of the payroll system. Also, as part of the Community Colleges of NH separation from the state, they hired their own General Counsel and a paralegal. This office coordinates risk management and insurance oversight, and is revising many of the contractual mechanisms which have been used in the past for things including personal services and contracted services. Finally, an unfunded liability related to retirement has been remedied by establishing a central risk and retirement fund to which each college currently contributes 1% of its tuition and fees.

AREA OF SPECIAL EMPHASIS: LINKING PLANNING AND BUDGETING

There have been several methods established in recent years which have resulted in linkages between the College planning and budgeting activities. Perhaps most notable is the synergistic relationship between its Strategic Plan and its annual budget process. We are currently in the fourth year of our five year Strategic Plan, and at the conclusion of each year we assess our performance on previously identified strategic action items. Based on that assessment and overall achievement of the Plan's Goals and Objectives, new strategic action items are established for the year ahead. Two years into this annual cycle we began to identify what the costs are of the action items we were proposing, with the expectation that these costs could be built into the budget for the coming year. Concurrently, we built a budget request system which requires that department heads indicate how the funding proposals they are advancing relate to the department's or the College's Strategic Plan. In these ways, the Strategic Planning process informs budgeting, and the budget process reflects the Strategic Plan.

Proposals brought to the Curriculum Committee which identify planned changes, additions or deletions to programs of study include a section in which the budgetary implications are identified. Whether it is a new course, certificate or degree program, or general education, reform costs for the proposal must be delineated. In this way planned changes to the curriculum are linked with college budgeting.

The College's program review process also establishes an intentional linkage between planning and budgeting. Currently each academic program undergoes a periodic review process, including an external review element, which could result in plans to improve that program. The program review process requires that the budget implications of the proposed improvements be identified and then built into the department's budget request. Program review procedures are being developed for non-academic areas and will include a process by which budget implications of recommended improvements are identified and built into the budgeting process. Such reviews are currently being arranged for Student Life and Enrollment Management.

The aforementioned initiatives show how we plan and budget for expense side items. It is also true that enrollment planning is tightly connected with revenue side budgeting. Our enrollment management team periodically projects enrollments for the upcoming terms and years. Targets are established based on trend data for numbers of new and returning students. The number and amount of "credits sold" is then deduced. Based on these plans and projections, total revenue is budgeted and spending requests are reviewed in the light of projected revenue. Similar planning and budgeting occurs with non-credit offerings through the Business & Training Center.

One challenge to tightly linking planning and budgeting is that often these activities occur in asynchronous time frames. Annual strategic action items are often being considered after the operating budget has been established. This is partly remedied by our use of an improvement budgeting system where mid-year funding is made available when possible for worthwhile initiatives, but even this usually comes later in the annual cycle.

AREA OF SPECIAL EMPHASIS: SUFFICIENT STAFFING

The report from the NEASC November, 2007 visit cited as a concern the College's lack of adequate staffing, reflecting citations appearing earlier in the report regarding "the stability of the leadership of the College" and "understaffing in almost every department." The Commission seemed concerned in this area particularly given that our move to a new location may have presented new staffing challenges as well.

Senior leadership at GBCC has become very stable since the submission of this report; punctuated by the 2007 hiring of a dynamic President who remains in office at the time of this writing. The Vice President for Enrollment Management and Student Services has served since 2004, and the Vice President for Academic Affairs has been with GBCC for 27 years and in her current role for seven years. Three Associate Vice Presidents (Academic Services, Enrollment Services, and Corporate & Community Education) have institutional tenures ranging from five years to 18 years. The Chief Financial Officer has been with the College for 10 years and in the CFO position for four years. With the separation from

Manchester, and the move to Portsmouth completed, the College senior leadership has settled into a situation where roles and responsibilities are clear and well understood, resulting in a very stable campus climate.

The College 2007 Self-Study contains projections which address the need to plan for staffing needs carefully, and these projections have been embedded in its current five year Strategic Plan. As a direct result we have established a procedure for departments to submit proposals for staff positions as part of the annual budget request cycle. In October and November of each year, departments will submit requests for new positions to their division Vice President. These requests will include a thorough justification which will address any and all of the following, relevant criteria:

- Program accreditation requirements
- College or departmental strategic plan
- Departmental needs
- Changes and advancements in the field
- NEASC accreditation requirements
- Other

In addition to providing a justification, a full description of the position including proposed job title, primary responsibilities, and salary and benefits will be identified. Vice Presidents will analyze and prioritize these requests and submit a divisional proposal to the President for consideration.

The planning and implementation of the College move to Portsmouth involved significant staffing changes. The opening of the One Stop Student Service Center involved the transition of positions that were specialists in certain fields (financial aid, admissions, student accounts, etc.) to those that are generalists – currently known as College Service Representatives and Account Service Representatives. No existing staff were lost; and the College created the new positions of Lead College Services Representative, and an Associate Vice President of Enrollment Services who oversees the entire One Stop operation and its affiliated departments. The College’s academic advising function also experienced a metamorphosis upon the move to Portsmouth. Where in Stratham the Advising Resource Center began with one part-time staff person who advised non-matriculated students, in the Portsmouth facility a suite of 3.5 FTE advisors perform the advising function for new students, undecided liberal arts majors, and non-matriculated students. A specialist in this area also performs transfer and career advising.

Several other new or expanded positions have been established in recent years as well. They include:

Director of Institutional and Alumni Development. Recognizing the need to create new revenue streams in an era of declining resources the College has created this new, full-time position. While adding to the institution’s financial burden in the short term, the long range vision is that the fundraising results will more than offset the costs, and that GBCC will be able to establish robust relationships with its alumni and friends.

Evening/Weekend Supervisor. This new part-time position provides the College with “after hours” administrative coverage. It replaces a system where eight senior administrative staff served on a two-week rotating cycle to cover these times, and has given us the opportunity to improve services by building certain responsibilities into the new job description.

Creative Services Coordinator. Upon consolidation of campuses, GBCC was heavily staffed in Information Technology, and we were able to reassign one individual to serve full-time as webmaster and producer of a varied collection of publications ranging from flyers and billboard posters to the Course Schedulers and college catalog.

Enrollment Specialist/Outreach Recruiter and Enrollment Services Secretary. These two new part-time positions were created upon the retirement of a full-time Admissions Secretary. The Enrollment Specialist performs tele-counseling aimed at increasing the conversion of prospective students, and the Secretary performs a variety of clerical services.

Human Resources Coordinator and President's Assistant. At the time of the self study, these two separate functions were performed by a single full-time staff member. In recent years, the functions were split and performed by different individuals and the two positions are now both full-time.

Academic Affairs Administrative Assistant. A new, part-time clerical position was added to the Academic Affairs Office to assist with clerical functions for faculty and Project Running Start.

Library Assistant. A part-time position was created to improve professional services and accommodate the extended hours of Library operation. This individual is primarily responsible for electronic resources and training students in the area of information literacy.

Student Life Assistant. The College Director of Student Life has substantially increased and improved the co-curricular program on campus. An extensive Student Leadership program has been established, the number of active clubs and organizations has grown, and three intercollegiate athletic programs have been established. In order to manage the increasing scope of these programs a part-time Student Life Assistant position was created. This individual works primarily with the Student Government Association (SGA) and provides support for other Student Life programming. This position is being converted to full-time at the time of this writing.

Contracted Maintenance and Security. The College established second and third shift custodial services through a contract with Prospect Building Services, replacing one full-time and one part-time maintenance staff person who left the college. In addition, we expanded our coverage through Securitas, Inc. to provide security services at all times the College is open; replacing what had been only part-time, evening services.

Faculty. Since the last visit, there have been turnover in full-time faculty. In some cases, these vacated faculty positions were reassigned to other disciplines. This enabled us to hire a full-time History faculty member, add two full-time faculty in Life Sciences, and a full-time Hospitality position.

Associate Vice President of Academic Services. With the retirement of the Associate Vice President of Academic Affairs in 2008, this position was recast to provide direction and dedicated oversight of the expanding Academic Service Areas of the College: Library, Center for Academic Planning and Support (CAPS), The Advising Center, FYE Program, and TRiO Program (subsequently not re-funded).

Running Start Coordinator. In compliance with a mandate originating from the state Governor's Office and with the initial support of a grant, this position was moved from part-time to full-time. Running Start is the CCSNH's dual enrollment program with High Schools. The grant was intended to promote program growth and post-secondary connections within the high schools. The College has been funding the position fully since FY2011.

Grants. Four grants have ended, while two new grants have recently started. Two of the grants which ended had been created when we were coupled with the Manchester campus. These were the TRiO grant and a Title III Strengthening Institutions grant. Both provided support services for students, were not pursued for renewal and were allowed to expire. One of the goals of the Title III grant was to institutionalize the support from the grant staff. This was accomplished with the hiring of a full-time Institutional Researcher and a full-time Instructional Technologist. We did, however, reduce services in what had been a Center for Teaching and Learning, and Service Learning. We also allowed two Biotechnology grants to expire as they required substantial institutional support and did not serve our students significantly. Fortunately, we were able to absorb the personnel in these grants into the College in related positions. Two new grants are now housed at GBCC and have resulted in new staff. One is for a state program called WorkReadyNH which provides basic job preparedness and soft skills training for unemployed citizens. The second is a federal Department of Labor grant awarded to a consortium comprised of the seven New Hampshire community colleges with GBCC designated as the lead institution. This \$20 million grant is aimed at increasing New Hampshire's capacity in the area of advanced manufacturing. For GBCC this will result in the creation of a satellite training site and the employment of 10 support personnel that will enhance current operations.

In the time since the NEASC Visiting Team report of November, 2007, GBCC has planned for, and achieved, improved staffing levels throughout the College. Experienced, stable senior leadership has shepherded staffing improvements along in a measured and thoughtful way. Even during recent times of significant reductions in state funding and the leveling of enrollment growth, GBCC has been able to avoid the need to down size or even freeze vacancies; a fate which has befallen nearly all of our sister state community colleges.

AREA OF SPECIAL EMPHASIS: NEW FACILITY

In the summer of 2009, the College completed a well planned, smooth transition from the Stratham, NH location to the newly renovated facility in Portsmouth. Not only was this initial relocation very successful, but the College has continued to build upon its new location with improvements to the facility, staffing and program offerings.

Physical & Technological Resources

The newly designed and renovated facility provided improvements in virtually all aspects of the operation. Adequate numbers of classrooms and labs fully equipped with instructional technology and new furniture were established, including dedicated Computer Technology classrooms, along with open-access computer labs; an expanded Library; a Student Life area; and a cafeteria that serves both the college community as well as members of the extended public community. The One Stop Student Services initiative, begun while in Stratham by re-configuring job descriptions and conducting training, was seamlessly put into operation upon arrival in Portsmouth and into office space specifically designed to accommodate this reconfigured function. The Center for Academic Planning and Support (CAPS) enjoys greater space and includes designated areas for testing, quiet study, tutoring, conferences, staff offices, instructional technology, and computer labs.

Even after the move in 2009 to its newly renovated site in Portsmouth, this facility has continued to undergo important improvements. Perhaps the most notable has been the construction of a magnificent, 2 ½-story glass-enclosed grand entrance and atrium. This represents a focal point for the campus and provides additional space for lounging and special events. In addition, we have established this area as an art gallery where we present a rotating display of art throughout the year. Two LCD information kiosks are located in the atrium, and wireless network access is available.

The need for additional office space for full-time and adjunct faculty, the elimination of our TRiO program (and its designated space), and the expanding role of our Advising Center, led to realignments and space modifications on the second floor. This resulted in an adjunct office area which provided private offices for meetings with students and a bank of computers for adjunct use. Two new offices (one for a full-time faculty member and one for the Coordinator of Academic Advising) and an expanded Advising Center were also created.

Blackboard continues to be a major focal point for instructional technology in distributing media, and faculty are trained to record, upload and distribute video and audio content. Video that is critical for running online classes is also being produced through our Instructional Technologist, such as drawing demonstrations for online art classes. Instructors are trained on Camtasia for creating addendum lecture content for streaming from Blackboard. Most classrooms are now outfitted with projection capabilities which permit the use of “clickers” for student assessment and engagement as well as using our remote wireless tablet. The wireless tablet creates a smart room from any classroom with projection, which is an addition to our five smart rooms still being used for presentation and recording. Our tablet PC, using various productivity software, is used for producing additional course content. Also, we are currently researching applications for our new iPad for use in the classroom as well as other educational uses.

For the future, we are enthusiastic about our production of video interactive role-playing programs, which are effective ways to train students in real-world decision making. Also, our Instructional Technologist is working with IT to purchase additional SMART Boards and create a faculty training program. Additional SMART Board acquisitions will integrate well with our plans to establish a campus-wide lecture capture system.

Other recent improvements include the addition of approximately 100 parking spaces and 18 repaired storm drains, installation of an indoor/outdoor video surveillance system with 49 cameras, installation of a grid of photovoltaic panels

which generate solar energy, a door access and alarm system, and two lobby kiosks – one staffed by a security officer and the other by various staff who provide comprehensive information for students with questions or concerns as part of a program called For Your Education (FYE).

Staffing

Concurrent with the centralization of the College into a single facility, expansion of operating hours, reconfiguration of several functional areas (One Stop, Advising Center, etc.), and healthy budget circumstances; the College has enhanced the human resources we deploy in various areas.

From a building maintenance perspective, we have contracted with Prospect Building Services to provide second and third shift custodial services to complement our own maintenance staff. In addition, a new Evening & Weekend Supervisor part-time position was created. This individual serves as the senior administrator on evenings and weekends and provides facility oversight during these times. We have also designated an existing member of our staff as Safety Officer. This individual chairs the Physical Plant and Safety governance committee and coordinates a myriad of activities including emergency drills, safety inspections, safety equipment maintenance, etc. Finally, we have extended our security coverage through Securitas, Inc. to include a physical location presence in the front lobby, which is staffed at all times the facility is open.

Academic and Student Services have both also benefitted from additional human resources. The Library was able to enlist the services of a part-time Assistant Librarian, who is primarily responsible for electronic resources. The Academic Advising Center increased its staff FTE to 3.5, expanding its coverage capacity and increasing its responsibilities. Student Services has seen the BANNER Coordinator role move from being part of the Registrar's job duties to that of a full-time position, providing support to users of our College administrative computer system; the creation of College Services Representatives to staff the One Stop operation; a full-time Student Life assistant; and a full-time Creative Services Coordinator. The recent retirement of a full-time secretary has enabled the creation of two part-time positions – one which provides secretarial services, and the other which conducts tele-counseling and related outreach services for Admissions. Similarly, following the retirement of the Assistant Registrar, that position was reconfigured to have greater responsibility for serving the population of veterans and active duty military personnel.

Program

Several changes to our menu of programs and services are connected to the move to the new location. Laboratory, classroom, and clinic space was added to meet the College needs for current programs and new degree and certificate offerings in Massage Therapy; however, we lost our capacity to continue to offer Automotive Technology due to the absence of large auto bays and related technology and equipment. This program was absorbed by Manchester Community College which was expanding its automotive facilities at the same time. The Police Standards organization which had occupied a designated remote learning laboratory left, and we quickly filled that spot with a WorkReadyNH Center – one of four such grant funded sites located at the NH community colleges, which prepare unemployed citizens with the skills necessary to obtain and maintain jobs in the area.

The larger and improved science labs at the Portsmouth location have allowed us to add courses in Sustainable Landscaping and a grant-funded community service program in phytoplankton monitoring. We have also been able to offer our students undergraduate research opportunities through the NIH INBRE grant housed at Dartmouth College and EPSCOR housed at the University of New Hampshire (UNH). In academic year 2012-2013, we will hire a full-time Environmental Sciences faculty member to coordinate our new program in Environmental Sciences Study.

Having relocated to Portsmouth, we now find ourselves in the midst of a vibrant community of employers and employees at the Pease International Tradeport. Once an active Air Force base, the Tradeport has undergone a transformation to a vibrant center of business and industry with 245 companies employing 7,000 staff. We have become active partners in this community. The College is active in the Tenants Association at Pease (TAP) in which our staff hold leadership positions on the Board. The College hosts periodic TAP meetings and participate in activities such as the TAP summer softball league. We are constantly looking to form educational partnerships with our Pease International Tradeport

neighbors and have done so with organizations such as the American Red Cross, United Way of the Greater Seacoast, Willis Programs, SIG SAUER, Lonza Biologics, Newmarket International, and PixelMEDIA, to name a few. Our close proximity to Franklin Pierce University facilitated the development of an articulation agreement whereby Great Bay students can transfer credits as a block into a bachelor's degree in Integrated Studies at Franklin Pierce.

One added benefit of the new facility at Portsmouth has been the increased interaction with business and industry training and the use of the facility, which has significantly increased the revenue coming through the GBCC Business & Training Center.

A couple of miscellaneous notes regarding the College move to Portsmouth include the fact that we have become a smoke free campus and have increased public transportation access to campus.

The Future

The Purchase and Sale Agreement we had in 2007 for the sale of the Stratham facility fell through due to worsening economic conditions. As a result, our operating budget supports the full cost of the bond we obtained to finance the renovation. In addition, we allocate human and fiscal resources necessary to maintain this shut-down facility. We recently established a \$3/credit student fee to help to partially pay the \$530,000/year annual payments on the bond used to renovate our new Portsmouth facility, but are anxious to sell the property or have CCSNH assume responsibility for it.

In 2010 we obtained six acres of land adjacent to our campus from the Pease Development Authority (PDA). This parcel had housed the PDA administrative offices prior to their move to a new location, and their old office building sat vacant on that site. In exchange for the 10-year lease option, we agreed to demolish the existing office building at that site. This demolition was completed in the Fall of 2011, and this property now provides the additional land necessary for future planning.

The existing Portsmouth facility as renovated was magnificent when it opened in 2009, and has only been enhanced since then by the aforementioned improvements and a maintenance plan intended to keep the facility looking like new. There are still plans for new improvements, however. These include bathroom renovations, new offices, a public address system and a back-up air conditioning system.

Great Bay Community College recently was part of a consortium which received a \$20 million US Department of Labor grant to support advanced manufacturing and is in negotiations to lease and equip a new site in Rochester, NH. This will include classrooms, labs, and student support facilities to support training in composite manufacturing and computer numerical control (CNC) and will enable us to offer other credit courses in support of current academic programs as well.

OTHER REPORTS

Teach Out Plan for Portsmouth Naval Shipyard Associate of Science in Technical Studies

In June 2011, the Portsmouth Naval Shipyard (PNSY) Apprentice Program leadership team announced that the attainment of an associate degree would no longer be a requirement of the Apprenticeship Program. This change was effective thirty days from the announcement per the terms of the existing Memorandum of Understanding.

PNSY apprenticeship leadership, in consultation with union representatives and Great Bay Community College staff, worked out the administrative logistics. Administrative responsibility for the credit course delivery and approval for apprentice participation would be assigned to PNSY Command University (CU). For some time, CU has been scheduling credit courses for select members of the PNSY workforce in collaboration with Southern Maine University and York County Community College. Their staff are familiar with college policies and procedures. GBCC Associate Vice President of Corporate & Community Education and the GBCC Academic Advisor would communicate as needed and meet monthly with CU staff to work out additional details and challenges as they became known.

Apprentices hired 2008-2010 who were promised the opportunity to achieve an associate degree would be allowed to elect to do so off shift. PNSY would continue to pay tuition, fees, supplies and book expenses for apprentices who elected to continue their AS degree pursuit both on campus and on-site at PNSY. There was no sunset established for these apprentice benefits. The GBCC Business Office would work within the federal government requirement to pay tuition and fees at the conclusion of the course. Classes would be offered on-site as long as enrollment warranted. Alternatively, apprentices could choose to take classes on campus. GBCC continued to deliver classes on site at PNSY July-December 2011. Commencing with January 2012, classes scheduled for PNSY were cancelled due to low enrollment and a mutual decision was made to serve the PNSY apprentices on-campus to complete their degree requirements.

The GBCC Academic Advisor assigned to PNSY apprentices would continue to be available at PNSY on a weekly basis, communicate with apprentices as needed with regard to the new requirements, course selection, accessing services on campus, and any other GBCC student concern.

Since GBCC is just ten miles from the PNSY installation in Kittery, ME, little hardship exists for the apprentices coming to campus. All efforts have been made to make the transition as seamless as possible. For the student, the opportunity to expand their choice of courses to meet the Technical Studies AS degree requirements has enabled them to better tailor the degree to their personal interests and academic and career goals.

Distance Learning

In April 2012, the NEASC Commission on Institutions of Higher Education accepted GBCC's Substantive Change Report on Distance Education and recommended that Distance Education be included in our accreditation. CIHE requested that we provide an update on our continued implementation of distance learning programming and support in this Fifth Year Interim Report. GBCC's Substantive Change Report outlines in detail its robust efforts in the online environment. The College continues to develop online support services for all students, thus building its infrastructure of support for students who take courses online. In addition to the enhanced FYE website online development indicated in Standard 4, the College admissions department is in the research phase of implementing online chats with admissions counselors. The college is close to going live with its new Online Orientation, designed to serve all students and available on the website for access. The orientation includes information from all departments. It will include text information, videos, and tutorials for new students or any student seeking information about the College. Links to our many support facilities will be made available for students through the orientation, as well as a full campus tour. The student support Helpdesk, which mainly focuses on Online FAQs for the college's online services, is continually being updated and enhanced. <http://supportcenteronline.com/ics/support/default.asp?deptID=4619>

The College Center for Academic Planning and Support (CAPS) now has its own tab on the Blackboard portal, under Student Support, making it faster and easier to find CAPS information and to contact CAPS services and personnel. AskOnline, the online tutoring environment, is also on the CAPS landing page in Blackboard, with a link to contact the Tutor Coordinator for online tutoring. On the CAPS website, there is information specifically for online learners at <http://www.greatbay.edu/?a0=59&a1=caps&a2=learning&a3=online>. In the new 2013-2016 CAPS Strategic Plan, the Department will look at ways to expand this information and make it more visible. There is also a plan to add more details to Blackboard information about what CAPS is and how its services can benefit online students. The Library is also in the process of developing Information Literacy online training modules.

“Collaborate” is a new addition to GBCC's tools for providing enhanced distance learning capabilities. With “Collaborate”, instructors now have the ability to implement a virtual classroom environment where faculty and students can communicate in real time visually and verbally while sharing their desktops. Desktop and application sharing provide a platform for presenting PowerPoint, websites and graphic annotations. Additionally, the virtual classroom experience can be recorded, archived, and made available to students as a study tool. The virtual classroom will afford GBCC the opportunity to offer classes that may not have been practical previously as well as a way to enrich existing classes.

Both the CCSNH and the College plan for upgrades of Blackboard and the accompanying supportive software with both face-to-face trainings and online instructional tutorials. In the case of Blackboard upgrades, trainings are also planned for

students. Workshops on distance learning technology and various instructional tools are incorporated into student orientations each semester.

Notification of GBCC's Comprehensive Transition and Postsecondary Programs

In June 2011, Great Bay Community College was notified that The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act (HEOA), includes provisions related to the eligibility of students with intellectual disabilities to participate in the Federal Pell Grant, Federal Work-Study (FWS), and Federal Supplemental Educational Opportunity Grants (FSEOG) programs. Institutions that offer a Comprehensive Transition and Postsecondary (CTP) Program can apply to the U.S. Department of Education's Federal Student Aid office to have their CTP Program approved so that eligible students may be considered for Federal Pell Grant, FWS and FSEOG funds. To be an eligible CTP Program, an institution must participate in the federal student aid programs and offer an approved CTP Program, as provided in 34 CFR 668.231 and 34 CFR 668.232 of the Student Assistance General Provisions regulations.

Great Bay Community College (GBCC) is beginning the process of applying for approval of a Comprehensive Transition and Post-Secondary Program for two of its non-credit programs for students over 18 years of age with disabilities in order for these programs to be financial aid eligible. At this point, we do not know if the programs will be approved; however, in June 2012, NEASC was notified of GBCC's intent to apply for HEOA Title IV Federal fund eligibility. The application process package includes a directive to include a copy of our notification to our accrediting agency of our comprehensive transition and postsecondary programs. Consultation with NEASC determined that notification could be integrated into the Fifth Year Interim Report so that the CIHE will have the information on the programs.

START (Skills, Tasks, And Results Training) is a one-year classroom and internship curriculum to provide students with the real world knowledge and skills for a long-term career in the hospitality industry. SEARCH is a similar program for students with cognitive and physical disabilities, aimed toward jobs in health care areas. Both programs include internships that make up more than 50% of the total program hours in which students train and work alongside people without disabilities – co-workers, supervisors, general public.

The varying policies of school districts and area social service agencies that will pay to educate and train students with disabilities has required some students to seek need-based aid. The total tuition costs of the START program are approximately \$11,000 and SEARCH costs are approximately \$12,600. Many of the students in these programs come from low-income homes and yet do not qualify for agency aid – or qualify for only partial agency aid for adult educational and training services. In fulfillment of the College's mission of access and quality training and education, the Business & Training Center of the College offers these nationally recognized non-credit programs with the intent of transitioning appropriate candidates from classroom training to internships to sustainable employment. The College is seeking eligibility for federal financial aid for students in these programs.

START

This nationally recognized program was developed by the American Hotel & Lodging Institute. Great Bay Community College partners with the NH Lodging and Restaurant Association and the Strafford Learning Center. START is a three-semester non-credit program which includes a 180-hour classroom curriculum and a 320-hour internship program for students with cognitive disabilities. Within the START program, workplace and independent capabilities are built in through focused reading, writing and math skills development. GBCC's overall curriculum includes an in-class overview of the lodging industry and common hotel entry-level positions, job shadows at the Sheraton Portsmouth Harborside Hotel, and industry internships at a hotel, restaurant or other appropriate facility. START uses Key Train national training and assessment for its workplace skills development. http://www.keytrain.com/keytrain/ktn_over.asp

While at the College, START students are integrated with non-disabled students through the Student Life area and use of the College's Library facilities. Advising is the function of the START program faculty and director.

In the first term, students attend class at Great Bay Community College and are introduced to the different operations at the Sheraton Portsmouth Harborside Hotel through a 10-day job shadow. In the second term, students prepare for and take the national certification exam from the American Hotel & Lodging Education Institute and begin their 320 hours in the

community, interning with a partner organization. In the third term, students continue their internships and are assessed on their skill levels. Internships cover a range of areas in which the student can demonstrate proficiency: Banquet Set-up and Service, Bell Service, Restaurant Service, Food Preparation, Front Desk and Reservations Service, Guestroom Service, Laundry, and Maintenance Service.

The program has specified admissions criteria. Upon successful completion of the program, students have earned internationally recognized entry-level certification from the American Hotel and Lodging Association's Educational Institute in the student's specific area of demonstrated proficiency. Certificate of Completion criteria are Class Attendance, Academic Progress, Job Shadow Success, Certification Exam, and Internship Success. The program START faculty and director and the Business & Training Center Coordinator will develop measurable criteria to determine the Academic Progress of students in the course work, job shadowing, and internship components as part of fulfilling the eligibility requirements for Title IV Approval. The certification exam is the START Exam through the Education Institute of the American Hotel & Lodging Association.

During the first three years of the START Hospitality Certificate Program, 67% of the students were offered positions in competitive employment within four (4) months of graduation.

SEARCH

Project SEARCH began at Cincinnati Children's Hospital in 1995 as an innovative and collaborative way to train individuals with cognitive and physical disabilities to work in the healthcare field. SEARCH facilitates a seamless combination of classroom instruction, career exploration and on-the-job training and support. The program provides real-life work experience combined with training in employability and independent living skills. The goal for each student is competitive employment within the community. GBCC's partner in Project Search is Portsmouth Regional Hospital.

This non-credit program's curriculum and internship component supports the development of transferable skills, professionalism, and work-related knowledge. The national SEARCH curriculum specifies outcomes for four different competency areas: Career Exploration, Job Specific Skill Development, Employability Skills, and Independent Living skills. Students attend class and complete three different internships on site at Portsmouth Regional Hospital for a minimum of six hours each day, five days a week, for two 16 week semesters (960 hours of training and instruction). The curriculum includes an orientation to familiarize them with hospital protocol, culture, and the facility. Students work with the instructor and career trainers to explore internship options and ultimately decide which internship sites best fit their career goals. Internship sites include departments within the hospital ranging from the supply chain and food and nutrition services to the rehabilitation center and imaging services. Interns spend four hours each day at their sites learning to rely on the natural supports of the workplace. For the first and final hour of the day, students meet in the Project SEARCH classroom to develop employability skills, learn independent living skills, and discuss internship experiences and work to compile a professional portfolio.

Students are referred to the program through their schools, family members, or a New Hampshire Vocational Rehabilitation (NHVR) Counselor and apply in the winter and spring in the year prior to entering the program. A team representative of all the partners: Project SEARCH teacher, host business liaison, NHVR Counselor, community rehabilitation provider staff and other appropriate staff carry out the selection process which includes tours, student interviews, hands-on assessments at the host sites and scoring on a rubric related to entrance considerations. Certificate of Completion criteria are Class Attendance, Academic Progress, Job Shadow Success, Certification Exam, and Internship Success. The SEARCH faculty and director and the Business & Training Center coordinator will develop measurable criteria to determine the Academic Progress of students in the course work, job shadowing, and internship components as part of fulfilling the eligibility requirements for Title IV Approval. Job development and placement occurs based on the student's experiences, strengths, and skills.

Great Bay Community College plans to develop and integrate all the criteria for approval as Comprehensive Transition and Post-Secondary Program for both programs, but apply as two separate applications. The programs will investigate the best academic progress measurements for both in order to comply with approved program standards. Upon application to

the Department of Education, NEASC will receive a copy of the entire application package. NEASC will be notified of approval outcomes.

STANDARDS NARRATIVE

In its September, 2007 Self-Study the College described and appraised how well we were satisfying the criteria established by NEASC for each of the 11 Standards for Accreditation. In addition, for each Standard we projected those initiatives which would be undertaken during the current accreditation cycle to address shortcomings revealed as a result of the appraisal process. Concurrent with the accreditation process the College launched a Strategic Planning process, and intentionally imbedded all projections into the plan. Consequently, we have been intentionally and systematically addressing all of our projections.

This section of the Fifth Year Report provides a narrative update on how we continue to satisfy the criteria for each Standard by (a) describing noteworthy achievements during the past five years; (b) reporting related developments we anticipate in the years ahead; and (c) identifying how we satisfy the Standard's Institutional Effectiveness criteria. These narratives are informed by data compiled for each Standard and reported in Appendix D. These narratives intentionally address our progress in addressing or completing the projections we had identified in the 2007 Self-Study. When these narratives address a particular projection directly it will be noted parenthetically. For example (PROJECTION 1.4) refers to Standard One, Projection 4. A complete listing of the projections for each Standard is included in Appendix E.

Standard 1: Mission and Purposes

While the Interim Report Form for Mission and Purposes identifies in detail how we continue to satisfy the criteria for this Standard, the following narrative describes noteworthy achievements during the interim period, our aspirations for the duration of the term of our accreditation, and how we measure-up to the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

Great Bay Community College continues to function under the philosophy and values set forth in its Mission/Values/Vision Statement as presented in its 2007 Self-Study. This statement is published in both print and electronic publications (PROJECTION 1.4). Through town hall style meetings with faculty, staff and students (PROJECTION 1.1), the statement continues to be widely disseminated and understood and continues to provide direction to all aspects of curriculum changes, teaching and learning, and strategic planning at all levels (PROJECTION 1.3). Departmental mission statements have been created for the majority of departments (PROJECTION 1.2) and are derived from the College's Mission/Values/Vision Statement, which, in turn, is consistent with the Mission/Vision/Strategic Goals Statement of the Board of Trustees of the Community College System of New Hampshire (CCSNH) as published at <http://www.ccsnh.edu/mission.html> (PROJECTION 1.2).

In 2008, after much consideration of input from a wide array of constituencies, the college changed its name from New Hampshire Community Technical College at Stratham to Great Bay Community College. The name recognizes the regional location while being more reflective of its mission and ongoing development as a comprehensive community college. The College's new name and associated rebranding efforts have elevated the Great Bay Community College profile in the eyes of the public and in the higher education community, as evidenced by the increased enrollment, increased media exposure including more editorial presence, increased input from and engagement with the community, and the recently awarded Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The change in mission and vision along with the name change has allowed the College to attract outstanding business and community leaders to serve on the College Advisory Board. Prior to being nominated for appointment, all Advisory Board nominees meet with President Arvelo and the Governance Committee of the Advisory Board to review the College's Mission/Values/Vision Statement (PROJECTION 1.1). Recent CCSSE data and graduation surveys show that students recognize Great Bay Community College as an institution that provides a full college experience consistent with its expressed mission. Increased articulation agreements, particularly with UNH, show that baccalaureate institutions have

recognized Great Bay's change to a comprehensive community college and reflect their belief that Great Bay provides its graduates with the knowledge and skills for success in lifelong learning. (PROJECTION 1.1)

II. The Future

In the years ahead, steps will be taken through the strategic planning process to develop a plan to better inform alumni and the greater community of the College's mission and vision (PROJECTION 1.1). This process will be critical to the development of strategic partnerships. The College recently hired a Director of Institutional and Alumni Development who will be vital to informing alumni and others of Great Bay's mission and vision (PROJECTION 1.1). Efforts are currently being made to have each department go through a comprehensive review process (PROJECTION 1.2). Part of that process will be to review and compare the departmental mission statements to the College's mission statement. As departmental mission statements evolve, steps will need to be taken to promote them through various publications including the College catalog (PROJECTION 1.4)

III. Institutional Effectiveness

Great Bay periodically reevaluates its Mission/Values/Vision Statements as part of its strategic planning process. Departmental mission statements are reviewed as part of their program reviews. All college activities and functions are evaluated within the context of this statement and changes are made as deemed appropriate.

Standard 2: Planning and Evaluation

While the Interim Report Form for Planning and Evaluation identifies in detail how we continue to satisfy the criteria for this Standard, the following narrative describes noteworthy achievements during the interim period, our aspirations for the duration of the term of our accreditation, and how we measure-up to the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

Planning

The new *GBCC Strategic Plan 2008-2013** promoting the college's mission and educational objectives was finalized in 2007 (PROJECTION 2.1). Progress of the College in meeting its annual goals and objectives is documented by the Strategic Planning team each spring. The results are posted in the College's online community site on Blackboard and sent to all Great Bay faculty and staff via email.

All academic programs have Strategic Plans that incorporate goals from the *GBCC 2008-2013 Strategic Plan*. (PROJECTION 2.2) These plans are posted in the Academic Affairs shared folder.

Other planning tools GBCC has developed include: *Academic Affairs Strategic Plan; Enrollment Management Plan; Marketing Plan; Student Services Plan; Maintenance Plan; and Perkins Plan*.

CCSNH hired personnel to develop and maintain the Cognos data warehouse (PROJECTION 2.6). As of February 1, 2012, a new Chancellor began an initiative to standardize 10 reports from the Cognos data warehouse. With this direction as a base, a comprehensive plan for data warehouse use has been created.

As specified in the *Section on Special Emphasis on Financial Control and Monitoring*, Great Bay Community College has created a transparent budgeting process that is aligned with departmental needs as specified in their strategic plans (PROJECTION 2.2).

Banner Finance was instituted in 2007 (PROJECTION 2.3). A Banner Coordinator was hired; ongoing Banner Finance trainings occur. A series of training videos has been created and are available for all in the Great Bay Online Community. Additionally individualized trainings are scheduled as needed.

Consolidation of programs and services on the Portsmouth campus has been completed (PROJECTION 2.9). This is specified in more detail in *Special Focus Section: New Facility*.

GBCC has engaged in short-term planning to meet the unprecedented cuts in its fiscal support from the state of New Hampshire. Long term planning include the CCSNH Biennium budget and the *Eight Year Capital Development Plan (2012-2019)* created by the Board of Trustees in 2011.

Evaluation

At the end of the Title III Student Success grant, the work of the Center for Teaching and Learning (CTL) was integrated into the normal process of Academic Affairs (PROJECTIONS 2.5, 2.7, 2.8, 2.10). Two positions from the grant were sustained – Institutional Research and Instructional Technologist Specialist.

Program review is completed by the academic and non-academic departments. In Academic Affairs there are two processes of review: an annual review/strategic planning process and a five year external review.

Each program completes the NEASC E.1. Part A: Inventory of Educational Effectiveness Indicators. Each academic program has an advisory board consisting of outside evaluators (PROJECTION 2.4). Minutes of the Advisory Boards are available in the AA shared folder drive.

The external program review process has been modified since the Title III grant*. A schedule of dates for program reviews has been compiled.* (PROJECTION 2.8). The review team evaluates the program based upon these data: application, acceptances, enrollments, course completion, course success, student course evaluations, and degree completion. In 2011-2012 the programs completing external program review are: Early Childhood Education, Liberal Arts-Social Science, Criminal Justice, and the Library.

In the non-academic area, the Student Life department completed its program review in 2012.

Student input on services and programs is gathered via the *Community College Survey of Student Engagement (CCSSE)* and *Student Satisfaction Surveys* (PROJECTION 2.10). In years that CCSSE is not implemented, *Student Satisfaction Surveys* are completed in these departments: Business, Surgical Technology, and Veterinary Technology. Departmental results are disseminated to pertinent department; results in aggregate to the campus. Results are posted in the Great Bay Online Community Blackboard site.

Great Bay Community College has initiated a Memorandum of Understanding with NH Employment Security to access information about students' post-graduation field of work.

Evaluation of academics and student services is completed on an ongoing basis with reports from the Cognos Data Warehouse, including automatic reports on applications, acceptances, enrollment and retention. Performance indicators have been created for the applications, acceptance, and enrollment reporting. The newly hired Chancellor in conjunction with the Institutional Researchers is developing a series of validated, consistent reports from the Cognos data warehouse.

Annually Institutional Research produces a college Factbook detailing information in the areas of academics and evaluation (CCSSE, Student Satisfaction Surveys, grades). Four programs undergo extensive evaluation for accreditation. Successful accreditations were achieved by Business (2011), Nursing (2011), Surgical Technology (2009), and Veterinary Technology (2008). Copies of the reports are available on Blackboard in the Great Bay Online Community.

Additional evaluation tools used include: student course evaluations and annual survey of graduates. GBCC also provides data to Integrated *Postsecondary Education Data System (IPEDS)* from which benchmarking progress can be determined. These annual reports are posted in the GBCC Online Community.

II. The Future

Planning

It is anticipated that the new Chancellor will be revising the CCSNH Strategic Plan. This revised plan will inform the creation of the new Strategic Plan 2013-2018 for Great Bay Community College. Key Performance Indicators will be developed.

The Technology Plan will be completed and approved by the President.

Evaluation

Currently GBCC has limited data on students' job placements, employer satisfaction, or the success of transfer students. Continued progress in data collection in these areas needs to occur.

Assessment of student learning has become more systematic and useful. The creation of the External Program Review has been designed to '*...provide relevant and trustworthy information...*' to support student success in academic programs.

Progress will be made from the current status of periodic paper reports to systematic and regular postings of institutional data on Blackboard and the college website. Such data will include applications, acceptances, enrollments, grade distribution, course completion, and graduation.

III. Institutional Effectiveness

GBCC has made significant progress since 2007 in systematic planning in the area of budgeting and resource allocation. Data collection efforts have increased in both academic and student services area. Through the action items of the Strategic Plan such data are being used more systematically for College improvement.

Significant progress has been made in the assessment of student academic progress, academic program quality, and student services quality. Further work will occur in the area of student job placement, employer satisfaction, and student transfer success.

*Document(s) posted on Blackboard in Great Bay Online Community section.

Standard 3: Organization & Governance

I. Noteworthy Achievements

Throughout the re-accreditation process that began in 2006 as GBCC began preparation of its Self-Study and concluded with the 2008 letter notifying the institution of its continued accreditation, several noteworthy developments in the area of organization and governance were underway. Since that time much has been accomplished at the Board of Trustees, System Office, and campus levels.

In 2007 SB82 was signed into law thereby establishing the Community College System of New Hampshire (CCSNH) (PROJECTION 3.1), and recognized the CCSNH as a semi-autonomous organization with full authority for oversight of the System granted to the CCSNH Board of Trustees. As a result the System was no longer considered a state agency, and began the process of developing its own policies and procedures to replace those that had been imposed by the state's bureaucracy.

The composition of the 23-member CCSNH Board of Trustees (BOT) includes representatives from business and industry, education, health care, law enforcement, career and technical education, labor, technology, students, alumni, community service and the general public. In addition to an Executive Committee, standing committees include Finance, Audit, Academic and Student Affairs, Personnel, Facilities and Capital Budget, and Governance and an Ad Hoc Committee on Safety. In recent years the BOT has fully reviewed and revised its policies and procedures, and has posted them along with its By-Laws on the CCSNH website <http://www.ccsnh.edu/boardpolicies.html>.

This evolutionary process had been guided by CCSNH Chancellor Dr. Richard Gustafson who served in this role for four years through the 2010-2011 academic year. Dr. Ross Gittell was appointed to the Chancellor's position to succeed Dr. Gustafson. Dr. Gittell is a renowned economist, widely known through New Hampshire's business and industry sector. Prior to this appointment he had served as a faculty member at the University of New Hampshire since 1992. Recently a

Vice Chancellor was hired for the Community College System of NH to serve as the System's Chief Operating Officer and work with campus presidents to improve operations and develop new policies and procedures where necessary.

A System Leadership Team (SLT) is led by the Chancellor and includes the Vice Chancellor, the seven College Presidents, and a collection of CCSNH department heads. This team is responsible for coordinating those policies, programs, and procedures which are common to all of the Colleges within the CCSNH. Their policies can also be found at <http://www.ccsnh.edu/boardpolicies.html>.

A College Advisory Board continues to meet at GBCC periodically to provide guidance and support to the President and the College. This group of community members consists of individuals from a variety of professions and civic organizations. Since Dr. Arvelo's arrival many new members have been recruited, and there has been a recent focus on institutional advancement and development. This coincides with the creation of a Director of Institutional and Alumni Development position and plans for a major fund raising event in October, 2012. Most recently the CCSNH Board of Trustees has supported connecting members of individual College Advisory Boards to the System BOT through participation on BOT committees. This will go a long way toward improving communication between these two bodies.

Leadership at the College has become very stable in the years following our 2007 Self-Study. Dr. Wildolfo Arvelo, hired as President in 2007, has now been leading the institution for five years (PROJECTION 3.2). A solid, long serving senior leadership team comprises the President's Cabinet. This group meets weekly, as needed, and provides oversight of the College's day-to-day operation. A Strategic Planning Committee has been active since 2007 and oversees the implementation of the 2008-2013 Strategic Plan it had developed. Each year this group assesses the College's achievement of previously established Action Items, and establishes Action Items, responsible parties, costs, and time tables for the year ahead.

The College Coordinating Council (CCC) serves as the institution's primary governance organization. The 2008-2013 Strategic Plan, and our Self Study projections (PROJECTIONS 3.3, 3.5, 3.6, 3.7) called for a complete review and revision of our governance model. This review was completed and several improvements and modifications were implemented. These included a review of the membership which resulted in enhanced representation by students on the CCC and its committees, a re-affirmation of its mission and purpose, modifications to the committee structure, adoption of a process for developing and acting on policy proposals, and the posting of meeting agendas and minutes on an All College Blackboard site. Currently CCC is comprised of four ex-officio members; four appointed student, staff, Information Technology and Academic Leadership representatives; and one representative from each of the five governance committees. These Committees include Academic and Student Policy, Enrollment Management, Curriculum, Faculty Senate, and Safety and Physical Facilities.

II. The Future

It is expected that the CCSNH and Great Bay Community College will continue to evolve. As CCSNH is no longer a state agency it must develop stand alone administrative capacity in areas such as human resources, purchasing, legal affairs, insurance, contracting, fiscal affairs and many others. This is expected to be a gradual, time consuming process, but much is already in place to assist this continuing evolution.

The previous Chancellor Gustafson had begun a process of considering and clarifying the roles and responsibilities of the Chancellor's Office as it relates to those of the Presidents and their campuses. This document, entitled Community College System of New Hampshire: Responsibilities of the System and the Colleges, remains in draft form and has not yet been adopted, but discussions on this topic at the Senior Leadership Team level continue.

As we are poised to enter the final year of our 2008-2013 Strategic Plan, it is time to begin anew the strategic planning process to create a successor. New approaches to crafting the plan are being discussed by the President's Cabinet, and the 2012-2013 academic year will be devoted to developing the next plan.

III. Institutional Effectiveness

As a result of our Self Study process, and as reflected in the 2008-2013 Strategic Plan, GBCC conducted a review of its governance model, and several modifications were made. The next Strategic Plan will need to reflect GBCC’s intentions regarding on-going review and reform.

Standard 4: The Academic Program

I. Noteworthy Achievements

The College has made significant progress in achieving the objectives outlined in the 2007 Self-Study projections. The College offers 25 degrees and 16 Certificates through its 11 departments, eight of which have been added since the last NEASC Evaluation visit, as well as six new certificate programs, (indicated by bolding in the chart below). The College has deactivated its program in Computer Aided Drafting and Design and five Certificate programs because of low enrollment, and its Automotive Technology Program was relocated to Manchester Community College because of the move to the new Portsmouth site. The successful management of the College’s programs is made possible by an organizational structure of department chairs and program coordinators who work directly or indirectly with the Vice President of Academic Affairs. Some programs like Massage Therapy, Surgical Technology, and Technical Studies have a direct reporting structure to the Vice President of Academic Affairs. The Associate of Arts in Liberal Arts is the shared responsibility of four departments (indicated by asterisks). The Liberal Arts/Concentration degrees are primarily the repackaging of existing courses into specific transfer pathways, which have had good initial success. For example, the Liberal Arts Engineering Science enrollment is over 40 students in only two years. These programs have been developed in conjunction with Articulation Agreements with four-year institutions.

<u>Department</u>	<u>Programs and Stand-Alone Certificates</u>
Business Administration and Information Technology	Accounting A.S. Computer Science A.S. Hospitality Management A.S. Health Information Technology A.S. Liberal Arts/Business A.A. Management A.S. Marketing A.S. Certificates: Accounting, Event and Meeting Planning , Information System Technology, Linux, Medical Office Administrative Assistant , Programming, Restaurant and Hotel Management, Spa Management
Biological Sciences*	Biotechnology A.S. Liberal Arts/Biology A.A. Liberal Arts/Biology Univ. Transfer A.A. Liberal Arts/Chemistry A.A. Liberal Arts/Environmental Studies A.A.
Criminal Justice	Criminal Justice A.S. Certificates: Homeland Security
Education and Social Science	Liberal Arts/Teacher Preparation A.A. , Early Childhood Education, A.S. , Certificates: Early Childhood Education, Special Education, Special Education Birth-Grade3
English/Humanities*	Liberal Arts/American Studies Concentration AA
Fine Arts/Digital Media Technology	Digital Media Technology A.S. w/ Concentrations in Gaming or Digital Communications. Certificate: Digital Design and Animation

<p>Liberal Arts</p> <ul style="list-style-type: none"> • Biological Sciences* • English/Humanities* • Mathematics and Physics* • Social Science* <p>*These 4 departmental structures oversee all the Liberal Arts disciplines and share responsibilities for the general Liberal Arts Degree</p>	Liberal Arts. A.A.
Massage Therapy	Massage Therapy A.S. Certificate: Massage Therapy
Mathematics and Physics*	Liberal Arts/Engineering Science A.A. Information Systems Technology A.S.
Nursing	Nursing A.S
Surgical Technology	Surgical Technology A.S.
Technical Studies	Technical Studies A.S.
Veterinary Technology	Veterinary Technology A.S. Certificate: Veterinary Office Practice Management

There has been a substantial increase in the number of articulation agreements in response to increased transferability, curriculum development and partnerships with most New Hampshire four-year institutions and several New England regional institutions. Within the Liberal Arts program, degrees with specific concentrations have been developed in consultation with the University of New Hampshire with the Articulation Agreements evolving simultaneously with the degree development. The CCSNH Academic Policies and Procedures require that articulation agreements are explored as part of all new program development. Currently there are over seventy articulation agreements for various programs of the college. The college also has developed bloc articulation agreements with three colleges, which allow students to transfer the entire program of study of any GBCC program, rather than course by course transfer, into a type of Bachelors of Applied or Integrated Studies degree program. This encourages associate degree completion. GBCC has been the prototype for these agreements within the CCSNH.

The College’s External Program Review process became operational this year. Three to four Academic Programs and one Academic Services department per year will cycle through a five year external program review schedule. The cycle corresponds with the review cycles of programs that have specialized accreditations, such as Surgical Technology, Veterinary Technology, Nursing, and Business programs. The process evolved as a result of a confluence of factors. Primarily, the loss of incentives previously subsidized by a Title III grant challenged us to think through the process very carefully for sustainability. Many of the functions of the Center for Teaching and Learning were absorbed by the Academic Affairs office. The resulting plan was developed in collaboration with the College’s Academic Leadership. This institutionally designed external review process will allow programs and departments the opportunity to be reviewed and demonstrate effectiveness according to both standardized documentation and criteria that is meaningful to the program. A handbook has been developed which outlines a process for determining the strengths and areas for change as identified by external constituencies as appropriate to the program (industry or field or discipline representative, advisory committee members, most common employers of our students, faculty or staff from other community colleges and four-year colleges).(Appendix F) (PROJECTION 4.1)

All programs have outcomes that are published in the College catalog (PROJECTION 4.2). Academic Affairs has developed an Annual Planning and Reporting process with all departments that is linked to both strategic planning and assessment. As part of each department’s strategic plan, we have instituted an annual action plan and reporting process. Part of each annual plan is working on the department’s strategic plan objectives and the other part is choosing an assessment question/goal per year to work on. This includes integration of the NEASC E-series data form. Each program can request specific data from our Institutional Researcher or collect data themselves to inform the conversations that will go on within the departments on their assessment goals.(See Assessment Narrative) (PROJECTIONS 4.2, 4.5)

All associate degrees in Science developed prior to 2011 have active program Advisory Boards that meet at least once a year. However, the Hospital Information Technology program, which in began 2012, does have an advisory board because the Medical Office Administrative Assistant Certificate program expanded its existing program Advisory Board. Minutes of all program Advisory Board meetings are sent to the Vice President of Academic Affairs (VPAA). (PROJECTION 4.3)

Departments have access to data from the Cognos Business Intelligence & Data Warehouse. Departments can access or are regularly sent any number of reports on a daily, weekly, monthly, or as requested basis. These include Application, Enrollment, Capacity, and Retention Reports, Grade Distribution, and Accuplacer scores. Data associated with Program Profile and Student Enrollment provide the context that serves as a framework for the external Program Review Process. Departments also ask for other specific data to complete their Strategic and Annual Action Planning Objectives and individual departmental research questions. For example, the Science department is assessing the effectiveness of the current Math pre-requisites for some Science courses on the success rate of students in those courses. Institutional Research is providing percentages of grade distribution before the Math pre-requisite was instituted and now. Some programs also incorporate Student Satisfaction data as appropriate to external accreditations or for decision-making purposes. CCSSE results can be disaggregated by program. (PROJECTION 4.4)

Research has been done by the College's English department to determine reasonable best practices for the implementation of Writing Across the Curriculum (WAC) programs at community colleges. Implementation thus far has been focused on developing a concept of using writing in all courses as a teaching/learning strategy and to dispel concerns that all courses need to be teaching writing in addition to their own content. The goal is create a practical model for writing-intensive courses across the curriculum by initially working from what is already in place. A survey has gone out to all departments to determine which classes, if any, apart from English courses, might be "writing intensive", according to defined criteria and to collect the types of prompts, essays, responses, or other writing based assignments used. (PROJECTION 4.6) Although the actual "Writing to Learn" initiative has been slow to start, discussions with faculty on CCSSE data regarding embedding writing into classes has proven to have increased our CCSSE scores in that area. CCSSE data shows increasing percentages of full-time students have reported 'Quite a bit' or 'Very much' to this CCSSE question: *How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in ... Writing clearly and effectively.* The response rates have steadily increased from 49% in 2003 to 60% in 2011.

The Distance Learning Task Force has evolved into a standing committee. The main objective of this committee is to use best practices in distance education to assure the online course will parallel, if not replicate, the quality, activities, assignments, assessments, and experiences of their live course counterparts. The committee has established criteria and developed an Online/Hybrid course approval form and a rubric for evaluating online courses. (See Appendix G) If an existing course is recommended for online delivery, the main criteria for approval are its potential for quality online delivery of the approved content and outcomes. A Substantive Change Report to Offer Distance Learning Courses was submitted March 2012, and has been accepted by the Commission. (PROJECTION 4.7)

Running Start is the CCSNH Dual Enrollment program with high schools. Significant changes have been made within the CCSNH Memo of Understanding for Running Start course approvals and expectations, and in identification of the high school students eligible for dual credit. In addition to requirements established by the CCSNH agreement, at GBCC, some programs require that students in the Dual Credit program take the same exams and tests as the students on campus, and also require that High School Faculty Partners provide graded paper samples. We have not reached a point at which we want to limit expansion of Running Start course approvals except for reason related to the assurance of academic integrity. (PROJECTION 4.8)

Advising at Great Bay continues to evolve (PROJECTION 4.9). With the introduction of Liberal Arts concentrations and Liberal Arts interest areas, Liberal Arts faculty have joined the career and technical faculty in providing focused advising for a particular career path. The Advising Center has been one area of significant growth which has evolved from one part-time staff to one with its own physical location and a staff of 3.5 professionals and one support staff. The Advising Center continues to see non-matriculated students and Liberal Arts students who are undecided. The Advising Center has also assumed responsibility for advising newly-accepted students, a service formerly provided by the Center for Academic

Planning & Support (CAPS). To provide more seamless services for students, the transfer advisor moved from CAPS to the Advising Center. In this way, she can help students to create academic plans for transfer starting in the first semester. Advising Center staff initiates degree audit forms for each student using a Microsoft product called “InfoPath”. These forms are stored on a shared drive and are accessible by all faculty advisors for updating each semester. Between CAPS and the Advising Center, specific student populations receive special focus, e.g., single parents, students with disabilities, first generation, non-traditional, and ESOL. CAPS and the Advising Center partner with students in academic difficulty, providing early alert and suspension recovery programs.

Since the last NEASC report, the FYE (For Your Education) program redefined its goals and established eight core focus areas: study skills, college survival, communication, self-awareness, connectivity, technology, information literacy, and college to career (PROJECTION 4.11). The various programs under the umbrella of FYE respond to these focus areas with specific learning outcomes. Under the umbrella of FYE are the College Success courses: FYE 101 First Year Experience and FYE 103 Essential Skills for College Success. Either 101 or 103 are required by 80% of degree programs. A few of the degree programs have begun to adopt sections of FYE 101 and 103 for their students and, in doing so, have created a more meaningful context within which to learn fundamental college skills. New to these courses is the *common reader* and electronic portfolio. A new *common reader* is chosen each year and both faculty and staff join in on programming for students around themes from the book. After much experimentation with various texts, the FYE courses have decided to abandon costly text books and expand the FYE website as a student and instructor resource. Interactive workshops that cover a menu of topics are being crafted and customized for use by FYE courses as well as online learners. The FYE website will become a critical resource, along with the CAPS website for 100% online learners. The FYE website plans to include a section for parents.

The Technical Studies Associate of Science Degree is an individually designed program that allows students to build on the success of their technical expertise and non-credit experience. In 2010, the General Studies program was revised and renamed to clearly distinguish it from Liberal Arts and to establish definitive criteria for awarding credit for non-credit experience. Although credit is awarded through the CCSNH Credit for Prior Learning process, the degree award differs from Credit for Prior Learning in that is designed to support the diverse needs of our community and provide pathways for skilled workers to move to an associate degree level by offering credit for the recognized technical specialties. Students are granted credit for their Technical Specialty core via recognized apprenticeship programs, credit certificates and non-credit certificates in which the College does not offer an associate degree, and industry training and certifications equivalent in hours to 24 credits and documented by certification exams. The name Technical Studies more accurately describes the intent of the degree, giving it meaning for prospective students and employers alike. The name also is more aligned with the names of the Bachelor of Science programs to which students would transfer (Technical Management and Applied Studies). The changes support the articulation connections we have and will continue to make. (PROJECTION 4.13)

II. The Future

The College is in the process of building an Articulation page on the College website that will house all of the College’s articulation agreements. We are working to develop a platform for easy access and reference to our agreements for students, prospective students, parents of students, program advisors, the Advising Center, the Center for Academic Planning and Support, and Admissions and Enrollment Services. In addition to public disclosure, its intent is that the entire College community can be fluent in our agreements and view accurate information on the many transfer options available to our students. We also plan to have an articulation fact sheet on the agreements we have and those that are developing and pending. It will enable students to make choices that maximize the number of credits they can transfer and support their choices of the potential baccalaureate institutions and majors. We are also going to be working with some four-year colleges and universities to have reciprocal links on our and their respective websites.

GBCC has been part of the development of a Nursing Education Consortium between CCSNH and Southern New Hampshire University (SNHU). The purpose is to provide an accessible and affordable nursing educational continuum that will enable CCSNH ADN graduates to move seamlessly into a BSN completion program with SNHU and on to an articulated MSN program with SNHU. The effective date for this consortium agreement is Fall 2012. The College will continue to foster and promote this collaboration and looks to working on a similar consortium agreement with the University System of New Hampshire (USNH).

Establishing active Advisory Boards for programs or disciplines that do not have one yet is an Academic Affairs priority. There are new Curriculum Committee Program Approval forms being designed that emphasize simultaneous development of an advisory board with the program. The current Liberal Arts structure remains problematic because some of the four disciplines that comprise the Liberal Arts are developing concentrations that will have Advisory Boards and some are not. All departments will undergo the External Program Review Process whether they have degree concentrations or not. Therefore, the new process can also be used to set up an Advisory Board if one has not been established by the time of the each program's scheduled review. (PROJECTION 4.3)

The College uses the National Student Clearing House to capture transfer data, but this has limited potential because we can only get information on attendance at other colleges. However, we are in the process of developing a Reverse Articulation Agreement with the University System of New Hampshire colleges and universities, which will not only encourage associate degree completion, but enable us to gain more data on student success after transfer. With the number of articulation agreements growing, we intend to work with four-year institutions to enhance our ability to track students after transferring. (PROJECTION 4.10)

The College will consider the restoration of a Center for Teaching and Learning. Most of the functions of the Center and its director have been retained through Academic Affairs. In the reestablishment vision, the Institutional Researcher and Vice President of Academic Affairs will still be actively involved in the work on External Program Review and Strategic Planning, but the work on assessment and curriculum initiatives would be more directly assumed by the director for the Center. At this point, there is a lot of support for mediated instruction. A Center for Teaching and Learning would also be involved in supporting other instructional strategies, including Service Learning. (PROJECTION 4.12) The Center for Teaching and Learning would be integrated into the organizational chart under Academic Affairs, and our current Mediated- Technology staff would be housed within the Center for Teaching and Learning for a holistic approach to effective teaching practices. (PROJECTION 4.5)

Within the framework of the Writing Across the Curriculum (WAC) initiative, the information collected on current interdisciplinary written expectations and assignments will be used to establish reasonable expectations for a WAC program at GBCC. These objectives include promoting both formal and informal writing in classes, and developing support rubrics and strategies to help programs implement and assess more writing within their courses. This will be achieved by identifying writing intensive courses within each program of study and auditing how many writing intensive courses a student might be required or have the opportunity to take within his/her degree. Some programs are targeting communication skills, particularly written communication skills as essential outcomes of their degree programs. (PROJECTION 4.6)

Now that GBCC has NEASC approval to move forward with further online course delivery, it is highly likely that future strategic planning will include additional staff and resources to support online development. The College has the processes in place to project and allocate needed funding for future online expansion. The Distance Learning Committee's future tasks address best practices in implementing the rubrics and criteria for course approval and delivery, defining hybrid, and addressing best practices for retention and student success in our online classes in relationship to students' academic preparedness.

III. Institutional Effectiveness

GBCC's Academic Affairs area has been very thoughtful in its design and implementation of a set of ongoing and systematic processes that put the academic program and academic support services at the center of planning and review. The progression of annual planning and reporting is designed to support the sustainability of strategic planning and foster accountability and self-evaluation. Given limited resources, it has long been Academic Affairs' perspective to link and align initiatives that allow for reasonable management of departmental objectives. We, therefore, based the assessment part of the form on the NEASC E-series data form to build methodical approach for programs to work on the assessment of their program objectives. The recently implemented Program Review Process has been successful in its formative year in that the academic programs and services that completed an external review found both the process and the review meaningful and informative, resulting in a clear set of departmental actions to be undertaken. As our Articulation Agreements increase, we find our programs working to align our coursework and programs with their transfer partners'.

Some programs develop in conjunction with articulation agreements. Our growing partnerships and joint efforts to pave transfer pathways for students demonstrate GBCC reputation for academic integrity and the quality of instruction.

Standard 5: Faculty

I. Noteworthy Achievements

Since the 2007 NEASC Accreditation visit, one new full-time faculty position has been allocated in Environmental Studies. All open existing faculty positions have been refilled, though some departments' positions have been reassigned. Departmental configurations have been realigned to support growth and to maximize full-time teaching capacity. For example, in the Department of Business Administration and Information Technology, one faculty member can teach in ECON, BUS, and ACCT courses, and another can cross-teach both BUS and CIS courses. Biotechnology and Life Sciences have merged – all faculty can cross-teach among disciplines within the Science area. An Information System Technology (IST) faculty member is qualified to teach both Math and Physics/Photonics, and since Physics and Photonics are required sciences for the IST degree, IST has been aligned within the Math and Physics Department. (PROJECTION 5.2) We have enhanced the physical space for adjunct faculty, which provides them with a small computer bank and phones and some shared quiet offices for meeting with students to enable adjuncts to be more accessible to students.

All faculty are assigned a non-instructional workload, which consists of advising responsibilities and committee assignments. There has been clear emphasis of connecting students to their programs, particularly through advising restructuring and repetitive notices on advising expectations. Programs have taken more responsibility for the internal advising structure. More training has been implemented for advisors, particularly in the use of InfoPath for shared advising responsibilities and also for better record keeping and appropriate sharing of students' progress toward degree completion. The College has implemented more technology use to connect faculty with students {Banner generated Advisee lists, InfoPath, increased information available to faculty on the Student Information System (SIS)}. Training is held on an annual basis and as needed. Committee assignments are chosen by departments. Departments decide in which areas of college governance and structure they would like representation and more decision-making input. This fosters accountability within the departments themselves. (PROJECTIONS 5.3, 5.6)

In the absence of an institutionalized Center for Teaching and Learning, Academic Affairs, in conjunction with Academic Leadership and Academic Services, plan for in-house professional development activities and trainings at the beginning and end of each semester and throughout as needed and as possible. These have been primarily focused on technological enhancements for class instruction because surveys have indicated that is where the needs and interests lie. All classrooms are equipped with multimedia technology and internet connectivity, and faculty use it consistently. Training in the following areas is ongoing: video camera, audio recorders, portable scanner, Tablet PC, Camtasia, Audacity, RealPlayer, Inspiration, Movie Maker, Adobe, Photoshop or Illustrator, and various productivity utilities to assist with multimedia production. To support pedagogy and delivery of online courses, faculty have access to instructional tools, training, best practices, and delivery designs through both CCSNH and local GBCC resources. This has been elaborated on in the recent Substantive Change Report on Distance Education which has been accepted by NEASC. (PROJECTION 5.4)

College professional development money has been limited. Perkins funds a significant number of workshops each year for career and technical programs. Several programs such as Surgical Technology, Nursing, Business Administration, and Veterinary Technology have been able to attend their accrediting agencies' annual conferences and meetings, where they gain from workshops and presentations on instructional strategies and curriculum content, but also current requirements in assessment measures. (PROJECTION 5.4)

The College's Faculty and Staff Handbook is being updated currently to reflect the CCSNH shift to self-governance as well as the new Collective Bargaining Agreement articles. New internal policies and practices are included in the update. (PROJECTION 5.5)

With the introduction of Liberal Arts concentrations and Liberal Arts interest areas, Liberal Arts faculty have split off from the Advising Center and assumed responsibility for advising students within these concentrations. This move allowed the Advising Center to shift their focus to assisting non-matriculated and undecided Liberal Arts students. The Advising Center staff continue to be a resource for the Liberal Arts faculty in areas of documentation of student progress

(InfoPath), elective and prerequisite updates, and other information as needed. The Advising Center also publishes an advisor directory each semester that lists all advisors and their contact information and office hours. The Advising Council which is made up of faculty advisors, staff advisors, registrar, admissions, and financial aid continue to meet on a monthly basis to provide updates on curriculum changes, financial aid policies, admission guidelines, and a host of other items that influence advising practices. The Advising Council also serves as an arena for problem-solving advising challenges and/or suggesting alternative advising strategies. (PROJECTIONS 5.6, 5.7, 5.8)

Academic Leadership has implemented some new processes and forms and criteria for evaluating adjunct faculty more consistently. These include a class cancellation policy and the use of the same classroom observation form used for full-time faculty as a means of evaluation and feedback to adjunct. Academic Leadership also reviews and revises its document on Expectations for Integrity of Course Delivery (see Appendix H: Academic Leadership Expectations for Course Delivery) as needs and issues arise. This document is distributed to all faculty at the beginning of every semester and can be used as an evaluation rubric for faculty. The Distance Learning Rubric for online delivery and Rubric for Assessing Online delivery (See Appendix G) assure the objectives of the course can be achieved in the online environment. Course evaluations are now online, enabling faculty to receive feedback in a more timely way. Adjunct faculty orientations are conducted by the VPAA at the beginning of every semester to assure that adjuncts are apprised of the expectations, resources, and support available. Subsequently, all materials given out and all discussion points are sent to all adjuncts electronically. Department Chairs and Program Coordinators are given an attendance list for their programs so they can follow up with adjuncts who were unable to attend. (PROJECTION 5.9)

II. The Future

It remains true that the ratio between full-time and adjunct faculty is imbalanced, as is the case at most community colleges. The Position Request and Allocation process has been implemented within budget planning to assure that there is a process for prioritizing and need assessment with faculty as well as staffing positions (See Appendix I: Position Request and Allocation Process). Full-time positions in Math and English have been requested for 2012. Social Sciences remains an area of need, and a position will be requested for 2013 via the Position Request and Allocation process. The Life Sciences department has been successful in securing grant funding through the NH Experimental Program to Stimulate Competitive Research (EPSCoR), established by The National Science Foundation (NSF). This has supported full-time positions in that area in the past and will supplement a full-time position for the new Environmental Science Concentration in Fall 2012. (PROJECTION 5.2)

The College has recently hired a new full-time Human Resources Coordinator. Once the College's Faculty and Staff Handbook is updated, it will be accessible online and a plan will be developed for the new full-time Human Resources Director to manage its currency. Though new local policies, practices, and expectations are communicated to the community, they need to be in an easily accessed central repository as a complete reference body. (PROJECTION 5.5)

Limited Professional Development money for programs that are not Perkins-eligible and promoting interest in professional development activities that are not related to technology has been problematic. The College needs to find more ways to promote and support professional development, particularly on assessment initiatives, for all departments. Academic Affairs is currently relying on presenting work done in individual departments as models for other departments. The new External Program Review process can be used in a way to influence alignment of faculty's personal goals for professional development with departmental and program needs and objectives. (PROJECTION 5.4)

III. Institutional Effectiveness

The effectiveness of the faculty is regularly reviewed and revised with regard to teaching, advising, and related activities. Academic Affairs and Academic Leadership prioritize processes to assure the integrity and consistency of course delivery within all disciplines and programs. New processes, such as External Program Review and the Action Planning and Reporting Process, allow the faculty to determine goals and objectives for themselves and their programs and to be reflective and engage in meaningful review regarding their practice. The faculty continue to provide a strong academic experience for students. In the most recent CCSSE Survey of 2011, the CCSSE Faculty-Student Interaction benchmark for full-time students was the highest of the 5 benchmarks at 56.8. In the GBCC course evaluations classes in spring 2011, students' average rating was 3.5 for the item – *'My instructor related to students in a way that encouraged respectful interactions.'* (4 point scale). Currently the preliminary results for spring 2012 for this item are also 3.5. A similar item

in the online evaluation –*My instructor demonstrated respect for the students*. - was rated as 4.5 (5 point scale) in spring 2011 and currently 4.4 in spring 2012 preliminary results. These results are representative of those of the past 5 years.

Standard 6: Students

The following narrative describes noteworthy achievements during the interim period, our aspirations for the duration of the term of our accreditation, and how we measure-up to the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

Admissions

Since 2007 the Admissions department, along with several other key departments, has begun using a strategic enrollment management model. This consists of the creation of data benchmarks to assist in making informed decisions with regards to the recruitment activities of the College. Data used in this process includes but is not limited to trends in applications, acceptances, registrations, demographics (both within the College and external as well), and staying abreast of changes within the industry that may impact the College recruiting methods. From this strategic enrollment management model the College has established a forecast of three year enrollment goals for new, returning, and non-matriculated students. The College has also used this benchmarking to evaluate the trends of seniors enrolling directly from the local high schools, and uses this data for outreach planning with the local schools.

In general the College's recent trends in applications, acceptances, and new student enrollments are on the increase. The College has over the last several years aggressively increased its academic offerings to support a wide spectrum of transfer pathway programs; both in partnership with University of New Hampshire and more broadly designed. As a result, the College has seen an increase in the percentage of traditional age students seeking to pursue their degree at the College. By evaluating the local high school data, the College has determined that their market share of directly enrolled seniors straight from high school is on the rise.

Retention & Graduation

The College continues to use a definition of retention and student success based off measurements like program retention and graduation rates. The College continues to have strong retention and graduation trends in the career & technical training programs such as Nursing, Surgical Technology, and Veterinary Technician Assistant. Since 2007 the dominant trend of enrollment at GBCC has become the transfer pathway programs. The traditional models of measurement are no longer sufficient for these programs to measure the College's success in meeting the individual student's enrollment goals while at Great Bay Community College. The College has identified the need to be able to capture and quantify the number of students who are transferring on from GBCC whether with or without attaining a degree or certificate.

Student Support Services

Upon moving to Portsmouth the Center for Academic Planning and Support (CAPS) has benefited from a larger space for their collection of services. These include the following: course tutoring, Accuplacer placement testing, CLEP testing, Praxis preparation, learning style assessment, study skills instruction, academic intervention, ESL, International Student advising, and disability services and support services for students and the community.

In the past few years the model of advising at GBCC has changed from the 2007 Self-Study when the Advising and Registration Center (ARC) was in place. The College now has developed an Advising Center staffed with three full-time and one part-time professional advisors. In addition to their role as academic advisors for new and non-matriculated students, the staff works on other services to students including Earn to Learn program, Single Parent Program, Suspension Recovery Program, and transfer and career counseling. There has been a shift in the recent year to incorporate the faculty in an advisor role with returning students. In the past this had been managed through the Advising Center. Since 2007 the College has established an Advising Handbook and provides routine training to all faculty and staff that are involved in student advising. (PROJECTION 6.9)

In the 2009-2010 academic year the College's TRiO program came to an end. This program had been providing support services for qualified students from disadvantaged backgrounds. At that time there was a duplication of these support services within our CAPS and Advising Centers. With the closing of the TRiO program the College remains committed to working with our diverse student population within the scope of its existing support services.

The move to Portsmouth presented the opportunity to recast the delivery model for student enrollment services in the areas of Financial Aid, Business Office/Student Accounts, Registration, and Admissions with the creation of the One Stop. This new model allows for greater efficiencies and collaboration among the departments. Areas that this has impacted in a positive way are human and technical resources, customer services, creating a student-centered culture, and improved inter-departmental communications. (PROJECTIONS 6.1, 6.2)

Financial Aid has undergone a substantial change since the 2007 Self-Study report. The directors from all seven CCSNH colleges worked with the System Director of Financial Aid Compliance to establish common best practices in all areas of office, program, and fund management. All policies and procedures are posted on an intranet for the schools to access. This centralized group also published annually a student Financial Aid Handbook that is located for the students on the Financial Aid website. The current Director of Financial Aid has been in her position since Fall 2009. Under her leadership the office of Financial Aid has recently completed the 2010-2011 external audit without any findings. Since Fall 2009, the Director of Financial Aid has worked collaboratively with the One Stop, Admissions, and Advising to create an environment where the process for applying for aid is user-friendly and each department is able to assist students with many of their general inquiries. As part of the outreach efforts to make Financial Aid as simple for students as possible, the Director of Financial Aid has worked with Creative Services to create material to assist in the application process (PROJECTIONS 6.5, 6.6). Since the 2007 Self-Study, Financial Aid has established a permanent resource and strategy for researching and promoting outside scholarships (PROJECTION 6.7).

Student Life and Activities

With the move to Portsmouth the Student Life component has been reinvigorated. There has been a very successful launching of a Student Leadership program that aims to provide training and experiential learning opportunities for current students and to help them develop a set of "soft skills." Examples of additional programming efforts that have impacted the culture and energy on campus include a speaker series, health and wellness series, art exhibits, musical performances, etc. GBCC also has seen in the past academic year a reconstituted Student Government Association (SGA) which has, among other things, endowed student scholarships, conducted many community service programs, and been involved in a variety of campus activities. At the same time it became College policy that a student representative will sit on all of the College governance committees. The College continues to see the number of their active clubs and organizations growing each year; increasing from eight to over 20 during this period. With the expansion of Student Life programming and the offering of intercollegiate athletics, the position of Director of Student Life has evolved since 2007 into a full-time position and there has been an Assistant Director position added. During the Spring 2012 semester the Student Life department underwent an external program review. This marked the first external program review to be completed for the non-academic departments. Plans have been established for the completion of external program reviews for Enrollment Management and Auxiliary Services (PROJECTION 6.3)

II. The Future

Admissions

As the Admissions department continues to work within a data-driven model there have been several new initiatives established. There will be additional outreach opportunities extended to key high schools where the College wants to see an increase in the yield. There has been an agenda identified to increase recruitment strategies for the specific populations of international, adult, and veteran/military. As a compliment to these recruitment avenues, an outreach/awareness campaign for local middle schools has also been brought forward. In addition to this the in-take processing for International students is being shifted to Admissions to provide more streamlined customer service and access to counseling for potential students. With the creation of a campus location in Rochester the need to utilize strategic enrollment planning is paramount to achieve the goal of creating a sustainable campus once the original grant funding has expired.

The Admissions and Enrollment Management environment is one that is driven by local data collection and benchmarking. Since 2007 the College has established local benchmarking for enrollment and retention performance indicators. (PROJECTION 6.4) With the new Chancellor creating a data dashboard of reports we will have the opportunity to re-assess how we use data in our enrollment management strategy.

Retention & Graduation

The critical role of the transfer population must be identified in a quantifiable fashion to allow the College to accurately calculate the retention rate. In addition the concept of how we define “success” must be revisited and a model adopted that accurately reflects the students the College serves and the programs offered. This will involve the need to research various models, establish the model for the College, and create if necessary new data collection methods and benchmarks.

A new project has been started in the Spring 2012 with the University System of New Hampshire surrounding reverse transfer. This project, initially planned to be piloted with University of New Hampshire and Great Bay Community College, is an initiative to allow students who have transferred on to a four-year institution to continue to apply approved courses back to their unfinished associate degrees at the Community College. The pilot project has now grown into a full collaboration of both educational systems in New Hampshire and will be launched in the Fall 2012 semester. This program should have a favorable effect on graduation rates from the traditional transfer pathway programs. In addition, if a student needs to stop out of their bachelor’s degree program for any reason, they may have the associate degree completed, helping them with employment opportunities.

Student Support Services

The College is experiencing a demand for service in the areas of mental health counseling, career counseling, and Veteran’s services. The College appointed a Veteran & Military Liaison. This position will continue to drive forward the agenda for the College of creating a central point of contact for existing services on campus for the VA/Military student and function as a referral for community-based services. Models for provision of mental health and enhanced career services are also being considered.

Student Life & Activities

The Student Life department continues to evolve their programmatic offerings to stay relevant with the current students’ needs. The Leadership program is continuously reviewed and improvements and/or changes are put into place. The College has recently hired a new Director of Institutional and Alumni Development. Within the scope of her duties there will be in the future the creation of new events on campus.

Based on the external review of Student Life conducted in April 2012, the following priorities have been identified for the Student Life department: the need to establish and provide counseling services in the areas of career (skill training and job placement) and mental health counseling; and continue to evolve and expand on services and programming for orientation, student conduct, community engagement, health and wellness, Veteran’s resources, and multicultural programming. In addition, the program review highlighted an area of development that centered on the core educational component of Student Life. It was expressed that the educational value of Student Life needs to be more clearly communicated and embedded in the culture. Along with that was the mention that more thoughtful and strategic partnerships with faculty and academic programs would support the mission and vision of Student Life.

III. Institutional Effectiveness

The College continues to make student success a priority at every level and across all departments. System and College policies and procedures ensure fair and ethical standards for all students. Based on CCSSE, which is administered every three years, and other yearly data, the College adjusts to provide a seamless suite of student services. An observation in the Student Life external program review noted that there is not enough emphasis given to data collection to connect student learning and development within the context of Student Life programming. This needs to be a priority moving forward to enrich the educational mission of Student Life and other support services.

Standard 7: Library and Information Resources

The following narrative describes noteworthy achievements during the interim period, our aspirations for the duration of the term of our accreditation, and how we measure-up in the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

The relocation from Stratham to Portsmouth significantly impacted the Library. By more than doubling the floor plan and having adequate space for group and quiet study, the needs of many more students are met (PROJECTIONS 7.1, 7.4). The move also allowed the creation of a 20 seat computer lab to be housed in the Library. This lab is used for all information literacy sessions and is an open lab when not in use for training classes. The welcoming and inviting atmosphere has resulted in increased use of the space (2009 visitor count was 45,779 and 2001 was 95,444, a 108% increase), and in fact during peak times, there are few empty seats to be found.

Since the last NEASC team's visit, the Library staff has increased to include a part-time (29 hr/week) Electronic Resources Librarian. Filling this long-awaited position has greatly improved services to students, faculty, and other Library patrons. This position, in addition to teaching many of the Library training sessions, also handles all updates to the Library's website and Blackboard page (PROJECTION 7.6). Marketing and instruction handouts for the various electronic resources originate here, as will the upcoming information training video segments. Finally, this position handles troubleshooting any issues that come up between our System and vendors to ensure continued access to all resources.

Another significant improvement is in the collection. Access to ebooks and databases has increased significantly as more of the Library's budget is spent in this area. In 2009 students had access to 55,320 ebooks and 66,479 database and other electronic resources. In 2011 students had access to 83,110 ebooks and 1,770,974 database and other electronic resources (a 50.23% increase in ebooks and a 2564% increase to the other resources (PROJECTION 7.2)). Purchases of electronic resources results in no loss as these materials can never be "overdue", increased use as multiple people can use the same item at the same time and increased flexibility with the materials being available beyond the confines of when the physical Library is open. Usage numbers of all of these resources have also significantly increased. In 2009 there were 1,823 searches of the ebooks and 328,602 searches of the databases and other electronic resources. In 2011 there were 48,105 ebook searches (a 2539% increase) and 804,918 searches to the databases and other electronic resources (a 145% increase).

The significant increase to the electronic resources was possible due to increases over the years in the Library's budget. At the time of the last NEASC visit, the Library's budget was \$52,696 per year. For the academic year of 2012/2013 the budget is \$93,856. This 78% increase, coupled with funds coming to the Library through the Perkins Grant and initiatives supported by the Student Government Association, has allowed for greater access to resources that support the various programs (PROJECTION 7.3). The increase in funds comes along with the implementation of a more stable budget request system that has been implemented college-wide. This system allows for the Library Director to put in requests for resources and staffing linked to the College and Library's Strategic Plans and Annual Plans (PROJECTION 7.3). There are also additional resources that cover equipment and replacement of computers and software.

Reference assistance and interlibrary loan services are also accessible electronically. Students have access to chat reference, email reference and can schedule individual reference appointments (either for in-person or phone help) by accessing both the Librarians' schedules from the Library website (PROJECTIONS 7.2, 7.6). In 2009, 265 reference questions were answered compared to 1,510 questions answered in 2011 (a 470% increase). Several of the Library's database tools incorporate an interlibrary loan form if an article is not available in full text; students are able to complete and submit it from within the database. The Library's Card Catalog is shared by all seven of the colleges in the Community College System of New Hampshire. Students are able to go into the Catalog, find materials that belong to other colleges in the System, place a hold on them and they are then sent to the student's home college. Finally, an interlibrary loan form is available on the Library's website and Blackboard tab for locating any other items. Improvement in the accessibility of these tools has resulted in improved service for all students, but especially for distance education students.

As student enrollments have increased, so have the numbers of formal information literacy instructional sections. There was a 77.77 % increase in the number of Information Literacy sessions from 2009 to 2011 (54 to 96 sessions) and the total number of students reached in this endeavor rose from 692 in 2009 to 1307 in 2011 (88.87% increase). Instruction continues to be reinforced throughout ENGL 110 (English Composition) and other English courses as well as the FYE (For Your Education) 101 and FYE 103 courses. Faculty across disciplines are aware of the information literacy instruction students receive and reinforce that instruction as they develop, assign, and evaluate student work. An example is a History instructor that works in collaboration with the Library so that trainings are targeted to assignments and assignments are based around the resources that the students have access to.

All of these areas have impacted the perception of the Library. In the Student Satisfaction Survey, the Library saw a significant increase in Student Satisfaction from 2009-2010. In the 2011 Community College Survey of Student Engagement (CCSSE), Library specific questions were asked. Results revealed that 53 % of part-time and 47% of full-time students were “Very Satisfied” with the Library and 43% of part-time and 47% of full-time students were “Somewhat Satisfied” with the Library. Other, locally administered, surveys indicate similar positive results in the perception of the Library.

Over the past several years, the Community College System of New Hampshire Library Directors met with the Vice Chancellor to tackle various initiatives. A Library Mission Statement was crafted for the Libraries as a whole (PROJECTION 7.1), a proxy server for remote access to electronic resources was purchased and implemented (PROJECTION 7.5) and the issue of information literacy assessment is still being worked on. Additionally, the Academic Service area managers (Library, CAPS, Advising Center and FYE) come together regularly with the Associate Vice President of Academic Services. This group has been instrumental in crafting Strategic Plans, Annual Plans and Fiscal Year Reviews for each service area (PROJECTION 7.1). The Library Directors’ group and the Academic Service Managers have come to serve the function of a Library Advisory Board (PROJECTION 7.1).

The Library recently completed an external program review process (PROJECTION 7.1). This involved a comprehensive self-study process and a visit by a team of other librarians to evaluate the effectiveness of the Library. The day ended with the team completing a rubric of their assessment of the Library in several areas and giving feedback on strengths, challenges and recommendations.

II. The Future

In the future, the results of the Library’s review will be used to direct Library budget allocation and the deployment of Library staff to answer critical services. The Program Evaluation exit report identified six areas of challenge or recommendations (computers/printers, Curriculum Committee, staffing levels, space needs, information literacy and community partnerships). Two of these align with projections from that last NEASC visit that the Library is still working on (Curriculum Committee and information literacy). Updating the computers in the Library’s computer lab and putting a print management solution in place have been incorporated in the last 2 years’ Library budget requests. The evaluation team underscored the need to address these areas.

A challenge was identified quite a while ago that as new courses and programs are added to the College, Library resources are not part of the planning process. This was an area of concern and an item of recommendation for the Evaluation team and is an outstanding projection from the last NEASC visit (PROJECTIONS 7.2, 7.3). As the NEASC standards have changed regarding academic programs’ involvement with information literacy, it is imperative that a plan is determined for addressing the Library resource needs of programs as they are approved.

Usage statistics, echoed by the concerns of the evaluation team, will necessitate a further expansion to the Library staff in the near future. As more students are taking advantage of the services that are offered and as distance education students increase, the Library will not be able to adequately maintain the level of services in training and support that are offered without an increase to staff.

Student survey results coupled with recommendations by the evaluation team suggest that a study should be conducted to examine the use of the Library space. While students say that they would like more quiet study space available, the

current usage of the Quiet Study Rooms does not support that. A detailed examination of the issue will help resolve the competing needs of groups and quiet study students.

A more focused effort on evaluating students' information literacy skills pre and post information literacy training will be necessary. Additionally, the Library will need to determine a tool to assess the trainings themselves. As the NEASC standards have changed, the various programs of study will need to define what constitutes an "information literate" student in his or her discipline, how the students will gain increasingly sophisticated skills in the program and how this will be assessed. This is an area that cannot belong to the Library alone. Academic Leadership has begun the work of reviewing the College's Core Attributes. Part of the conversation has involved the inclusion of information literacy skills that are needed by students in today's highly technical and information dense environment (PROJECTION 7.7).

Community partnerships were another area mentioned by the evaluation team. The Library was commended on internal partnerships, but questioned on external partnerships. While some of the Library's initiatives are open to the general public and the general public is able to borrow materials, resources and staffing levels are best used to meet the needs of the primary constituents – students. There are other areas of the College that have taken on the initiative of programming for the outside community. While the Library will continue to work in partnership with these other College departments in these initiatives, the Library will not tackle this as a focus in the foreseeable future.

III. Institutional Effectiveness

The Library and its staff provide essential and effective services to faculty and students to assist them with their information resource needs. Feedback from students on Library services through CCSSE and other internal College surveys is very positive. The Library's piloting of a program review will further examine the effectiveness of the resources and services. The findings from the program review will inform future decisions.

Standard 8: Physical and Technological Resources

The following narrative contains the noteworthy achievements for Physical and Technological Resources, the plans for the future remaining period of our accreditation, and how we address the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

Completion of the construction and the final move to the Portsmouth location in 2009 has allowed us to make significant improvements in the Physical and Technological resources at the College. Phase 1 and phase 2 construction projects (PROJECTIONS 8.1 and 8.2) have been completed. These projects included renovations to the first floor Library and administrative offices (PROJECTION 8.3). They also included build outs of a new Veterinary Technology area, Anatomy and Physiology labs, Biology and Chemistry labs, as well as a robust Student Life Center. The second floor has a strong dedication to student academic services including Academic Affairs, CAPS, Testing and Advising, and Institutional Development. The third floor focuses on our medical technology and includes nurses' offices, lecture area, large nursing lab, medical simulation products such as SimMan® and SimBaby™, and a comprehensive Surgical Technology lab with an operating room. The fourth floor contains the Business Department offices, classrooms, and Computer Technology labs.

To support the increased student population attending the Portsmouth location, additional parking spaces have been added (PROJECTION 8.4). Currently there are 530 spaces with 12 being dedicated handicap accessible spaces, and 60 being permeable pavement to allow for rain runoff from going into the Great Bay Estuary. At times of high volume there are also locations for overflow parking to unmarked parking areas on campus, as well as an additional 50 spaces in an overflow parking lot next door to the campus.

As part of the Portsmouth campus renovations, in 2010 the front entrance was been completely redesigned and a full 2,200 sq ft. atrium was added to not only accommodate a handicap accessible entrance, but to create a new area devoted to the student experience, with natural lighting, seating, Wi-Fi, electronic signage/communication, and local art. Along with the electronic signage in the front entrance, Great Bay signage has been added throughout the interior, exterior, and roadside of the campus with a common theme to promote our new identity as well as provide direction and safety.

As part of the campus move, safety policies and procedures were revised (PROJECTION 8.5), and are now being posted electronically for easy access, along with safety meeting minutes, training and other safety related material. Fire and safety drills, such as shelter-in-place drills, are now part of the standard safety procedures being conducted and documented. In an effort to improve overall student and staff safety, the Portsmouth campus was outfitted with a complete security camera system that monitors the building as well as the surrounding campus grounds. The College contracts for security services with Securitas, and security officers are on campus to help ensure safety, and to monitor the 48 cameras located throughout the campus. Another improvement to campus safety was the implementation of an emergency alerting system, GBCC Alerts, which can send voice and text messages to cell phones, home phones, voice mails, and email accounts.

Overall maintenance of the Portsmouth location is done in conjunction with an annual planning calendar and follows the Maintenance Strategic Plan. This is supervised by our maintenance department, with several contracts incorporated to monitor and alert on critical and life safety equipment which includes the building alarm system, fire alarm and sprinkler systems, fire extinguishers, elevators, boilers and pressure vessels. Routine maintenance is handled by the Maintenance Department, which includes the head of maintenance, two full-time maintenance staff, one mechanical maintenance staff and one grounds maintenance staff. Additionally, the College contracts with a commercial cleaning and janitorial service company to do cleaning at night. The maintenance department is still responsible for the Stratham campus, which has been vacated, but is still owned and requires regular upkeep.

The College has implemented many green initiatives, which the Maintenance Department has been instrumental in implementing and maintaining. Some of these initiatives include recycling, using green cleaning and paper products, automated adjustable lighting schedules, occupancy sensors on lighting, temperature controls and limits, solar panels for generating electricity, and consistent preventative maintenance to ensure equipment is running at its most efficient capacity.

The construction phases of the Portsmouth location allowed us to build new technological resources from the ground up, guided by the strategic plan. The building has a modern network infrastructure, designed for current technology demands, and for growth. For the Information Systems Technology Department, there was a separate Main Distribution Frame (MDF) setup specifically for use in that program, so that students could work on an entire network infrastructure, without affecting the College's production infrastructure. New computer labs were purchased as part of the move from the Stratham campus to Portsmouth, and viable existing equipment was used to enhance other student academic services, such as advising labs, CAPS labs, training and testing labs, as well as enhance other areas like medical technology labs, biotech labs, and veterinary technology. Other enhancements to classroom technology include six SMART Boards, computers in lecterns in all lecture classrooms, and ceiling mounted projectors and screens in all lecture classroom and computer labs. These resources were put in place as an integrated solution to the overall learning environment, and are maintained by an IT department consisting of 3 full-time and one part-time employee. To maintain the College's commitment to technology and to ensure that technology is part of the long term strategic planning as well as in line with the goals of other departments, the Director of Campus Technology is a member of the President's Cabinet and a member on the College Coordinating Council (CCC).

II. The Future

There are several new initiatives planned for the upcoming years that will enhance the physical and technological resources at the College. In 2012, there are plans to add an additional chiller to the HVAC system, so that there are not only adequate cooling capabilities, but it will also serve as a backup to the current system. Another proposal is to add an emergency paging/intercom system in the building, so that announcements can be made on an intercom and broadcast over speakers throughout the classrooms and offices.

Several proposals for the maintenance area include increasing personnel to address the increasing need for on-staff routine maintenance, upgrading maintenance vehicles, and having on site salt and sand capabilities to address immediate safety needs of parking lot and walkway treatments. Another area that affects the workload of maintenance staff is the ongoing upkeep of the building in Stratham.

To meet the growing needs of the College, new offices are planned to be constructed in 2012. These offices are designed to enhance the services provided by the One Stop, IT, Academic Advising, and create a space for the newly created Director of Institutional and Alumni Development. Also in 2012 the College will begin to roll out the TAACCCT (Trade

Adjustment Assistance Community College and Career Training) Grant through the U.S. Department of Labor. This \$20 million grant will be housed at, and administered from, Great Bay Community College and will be used to develop advanced manufacturing capacity across the state. The College is planning to develop a new academic center and training lab and is currently looking to renovate a 17,000sq ft. facility in Rochester NH. This facility would be in close proximity to several advanced manufacturing facilities, such as Albany Engineered Composites (AEC) and Safran (a French company that is partnering with AEC). The College's new center will support Albany Engineered Composites as they ramp up their manufacturing program. Specifically, Great Bay will train the 400-500 people that will be hired by AEC.

Technology will continue to grow and change over the upcoming years, and the College's strategic planning will ensure that we do not fall behind, and that we are using the most effective and efficient means to stay technologically current. Along with the maintenance and growth, there are specific areas of enhancement worth noting. In 2012, the current student email system will be transitioned to a cloud hosted system, that will provide more services and space than they have with the current system. This new system will also give access to online tools, like Microsoft Office, at no additional cost to the student. Another technology initiative the College is planning in 2012 is to virtualize many of the existing servers. Virtualization will increase data storage capacity, improve disaster recovery, allow for future growth, all while using fewer resources such as electricity and cooling, decreasing the College's carbon footprint.

III Institutional Effectiveness

The ability to move the entire campus to Portsmouth and completely renovate the building has allowed us to make substantial improvements to the physical and technological resources of the College that have allowed our faculty and staff to innovate in how services and curriculum are delivered. The student-centered improvements have had an impact on the culture of the College, as seen by the increase in Library facility usage, the growing interest and participation in student government, and the increasing number of student organizations.

Student feedback is gathered in many ways such as collecting information from surveys, staff and faculty participation in an active student government, and including students on various decision making committees. That feedback is used to help evaluate the effectiveness of our resources and for planning and budgeting purposes for maintaining standards and making continuous improvements.

Standard 9: Financial Resources

I. Noteworthy Achievements

Our consolidation and move to the newly renovated Portsmouth location in 2009 allowed us to strategically realign staffing resources in a One-Stop model to provide better enrollment services to students. The sale of the Stratham property has not happened; therefore, the property is still a financial drain on our resources, including the bond debt payment which would have been paid down significantly with the sale of the property. To defray part of the bond cost, a \$3 per credit fee was instituted in fiscal year 2011. Fortunately, our enrollment increases in the credit and non-credit areas have offset the costs of maintaining the Stratham facility and we have had surplus funds remaining at the end of each fiscal year (\$669,000 FY11, \$555,000 FY10, and \$889,008 FY09, \$743,000 FY08). To cut costs in 2011, the Stratham facility was buttoned down to the point of reducing heating and electrical costs to only the bare necessity to protect the integrity of the property (PROJECTION 9.1).

In keeping with the strategic plan, the Great Bay Community College President's Cabinet crafted a new budget process whereby department managers may request by line item funds needed to continue to provide level service to students. They may also request funds for improvement to their programs. Improvement budget requests are prioritized based on the availability of funding. The new budget process covers all aspects of College operating requests including requests for additional personnel. All budget requests are reviewed by the Budget Committee and funding allocated based on priority and availability (PROJECTION 9.2). Involving department chairs prior to the building of the budget ensures that the funds are spent in a way that maximizes the College's potential. (PROJECTION 9.5)

As the CCSNH moved away from being a state of New Hampshire agency, the CCSNH chose to use more appropriate software for our financial management. Banner Finance was implemented in November 2008 making it easier to facilitate the integration of financial and strategic planning. Budget status reports may now be generated within minutes

and emailed to budget managers. In addition, some budget managers have requested and received query access to their budget status for efficiency. (PROJECTION 9.3)

The senior leadership at Great Bay Community College has become stable since the hiring of a dynamic President in 2007, who is now beginning his sixth year. Our President has been busy promoting community partnerships, supporting grant initiatives, and has hired a Director of Institutional and Alumni Development, recognizing our need to create new revenue streams in an era of declining resources. While adding to the institution's financial burden in the short term, the long range vision is that the fundraising results will more than offset the costs of the position and the cuts to our general fund, and that we will be able to establish long-term relationships with our alumni and constituents. (PROJECTION 9.4)

In 2011, based on federal mandates, the CCSNH and Great Bay Community College began using the DOE direct lending program. This enables a more streamlined process whereby students are awarded and packaged quicker and refunds are automated in our Banner Systems. The College had a Federal Financial Aid Program Review in March, 2011. The Department of Education sent two reviewers who reviewed financial aid operations for 2009-10 and 2010-11 for 5 days. At the exit interview, the review manager stated that it was a "very good review," and that he expected any findings to be minor. We received the Program Review Report in February, 2012, and it included four minor preliminary findings, two of which we have disputed. (PROJECTION 9.6)

II. The Future

As stated in our area of special emphasis, the state legislature has cut funding to the CCSNH, and the effect on Great Bay Community College has been about \$1.2 million each year for fiscal years 2012 and 2013. Coupled with modest increased enrollment projections and enhanced fundraising efforts, it is our goal to remain financially stable. Budgets will be kept tight and we will continue to provide a quality education. To keep costs down, we still have access to State of NH contracts for office supplies, fuel for our fleet of vehicles, telecommunications, and various other items.

III. Institutional Effectiveness

The new budgeting process provides essential and effective means for department heads to obtain the needed resources to fulfill the educational needs of our students. Our One-Stop model for student services has streamlined the registration, financial aid, and payment processes. To promote better financial planning to our students and hopefully allow them to incur less loan debt, Great Bay Community College offers tuition payment plans through an outside provider for as many as up to six payments.

Standard 10: Public Disclosure

While the Interim Report Form for Public Disclosure identifies in detail how we continue to satisfy the criteria for this Standard, the following narrative describes noteworthy achievements during the interim period, our aspirations for the duration of the term of our accreditation, and how we measure-up to the institutional effectiveness criteria for this Standard.

I. Noteworthy Achievements

The creation of a full-time Director of Marketing and Public Relations, and a full-time Creative Services Coordinator have significantly improved our capacity to achieve our aspirations in this arena. The Director is responsible for marketing initiatives related to our enrollment management function, coordinates College publications (catalog, View Book, marketing material, etc.), and provides other public relations services for the College (press releases, promotional coverage for special events, media relations, etc.) This person oversees the efforts of the marketing and public relations firm the CCSNH has contracted with to provide key services and sits on a CCSNH committee which works with that firm and the seven colleges to present a comprehensive and coherent public image. In this way we have addressed the Commission's observation that we should clarify our vision of the image we want to consistently reflect to the public. She also serves on the Enrollment Management Committee. These two committees have essentially replaced the Marketing Committee that had been established in 2007 (PROJECTION 10.1). A schedule for the production of key publications such as the Catalog, Class Schedulers and View Book has been established, and this has resulted in improved timeliness and accuracy of these publications (PROJECTION 10.5). In addition, she has engaged in a variety of market research activities to determine effective modes of conveying our messages to our target audiences.

The Creative Services Coordinator is our website manager, and produces many of our brochures, posters, flyers and other similar publications on campus. As a direct result of the efforts of this individual we have made very significant improvements to our website. We have incorporated a collection of different looking departmental websites into a single College site with a single “look”, and have established a protocol for revision of the site by identifying content managers who are responsible for submitting changes to the Creative Services Coordinator. We have improved the opportunity for students to complete transactions on-line such as registering for information sessions, completing an application for admission, registering, making payments, scheduling testing appointments, requesting transcripts, etc. Important College publications are located on the website including the Catalog, Student Handbook, Course Schedulers, the Strategic Plan, and Program Information Sheets. Required regulatory information is also easily accessed and includes Clery Reports, Gainful Employment information, cost of attendance information and a net price calculator (PROJECTION 10.2). A College Profile Sheet is available on the site providing a snapshot of the institution, and is updated annually by our Director of Institutional Researcher (PROJECTION 10.4). These improvements have addressed many of the items we had noted as projections in our Self-Study, although some of the improvements are incomplete and continue to be included in our annual strategic planning update.

Emergency notification policies and procedures have been greatly improved by our subscription to Blackboard’s service which enables us to send timely notice to faculty, staff and students via telephone, email and text messages. Floor plans of the building are prominent and include locations of emergency equipment such as fire extinguishers, first aid kits, and Automatic Electric Defibrillators.

Interior and exterior signage improvements have been made and include two, new permanent campus signs at each entrance to campus. These replace the temporary entrance signs that were installed upon our move to this campus. Interior signage improvements include comprehensive way finding signage and two electronic monitors which display postings and video recordings regarding College events and services. A permanent “For Your Education” kiosk has been created in our Main Lobby to provide important, timely information to students and is staffed by trained College personnel at key times throughout the day.

II. The Future

In the years ahead there are several foreseeable initiatives that we will be undertaking in the Public Disclosure domain. A prominent challenge (opportunity) that we will need to address in a comprehensive way is how we utilize the expanding realm of social media. We will be relying heavily on our recently hired marketing firm (EVR) to advise and guide us in this arena.

We are clearly moving toward a point in time where our important College publications will be available almost exclusively on-line. This is already true of our Student Handbook, and each year we reduce our reliance on print versions of the Catalog and Course Schedulers. Proper archiving of these documents will be a key consideration.

Regulatory reporting continues to grow as evidenced by recent requirements regarding Gainful Employment, cost of attendance information and net price calculator. We are technically compliant with these requirements, but can refine our reporting mechanisms in conjunction with CCSNH as necessary.

We need to generate and report reliable information regarding student outcomes including transfer and graduation rates (PROJECTION 10.3), and passing rates on various licensing exams associated with our career and technical programs. We are also interested in determining and reporting the success of our students who transfer to other institutions. Information about average student debt and financial information about the institution needs to be more easily accessible by the public (PROJECTION 10.2).

We anticipate that we will make continuous and on-going improvements to the look and functionality of our website. The most recent examples of this are the availability of an on-line orientation program and a section devoted to services and programs for active duty military personnel and veterans. Use of social media will likewise receive prolonged attention.

III Institutional Effectiveness

An established protocol for the production and publication of timely and accurate publications has resulted in continuous improvement. A variety of on-going research methodologies are employed to evaluate our approaches to communicating with our constituencies, and these efforts also result in continuous improvement.

One of our College-wide strategic initiatives is the establishment of a program review process for non-academic areas. We are currently working on establishing such a process for the Enrollment Management area, and part of this will certainly focus on our marketing and public relations program. We expect this will yield additional information and help us improve our effectiveness.

Standard Eleven: Integrity

I. Noteworthy Achievements

Faculty and staff at Great Bay Community College are governed by the Faculty and Staff Handbook as well as the SEA/SEIU Collective Bargaining Agreement (CBA). In 2012 a new CBA was approved which now includes employees who were not covered by previous versions of the CBA. These documents ensure both consistency and the fair treatment of faculty and staff as well as provide the framework for expectations set forth by the institution. The Faculty and Staff Handbook as well as the CBA provide a clear process for providing fair resolution to any grievances brought forth by staff. The process by which students may appeal an academic decision is clearly outlined in the College Catalog as well as the Student Handbook. For student conduct issues, the students have access to the Student Code of Conduct Judicial Committee; the advisor to the committee was recently appointed and training is beginning (PROJECTION 11.4). In the interest of ensuring academic honesty the College has policies within the Student Handbook as well as the College catalog to ensure fair and equitable resolution to any concerns that may arise. GBCC strives to ensure fairness in our dealings with students while not compromising the high academic standards of the institution. In an effort to provide clear procedure and policy regarding students with disabilities the Disability Coordinator is available to any student who requires assistance. This single point of contact allows for consistency and direction for students requiring assistance (PROJECTION 11.3). In addition to the aforementioned items, a Diversity Committee was implemented but has since dissolved although the mission is interwoven in other College committees, such as CCC and the Equity Committee for Equal Access (PROJECTION 11.1). Information regarding these committees can be found in the Faculty and Staff Handbook as well as on the website, www.greatbay.edu. In addition to the two annual trainings on Sexual Harassment, GBCC has also implemented trainings in non-discrimination, diversity and fair hiring practices for faculty and staff (PROJECTION 11.2).

II. Future

Efforts are consistently made to ensure the diversity of faculty, staff and students. The College has utilized different avenues of marketing in an effort to expand the candidate population, both student and staff, into more diverse areas. As a whole GBCC is reflective of the communities it serves but it is the mission of the College to ensure diversity within the institution. There will be increased focus on developing the populations of International, Military and Adults within the institution to support the mission of the College. In an effort to build diversity awareness within the institution, fact sheets are being distributed, activities on campus are being planned, and other initiatives within the College are being implemented to support the diversity awareness campaign. In addition to the awareness campaign, revisions are being made to the Faculty and Staff Handbook to provide a clear process and policy by which faculty and staff will be held accountable. Great Bay Community College is committed to ensuring integrity in its professional, academic and social dealings within the community.

III. Institutional Effectiveness

Great Bay Community College is dedicated to ensuring integrity in all facets of the institution and its interactions within the community. The College has been diligent in its efforts to ensure clear and decisive policies and procedures that uphold the expectation of a community guided by integrity. While GBCC is accountable to the Board of Trustees (BOT), as well as multiple external constituencies related to the programs offered by the institution, the College has implemented and enforced internal policies and procedures to ensure the high standard of conduct outlined by the College's Mission Statement. Integrity is critical to the institution and is outlined in the BOT policy in the expectation that employees will

conduct themselves with integrity and dignity. Subject matter experts and legal counsel have been made available should situations arise that require clarification. Each entity that has dealings with the College has processes in place to ensure the highest level of integrity is met while still providing the opportunity for academic freedom. Should questions arise regarding issues of integrity, honesty or adherence to policy, the Faculty Senate and Student Government Association facilitate open discussion and provide recommendations via the College Coordinating Council (CCC). As an institution we have been dedicated in ensuring students, staff and constituents are treated in a fair and equitable manner. Great Bay Community College strives to ensure that we are the benchmark by which all other institutions assess and evaluate their integrity.

CCSNH has implemented an auditing process that examines all aspects of college operations on an on-going basis to ensure we are adhering to Board, System, state and federal policies, guidelines and laws as well as implementing best practices.

ASSESSMENT, RETENTION, STUDENT SUCCESS

Description

Since the 2007 Accreditation Self-Study, the College has made an effort to embed assessment into a number of initiatives, including Strategic Planning and Program Review. All programs have program objectives; programs and departments are embarking on plans to link the program outcomes to course outcomes. To assure the integrity of course delivery, all faculty must adhere to a Course Content Outline for each course approved by the College's Curriculum Committee and Vice President of Academic Affairs, and then subject to final review and approval by the President of the College. This outline establishes the learning outcomes and required methods of assessment for every course, including clinicals, practicums, and internships, regardless of its delivery format and instructor. (See Appendix J: Course Content Outline with Assessment Addendum).

In addition to programs with required clinical and practicum courses, seven programs have an optional Internship course within their programs of study and one new program, Hospital Information Technology, has a required Internship. These internship courses allow students to gain experience in the field and be assessed at their job sites, thus demonstrating learning in the field. "Learning Outcomes" for internships are clearly outlined in the course syllabus, and the assessment criteria used by both the onsite evaluator and the supervising instructor is established. Furthermore in many courses, there are pre-internship and midpoint assessment requirements on the integration of course objectives by both the site supervisor and the student. In some internships, the student also develops a portfolio to document learning goals. The College is working toward a standardization of these assessment activities in all internships. See Appendix O: E-series for many references to internship assessment.

The new External Program Review is instrumental for verifying the currency and relevancy of program and course outcomes; the review includes an appraisal of the methods of assessment in courses to assure that they measure students' achievement of the course outcomes. The report consists of two parts: 1. The Program Profile and Student Enrollment data which provides the context that serves as the framework for the external review; 2. Compilation of documentation and evidence from which the evaluators can consider the each individual program's criteria. While programs are expected to have individualized criteria that would be meaningful, there are some standardized criteria related to "Program Outcomes", curriculum, instruction, and assessment which must be included. One area of standard emphasis is "The Development, Practice, and Enhancement of the knowledge and skills of the field of specialization." The process also includes providing documentation and receiving feedback on how effective and meaningful our assessments are in terms of the work place and/or transfer. (See Appendix F: External Program Review Process Handbook)

All academic programs and support service departments develop 3 year strategic plans, and they report on progress annually. It has recently been determined that the cycle of annual planning and reporting will include a modified version of the NEASC E series form. Because of our intention to link assessment to existing initiatives as much as possible, the process is to build a methodical approach for programs to work on the assessment of their program objectives. (See Appendix K: Annual Planning and Reporting Forms). Programs will choose one objective a year to determine how it can be assessed, thus building a continuum of assessing each program's outcomes. The programs will do curriculum audits of

the courses within the program to determine which ones address the chosen outcome and determine the evidence that can be used to assess student achievement of the outcome. The findings will not only inform subsequent years' annual plans, but also generate changes made in the interest of program quality and student success.

This comprehensive plan for assessing one program objective a year is in place to begin Fall 2013. However, our recognition that assessment of learning needs to be an integrated, ongoing component of our practice has already generated other assessment questions that are not related to program objectives. For example, Our Early Childhood Education Program was concerned about the number of students in Senior Practicum who struggled with lesson planning. So they asked the question, "What are students not getting in their lower level classes which results in difficulty with lesson planning?" A curriculum audit of the skills that help to develop lesson planning was done; subsequently, curriculum changes were made to support skill development in lesson planning. Another example is our FYE (For Your Education) Program which asked how we can promote study skills support more for all students, including our online students, not just those who take the FYE College Success course. As a result, the FYE website is being redeveloped with a strong emphasis on, and a more explicit layout for, study skills support. The Science Department is focusing on the way in which students' critical thinking and critical writing skills are developed through lab experiences and the preparation of lab reports. Among the questions they are asking is whether the assessment strategies used for lab reports reflect the skills that these assignments are designed to develop. Common requirements and assessment rubrics will be developed for lab reports across all Science lab courses.

The mission and character of the institution is reflected through the Core Attributes, which represent the comprehensive learning outcomes of the institution. Programs are beginning to integrate the Core Attributes within individual department or program outcomes, and thus they are becoming part of assessment initiatives. Nine programs have embarked upon a comprehensive pilot plan of making more explicit the layers of course and program outcomes, the Core Attributes, workforce skills, and the taxonomy of thinking skills that students are learning, developing, and practicing through each assignment and course activity. We have agreed that it is our responsibility to make these intended outcomes more explicit to students, to give them the language to articulate these outcomes and the opportunity to reflect on where, how, and to what degree they developed and practiced them. The nine programs piloting various forms of this initiative are Computer Technologies, Digital Media Technology, Marketing, Management, Accounting, Liberal Arts/Business, Hospitality, Liberal Arts/Teacher Preparation, and Early Childhood Education. The College has adopted eFolio which is an electronic portfolio system for students at the College to document their experiences in academic classes and co-curricular activities as it supports academic and professional goals.

eFolio has been initiated in the FYE101 or 103 College Success courses, with the goal that programs will require their students to continue using their eFolio as part of their overall learning requirements. Regardless of program requirements, students are encouraged to continue to subscribe and use eFolio as they move forward toward degree completion. Three of the nine programs working on the "Explicit Outcomes" initiative (Computer Technologies, Digital Media Technology, and Management) have both a required FYE student success course and a culminating capstone or portfolio course. These programs are beginning a continuous process of auditing all courses' assignments for the specific outcomes targeted and embedded within them, and then training faculty to discuss all assignments and activities in terms of these outcomes. It is intended that the students will be able to document the achievement of course objectives as part of their eFolio. Programs can also develop and provide templates that will be part of the students' portfolios and make the use of templates for both faculty and students an integral part of each course. (See Appendix L: Templates for Documenting Outcomes from Computer Technologies and Digital Media Technology Courses)

In addition to integrating the E-series into College strategic planning, the College developed a taskforce to plan for the implementation of the NEASC Student Success S-series. The S1 form shows the 200% time GBCC graduation rate to be about 20% across 3 years. This is comparable to the average public community college graduation rate of 28.4% as reported by the National Center for Education Statistics (2010). Retention at the College of the specific cohort of first-time freshmen, both part-time and full-time, is approximately 50%. This is of concern. One predictive factor for retention for these students is success in courses the first semester. In order to be successful, the students need to be college-ready. Examination of characteristics of these students shows that the majority of them place into developmental mathematics. GBCC has taken a number of steps to address this concern. Each summer booster sessions for math are offered. In spring 2012 the Mathematics Department began piloting an accelerated course, Math084 that allows students to complete

two developmental level math courses at one time. Results show that 93% of those students achieved a C or higher. This compares with the statistics on the S1 Form of approximately 61-69% success rate across all three developmental courses. However, the number of students in this pilot is small (14). Continued monitoring of success in this course will be done. We intend to assess the success rate of this course and possibly use it as a model for other similar developmental courses in other disciplines. The S1 documents the student course completion rate of over 80% and success rate of over 70%. This is seen in all modalities (live and face-to-face classes) and in all locations.

GBCC also has a retention initiative in which automatic reports identify students who have withdrawn the previous week. A GBCC staff person attempts to reach each student to determine the reason for the course withdrawal and to problem-solve. Results of this year long pilot program are being compiled.

Great Bay Community College is committed to expanding its data collection on the outcomes of our students who leave the College prior to graduation. The S1 form shows that at present approximately 20% of our graduates go on to attend another college after their graduation. Almost 10% of our students attend another college without having graduated from GBCC. Plans for reverse transfer are underway currently to determine a methodology of reaching those students and enabling them to secure an associate degree from GBCC. In terms of employment outcomes, this will be the first year that GBCC has worked with the NH Department of Employment Security to determine what types of jobs our students have.

We've expanded the circle of assessment to include the Academic Services areas, all of which have program or department outcomes, and all services within each area are linked to those outcomes. These outcomes are measured through an external review process similar to academic programs. As part of the review process, the service area presents the reviewers with a matrix of learning and operational outcomes. This matrix includes how the outcomes are assessed, how the results are reported, and how the results will be used to modify or improve services. For example, one of the Library's outcomes is to teach students how to use the electronic databases to research a specific topic. Students undergo a face-to-face training on how to use the electronic databases and electronic resources. The students are then given an activity to see if they are able to conduct research independently. What the Library doesn't know is if students are able to transition these skills to other research assignments. As part of the Library's strategic plan for FY13, the Library will develop a two-part survey for students and faculty in courses that require research papers such as English 110 and Psychology 110 to get feedback on whether or not the trainings were useful in helping students locate, use, and document appropriate resources for their papers.

Academic Services at the College include the Library, CAPS (Center for Academic Planning & Support), Advising, and FYE. The Directors from each area worked with the Associate Vice President of Academic Services to develop a program review template that reflects the mission and goals of these areas. The criteria for program review are directly related the service departments' ability to support students in their respective capacities with an emphasis on assessment and programming effectiveness. (Appendix M: Academic Services External Program Review Template)

The Library was the first to undergo the new program review process. A team of three Librarians from libraries around the state comprised the team for a one-day review. Upon completion of their observations, conversations with faculty and students, and review of the document the Library Director had assembled for them, the team completed a simple but useful evaluation. (Appendix N: Program Evaluation Template) Areas of strength and weakness were identified. Areas for improvement have already been inserted into next year's action plan. Each service area is on a five-year cycle. The schedule is as follows: Library FY12, CAPS FY13, FYE FY14, and Advising FY15. This five-year cycle allows for ample time in between reviews to work on areas of weakness as well as new initiatives.

Similar to Academic Department/Programs, Academic Services draft and implement annual action plans and reviews. The template is similar to that used by the Academic Programs and are designed to pull from the service areas' five-year strategic plans. All service area strategic plans link back to the College's strategic plan and reflect the specific learning and operational outcomes that are within the scope of services for that area. Included in the action plan is the E-series. Academic Services identifies their learning outcomes for each year and documents them on the E-series form. At the end of each year, the action plans and E-series are reviewed for completion and outcomes.

The College focus is student acquisition of direct workforce skill development in each career and technical program and the achievement of comparable course outcomes to the foundational first- and second-year courses of a four-year degree. College placement testing and rigorous pre-requisites are established for the purpose of maximizing the student's potential for success in any given course or program. This is evidenced in the success of our students upon transfer, and the number of four-year colleges that seek transfer partnerships with Great Bay. Pass rates and licensing rates results for our Nursing, Surgical, and Veterinary Technology program are further evidence of student achievement of learning outcomes. Pass rates for Nursing and Surgical Technology students are approximately 90 - 100 %. Over the past 2 years, Veterinary Technology jumped from 58 to 81%; this may be attributed to the institution of placement pre-requisites for admission to the program, which supports our students' capacity to achieve the program outcomes and enter the work place within a 2 year time frame.

At this point, we are working with our four-year partners to establish a means of collecting data on our transfer students' progress toward baccalaureate degrees. The University of New Hampshire (UNH) provides data on the number of students who transfer. As part of an initiative to establish a reverse transfer articulation agreement, students from GBCC who transfer to a USNH institution prior to degree completion will have the option of pursuing reverse transfer. Each term, USNH institutions will send GBCC the transcripts of those students who have agreed to participate. GBCC will monitor their transcripts for courses that would also complete their associate degree. This will not only support degree completion, but also we will be able to determine student success upon transfer.

In support of making assessment an integral part of our practice, we are attempting to make data collection done through each department more visible and accessible. We have integrated the presentation of targeted data collection as a standing agenda item in many of our governance and operational committee meetings, including Enrollment Management. Department chairs and Program coordinators are sent weekly and monthly enrollment numbers. At each of our monthly Academic Leadership meetings, our Director of Institutional Research presents some of the data she has been working on. For example in Academic Affairs, we wanted to see at what point of the semester our highest withdrawal rate from courses was occurring, and we wanted to analyze this information for possible interventions. So we looked to our Academic Leadership for their interpretation and usage of that data within their departments and programs.

The Associate Vice President of Academic Services and the Director of Institutional Research have developed a monthly open forum for data collection presentations. The objective is to use the collective wisdom and reflective power of many perspectives to analyze data, ask questions, and generate follow up research and actions. Programs can also present data they have collected as well as request follow-up research on some of the information presented and discussed. One of the first reports chosen was the grade distribution of online vs. live classes to see if we could determine anything from the differences in achievements of course outcomes. The finding of a small but steady decline in grades of C or better in online courses has made the College cautious in expanding its online programming. The College's Distance Learning Committee and programs are reviewing these issues and seeking interventions. One intervention was the development of an online delivery rubric given to faculty teaching the courses, so that they will not only know how their courses will be evaluated by the departments, but also to provide valuable strategies for conducting a student-centered course, which include early assignments that will require students to review the scope of the course, its requirements, and parameters. Information on this rubric was presented recently approved Substantive Change Report for Distance Education.

Appraisal

We have connected assessment to existing initiatives, so that it was cohesive and not just an additional discrete task. We have designed a structure that makes annual assessment visible and allows programs to work on assessment initiatives that are meaningful to their individual programs' needs. We also understand that programs and departments will be at various stages of assessment work. Prior work on assessment had been embedded in our former program review process, a review that was scheduled for every 5 years. Assessment review has now been integrated into the Annual Planning and Reporting process, so that each program is involved in moving forward with its assessment work annually rather than every 5 years, which was too long a duration to gain and maintain momentum with assessment.

The External Program Review allows each department/program or service area the flexibility to choose to assess what would be relevant and useful to them. The success of the first programs' external review process has shown the

connection between program review and strategic planning provides a continuum for assessment work. For example, in the Early Childhood Education Program's External Review, the Program Coordinator specifically asked about the correlation of course outcomes with National Standards. The review team found that there is a strong correlation, but there is variation on how the course outcomes are met among different faculty who teach the course. A resulting action plan will be to develop standard assessment rubrics for some of the program's courses. In the Criminal Justice review, the reviewers found that the various Technical Standards of the field were included in some course syllabi, as appropriate to the course's content, but not compiled in one spot. As an action plan, the program chair has decided to develop a comprehensive handbook which will be on a program Blackboard site and part of every course's materials. The program can then review the standards to determine what can be assessed as part of their degree program/course outcomes. The Social Science Department, though not a degree program, focused a portion its external review question on bringing consistency of content and assessment to courses that we run several sections of each semester, such as the Introduction to Psychology course. The resulting action plan is that a common syllabus that cover the same text chapters and has standard requirements for research paper, including rubrics for assessment, will be created.

Projection

The College's academic programs, which includes academic support services, are in their first cycle of linking the NEASC E-series to the Annual Planning and Reporting Cycle. Academic Affairs, Department Chairs, Program Coordinators, and Service Directors will continue to document the assessment of the educational experience in four areas: general education, the College's Core Attributes, and major program outcomes, and support services. By Fall 2014, Academic Affairs will be able to document within the E-series resulting changes that have been integrated into departmental, programmatic, and College planning.

The Vice President of Academic Affairs will continue to support programs working on the "Explicit Outcomes" initiatives. Later phases of this involve developing the templates for students to articulate the objectives, skills, and attributes they developed and practiced through each course's activities and assignments, and training the faculty in a participating program to integrate them into their classes. Discussions will continue on how to assess the achievement of these outcomes.

The CCSNH has taken a first step in initiating system wide data collection on retention and student success. The CCSNH has appointed a new Chancellor whose first major initiative is to develop 12 standard reporting tools for all of the colleges in the System, one of which details student progress from application to graduation by program. Actions plans at each of the colleges in the CCSNH can subsequently be developed based on the data.

The College has already implemented E-series forms into its Annual Planning Processes. It will continue to discuss the potential implementation of the NEASC E3 Institutional Claims form on some level. E3 offers an integrative way to incorporate what we are currently doing (for both faculty and professional staff), including the Specialized Accreditations' requirements for four of our programs. Programs can use the same "claims" as required by their accrediting bodies and augment with others. The plan is to continue to use the E-series as we are doing now, and E 3 can be used by non-instructional programs such as Advising Center, CAPS, FYE, Library, Student Life and for other institutional claims. All Academic Programs may also add "other claims of student achievement and success" that did not fit into E1 A or B.

The Director of Institutional Research has maintained and will continue to maintain the data for the S- Series. In Retention and Graduation Rates, we will include Fall-Fall and Fall-Spring retention rates and in Undergraduate Graduation Rates, we will include students who complete from initial placements in developmental coursework to graduation. In Other Measures of Student Achievement and Success, we will report students who transfer to and complete at Baccalaureate institutions. Sources will be the National Clearinghouse, NH Connections, and Alumni Surveys, and information ascertained via the proposed Reverse Transfer Program. Under Documented Success of Graduates Achieving Mission-Explicit Achievement, we will include graduates who have completed the GBCC Student Leadership Academy. Licensure passage is collected annually for our Nursing, Veterinary Technology, and Surgical Technologies graduates. A plan for capturing Massage Therapy licensure pass rates is being implemented. The new Health Information Technology program will prepare students for two certification exams in the Medical Coding field, which will also be included in the S-series. Completed E- and S-series forms may be found in Appendix O.

The College will continue to support and encourage programs and faculty in their data collection for improvement and interventions. Another example of a data collection for decision-making will begin in fall 2012 for Economics and Accounting classes. The instructors want to know about math placement in relationship to success in the foundational Economics and Accounting courses (Macroeconomics; Accounting I) to determine if there should be a math pre-requisite on the course to support student success, retention, and achievement. The research will include finding out which students did not complete their math course successfully before taking the Economics or Accounting courses and reviewing a comparison of the grades of those who did not complete their algebra class with those who successfully passed their college algebra course or placed above college algebra in Accuplacer Placement tests.

PLANS

There are several significant projects or initiatives which are on our horizon. Perhaps the most significant and immediate project is the creation of a new location in Rochester, NH and the work force development project it will house. Over the past five years, Great Bay Community College has been in discussion with the City of Rochester to develop a satellite campus to serve its residents as well as those in northern Strafford County. Rochester is located about 20 miles north of Great Bay's main campus in Portsmouth. Many of its residents do not have the means or cannot afford to make the trip to the main campus on a daily basis. We are concerned about the issue of access to higher education for a population that would greatly benefit.

Many of the regional companies are located in the Rochester area. Companies such as Albany Engineered Composites, Safran, ContiTech, and TurboCam, Pratt and Whitney are located in this area and may be hiring thousands of new employees over the next five years. These employees will require basic soft skills, academic and technical education to access these well-paying middle class jobs.

Great Bay has partnered with Albany Engineered Composites, Safran, New Hampshire's Department for Resources and Economic Development, and the Governor's Office to be the medium for training this workforce. Support for this new initiative is being provided by the state through the Governor's Office. This special appropriation will allocate \$2 million every year through 2014 for support of training. The first \$2 million allocation will support the development and renovation of a 17,000 square feet space that will house classrooms, staff and faculty offices, enrollment and academic support services, computer labs as well as advanced manufacturing composite materials, computerized numerical control (CNC) and CADD labs. Great Bay is also the recipient and the lead on a federal Department of Labor \$20 million statewide TAACCCT grant that has allocated almost \$4 million through 2014 to support this project. This DOL allocation will support staff positions, rent and utilities payments, furnishing, and, most importantly, equipment for advanced manufacturing training.

As we plan for the opening of this training and academic center, we have begun to hire the staff that will support its operation. This staff will be temporarily housed on the main campus where they will have the benefit of training in preparation for their transition to Rochester in January, 2013.

Great Bay's plans are to make this a permanent center for training and education to serve northern Strafford County. As such, in addition to offerings in advanced manufacturing training, we will be offering credit courses in developmental and general education that, in combination with technical training, will lead to an Associate of Science in Technical Studies. Additionally, this center will offer non-credit, customized training services to business and industry.

In the long term, we will continue to work with business and industry to help support the mission of the center. Some of these efforts may take shape through grant writing and fundraising. However, we are confident that we will enroll sufficient numbers of students that will pay tuition to sustain the center over the long-term. Our projections are that we will need an FTE of 300 beginning in 2015 to sustain the operation. Our biggest obstacle was funding the start-up and we have been very successful toward this end. We will have full funding support through 2014, which will provide sufficient time for us to build our enrollments and additional support through community and business partnerships to sustain the Rochester Training and Academic Center long-term.

Finally, all control of operations and programming will remain under the oversight of President, the Vice President for Academic Affairs, the Vice President for Enrollment and Student Services and all appropriate departments. We ask that NEASC support this initiative to bring better access and training to residents of Rochester and Northern Strafford County. Given our strong track record with other external sites (Portsmouth Naval Shipyard, Timberlane and Sanborn, and Spaulding) we ask that the Commission consider approval of this site without a formal substantive change report.

Upon relocation to our renovated Portsmouth campus in 2009 we left behind our facility in Stratham. At that time we had entered into a Purchase and Sale Agreement, and the proceeds from the sale were to be used to defray the cost of the Portsmouth renovation. Unfortunately, that agreement fell through. We now bear the full cost of the bond as well as expenses associated with basic maintenance and upkeep. Current CCSNH plans are to select a commercial real estate firm to assist us with the sale of the property, thereby reducing our annual bond payment and the cost of maintenance.

A third significant facility project looms on the horizon. The construction of a Student Center has been proposed for the 2014-2015 biennium budget. Preliminary study for this project will begin during the summer of 2012 to determine the particular uses this facility will serve. Once approved, architectural services will be solicited. Selection of a general contractor will follow, and then ground breaking soon thereafter. It is expected that this project will be funded by student fees.

As Great Bay Community College enters into the final year of its 5 Year Strategic Plan, we are anxious to begin the next planning cycle. One particular agenda item for this process will be the tightening of the connection between strategic planning and budgeting. This is challenging due to the fact that planning cycles and budget cycles are not well synchronized. We are often planning for a cycle for which the budget is already locked in.

The Community College System of New Hampshire and GBCC in particular, continue to be challenged by limited resources. Growth in enrollment and accompanying tuition and fee revenue is expected to slow significantly, and the substantially reduced state appropriation is not expected to return to 2010-2011 levels. Consequently, GBCC has begun to look at alternative revenue streams. Very recently a Director of Institutional and Alumni Development position was established. GBCC will be launching a major fundraising initiative with a kick-off event in October, 2012. In addition an alumni organization is being formed. These programs are expected to take root and grow substantially in the near future and beyond.

Academic Affairs has led the way at GBCC with the development of learning outcomes for general education and the various majors. These are imbedded into curriculum development, course evaluation, and other academic practices. In addition, a procedure for external review of these programs has been established which also considers and assesses learning outcomes. This process has more recently been established for academic services including academic advising, the Library, and the Center of Academic Planning and Support. In years to come a similar process will be put in place for co-curricular programs such as student leadership development, student clubs and organizations, student government, student activities and athletics.

As GBCC continues to expand and improve its on-line course offerings it is likely that soon it will be possible to complete certain degree programs or certificates 100% on-line. In fact, it is possible this could be the only delivery method for certain new programs that may be established. This will require additional technology support for both faculty and students, and may require the acquisition of additional equipment and software.

There is both an institutional and System commitment to ensuring quality of online programming. That commitment includes only expanding online programming if we can assure that program and course objectives can be adequately met online. It also includes the assurance of a reasonable facsimile of the live experience and the same level of assessment as significant criteria in online program and course development. The CCSNH's new Chancellor would like to work more holistically as a system in online development and expansion. He is currently working with the CCSNH Distance Learning Team to determine what the barriers are to the development of standardized exemplary 100% online courses to be offered across the system. GBCC has representatives on this Committee. GBCC will continue to expand in support of access as described in its recent Substantive Change Report on Distance Education accepted by the commission in April

2102, and expand in concert and collaboration with the CCSNH vision and plan. The immediate priorities of the GBCC Distance Learning Committee and the academic leadership of the College are addressing issues of academic preparedness and developing the methodologies and materials that will help potential online students understand the expectations of online courses and the characteristics and skills of successful online students. The College will also pursue more efficient ways of assuring that students have the technological familiarity and capacity to participate in online courses. It is expected that online learning, support, and services will be heavily integrated into the implementation of the proposed external site in Rochester.

The College has a 2013 -14 plan to implement Tegrity, which is a fully automated lecture capture software application used in traditional, hybrid and online courses to record lectures as well as supplementary course content. It is cloud-based, allowing GBCC to conserve IT resources for other necessary technology functions. Tegrity supports online classes by providing easy-to-use technology that can record on-campus lectures, which can then be used in online classes to provide additional learning resources for the students. The powerful Tegrity search engine allows the online student to access information without wading through lengthy videos. Additionally, the online instructor – from any place and any computer – can record and provide specific addendum material to elucidate specific information and subject areas. And finally, Tegrity offers its proprietary “Remote Proctoring” system, which can observe the off-campus, test-taking student with video and audio recordings. These recordings can display anomalous behavior for use in assessing the remote test-takers honesty. Tegrity increases student accessibility to online learning, and adds depth, dimension, and interest to course materials. The College’s instructional technologist will schedule Tegrity training sessions for faculty throughout 2013-14 academic year.

APPENDICES



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
 209 Burlington Road, Bedford, MA 01730
 Voice: (781) 271-0022 Fax: (781) 271-0950 Web:
<http://cihe.neasc.org>

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	www.ccsnh.edu [Academic Policies 650.01] http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1213.pdf p44
Print Publications	College Catalog, p. 44
Self-study/Fifth-year report Page Reference	

- 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	www.ccsnh.edu [Academic Policies 650.05] http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1213.pdf pp 2, 8, 31
Print Publications	College Catalog, pp. 2, 8, 31
Self-study/Fifth-year Report Page Reference	21-22, 24-25, 26, 30-31

- 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://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1213.pdf www.greatbay.edu/pdf/stud_lif/GBCC_Student_Handbook.pdf pp. 63-66
Print Publications	College Catalog, p.33

Appendix A: Affirmation of Compliance with Federal Regulations Relating to Title IV

Self-study/Fifth-year Report Page Reference	p. 39
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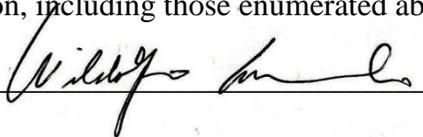
4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same 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	On-line students are assigned an unique ID # which corresponds with their Easy Login that changes passwords every 90 days
Self-study/Fifth-year Report Page Reference	

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	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Great Bay Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 8-24-12

Appendix B: Link to Most Recent Audited Financial Statement

The College and System are covered by the State of NH's Comprehensive Annual Financial Report. We are included as a non-major component unit in that report. The report may be found at

<http://admin.state.nh.us/accounting/FY%2011/CAFR%20FY11.PDF>

For Fiscal Year 2012, the CCSNH will have its own Financial Statements and will have its own external auditor.



KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

To the Fiscal Committee of the General Court
State of New Hampshire:

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of New Hampshire as of and for the year ended June 30, 2011, which collectively comprise the State of New Hampshire's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the State of New Hampshire's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Turnpike System and the Lottery Commission, which represent 88.6% and 28.0% of the assets and revenues of the business-type activities, respectively, and 100% of the assets and revenues of the Turnpike System and Lottery Commission major funds, respectively. We also did not audit the University System of New Hampshire, Business Finance Authority of the State of New Hampshire, Community Development Finance Authority, or Pease Development Authority, which represent 97.2% and 87.4% of the assets and revenues of the aggregate discretely presented component units, respectively. Further, we did not audit the New Hampshire Judicial Retirement System and the New Hampshire Public Deposit Investment Pool, which represent 4.2% and 12.6% of the assets and revenues of the aggregate remaining fund information, respectively. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinions, insofar as they relate to the amounts included for these entities, are based on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America 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 of material misstatement. The financial statements of the New Hampshire Public Deposit Investment Pool were not audited in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the State of New Hampshire's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of New Hampshire, as of June 30, 2011, and the respective changes in

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("KPMG International"), a Swiss entity.



To the Fiscal Committee of the General Court
State of New Hampshire
Page 2

financial position and, where applicable, cash flows thereof for the year then ended in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated February, 28 2012, on our consideration of the State of New Hampshire'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* and should be considered in assessing the results of our audit.

As described in note 1(R) of the financial statements, the State of New Hampshire adopted the provisions of Governmental Accounting Standards Board Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, as of July 1, 2010.

The Management's Discussion and Analysis on pages 16 through 22, the budget to actual - budgetary basis - schedules on pages 77 through 82, and the schedules of funding progress on page 83 are not required parts of the basic financial statements but are supplementary information required by U.S. generally accepted accounting principles. We and the other auditors have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the State of New Hampshire's basic financial statements. The introductory section, the other supplementary information and the statistical section as listed in the accompanying table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. The other supplementary information has been subjected to the auditing procedures applied by us and the other auditors in the audit of the basic financial statements and, in our opinion, based on our audit and the reports of other auditors, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. The introductory and statistical sections of this report have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

KPMG LLP

February 28, 2012

INTERIM REPORT FORMS				
GENERAL INFORMATION				
Institution Name:			Great Bay Community College	
OPE ID:		?	258300	
				Annual Audit
Financial Results for Year Ending:		?	June 30, 2012	Certified: Qualified Yes/No Unqualified
Most Recent Year		?	2012	N/A Yet N/A yet
1 Year Prior			2011	Yes Unqualified
2 Years Prior			2010	Yes Unqualified
Fiscal Year Ends on:			June 30	(month/day)
Budget / Plans				
Current Year			2013	
Next Year			2014	
Contact Person:		?	Bruce Baker	
Title:			Vice President of Enrollment Management & Student Services	
Telephone No:			(603) 427.7604	
E-mail address			bbaker@ccsnh.edu	

Appendix D: Interim Report Forms

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.greatbay.edu/?a0=59&a1=mission	August 2008	
Standard 2: Planning and Evaluation			
PLANS	Year of Completion	Effective Dates	URL
Strategic Plans			
Current Strategic Plan	2008	2008-2013	On bb* and available upon request
Next Strategic Plan			
Other institution-wide plans			
Master plan			
Academic Affairs Strategic Plan	2010	2010-2012	On bb and available upon request
Financial plan	2010	2011-2012	Available upon request
Enrollment plan	2008	2008-2011	Available upon request
Marketing Plan	2011	2012-2013	On bb and available upon request
Student Services	2012	2012-2014	Available upon request
GBCB Perkins Plan	2011	2011-2012	Available upon request
CCSNH 8 Year Capital Development Plan	2011	2012-2019	Available upon request
<i>(Add rows for additional institution-wide plans, as needed.)</i>			
* bb=Blackboard			
EVALUATION			URL
Academic program review			
Program review system (colleges and departments). System last updated:	2011		Available upon request
Program review schedule (e.g., every 5 years)			Available upon request
2.1			
Standard 3: Organization and Governance			
Please attach to this form:			
1) A copy of the institution's organization chart(s). Available upon request			
If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document			
Name of the related entity	Community College System of New Hampshire		
URL of documentation of relationship	http://www.ccsnh.edu		
Governing Board			
	URL		
By-laws	http://www.ccsnh.edu/documents/100-by-lawsrevised7-7-11.pdf		
Board members' names and affiliations	http://www.ccsnh.edu/boardoftrustees.html		
3.1			

Appendix D: Interim Report Forms

Standard 3: Organization and Governance					
(Locations and Modalities)					
Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)					
<i>(Insert additional rows as appropriate.)</i>					2010-2011
<input checked="" type="checkbox"/>		City	State or Country	Date Initiated	Enrollment^a
<input checked="" type="checkbox"/>	Main campus-both consolidated at Pease 2009	Portsmouth	NH	2009	2584
<input checked="" type="checkbox"/>	Main campus- Stratham 1982-2009				
<input checked="" type="checkbox"/>	Other principal campuses				
<input checked="" type="checkbox"/>	Branch campuses				
<input checked="" type="checkbox"/>	Other instructional locations				
	Portsmouth Naval Shipyard	Portsmouth	NH	6/29/2008	296
	Sanborn Regional HS	Kingston	NH	9/12/2007	18
	Seacoast School of Technology	Exeter	NH	1/18/2011	0
	Spaulding HS	Rochester	NH	9/22/2009	0
	Timberlane Regional HS	Plaistow	NH	1/12/2005	11
	Distance Learning, e-learning		Date Initiated		Enrollment^a
			1999		899
	First on-line course		2007		
	First program 50% or more on-line		None to date		
	First program 100% on-line				
<input checked="" type="checkbox"/>	Distance Learning, other			Date Initiated	Enrollment^a
	Modality				
<input checked="" type="checkbox"/>	Correspondence Education			Date Initiated	Enrollment^a
<input type="checkbox"/>	Low-Residency Programs			Date Initiated	Enrollment^a
	Program Name				
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					
Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main					
Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible					
Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be					
Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely					
Correspondence Education (federal definition): Education provided through one or more courses by an institution					
* Report here the annual unduplicated headcount for the most recently completed year.					

Appendix D: Interim Report Forms

**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	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 FTE
Main Campus FTE	1,176	0	0	0	0	0	0	1,176
Other Campus FTE	6	0	0	0	0	0	0	6
Branches FTE	0	0	0	0	0	0	0	0
Other Locations FTE	0	0	0	0	0	0	0	0
Overseas Locations FTE	0	0	0	0	0	0	0	0
On-Line FTE		0	0	0	0	0	0	0
Correspondence FTE	0	0	0	0	0	0	0	0
Low-Residency Programs FTE	0	0	0	0	0	0	0	0
Total FTE	1,182	0	0	0	0	0	0	1,182
Unduplicated Headcount Total	1,546	0	0	0	0	0	0	1,546
Degrees Awarded, Most Recent Year	186	0	0	0	0	0	0	186

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	115	0	73
Other Campus FTE	0	0	0
Branches FTE	0	0	0
Other Locations FTE	8	0	0
Overseas Locations FTE	0	0	0
On-Line FTE	0	0	0
Correspondence FTE	0	0	0
Low-Residency Programs FTE	0	0	0
Total FTE	123	0	74
Unduplicated Headcount Total	466	0	120
Certificates Awarded, Most Recent Year	n.a.	n.a.	39

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 Program Type					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date	Fall 2008	Fall 2009	Fall 2010	Fall 2011	(FY 2)
Certificate	88	74	100	120	127
Associate	1175	1308	1521	1546	1634
Baccalaureate	0	0	0	0	0
Total Undergraduate	1,263	1,382	1,621	1,666	1,761

4.2

Standard 4: The Academic Program					
Headcount by GRADUATE Program Type					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
Master's	0	0	0	0	0
Doctorate	0	0	0	0	0
First Professional	0	0	0	0	0
Other	0	0	0	0	0
Total Graduate	0	0	0	0	0

4.3

Standard 4: The Academic Program					
(Credit Hours Generated at Undergraduate and Graduate Levels)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
Undergraduate	12,110	13,096	14,894	15,063	17,364
Graduate	0	0	0	0	0

?

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 5: Faculty											
(Rank, Fall Term)											
		2008		2009		2010		2011		2012	
		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
		Number of Faculty									
		27	45	27	40	26	54	25	51	25	51
		8	18	7	33	7	32	8	32	8	32
		2	21	1	16	2	27	2	25	2	25
		0	25	0	31	0	23	1	21	1	21
		0	2	0	0	0	0	0	0	0	0
		37	111	35	120	35	136	36	129	36	129
		5.1									
		3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
		# of Faculty Appointed									
		1		4		1		4		0	
		# of Faculty in Tenured Positions									
		# of Faculty Departing									
		5		2		1				0	
		# of Faculty Retiring									
		1		1		1				0	

Appendix D: Interim Report Forms

Standard 6: Students						
(Admissions, Fall Term)						
					?	
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshmen - Undergraduate						
	?					
Completed Applications	?	890	1,163	1,142	934	1,142
Applications Accepted	?	653	730	783	705	800
Applicants Enrolled	?	429	423	457	465	560
% Accepted of Applied		73.4%	62.8%	68.6%	75.5%	70.1%
% Enrolled of Accepted		65.7%	57.9%	58.4%	66.0%	70.0%
Percent Change Year over Year						
Completed Applications		-	30.7%	-1.8%	-18.2%	22.3%
Applications Accepted		-	11.8%	7.3%	-10.0%	13.5%
Applicants Enrolled		-	-1.4%	8.0%	1.8%	20.4%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)						
	?					
N/A		N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate						
	?					
Completed Applications		467	505	731	570	490
Applications Accepted		265	279	406	335	343
Applications Enrolled		174	180	252	230	240
% Accepted of Applied		56.7%	55.2%	55.5%	58.8%	70.0%
% Enrolled of Accepted		65.7%	64.5%	62.1%	68.7%	70.0%
Master's Degree						
	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree - All Program						
	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree						
	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Appendix D: Interim Report Forms

Standard 6: Students						
(Enrollment, Fall Census Date)						
						?
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
UNDERGRADUATE		We do not classify students by Year in College.				
First Year	Full-Time Headcount	1,118	1,268	1,406	1,385	1,534
	Part-Time Headcount	575	596	593	557	627
	Total Headcount	1,693	1,864	1,999	1,942	2,161
	Total FTE	1,179.8	1,297.9	1,406.1	1,378.0	1,447.0
Second Year	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
Third Year	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
Fourth Year	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
Undersified	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
Total Undergraduate Students						
	Full-Time Headcount	1,118	1,268	1,406	1,385	1,534
	Part-Time Headcount	575	596	593	557	627
	Total Headcount	1,693	1,864	1,999	1,942	2,161
	Total FTE	1,179.8	1,297.9	1,406.1	1,378.0	1,447.0
	% Change FTE Undergraduate	na	10.0%	8.3%	-2.0%	5.0%
GRADUATE						
	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	1,693	1,864	1,999	1,942	2,161
	Grand Total FTE	1,179.8	1,297.9	1,406.1	1,378.0	1,447.0
	% Change Grand Total FTE	na	10.0%	8.3%	-2.0%	5.0%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Appendix D: Interim Report Forms

Standard 6: Students (Financial Aid, Debt, and Developmental Courses)							
Where does the institution describe the students it seeks to serve?							
http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1213.pdf							
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget* True Disb	Next Year Forward (goal)	Increase % 1011-1112
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Student Financial Aid							
Total Federal Aid		\$ 4,860,667	\$ 6,289,197	\$ 7,739,403	\$ 8,636,139	\$ 9,838,769	12%
Grants		\$ 874,255	\$ 1,634,495	\$ 2,148,729	\$ 2,287,582	\$ 2,424,837	6%
Loans		\$ 3,959,952	\$ 4,613,609	\$ 5,549,493	\$ 6,312,137	\$ 7,195,836	14%
Work Study		\$ 26,460	\$ 41,093	\$ 41,181	\$ 36,420	\$ 36,420	-12%
Total State Aid		\$ 323,346	\$ 417,940	\$ 401,576	\$ 50,789	\$ 50,789	-87%
Total Institutional Aid		\$ 62,500	\$ 7,510	\$ 33,546	\$ -	\$ -	
Grants		\$ 62,500	\$ 7,510	\$ 33,546	\$ 32,000	\$ 32,000	-0.05
Loans		\$ -	\$ -	\$ -	\$ -	\$ -	
Total Private Aid		\$ 77,603	\$ 38,856	\$ 45,980	\$ -	\$ -	
Grants		\$ -	\$ -	\$ -	\$ -	\$ -	
Loans		\$ 77,603	\$ 38,856	\$ 45,980	\$ 94,178	\$ 98,887	105%
Student Debt							
Percent of students graduating with debt**		2008-2009	2009-2010	2010-2011	2011-2012		
		78/160	70/150	102/189	143/230		
Undergraduates		49%	47%	59%	62%		
Graduates		0%	0%	0%	0%		
For students with debt:							
Average amount of debt for students leaving the institution with a degree							
Undergraduates		15,964	15,853	18,124	15,471		
Graduates		0%	0%	0%	0%		
Average amount of debt for students leaving the institution without a degree							
		187	187	112			
Undergraduates		7,533	9,405	15,487	8,883		
Graduate Students		0%	0%	0%	0%		
		FY07	FY08	FY09 (most recent)			
Cohort Default Rate		10.7	6.6	4.9	9.5		
Percent of First-year students who take placement test and place into Developmental Courses							
		Fall 2008 (258)	Fall 2009 (347)	Fall 2010 (390)	Fall 2011 (397)		
Reading (97)		34 of 190=18%	48 of 285=17%	48 of 324=15%	57 of 324=18%	na	na
English - Writing (98, 99)		68 of 193=35%	140 of 292=48%	125 of 328=38%	176 of 319=55%	na	na
Math (70,80,84,90)		92 of 198=47%	254 of 289=88%	298 of 330=90%	219 of 331=66%	na	na
Percent of First-year students in Developmental Courses*** (Percent of students in developmental courses who are First Time Freshmen)							
		Fall 2008	Fall 2009	Fall 2010	Fall 2012		
English as a Second/Other Language		1 of 6=17%	1 of 3=33%	na+	na+	na	na
Reading (97)		23 of 49=47%	35 of 44=80%	39 of 43=91%	42 of 56=75%	na	na
English -Writing (98, 99)		36 of 72=50%	70 of 92=76%	63 of 88=72%	86 of 123=70%	na	na
Math (70,80,84,90)		58 of 129=45%	178 of 266=67%	181 of 345=53%	149 of 310=48%	na	na
Biology		6 of 16=38%	5 of 11=46%	11 of 20=55%	7 of 18=39%	na	na
Chemistry		12 of 27=44%	11 of 30=37%	14 of 37=38%	7 of 36=19%	na	na
Computer		13 of 22=59%	15 of 27=56%	16 of 26=62%	12 of 28=43%	na	na
+ ESL classes often do not have enough students to run a class							
*"Current Budget" refers to the year in which the interim report is submitted to the Commission.							
**All students who graduated should be included in this calculation.							
*** Courses for which no credit toward a degree is granted.							

Appendix D: Interim Report Forms

Standard 9: Financial Resources						
(Statement of Financial Position/Statement of Net Assets)						
FISCAL YEAR ENDS month & day: (6 / 30)		2 Years Prior FY 2010	1 Year Prior FY 2011	Most Recent Year FY 2012	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
	ASSETS					
	☐ CASH AND SHORT TERM INVESTMENTS				-	-
	☐ CASH HELD BY STATE TREASURER				-	-
	☐ DEPOSITS HELD BY STATE TREASURER				-	-
	☐ ACCOUNTS RECEIVABLE, NET	\$59,485	\$132,722	\$116,293	123.1%	-12.4%
	☐ CONTRIBUTIONS RECEIVABLE, NET				-	-
	☐ INVENTORY AND PREPAID EXPENSES				-	-
	☐ LONG-TERM INVESTMENTS				-	-
	☐ LOANS TO STUDENTS				-	-
	☐ FUNDS HELD UNDER BOND AGREEMENT				-	-
	☐ PROPERTY, PLANT AND EQUIPMENT, NET	\$27,664,016	\$28,769,791	\$26,418,936	4.0%	-8.2%
	☐ OTHER ASSETS				-	-
	TOTAL ASSETS	\$27,723,501	\$28,902,513	\$26,535,229	4.3%	-8.2%
	LIABILITIES					
	☐ ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$1,367,996	\$1,335,840	\$1,345,678	-2.4%	0.7%
	☐ DEFERRED REVENUE & REFUNDABLE ADVANCES				-	-
	☐ DUE TO STATE				-	-
	☐ DUE TO AFFILIATES				-	-
	☐ ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	☐ AMOUNTS HELD ON BEHALF OF OTHERS				-	-
	☐ LONG TERM DEBT		\$4,400,000	\$3,870,625	-	-12.0%
	☐ REFUNDABLE GOVERNMENT ADVANCES				-	-
	☐ OTHER LONG-TERM LIABILITIES				-	-
	TOTAL LIABILITIES	\$1,367,996	\$5,735,840	\$5,216,303	319.3%	-9.1%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	☐ INSTITUTIONAL	\$1,576,633	\$1,705,859	\$865,434	8.2%	-49.3%
	☐ FOUNDATION				-	-
	TOTAL	\$1,576,633	\$1,705,859	\$865,434	8.2%	-49.3%
	TEMPORARILY RESTRICTED NET ASSETS					
	☐ INSTITUTIONAL				-	-
	☐ FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
	PERMANENTLY RESTRICTED NET ASSETS					
	☐ INSTITUTIONAL	\$24,778,872	\$21,460,814	\$21,460,814	-13.4%	0.0%
	☐ FOUNDATION				-	-
	TOTAL	\$24,778,872	\$21,460,814	\$21,460,814	-13.4%	0.0%
	TOTAL NET ASSETS	\$26,355,505	\$23,166,673	\$22,326,248	-12.1%	-3.6%
	TOTAL LIABILITIES AND NET ASSETS	\$27,723,501	\$28,902,513	\$27,542,551	4.3%	-4.7%

Appendix D: Interim Report Forms

Standard 9: Financial Resources (Statement of Revenues and Expenses)						
FISCAL YEAR ENDS month & day: (6 / 30)		3 Years Prior FY2010	2 Years Prior FY2011	Most Recently Completed Year FY 2012	Current Budget* FY 2013	Next Year Forward FY 2014
OPERATING REVENUES						
?	TUITION & FEES	\$6,810,374	\$7,774,788	\$7,901,334	\$9,130,542	\$9,404,458
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID					
	NET STUDENT FEES	\$6,810,374	\$7,774,788	\$7,901,334	\$9,130,542	\$9,404,458
?	GOVERNMENT GRANTS & CONTRACTS	\$849,789	\$592,034	\$516,042	\$11,356,533	\$2,267,623
?	PRIVATE GIFTS, GRANTS & CONTRACTS			\$2,104		
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (Business Training, Rents and other Fees):	\$1,881,916	\$1,367,586	\$1,154,217	\$1,434,102	\$1,477,125
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$9,542,079	\$9,734,408	\$9,573,697	\$21,921,177	\$13,149,206
OPERATING EXPENSES						
?	INSTRUCTION	\$3,801,423	\$4,017,307	\$4,689,522	\$10,291,363	\$6,929,052
?	RESEARCH		\$500	\$102,321	\$201,271	\$157,547
?	PUBLIC SERVICE	\$4,269		\$14,031	\$17,860	\$15,752
?	ACADEMIC SUPPORT	\$590,440	\$432,426	\$875,326	\$1,527,459	\$1,153,387
?	STUDENT SERVICES	\$818,754	\$985,094	\$1,756,337	\$2,526,608	\$2,099,776
?	INSTITUTIONAL SUPPORT	\$6,884,697	\$8,155,701	\$4,899,207	\$12,495,551	\$7,932,627
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)					
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$2,011,216	\$2,251,327	\$2,427,753	\$3,104,132	\$3,259,338
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)					
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$14,110,799	\$15,842,355	\$14,764,497	\$30,164,244	\$21,547,479
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$4,568,720)	(\$6,107,947)	(\$5,190,800)	(\$8,243,067)	(\$8,398,273)

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 /30)		3 Years Prior FY2010	2 Years Prior FY2011	Most Recently Completed Year FY 2012	Current Budget* FY 2013	Next Year Forward FY 2014
	DEBT					
	BEGINNING BALANCE	\$0		\$4,400,000	\$3,870,625	\$3,353,250
	ADDITIONS	\$0	\$4,400,000			
	? REDUCTIONS	\$0		(\$529,375)	(\$517,375)	(\$502,375)
	ENDING BALANCE	\$0	\$4,400,000	\$3,870,625	\$3,353,250	\$2,850,875
	INTEREST PAID DURING FISCAL YEAR	\$0	\$238,375	\$229,375	\$217,375	\$202,375
	CURRENT PORTION	\$0	\$584,064	\$529,375	\$517,375	\$502,375
	BOND RATING					
	DEBT COVENANTS (PLEASE DESCRIBE):					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Appendix D: Interim Report Forms

Standard 9: Financial Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day (6 /30)		3 Years Prior FY2010	2 Years Prior FY2011	Most Recently Completed Year FY 2012	Current Budget* FY 2013	Next Year Forward FY 2014
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$25,217,902	\$26,355,505	\$23,166,673	\$25,427,671	\$25,427,671
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,137,603	(\$3,188,832)	\$2,260,998	\$0	\$0
	NET ASSETS END OF YEAR	\$26,355,505	\$23,166,673	\$25,427,671	\$25,427,671	\$25,427,671
FINANCIAL AID						
SOURCE OF FUNDS						
UNRESTRICTED INSTITUTIONAL						
	FEDERAL, STATE & PRIVATE GRANTS	\$2,011,216	\$2,251,327	\$2,283,582	\$2,306,418	\$2,329,482
	RESTRICTED FUNDS	\$135,962	\$118,369	\$144,171	\$145,613	\$147,069
	TOTAL	\$2,147,178	\$2,369,696	\$2,427,753	\$2,452,031	\$2,476,551
	% DISCOUNT OF TUITION & FEES					
	% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Appendix D: Interim Report Forms

Standard 10: Public Disclosure		
Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.greatbay.edu	College View Book inside cover, 2010-2011 catalog pg 124, program sheets
Notice of availability of publications and of audited financial statement or fair summary	http://admin.state.nh.us/accounting	State of NH Comprehensive Annual Financial Report 2010 pg. 9, pg 22, pg 54, 84, 101, 102, 130, 131
Institutional catalog	http://www.greatbay.edu/?a0=59&a1=schedule	Catalog is published annually, available on campus at reception desk, upon request, archived at library and online
Obligations and responsibilities of students and the institution	Student handbook online - outlined in the Student Judicial	Core Values on Page 2 and 45 of 2011-2012
Information on admission and attendance	General Admission Information on website www.greatbay.edu/admissions	Attendance policy on page 20 of the 2010 -2011 college catalog. Admission requirements on page 7 of catalog. Community College System of NH Policy on Attendance Reference the 2010-2011 FSA Handbook, Volume 5 beginning on Page 5-46
Institutional mission and objectives	Student Handbook online. http://www.greatbay.edu/pdf/stud_life/GBCC_Student_Handbook.pdf . In catalog online http://www.greatbay.edu/?a0=59&a1=schedule	Mission, vision and core value statement on page 2 of 2010-2011 catalog
Expected educational outcomes	Academic Policies in 2010-2011 catalog online (pg 18), Individual Program of Financial Aid: http://www.greatbay.edu/?pg=financial_aid_policies Student Handbook http://www.csnh.edu/financialaid/documents/Studentfinancialaidhandbook.pdf . Gainful Employment Disclosure information for Certificate Programs on Individual Program of Study Sections (ie: http://www.greatbay.edu/pdf/program_sheets/Gainful_Employment_Dislosures/Gain_Employ_Marketing.pdf) Study pages online and in online catalog.	Academic Policies section of 2010-2011 catalog page 18. Individual program of study pages
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	No current web notation; this will be changed.	No current web notation; this will be changed.
Requirements, procedures and policies re: admissions	General Admissions Requirements and procedures outlined on Admissions Page. www.greatbay.edu/Admissions Admissions Requirements and procedures on page 7 of catalog. http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Also on individual Program or Study pages http://www.greatbay.edu/?a0=59&a1=programs_study . Admissions procedures also listed in College View Book and semester course schedulers http://www.greatbay.edu/?a0=59&a1=schedule	2011-2012 catalog - Admission requirements and procedures pg 7, on individual program sheets available upon request from Enrollment Services or Public Information Officer. Admissions procedures also outlined in College View Book and in course schedulers.
Requirements, procedures and policies re: transfer credit	Transfer policies outlined on catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf on page 25 and 29	Transfer policies outlined on catalog on page 25 and 29

Appendix D: Interim Report Forms

Standard 10: Public Disclosure (continued)		
A list of institutions with which the institution has an articulation agreement	Transfer Page on website to be finalized March 2012. List of institutions available on the inside cover of the 2011-2012 college catalog. http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf and inside cover of College View Book http://www.greatbay.edu/pdf/view_book/Viewbook-2010-2011.pdf	2010-2011 catalog page 29 and inside front cover, College View Book
Student fees, charges and refund policies	Tuition and Fees page in catalog on website http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Tuition and Fees section of website http://www.greatbay.edu/?a0=59&a1=tuition Approved Board Policies and Fees http://www.csnh.edu/documents/fees2011-12fy12final.pdf Fees outlined in Student Handbook http://www.greatbay.edu/pdf/student_life/GBCC_Student_Handbook.pdf	Tuition, rates and fees in 2010-2011 catalog page 15
Rules and regulations for student conduct	Outlined in Student handbook http://www.greatbay.edu/pdf/student_life/GBCC_Student_Handbook.pdf	Available upon request from Student Life Office
Procedures for student appeals and complaints	Student handbook judicial system http://www.greatbay.edu/pdf/student_life/GBCC_Student_Handbook.pdf . Financial Aid info also available on page 11-14 of catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf and in the student financial aid handbook http://www.csnh.edu/financialaid/documents/2011-12financial-aid-handbook.pdf	Outline in the Student Handbook available in print upon request from the Public Information Officer or Director of Student Life. Financial Aid information also available on page 11-14 of 2011-2012 college catalog
Other information re: attending or withdrawing from the institution	Financial Aid Page of Website - Financial Aid Handbook http://www.csnh.edu/financialaid/documents/2011-12financial-aid-handbook.pdf Academic Policies in 2010-2011 catalog online. Http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1011.pdf	Available in the College Catalog page 22
Academic programs	http://www.greatbay.edu/?a0=59&a1=programs_study	In catalog starting on page 48. In individual program of study sheets. Listed in College View Book. List of programs is also provided on College Profile Sheet
Courses currently offered	Course Schedulers archived on website http://www.greatbay.edu/?a0=59&a1=schedule Courses offered through the Business and Training Center are listed http://www.greatbay.edu/?a0=59&a1=bt	Published in Course Scheduler each semester available throughout campus and at the Advising Center and Enrollment Services.

Appendix D: Interim Report Forms

Standard 11: Integrity				
?	Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
	Academy honesty	8/11/11	pg 45 Student handbook	GBCC Academic Affairs
	Intellectual property rights	8/11/11	Acceptable use policy in Student	CCSNH IT Services
	Conflict of interest	8/11/11	Board Policies 223	CCSNH Board of Trustees
	Privacy rights	5/11, 8/11	FERPA Page 27 catalog	VP Academic Affairs, VP
	Fairness for students	8/11	Student Handbook page 34	VP Student Affairs
	Fairness for faculty	12/9/10	Board Policies	GBCC Human Resources
	Fairness for staff	12/9/10	Board Policies	GBCC Human Resources
	Academic freedom	12/8/08	Board Policies - Academic Section	CCSNH Board of Trustees
	Other _____			
	Other _____			
	Non-discrimination policies			
	Recruitment and admissions	catalog 5/11	Listed in College catalog,	GBCC Office of
	Employment		Information listed in Board Policies	CCSNH Board of Trustees
	Evaluation			
	Disciplinary action			
	Advancement			
	Other _____		listed in Student Handbook	Inquiries made to Equity
	Resolution of grievances			
	Students		Student Handbook pg	VP of Academic Affairs and
	Faculty	12/9/10	Board Policies	CCSNH Board of Trustees
	Staff	12/1/10	Board Policies	CCSNH Board of Trustees
	Other _____			
?	Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
	1			
	2			
	3			
	4			
	5			

Standard 1 Mission and Purpose

“Clearly, the Mission Statement is a living document. As the needs of our students and community evolve, and our ability to meet these needs change, we must assess and revise the Mission Statement to reflect the new realities.”

This reply to a question we asked department chairs about the future uses of the Mission Statement accurately summarizes what needs to occur in the future:

1. The discussions about mission conducted with faculty, staff, and students need to be extended to include alumni, advisory board members, and community members/partners. A draft of the new mission will be sent to a sampling of alumni, as well as college and program advisory board members during the summer of 2007.
2. The College commits to all programs having a mission statement and will review the viability and efficacy of each program’s mission at the college. All programs, services, and departments will have a mission statement in place by June 2009. Responsibility for completion will lie with the Department Chair/Department supervisor. Missions will be reviewed on a regular basis as part of the department/program strategic planning process as well as on a periodic basis during the Program Review process.
3. In a further effort to ensure that departmental mission statements are living documents, the Curriculum Committee will revise its change of curriculum request form to include information regarding how suggested changes to curriculum will reflect the departmental mission. These forms already require information related to the college mission. Revised forms will be developed by the Chair of the Curriculum Committee and will be required beginning June 2009.
4. New opportunities to publish and promote the college and departmental missions will be considered on a regular basis. Departmental missions and program goals will be added to yearly college catalogues as they are developed, no later than Fall 2010.

Standard 2 Planning and Evaluation

1. The college is in the last year of the year 2002-2007 Strategic Plan. A new long-term plan is needed to drive the college to accomplish its mission and educational objectives. In order to make the process of strategic planning more inclusive, it will be completed by the College Coordinating Council (CCC), beginning in the Spring of 2007. Agendas for each meeting will be sent by the CCC secretary in coordination with the Vice President of Student and Community Services to the college community via email, allowing interested parties to attend meetings. In addition, those with a particular interest in a topic being covered (i.e. Librarian during conversations related to the library) will be invited to attend those sessions by the appropriate vice president for the purpose of providing input. The new Strategic Plan will be in place by December 2007.
2. Program-based planning will be tied more closely to college-wide planning through a formalized process of weaving the Strategic Plan into departmental goals. Academic Affairs will work with academic programs to develop their strategic plans with annual reporting mechanisms which will be tied to resource allocation. This process has begun and will be completed by all programs by May 2010.
3. The upgrade to Banner Finance will assist in more efficient and effective resource planning and evaluation. The college Business Office anticipates Banner Finance will be fully functioning by July 1, 2007.

Appendix E: Self-Study Projections

4. The Program Review process was modified to eliminate external evaluation of the program by academic peers and industry representatives in the past two years. The outside evaluators brought valuable insights and helpful information to the program during the reviewing process. Therefore, the college is committed to re-adding the component of the external evaluation to Program Review. The Center for Teaching and Learning will identify vehicles for filling this important role in a cost effective manner by Spring 2008 and will include use of these vehicles as part of the next Program Review cycle beginning at that time.
5. Academic Affairs, in conjunction with the President and the Center for Teaching and Learning, will develop a plan for supporting programs through the Program Review process before Title III funds run-out in September 2008.
6. The NHCTC System currently plans to hire personnel to develop and maintain the data warehouse before Title III grants end in 2008. Given this support, NHCTC-Stratham/Portsmouth will develop a comprehensive plan for how best to utilize the information provided. In the interim, the full-time institutional researcher will be responsible for accessing the data warehouse and providing relevant and trustworthy information to support institutional planning efforts and to further enhance the institution's implementation of its mission.
7. Future goals and development of the Center for Teaching and Learning will be reviewed with the new president and built into the new Strategic Plan. The Center for Teaching and Learning will be clearly defined in terms of current function and organization by Fall 2008.
8. The Vice President of Academic Affairs will work with the Center for Teaching and Learning to implement the oversight of Program Review action plans, including annual reporting mechanisms, pending approval by the new president. If approved, this process will be in place for the next cycle of Program Review in Spring, 2008.
9. Beginning in the Spring of 2008, the administration will meet with all departments to devise a plan for the consolidation of services and programs on the Portsmouth site. The plan will be based on input regarding individual challenges related to the transition of programs and support services and minimal disruption to students.
10. Because some departments have expressed concerns that they are not receiving the results of all student satisfaction surveys, a systematic schedule of sharing survey data has been established by the Center for Teaching and Learning so that all interested departments will routinely receive these results. Beginning in Fall 2007, and every academic year thereafter when the CCSSE survey is not administered, all programs under Program Review and any program requesting to participate will complete student satisfaction surveys in the fall semester. Data results will be reported to all departments by March 1st each year and a meeting with CTL may be scheduled as needed.

Standard 3 Organization and Governance

1. The System Board of Trustees has initiated and implemented legislation to change the status of the NHCTC System as a state agency to a structure similar to the University System of New Hampshire. This would allow for greater autonomy and the ability to improve organizational effectiveness. The change, if passed, will take place in July of 2007 and requires an 18-month phase in.
2. A major search for a new president is underway with a search committee composed of faculty, staff, a student, Board of Trustee members, and community members. It is expected that the new President will be appointed by September 2007.

Appendix E: Self-Study Projections

3. The President and the College Coordinating Council will develop processes to improve communication regarding governance decisions and improving the effectiveness of the governance committees by 2008.
 - Clear systems of communication will be established among all constituencies, particularly among all governance bodies. As an example, the College will implement a universal “posting place mechanism” for all governance committee minutes in Fall 2007.
 - The College, under the guidance of the new President, will define the authority, responsibility and accountability for governance committees beginning Fall 2007.
4. The newly appointed President will prioritize and evaluate all vacant positions as to their appropriateness and effectiveness in meeting the College’s goals in the strategic plan beginning Fall 2007.
5. The College Coordinating Council in conjunction with college leaders will review governance committee memberships to increase student participation over the next two years. As part of this process, the College will use CCSSE 2006 results and other mechanisms to identify and address barriers to student membership.
6. The College Coordinating Council in consultation with academic leaders will develop a consistent process for posting and filling vacancies on governance committees by Spring 2009.
7. As part of the new Strategic Plan, the College Coordinating Council will spearhead a college-wide assessment of institutional governance with recommendations presented to the College community by December 2010.
8. Academic Leadership will further clarify the responsibilities and the accountabilities of Department Chairs and Program Coordinators (in compliance with the collective bargaining agreement), resulting in clear selection and evaluation criteria by December 2010.

Standard 4 The Academic Program

1. A key priority is continuing the program review process, linking learning outcomes and mapping Core Attributes. Over the next three years, Academic Leadership and the Center for Teaching and Learning will develop an initiative that will improve and sustain the program review process.
2. Program objectives for every associate degree program will be completed by June 2008, regardless of where they are in the program review process. Once that has been completed, A mechanism will be developed by June 2011 which integrates assessment of student learning across their courses, program and institution. This process will provide input for Instructional strategies and curriculum change.
3. All program advisory committee minutes will be collected and reviewed by the Vice President of Academic Affairs, and plans will be implemented to assure that all programs have an advisory board and to strengthen or reactivate any advisory boards that are not currently functioning as a result of the separation from Manchester
4. Over the next two years, departments and programs will have access to the Data Warehouse to enable more effective planning, management, and evaluation. Working with Institutional Research, chairs will assess factors that contribute to student persistence and success, so that more focused strategies may be put into place for program improvement not only in the year of review.

Appendix E: Self-Study Projections

5. Since the Center for Teaching and Learning is central to the program review process, Executive Leadership, as part of current strategic planning, will clearly define the Center for Teaching and Learning in the organizational chart. Academic Affairs will require that departments complete an action plans tied to strategic planning, which will then be reviewed annually.
6. An emphasis in the next few years upon Writing Across the Curriculum and defining and identifying writing expectations for courses will help to further develop language skills in all students. This is in part a response to the most recent CCSSE data and will be implemented by 2009.
7. Academic Leadership will review the instruments and standards of design developed by task force for online learning and upon approval will hold all online courses to the same expectations for integrity as all credit courses. The task force will report back to Academic Leadership in the Fall 2007.
8. Academic Leadership in the next year will evaluate the Running Start Program to determine a sustainable level of participation that is in line with the College's strategic initiatives.
9. To improve retention and persistence, the newly formed Academic Advising Council with cross-representation will continue its focus on an improved advising protocol and targeting "under-advised students."
10. The four department chairs who lead the Liberal Arts program are addressing the challenges of advising in the Liberal Arts program. They are developing a two pronged plan to strengthen connections to their advisees and to document the liberal arts students' goals. They will work to document when and where students who do not complete an associate's degree go from here. More data from the National Student Clearinghouse, which the college is now a part of, and the new tracking of our students going to the University System will also provide us with more information. These plans are targeted to realize full implementation to coincide with the college's consolidation on one campus (@ 2009)
11. CAPS and Academic Leadership will explore implementation of variations of a "First Year Experience" that meet the needs of the diverse student population.
12. The Center for Teaching and Learning will explore strategies to continue the support of faculty to implement new pedagogy. Small grants, release time, more support for faculty from other duties will all be explored. Resources to continue the funding for personnel supporting Mediated Technology and Service Learning will also need to be budgeted to continue Title III initiatives.
13. Academic Affairs will work in collaboration with the Director for Workforce Development to review and revise the current General Studies Associate of Science program for clarity and articulation purposes.
14. Recognizing that state allocation challenges our ability to keep technological equipment current, a priority in our presidential search has been to identify a candidate with experience in building mutually beneficial relationships with business and industry. With this added expertise, the college will increase the supplemental resources needed.

Standard 5 Faculty

1. With the potential to improve the collegiate environment and the working conditions of faculty, enabling legislation has been set in motion whereby the Community Technical College System can become semi-antonymous similar to the State University system. If such a mechanism were approved, the colleges and their faculty would have greater flexibility in managing resources and personnel.
2. As the College completes its move to Portsmouth and embarks on a new strategic plan, the College will need to assess the balance between full and part-time faculty. Over the next two years, academic leaders will forge a priority plan for faculty hires, taking into account projected retirements, enrollment targets, and programmatic development and retrenchment.
3. To correct inequities, over the next year, the Academic Leadership Team will address the implementation of non-instructional responsibilities. Since the requirements are clearly defined, the team needs to find a process for faculty to internalize the value of the responsibilities and to find strategies to fulfill them, and finally, to insure that these responsibilities are incorporated into meaningful and consistent assessment of performance by supervisors.
4. Academic Leadership and the Center for Teaching and Learning will take a larger role in encouraging professional development. While keeping current in faculty's respective disciplines is critical, an equal emphasis needs to be placed on continued growth as teachers, including development of instructional strategies for promoting active learning, outcomes, and greater student engagement in their courses. A number of workshops on these topics have been offered and financially supported, but a plan for closer analysis of needs and designing in-house professional development to meet those needs will be developed by Fall 2009.
5. The Faculty and Staff handbook will be updated by Academic Affairs and made available online by Fall 2007.
6. Advising has become a primary focus of the college: Academic Affairs in conjunction with departments will continue to assess and remediate the advising process. The new Advising Council made up of various constituencies of the college will implement an advising plan to address the various challenges identified by Fall 2009.
7. Beginning Spring 2007, given the particular challenges of the Liberal Arts program, the Chairpersons will assess the obstacles in the current Liberal Arts advising model towards developing a more efficient and effective advising system for that program.
8. Advisor training will be incorporated into the annual in-house professional development plans starting Fall 2007.
9. Beginning Fall 2007, Academic Leadership will assess ways to enable more consistent means of evaluating adjunct faculty.
10. The college, through the new President and Vice President of Academic Affairs, will bring forward the concerns about the cumbersome nature of promotion and staff development to appropriate system level meetings in an effort to make improvements.

Standard 6 Students

1. As the College consolidates within the next two years, and new presidential leadership emerges, staffing, job responsibilities, and administrative functions will be reviewed and budget and resource priorities will be established.
2. In preparation for the move to Portsmouth, the College will address how student services will be organized and delivered in the new environment to best serve students.
3. The College will identify strategies to interweave co-curricular involvement in the culture of the campus beginning in Fall 2007. Program variety, motivation for participation, and staffing must be considered in this process.
4. Based on institutional research, system-wide technology solutions, and the completion of the College Data Warehouse, the College expects to collect reliable data on student persistence, retention, and success. Over the next three years, formal reporting structures will be developed that involve Academic Affairs and Student Services. The data will be used for continuous improvement of current programs and services, and consideration of new initiatives to improve student success. As the above is implemented, trainings will be offered locally to keep faculty and staff current on usage. Staff members will be encouraged to attend system trainings.
5. The newly hired Financial Aid Director will improve the Financial Aid section of the website, promote and recruit work-study eligible students through improved communications, and implement procedures to make Financial Aid a more efficient and user-friendly process beginning Summer 2007.
6. The College with assistance from the system office will continue to monitor Financial Aid practice and develop policy and procedures as necessary.
7. During the 2007-2008 academic year, Academic Leadership will work with Financial Aid to collect information on all program specific scholarships that may be available to students, and to develop a dissemination plan.
8. As a priority over the next three years, the College will review funding sources for major student services such as tutoring, disability services, Project Success, and TRiO. A plan that ensures continued funding of vital services will be completed as part of the Strategic Planning process.
9. The newly formed Academic Advising Council will establish a mission, objectives, and outcomes for comprehensive advising. Communication of these topics, as well as training around advising outcomes and expectations, as well as developing relationships will begin in Fall 2007. A handbook containing the information advisors need will be developed and disseminated in Fall 2008. A plan for assessing our advising program will be also developed starting Fall 2008.
10. In conjunction with the ongoing review of evaluation results, the Orientation Planning Board will survey students who did not attend Opening Session in 2007 and 2008 to assess reasons for nonattendance. Appropriate changes will be implemented in Fall of 2009 at the newly renovated Portsmouth campus.

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11. The existing Online Orientation will be updated, to include existing changes in staffing and programs, as well as those changes that will occur as a result of the move to Portsmouth, by December 2009. A plan for interim changes has been developed and will begin pending budget allocations. An ongoing plan for updating will be devised by Spring 2010.
12. The Carl Perkins grant will fund mentoring opportunities to support freshmen entering three targeted career technical programs, Computer Technologies, Surgical Technology, and Veterinary Technology, beginning in August 2007. Other new initiatives include career transition services for students with disabilities, and nontraditional student recruiting efforts.
13. All staff will be added to the Stratham-Portsmouth Online Community Blackboard site for better and timelier sharing of information, including all information submitted to Curriculum Committee on new program development. The Vice President of Academic Affairs in conjunction with Governance committees will develop an implementation plan in Fall 2007.
14. The Student Success Portfolio will continue to evolve, culminating in an e-portfolio by May 2008.
15. The “Measuring the Climate of Multicultural Organizational Development” Grant will fund a focus group in Spring 2007 to assess the student perception of diversity on campus. The goals of the focus group are to discover what students define as diversity and their perception of the campus climate. This information will be used to design a survey instrument to help develop activity programming to promote diversity on campus.

Standard 7 Library and Information Resources

Library

1. To enhance the College’s goal of campus-wide assessment, the LRC will be piloting a department review using a process similar to the one in place for program review. Internal and external data will be compiled and reviewed to examine the Library in a comprehensive manner. The LRC Director will be working with the Institutional Researcher beginning in Spring 2007. This effort will be critical for the institution to regularly and systematically evaluate the adequacy and utilization of the Library’s resources. As part of this initiative, a Library Advisory Board will be established to help update the LRC’s mission statement and strategic plan. Results from this process will be used to make improvements in services and provide input for resource allocation. Additionally, decisions regarding the Portsmouth LRC floor plan and layout of functions will be driven by the findings. This activity will continue through the planning process.
2. Electronic resources, document retrieval tools, and consortium agreements are imperative to enhance the limited print collections housed at the Stratham LRC and to offer basic services to remote users. Therefore, the LRC staff will monitor current usage and investigate new products. Furthermore, resources supports for new programs need to be factored into the Library budget on an ongoing basis. Recommendations will be made to the President’s Cabinet or designated budgetary decision-makers by Spring 2008. In addition, expansion of LRC services will be examined relative to a proposed increase in staff as part of the institution’s strategic planning effort.
3. The LRC faces a critical shortage of funds necessary to bring the LRC collections up to minimum acceptable NEASC standards. The following activities will be pursued to mitigate these circumstances:
 - The LRC Director, in concert with senior managers, will

Appendix E: Self-Study Projections

develop a three-year action plan for an aggressive campaign to locate new sources of funding to enhance the collections.

- Additionally, by Spring 2008 the Vice President of Academic Affairs will explore formalizing the pre-approval process for new programs to address Library resources at the inception of the program.
 - The new strategic planning process will include consultation with the LRC Director for input on annual objectives, including staffing and budget.
4. To alleviate space shortages the LRC Director will work with senior managers in planning for the College's move to the Portsmouth campus. As in the past two space plans, room will be allocated for more individual (quiet) and group study as well as appropriate computer work stations for student use.
 5. The LRC Director will work with the appropriate staff (such as IT Director, Mediated Technology Specialist, Distance Learning Coordinator) beginning in Spring 2008 to identify solutions to making electronic resources systematically available through Blackboard. Broader needs, such as 24/7 reference support, proxy servers, electronic reserves, and information literacy assessment, hinge on budget and staffing increases; therefore, the Library Director will take a lead role in researching system-wide solutions with the NHCTC –System Library Directors.
 6. The LRC Director will work with the Website Coordinator during Fall 2007 to update the LRC's webpage by 2008.
 7. The Library Director will work with Academic Leadership to review the Core Attributes to determine the need for another attribute category to address the information literacy skills that are needed by students in today's highly technical and information dense environment. Standards for evaluating the quality of sources will be developed in conjunction with the Writing Across the Curriculum initiative as projected in Standard 4.

College-Wide Technology

8. As projected in Standard 3, the role of the Learning Technology committee will be reviewed and clarified. The newly hired Director of IT will respond to the outcome of the review to assure that there is an ongoing dialogue with all constituencies regarding current technological needs and comprehensive future planning. Furthermore, he will review the Technology Plan for continued relevancy and work with the College Coordinating Council to integrate appropriate objectives and expenditures into the College Strategic Plan.
9. In-house professional development workshops on technology will continue to be prioritized. To support faculty participation, the Mediated Technology Specialist will record the workshops and upload them to the Faculty/Staff Blackboard site beginning Fall 2007.
10. The IT Director and staff will review and revise the Computer Use Policy as appropriate and develop an active desktop link on each College computer by May 2008.
11. The IT Director will, in working with NHCTC-System personnel, attempt to convey College scheduling needs to avoid untimely maintenance interruptions.

Standard 8 Physical and Technological Resources

1. Phase One of the construction in Portsmouth is underway with a completion targeted before the fall 2007 semester begins. Every effort to minimize classroom disruption and to provide a comfortable physical environment for classes will be taken:
 - Summer 2007 semester's General Education classes typically scheduled in Portsmouth will be scheduled in Stratham.
 - While the Computer Technologies, Information Systems Technologies, Biotechnology, and Anatomy and Physiology Labs, and therefore, classes, cannot be moved, those classrooms are away from the construction and may be separated from the work areas to cut down on any disruption.
 - Temporary air conditioning units will be installed in Portsmouth in the above lab areas during the summer semester.
 - Arrangements are being made with Southern New Hampshire University, which has a campus located nearby, to temporarily house the daytime classes if necessary.
2. The process for Phase Two cannot begin before July 1, 2007 when the Capital Budget is approved. The construction includes the Library, offices and classrooms, and the remaining mechanicals. Although originally planned, the current Capital Budget allows for no build out on the upper floors. The anticipated completion date is July 1, 2009. The Portsmouth migration will commence immediately pursuant to the finish of construction. It is projected that the building will be ready for classes for the academic year 2009-2010. There will be the requisite government oversight of the entire process, from prebid meetings through finalized construction. NHCTC oversight will consist of the Commissioner, the Board of Trustees, the President of the College and an NHCTC-System engineer from the department of Capital Planning. Government oversight will consist of the Department of Public Works, the Portsmouth Development Authority, and the town of Portsmouth.
3. Tentative plans for the first floor of Portsmouth include a new library of approximately 10,000 square feet on the first floor. Part of that project involves additional windows to replace the small number of narrow ones already there. The plans accommodate several areas of the College that have specialized requirements. For example, the Veterinary Technology area will have direct access to the outside to accommodate animal entry. A second anatomy & physiology lab, a larger biology lab, and a chemistry lab are also in the design. The proposed third floor plan includes Nursing offices and lab, a Surgical Technology laboratory/operating room area with a computer/lecture room shared with Nursing. There have been discussions and meetings about the best use of space for various services and offices, such as Student Services, Academic Affairs, CAPS, and three iterations of the possible floor plans have been developed. These plans will be further developed with the input of a newly hired President and a request for proposal for design by architectural firms, during the summer of 2007.
4. The solution to parking at Portsmouth will require additional planning. The previous architect believes there is currently room for about 100 additional spaces, which will be inadequate for the college projected growth. The new president will examine construction options and other solutions to increase parking capacity.
5. To support the campus move, the Safety Committee will work with the New Hampshire Department of Safety for the revision of safety policies and procedures. The Campus Public Safety procedures will be updated, made more concise, and replaced by September 2009. They will also be posted electronically for additional access.

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6. Key personnel at the college (Library Director, CAPS Director, Disabilities Coordinator, Vice President of Student and Community Services) will initiate the exploration of sharing the availability and costs of mutually beneficial services and resources with the satellite campuses at the Portsmouth location, beginning no later than Fall 2008.
7. To ensure adequate technology resources, the IT Director, in conjunction with the Learning Technology Governance Committee, will update the current technology plan as part of the logistical framework of the College's consolidation at Portsmouth. The plan, which will include hardware and software needs, installation and replacement schedules, and personnel, will be presented to the College's Senior Management and the College Coordinating Council, as appropriate, in order for them to establish timeframes, budget, and other implementation objectives in the College's Strategic Plan.
8. The walkway in Portsmouth will be patched as part of Phase One and completed by Fall 2007.

Standard 9 Financial Resources

1. The anticipated College move to a single location in Portsmouth is a significant factor in the long-range financial health of the institution. Current State allocations for the Portsmouth Campus coupled with the sale of the Stratham facility should provide the foundation for fiscal strength. The long-term projected cost-savings of consolidation and continuing enrollment growth should contribute to a balanced budget over the next five years.
2. The new Strategic Plan, under the direction of the College Coordinating Council, will place emphasis on the synchronization of the strategic initiatives with budget priorities, involvement of managers and supervisors in the budget cycle, and improved coordination of financial planning in light of institutional outcomes.
3. To facilitate integration of financial and strategic planning, Banner Finance will be implemented with all appropriate staff trained by 2008. This technology should improve budgeting processes as well as increase efficiency and reduce human error.
4. The System is beginning the process of searching for a permanent president for NHCTC-Stratham/Portsmouth. Once a person is selected then this person will assist the college with finding more grants, donations, and business partnerships to support our programs.
5. The college will continue to solicit assistance from the department chairs prior to the building of the budgets to ensure that the money is spent in a way that maximizes the colleges' potential.
6. The College will continue to monitor and review the effective disbursement of federally funded Financial Aid.

Standard 10 Public Disclosure

1. A Marketing Committee has been formed and will complete the following tasks:
 - Determine what information needs to be added to major print publications and the College website.
 - Develop a system for review of publications for consistency and accuracy.
 - Create a College logo and color scheme.
 - Create a consistent layout and design for College publications, a "brand".

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- Develop a process by which all publications are updated annually.
- Create an editorial policy for all publications, both print and web.
- Develop a strategy for reducing the proliferation and redundancy of information by various programs and departments.

Resolution on all items will be completed by July 2009, with the opening of the new Portsmouth campus.

2. Senior Management in conjunction with the Marketing Director will develop a plan for addressing and implementing a number of Website modifications:
 - Establishing an agreeable layout, design, and content as well as accessibility by persons with disabilities.
 - Developing a plan for faculty and department web pages that link from the College website.
 - Posting the following pieces of information: (1) College Strategic Plan; (2) Up-to-date information on the move to Portsmouth; (3) Core Attributes; (4) Program Review summaries; (5) Nursing passage rates on NCLEX; (6) Student demographics, transfer and retention rates; (7) Institutional Research results; (8) Direct links to view documents such as audit information, financial reports, and student debt information, once available.
3. The Institutional Researcher will coordinate the collection of data on graduation rates. Graduation information will be published on the website and in the Catalogue beginning with the 2009-2010 publication.
4. A newly developed College Profile Sheet is evolving into a document that could represent a wide range of information about the college in a succinct “Fast-Facts” format. The Marketing Committee, which includes senior management and the Director of Marketing, will clarify the target audiences for this publication, the specific information to be included, and review and update it annually.
5. The Enrollment Management Team will initiate its newly established timeline for publication of critical materials and make adjustments when and if necessary. These timelines will be organized and communicated to all College personnel on an annual or semiannual basis.
6. Announcements will be published in the Sunday Portsmouth Herald (which reaches all Rockingham County papers) and Foster’s Daily Democrat newspapers, as well as College newsletters about the visit, with information about the opportunities and process for third party comments.

Standard 11 Integrity

1. The CCC in its Strategic Planning role will review the need to re-establish the Diversity Committee by December 2007.
2. In conjunction with Human Resources, the College will develop training modules and schedules in fair hiring practices, non-discrimination, diversity, and sexual harassment for managers and supervisors, Equity Committee, and all personnel as appropriate beginning in Fall 2007. In addition, Senior Management will follow up with an assessment of other personnel related training needs during the 2008-2009 academic year.
3. By 2008, Admissions and the Disability Coordinator will develop informational material and protocols to better serve students with disabilities.

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4. A standing Student Code of Conduct Judicial Committee will be formed to insure the consistency and integrity of the student appeal process. This committee will be established and trained as the newly revised Student Judicial System is being implemented.

External Program Review Process

Introduction and Purpose

Academic Programs and Services at Great Bay Community College recognize that a regular schedule of external Program Review is critical to assure program quality and currency, and to assure that the program outcomes meet the labor market needs and support transfer to 4 year institutions. All Academic Programs and Services that do not have specialized accreditations will participate in an institutionally designed external review process. This process will allow programs and departments the opportunity to be reviewed and demonstrate effectiveness according to criteria that is meaningful to the program.

The external program review process is designed to determine the strengths and areas for change as identified by external sources (industry or field or discipline representative, advisory committees, most common employers of our students, employer's surveys, etc.) and possibly students. The evaluation team will consist of 3 external representative s. Each program will identify the documentation and evidence that will demonstrate our assurance of following outcomes:

1. Quality instruction.
2. Maximization of student learning.
3. Program quality and currency: via Curriculum, Assessment, and Equipment.
4. Alignment of program goals and learning outcomes.
5. The development, practice, and enhancement of the knowledge, and skills of the field of specialization.
6. An active Advisory Board whose members represent all aspects of the industry or field or discipline.
7. Strong transfer and industry and field connections.
8. Other individualized program specific outcomes.

The Review timeline is as follows:

- Fall Semester: The program begins the documentation and evidence process and determines its evaluation team. In the fall semester, a faculty member will receive one course release.
 - Nov. 1: Program presents documentation/evidence plan to Academic Affairs (including the other program specific outcomes to be included. See * Above.
 - Nov.30: Program meets with Academic affairs to determine the criteria for the Evaluators' Review Report.
- Spring Semester:
 - March 1: Documentation and report for evaluation team finished
 - March 1: Team Confirmed and Visit Scheduled for Mid-April
 - Programs work with Academic Affairs for logistics of team visit (e.g., room needs and set up, documentation, interviews and facility tour schedules, food, stipend arranged)
 - March 10: Reports and Supporting Documentation Evidence list sent to Academic Affairs
 - March 30: Written reports and Data sheets sent to team.
 - April X: Evaluation Team visit.
 - May 1: Evaluation Team final report due.
 - Prior to the last day of faculty obligation: program and VPAA meet to review evaluation and determine Strategic Planning actions and Budget requests that that will occur as a result of the evaluation.

The Evaluation will consist of a report provided to the team, a team visit to review supporting materials, assess the equipment and facilities used by the program, and interview faculty, administration, staff and students as the team deems necessary and appropriate.

Documentation and Evidence Process:

The Documentation and Evidence Process will consist of 3 categories of evidence:

- Sections A. Program Profile and B. Student Enrollment provide the program context and student profile that serve as a framework for the external review.
- Section C. Documentation/Evidence /Reports on your individual Program Review Outcomes
- Section D. The evaluation team’s report questions.

The program will prepare a report that includes the following information:

(Tables are suggested below which can be modified as relevant to the program’s needs and priorities. The tables suggest a way to succinctly display the information. The important thing is that the program provides the information. Any or all of this information can be supplemented with narrative information)

A. Program Profile: (The college’s Institutional Researcher and Academic Affairs can help you provide some of this information)

1. Program Mission Program
2. Program Objectives
3. Program of Study
4.
 - a. Individual Program Policies or Procedures and Technical Standards
 - b. Alignment with the external standards of the career fields or transfer requirements
5. Faculty (Full time – Adjunct) Include credentials/degrees and name and number of courses taught per semester. Academic Affairs can help you with this.

Faculty	Fulltime/Adjunct	Highest Degree	Licensure/Certifications	Specializations/Usual courses taught	Other program or field- related functions or accomplishments
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6. Number of sections of each course offered each semester and enrollment (IR’s Capacity Report for the most recent Fall, spring ,and summer semesters)
7. Description of Recruitment and Outreach efforts
8. Description of Advising and Retention efforts
 - 8.a. Ratio of Advisees to Advisor.
9. Description of Other areas of faculty interaction with and availability to students
10. Program Advisory Board table (Include Program Advisory Board Minutes from the last 3 years)

Name	Company/Institutional Affiliation
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11. Internship/Clinical/Practicum Sites (include Internship/Clinical/Practicum approval and site and evaluation paperwork)

Course	Internship/Clinical/Practicum	Number of students per year
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Appendix F: External Program Review Process Handbook

	Site	

12. Articulation Agreements

College	Type of Agreement (Course by course, Block,2+2/3, Dual enrollment

13. Department Budget /Funding (For 3 years)

Requested by Category	Allocated/approved	Purchased/Used	Perkins Funding	College Funding

14. Department/Program Strategic Plan, Action Plans, Annual Reports

15. Department/Program Assessment plans (if not part of Strategic Plans, Action Plans)

B. Student Enrollment: (The college’s Institutional Researcher can help you provide some of this information)

1. Student Demographics (Age range, Gender, part time/ fulltime – determine other relevant individual demographic information for your program)
2. A table of program enrollment for the past 5 years
3. A table of students who placed into Developmental coursework
4. A table of retention statistics for the past 3 year
5. A table of graduates for the past 3 years
6. A table of Transfer statistics (if relevant)
7. A table of Employment/Placement (if relevant)
8. Grade Distribution reports (from I R)

Semester/Year	Course /Section	#W	#AF	#WP	#WF	#F	#Passing*

* Determine what or if a grade range is relevant to you within Passing

C. Documentation/Evidence /Reports on Program Review Outcomes

Program will provide its individualized Documentation/Evidence /Reports/Descriptions/Narrative explanations that will provide a framework from which the evaluators can assess the following criteria. The program can include suggested interviews with faculty, administration, staff, and students, as well as sitting in on classes and visiting labs and other facilities as part of the review.

Appendix F: External Program Review Process Handbook

1. Quality instruction (Address both Live, Online, and Hybrid)
2. Maximization of student learning. Include student support services.
3. Program quality and currency: via Curriculum, Assessment, and including Equipment and technology usage and integration - include Use of Blackboard

Suggested table for equipment etc.

Instructional Technology Equipment Software used	Version/Model	Courses implemented	Used by all faculty teaching the course	Provide a description of how the technology/Equipment/software is used
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3. Alignment of overall Program Objectives and individual Course Learning Outcomes.
4. Correlation of Course Learning Outcomes with College Core Attributes
5. The development, practice, and enhancement of the knowledge, and skills of the field of specialization.
6. An active Advisory Board whose members represent all aspects of the industry or field or discipline.
7. Strong transfer and industry and field connections.
8. Other individualized program specific outcomes. (If there are other areas respective to the nature and scope of the program or individualized areas of review that are not covered within this process for your program. Please list as part of your report and provide Documentation/Evidence /Reports/Descriptions/Narrative Explanations.)
9. Identification of factors that are strengths and barriers to student success.
10. Other Program Successes/Challenges not covered within other directives of this report.

D. Questions for the Evaluation Team Report

Evaluators report will consist of a check list with a place for comments and recommendations. There will be an exit interview in which points can be discussed more in depth. Each department will develop its own criteria for the checklist to determine the strengths and areas for future action.

Program Review Evaluator Report Form

Great Bay community College appreciates your participation in the _____ Program’s Five Year Review. The external program review process is designed to determine the strengths and areas for change as identified by our external stakeholders and career field experts. The _____ program has identified the documentation and evidence that will demonstrate our assurance of following outcomes:

1. Quality instruction.
2. Maximization of student learning.
3. Program quality and currency: via Curriculum, Assessment, and Equipment.
4. Alignment of program goals and learning outcomes.
5. The development, practice, and enhancement of the knowledge, and skills of the field of specialization.
6. An active Advisory Board whose members represent all aspects of the industry or field or discipline.
7. Strong transfer and industry and field connections.
8. Other individualized program specific outcomes.

The _____ Program is additionally interested in your feedback on the following:

Fill in Individual Program specific questions:

In addition to the documentation review, visiting classes, interviewing faculty, staff, and students, and seeing equipment and lab space can be arranged. At the end of your review, we ask that you consult as a team and use the attached summary sheet for your feedback. We ask that the Program Faculty and the Vice President of Academic Affairs meet with you to go over your review.

Criteria	Strong	Satisfactory	Needs Improvement
Program Outcomes			
Strengths			
Observations			
Recommendations			

Criteria	Strong	Satisfactory	Needs Improvement
Course Outcomes			
Strengths			
Observations			
Recommendations			

Appendix F: External Program Review Process Handbook

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Criteria	Strong	Satisfactory	Needs Improvement	
Integration of Workforce Skills				
Strengths				
Observations				
Recommendations				
Criteria	Strong	Satisfactory	Needs Improvement	
Technology Integration				
Strengths				
Observations				
Recommendations				
Criteria	Strong	Satisfactory	Needs Improvement	
Pedagogy and Instruction				

Appendix F: External Program Review Process Handbook

Strengths				
Observations				
Recommendations				
Criteria	Strong	Satisfactory	Needs Improvement	
Individual Department Criteria				
Strengths				
Observations				
Recommendations				
Criteria	Strong	Satisfactory	Needs Improvement	
Individual Department Criteria				
Strengths				
Observations				

Appendix F: External Program Review Process Handbook

Recommendations				
Criteria	Strong	Satisfactory	Needs Improvement	
Individual Department Criteria				
Strengths				
Observations				
Recommendations				

Online Course Approval Form

Instructor: _____ **Course Name:** _____
Term: _____

For Hybrid Course—when will it meet and how often? _____

What will your attendance policy be? _____

Please discuss as specifically as possible how, when and to what extent you will use the following items. If Hybrid—indicate which is online and which isn't. If not, please explain.

Item	Notes/Comments
A. Announcements	
1. Frequency of use	
2. Define your role as instructor	
3. How does this replicate or replace the live class activity?	
How will engagement and interaction be fostered in the class on a weekly basis?	
B. Assignments	
1. Frequency of use	
2. Define your role as instructor (include provision of feedback)	
3. How will participation be evaluated?	
4. How does this replicate or replace the live class activity?	

Appendix G: Online/Hybrid Course Approval Form and Evaluation Rubric

5. How will engagement and interaction be fostered in the class on a weekly basis?	
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C. Course Materials/Content Delivery

What is your initial plan for content delivery?	
2. Frequency of use	
3. Define your role as instructor	
4. How will participation be evaluated?	
5. Multimedia Used	
How does this replicate or replace the live class activity?	
How will engagement and interaction be fostered in the class on a weekly basis?	
How would you address and manage the delivery of course content between live and online?	

D. Interaction Tools e.g. Wiki, Discussion Board, Journal, Blog, Chat...	
1. Frequency of use	
2. Define your role as instructor	
3. How does this replicate or replace the live class activity?	
4. How will engagement and interaction be fostered in the class on a weekly basis?	
E. Assessment	
1. How are the objectives met?	
2. How are outcomes assessed?	
3. How will the Grade Center be used?	
4. How is feedback provided?	
5. Define your role as instructor (include provision of feedback)	
6. How does this replicate or replace the live class activity?	
7. How will engagement and interaction be fostered in the class on a weekly basis?	

Online Course Rubric

January 2012

Online Course Committee

Last Updated by Megan Wilson mwilson@ccsnh.edu

Category 1

Learner Support & Resources

Expectations	Value Added
A. Course contains links to the following resources: - CAPS Services, with disability services and tutoring links specifically included - FYE - Library -Link or information to get to Bb training video - SmartThinking	V-A. Course provides extensive information about being an online learner and links to campus resources.
B. Course provides contact information for the instructor, department and program.	V-B.
C. Course provides course-specific resources: - Explanations and examples of how to complete assignments - Clear assignment directions - Explanation on how students are graded	V-C. Course provides links to outside resources and professional resources pertaining to the field of study where appropriate.
D. Course provides clear indication that instructor provides timely feedback on all completed assignments.	V-D.
E. Assignments are returned with feedback to students and grades posted within two weeks.	V-E.
F. Instructor provides on-going guidance on course assignments: - Question Forums - Discussion Board -Email Responses	V-F.
G. *Provide links	V-G. Instructor provides relevant information beyond course content when appropriate.
H. Instructor makes an outreach attempt at “missing” students after the first week of the course.	V-H. Instructors utilize the Early Alert system after the first week to check for missing students and try to make contact.
I. Instructor has a regular schedule to provide constructive feedback to students through email throughout the semester.	V-I. Instructor has 3 established weeks (example: week 2, week 6, week 12) in the semester where every student is sent a constructive feedback email to reinforce communication and relay matters relevant to the student’s success.

Category 2

Online Organization & Design

Expectations	Value Added
A. Course is organized to include the following: Functional Menu Buttons which include “Start Here” that explains how to navigate the course.	V-A. Course includes an assignment or activity for students to navigate the site.
B. Course organization contributes to student success: - Folders and files are clearly labeled - Menu buttons clearly pertain to content within	V-B. Students should not have to click more than three times to access needed information.
C. Course syllabus will include all CCSNH and GBCC required elements and further expectations of the instructor. Course policies are clearly accessible.	V-C. Course policies and expectations are repeated in several locations throughout the site.
D. Information is the priority over aesthetics.	V-D. Graphics, color and font are used to augment text and content.
E. Web pages and links are fully functional.	V-E.

Category 3

Instructional Design & Delivery

Expectations	Value Added
A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.	V-A. Instructor uses a variety of communication strategies.
B. Course goals are clearly defined and aligned to learning objectives.	V-B. <input type="checkbox"/> Pace of delivery of course content is managed - Course content is “chunked” for more manageable learning - Instructional design is made clear (e.g., it is self-paced, or group-paced) - Expectations for synchronous vs asynchronous activities are clearly spelled out
C. Learning objectives are identified and learning activities are clearly integrated.	V-C. - Reading assignments match learning objectives -Activities lead to learning desired concepts - Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified) - Instructional material may be reviewed when appropriate - Summary provided frequently, particularly at the end of topics, to reinforce learning
D. Course provides multiple activities to support learning that help students develop critical thinking and problem solving skills employing logic and reason.	V-D. "Critical Thinking brings conscious awareness, skills, and standards to the process of observing, analyzing, reasoning, evaluating, reading, and communicating." Thinking for Yourself 8th edition Marlys Mayfield Activities to develop critical thinking and problem-solving skills: - Discussions center on questions without a single correct answer - Compare and contrast exercises - Case studies - Critique classmates' assignments - Collaborative exercises - Portfolios (building one activity upon another to share/peer review

Category 4

Assessment & Evaluation of Student Learning

Expectations	Value Added
<p>A. For a student to assess how prepared they may be to participate in an online course, course materials, expectations, and instructions should be immediately available and accessible to students upon entry. These should exist in a variety of places/media such as: announcements, syllabus, course documents and E-mail. Students should have multiple forums/avenues for addressing initial questions or issues such as: Instructor contact information, Start Here, Discussion Forum, FAQ's, Course Documents and Helpdesk link.</p>	<p>V-A. An email will be sent to students prior to the beginning of the course detailing how they can access course materials and expectations.</p>
<p>B. The content of the course and the methods for evaluation should be clearly defined and closely aligned. The syllabus, assignments, and grade book should collectively and/or individually indicate clearly what work is expected of the students, and how and when it will be evaluated. Attention should also be paid to how the work will be weighted, whether or not it can be revised, and how individual assignments contribute toward the final course grade.</p>	<p>V-B. Rubrics are provided for individual assignments and overall course grades. Examples of representative work are also provided.</p>
<p>C. A variety of strategies should be employed to measure and encourage student learning and skills. These strategies should coincide with multiple means of delivering course content. Strategies could include quizzes, tests, discussion board participation, group work, peer review, and essays. Courses should not rely upon only one or two different means of assessment when appropriate. Instructors should be available to discuss grades with students as needed.</p>	<p>V-C. Instructor will use at least four of these strategies.</p>
<p>D. Students should receive timely feedback in a variety of ways. Possibilities include, but are not limited to: discussion board comments, written feedback, grades, group feedback, periodic evaluations, peer review, and self-reflection.</p>	<p>V-D. Student work that entails feedback will be responded to within one week.</p>
<p>E. Students should have the opportunity to self assess through written self-reflection, revision process, commentary of their own work, or other activities devised by the instructor. Students should also have the opportunity to critique, review, comment upon, or evaluate peer work.</p>	<p>V-E. Some method of self-reflection and or peer review would be a graded component of the course.</p>

Category 5

Standards for Innovative Teaching with Technology

Expectations	Value Added
<p>A. Course uses technology tools effectively to facilitate communication and learning.</p>	<p>Instructor consults with Instructional Technology Services for more information.</p>
<p>B. Teaching methods are applied which innovatively enhance student collaborative learning and interactively engage students when appropriate.</p>	
<p>C. Multimedia elements and/or learning objects are used. They are relevant and accommodate different learning styles.</p>	
<p>D. Course incorporates internet resources to effectively engage students in the learning process in a variety of ways throughout the course such as: links, communication, tools and social media.</p>	
<p>E. *Multimedia Content: (Under Development) <input type="checkbox"/> For ADA purposes, instructors will include this sentence in syllabus: <i>Audio or text versions of any multimedia content are available upon request</i> <input type="checkbox"/> File formats are compatible with Blackboard as follows: TEXT: .txt, .rtf, .pdf (preferred) MS Word .doc/.docx: (not recommended) Still Pictures: .jpg .png .gif Audio .mp3 Windows Media Audio (.wma) not recommended Video: (TBA)</p>	

Category 6

Faculty Use of Student Feedback

Expectations	Value Added
<p>A. Instructor utilizes Discussion Board on a regular basis as an integral part of the course.</p>	<p>V-A. Faculty utilizes Wimba Pronto to conference with students regularly. This schedule would be outlined in the course syllabus to correspond with course assignments. This would also be included on the tasks lists and course calendar when applicable. Faculty offer 'virtual' office hours in Wimba which are scheduled ahead of time. Faculty use Wimba classroom for lecture and feedback for lecture or group exercise.</p>
<p>B. Clear expectations of Discussion Board participation are outlined in syllabus and assignments page including: definition of active participation, times and criteria for login, answers to questions and students' to replies to their peers.</p>	<p>V-B.</p>
<p>C. Instructor outlines preferred means and methods of communications for course such as: messages, email or announcements. Instructor defines types of issues to be dealt with privately vs. on the discussion board when necessary.</p>	<p>V-C.</p>
<p>D. Instructor will set up Discussion Forum to communicate with one another to build community and encourage students to problem solve. Faculty will monitor and respond in a timely manner as necessary to ensure communication is effective.</p>	<p>V-D.</p>
<p>E. Faculty stress to online students their availability to communicate with them for assistance and feedback by phone or electronically.</p>	<p>V-E.</p>
<p>F. Faculty outline definition of timely feedback for assignments and or discussion board to clarify student expectations. For example: <i>Your written assignments will be graded within two weeks of submission. You will find your feedback and grading information under "My Grades" on the course menu.</i></p>	<p>V-F.</p>

Appendix H: Academic Leadership Expectation for Course Delivery

Academic Leadership Expectations for Integrity of Course Delivery (In addition to compliance with all the policies of the college)

1. The CCO parameters must be incorporated into the syllabus and implemented as directed by the department: Description, Text, Objectives, Content, Required Assessment. All policies must be clearly delineated
2. New instructors need to show syllabus to Dept. chair prior to course beginning as much as possible – or at least before the first class (in short notice cases).
3. A syllabus needs to be given on the first class except in extreme emergencies; if changes need to be made to the syllabus, an entire new syllabus needs to be given out and dated accordingly and it is the instructors' responsibility to insure that all students have been notified of a syllabus.
4. The Syllabus needs to include a statement on Grade Calculations based on % by category of assignment. This is the minimum needed regarding how the grade is calculated; however, the syllabus is the contract for the course. A clearly delineated grading process is the best back up in case of issues and appeals.
5. Commitment to curriculum, students, course objectives, the registration contract:
 - Courses must start and end as indicated in the schedule and instructor absences must be made up; instructors can consult with department chair on appropriate make up – we cannot require students to come in on a non-scheduled class day or after the course has ended.
 - Instructors won't schedule final papers/assignments to be due earlier than class time. (Extreme Emergencies can be addressed with the department chairs- coordinators/Academic Affairs).
 - Instructor feedback to students on their work needs to be provided. The instructor should have a clearly articulated feedback policy that allows students to gage their progress in the class and provides the information needed for improvement of their performance on subsequent assignments
 - Reasonable instructor availability to students
 - Adjunct (before or after class)
 - Electronic Accessibility (Blackboard, email)
 - FT Office Hours (same as we set for expectations on advising)
1. *Set and post 5 office hours per week that meet students' needs for walk in advising. Office hours are posted in visible places. A copy of your schedule with office hours is given to Elise, as requested.*
2. *Respond to phone calls and emails within 48 hours during the work week (Monday through Friday), during the academic year, including faculty days of responsibility.*
6. All instructors (FT and Adjunct) need to use the text the department requires, not copy excessive material from preferred texts
 - a. copyright issues
 - b. Student purchases (Re: contract with bookstore – student money)

Appendix H: Academic Leadership Expectation for Course Delivery

7. All Faculty choosing and implementing texts in courses need to be sensitive to the high costs of textbooks for students.
8. All courses demonstrate a community college philosophy: multiple-modes of instruction and assessment.
9. Department chair observes new adjunct; continual contact with returning adjunct – observation in new courses taught, as needed, or as part of normal periodic review.
10. Department Chairs/Program Coordinators review all student evaluations, accounts for evaluations not done and monitors Blackboard use as a tool vs. hybrid. If a class is not scheduled as a hybrid, in class time has to be the credit hours of the course.
11. The first live class of Hybrid courses must meet within a week of the start of classes.

Payroll Position Request and Allocation Process

1. All Departments must request new payroll positions with written justification through their division Vice President as part of the budget request process timeline and based on the following criteria:

Program accreditation requirements____
College or Departmental Strategic Plan____
Departmental needs____
Changes and advances in the field____
NEASC Accreditation Requirements____
Other____

2. The division Vice President analyzes the need for the additional personnel and works with the departments to prioritize the personnel requests.
3. The requests are submitted by December 1 from the division Vice Presidents to the President for consideration.
4. The President approves/disapproves new payroll position amounts as part of the current budget process before considering budget requests for all other expenses.

(Consult with college Human Resources)

CCSNH Position Classification and Title of Position:

Part Time or Full Time:

Primary Responsibilities:

Estimated Salary:

Estimated Benefits:

Estimated Other Costs (office space, furniture, computer, phone, etc.):

Justification:

Great Bay Community College

Course Content Outline

Course Number:

Course Title:

Department:

Date Prepared:

Program:

Prepared by:

Theory Hours:

Lab Hours:

Credits:

Prerequisites:

Corequisites:

CATALOG DESCRIPTION:

COURSE OBJECTIVES:

REQUIRED TEXT(S):

OUTLINE OF CONTENT:

REQUIRED METHODS OF EVALUATION:

Other Possible Performance Based Measures:

Assessment Addendum

Acceptable substitute (such as curriculum specific PBLOs) may be attached instead of this addendum.

Instructions for completing the Course Content Outline Addendum:

Identify assessment techniques used to measure student learning outcome.

Use this form to explain assessment methods identified in the Course Content Outline.

1. Identify **assessment technique** used to measure student learning outcomes.
 - a. Identify the **learning objective** for this assessment. What will the student know or be able to do on completion of the course?
 - b. Identify the **outcome measures** used to document student learning.
-

1.

a.

b.

2.

a.

b.

3.

a.

b.

4.

a.

b.

5.

a.

b.

Annual Action Plan with E-Series

Annual Plan

There are 2 segments of planning and reporting. One is based on strategic plan objectives and tasks; the other is based on E-Series Program Outcomes Assessment. However, other assessment questions can be integrated into the Strategic Plan and/or Action Plans as the department would like to pursue them. Additionally, some finding from each year’s review of Program Outcomes may be integrated into subsequent action planning.

Department/Program: _____

Year: 2011-12

Pulling from your 3 year strategic plan or your E-Series Program Outcomes Assessment, which goal or goals will you focus on in Year Two?	What are the specific objective(s) linked to each goal?	What are the specific task(s) linked to each objective?	What data will you be collecting this year?	What is your timeline?

What data, if any, do you want from IR (Institutional Research) at this time?

In year TWO, there will be an additional column: for modifications to original goal or additional data collection.

E-Series Assessment of Program Outcomes Plan (Develop a departmental approach to determining the evidence that could be used)

Program Outcomes	Where are these learning outcomes published? (Please Specify Including URLs)	Which courses in your program of study address each outcome ? (Note: Is there a matrix linking course outcomes to program outcomes?)	Other than GPA, what data/evidence is used to determine that students have achieved the stated outcomes.?	How will the evidence be reviewed and interpreted?		
1.						
2.						
3.						
4.						
5.						

Appendix L: Template for Documenting Outcomes from Computer Technologies and Digital Media Technologies Courses

Program: CT Course: _____		
I = Integrated Activities into course content; A = Assessed Abilities into course content		
Program Courses Core Attributes	For students to complete: (Please enter "I" if this attribute was integrated into the course and/or "A" if it was assessed)	Please complete this sentence: I applied this attribute while completing the _____ assignment(s). (List assignments in the boxes below).
<i>Human Relationship Skills</i> <ul style="list-style-type: none"> • Social perceptiveness • Listening critically • Socio-centricity and cultural diversity 	<i>Sample Only</i> I/A	<i>Sample Only</i> 1. Assignment X 2. Assignment Y 3. Assignment Z
Human Relationship Skills <ul style="list-style-type: none"> • Social perceptiveness • Listening critically • Socio-centricity and cultural diversity 		
Communication Skills <ul style="list-style-type: none"> • Visual • Oral • Written • Auditory 		
Critical Thinking <ul style="list-style-type: none"> • Problem definition • Question formulation • Argument construction • Analysis 		
Global Perspectives <ul style="list-style-type: none"> • Economics • Politics • Environmental • Social 		

Appendix L: Template for Documenting Outcomes from Computer Technologies and Digital Media Technologies Courses

<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> • Computation • Data collection • Data interpretation • Problem solving 		
<p>Collaborative work skills</p> <ul style="list-style-type: none"> • Teams building • Project management • Self-discipline • Negotiation 		
<p>Technical Skills</p> <ul style="list-style-type: none"> • Application knowledge • Troubleshooting • Relevant tools • Design • Operations monitoring and design 		
<p>Study Skills</p> <ul style="list-style-type: none"> • Research • Time management • Note-taking • Critical reading 		
<p>Creative Thinking</p> <ul style="list-style-type: none"> • Visual problem solving • Brain storming • Creative process 		
<p>Self-Assessment</p> <ul style="list-style-type: none"> • Reflection 		
<p>Work Force Development</p> <ul style="list-style-type: none"> • Real-world projects • Career exploration • Community outreach 		

Appendix L: Template for Documenting Outcomes from Computer Technologies and Digital Media Technologies Courses

A

Human Relationship skills: Students are assessed on their ability to conduct themselves during in-class discussions and within online discussion forums.

- Elements include: respect for the thoughts and opinions of others, listening skills, collaboration, etc.

Communication Skills: Students are assessed on their ability to effectively communicate with the instructor and their fellow students using a variety of different formats (written, oral, digital, etc.)

- Students understand netiquette rules and apply those rules when communicating in a variety of digital formats (discussion forums, emails, wikis, etc.)

Critical Thinking: Students utilize critical thinking by evaluating and understanding task-specific problems and requirements in order to make informed decisions on how to best address those tasks.

- Across a variety of exercises, students define the necessary requirements from the perspective of the user/viewer, and select the appropriate application, formatting and design elements to complete assignments.

Global Perspectives: Students are assessed on their ability to understand social issues related to the use of technology and their ability to use that technology in a socially acceptable way.

Quantitative Reasoning: Students are assessed on their ability to apply mathematical, logical, and statistical problem-solving tools, along with other data tools to complete assignment objectives.

Collaborative Work Skills: Students are assessed on their ability to work together on a variety of course-related assignments.

- Students are assessed on their ability to work together in large and small groups
- Students are assessed on their ability to work together in a variety of collaborative online environments.

Technical Skills: Students are assessed on their mastery of the technical skills represented in learning the software applications. This activity is integrated into weekly course content.

- Students are assessed in their mastery of the relevant tools demonstrated in the software applications.
- Students are assessed in their understanding of relevant computer functionalities and components.
- Students are assessed in their ability to apply formatting principles to their weekly assignments.
- Students are assessed in their ability to apply design and programming principles to their weekly assignments.

Study Skills: Through a variety of learning activities and exercises, students are assessed on their ability to retain and apply the knowledge and information learned throughout their courses.

Creative Thinking: Students are assessed on their ability utilize their own creativity and ideas when working on course projects and assignments. This attribute is integrated into course work assigned throughout the semester across all courses within their program.

Self-Assessment and Reflection: A self-assessment instrument is used for course content, overall.

- The student is required to assess their own learning utilizing the above matrix for their courses.
- The student is required to include samples of their “best” work within a cumulative eFolio to be presented at the end of their program.

Work Force Development: Students are assessed on their ability to apply the skills learned in class to real-world scenarios and related projects.

ACADEMIC SERVICES PROGRAM REVIEW TEMPLATE

A. Program or Department Mission, Goals, and Objectives

1. What is the college's mission?

2. What are the college's strategic goals?

3. Which strategic goals relate to your department or program?

4. What is your department or program mission?

5. What are your department or program goals?

6. How do your department or program's strategic plan and corresponding action plans serve to advance the mission and strategic goals of the college?

B. Service and Resource Overview (for the present year)

1. Who is your population?

2. Describe your services.

3. Describe your resources (human, physical, technological).

4. Summarize your usage statistics and place a copy in Appendix B.

5. Rank order your services or resources from high to low, high being where you allocate the greatest percentage of your budget. Place a copy of your budget in Appendix C.

C. Community Partnerships (internal/external)

1. Describe your partnerships with both internal and external constituents.

2. Advisory Board members:

D. Staffing

1. Who works in your department or program? What are their roles and employment status? What are their highest degrees? Do they have any licensure or certification?

Appendix M: Academic Services Program Review Template

2. What professional development is available to the staff?

E. Facilities and Equipment

1. Is there anything else you would like to note about your facilities and equipment that was not mentioned in B3?

F. Program Effectiveness

1. Highlight survey results in this space and place a copy of survey and results in Appendix E.

2. Fill out the attached outcomes chart in Appendix F.
3. See Appendix G for a copy of department or program *Fiscal Year Review*.

G. Benchmarking

1. How does your department or program compare with state, regional or national (CCSSE; NECS; Homegrown) programs of comparable nature?

2. Are there specific trends you are noticing from your usage, satisfaction or other service data?

H. Internal Program Assessment (summary)

Appendix M: Academic Services Program Review Template

1. What do you see are your department or program strengths?

2. What do you see are your department or program challenges?

3. What are your projections for improvement?

I. External Program Assessment (summary)

1. What do you see are the department or program's strengths?

2. What do you see are the department or program's challenges?

3. What are your suggestions for improvement?

LEARNING AND OPERATIONAL OUTCOMES MATRIX

I	II	III	IV	V
Department or Program Objectives	Student Learning and Operational Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will results be used to modify or improve services? Include date of discussion

PROGRAM REVIEW 20____

Department or Program

Date of Review

1st Reviewer

Date

2nd Reviewer

Date

3^d Reviewer

Date

Department or Program Chair

Date

Associate Vice President of Academic Services

Date

President

Date

Library April 9, 2012

A c a d e m i c S e r v i c e s P R O G R A M E V A L U A T I O N

Great Bay Community College

		Exemplary	Strong	Satisfactory	Needs Improvement
A. Program /Department Mission, Goals, and Objectives					
B1. Services					
B2. Resources	<i>Physical Resources</i>				
	<i>Electronic Resources</i>				
	<i>Fiscal Resources</i>				
C. Community Partnerships					
D. Staffing					
E1. Facilities					
E2. Equipment					
F. Assessment: Program Effectiveness					
G. Benchmarking					

External Program Assessment (Summary)

1. What do you see are the department or program's strengths?

2. What do you see are the department or program's challenges?

3. What are your suggestions for improvement?

Comments on the review process:

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:	Core Attributes	Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Some individual program syllabi	All Associate Degree students complete courses designed to provide the opportunity to develop one or more of the following attributes: Human Relationship Skills Communication Skills	Faculty via course assessments, activities, assignment processes, and practicum, internship, and clinical experiences.	The college is in the process of revising the core attributes to align them with workforce skills and include Information Literacy Some programs are in the process of identifying the core	NA

Appendix O: E series reports

			<p>Critical Thinking Skills Global Perspective Quantitative Reasoning Scientific Processes Technical skills Study Skills</p>		<p>attributes as part of their program and course outcomes.</p>	
<p>For general education if an undergraduate institution:</p>	<p>Course and Discipline Specific outcomes</p>	<p>All Associate Degree programs require a specified distribution of General Education courses. That distribution is publish in: Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf CCSNH Board Policies http://www.ccsnh.edu/documents/AcademicSectionssystempolicies-7-14-11WITHTABLE.pdf Individual Course Syllabi include the outcomes for each course.</p>	<p>Refer to individual General Education Disciplines as part of the Liberal Arts Program.</p>	<p>Faculty Program Review Process</p>	<p>A new program review process has been developed and designed to include the alignment of program goals and learning outcomes.</p>	<p>NA</p>
<p>List each degree program: Biotechnology</p>	<p>Yes</p>	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Individual Course Syllabi include the outcomes for each course.</p>	<p>GBCC Student participation in undergraduate research conferences and successful participation in research opportunities through grants: Watershed</p>	<p>Faculty and Grant Administrators who have chosen the students from the participating colleges.</p>	<p>Annual reports to VPAA will include assessment of at least one program objective a year.</p>	<p>2004-05</p>

Appendix O: E series reports

			Watch INBRE EPSCOR			
Computer Technologies	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	<p>CIS292 Portfolio Review Completion of higher level courses prepare students for certifications: Linux, CIW, Oracle.</p> <p>Internship Options</p>	<p>Faculty via rubric for portfolio review.</p> <p>Faculty and field supervisors assess internship performance.</p>	<p>Future plan for portfolio review by panel of faculty, industry representatives, and students. Course content changes. More explicit documentation of the skills sets being developed and practiced in each course is being developed and implemented.</p> <p>Annual reports to VPAA will include assessment of at least one program objective a year.</p>	2004-2005
Criminal Justice	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p>	Internship and Senior Project course options	Faculty and field supervisors	Annual reports to VPAA will include	New program

Appendix O: E series reports

		<p>df</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>		<p>assess internship performance.</p> <p>Faculty review senior projects according to comprehensive rubric.</p>	<p>assessment of at least one program objective a year</p>	
Digital Media Technologies	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	Portfolio	Faculty via rubric for portfolio review.	Annual reports to VPAA will include assessment of at least one program objective a year.	New program
Early childhood Education	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	E folio Work Samples from Practicum courses	Faculty and ECE Advisory board (field representatives) review for application of work place skill development .	<p>Updates of course outlines/syllabi for ECE202 Introductory and ECE212 Senior practicum courses.</p> <p>Update of program Mission and outcomes to align with NAEYC language and outcomes.</p> <p>Annual reports</p>	2005-2006

Appendix O: E series reports

					to VPAA will include assessment of at least one program objective a year	
Information System Technology	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all published on an internal webserver 10.3.0.11 for IST students.</p>	Comprehensive hands on final for all courses. Internship options	<p>Faculty review for cumulative application of material and outcomes and problem solving .</p> <p>Faculty and field supervisors assess internship performance.</p>	<p>Course Content Outlines/syllabi Updated.</p> <p>Plan to find a way to obtain certification results through alumni surveys.</p> <p>Annual reports to VPAA will include assessment of at least one program objective a year</p>	2004-2005
Liberal Arts	Yes	<p>Broad Program Outcomes are published in the catalog and online catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Discipline- Specific Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	<p>Application or change of major to other programs at the college or transfer to 4 year institutions.</p> <p>Successful completion of</p>	<p>Change of major and applications to the college's selective programs are sent to all Program Chairs and Administration.</p>	<p>The college is actively seeking methods of sharing transfer success data with local 4 year institutions.</p>	2006-2007

Appendix O: E series reports

			<p>general education requirements in career and technical programs and successful completion of and transfer of Liberal Arts and Science courses.</p> <p>Successful achievement of upper level coursework in Liberal Arts and Science .</p> <p>Comprehensive projects and finals in Liberal Arts and Science courses.</p> <p>Discipline Specific: Portfolios in art courses</p> <p>Pre-nursing student NLN success on scientific preparation.</p>	<p>Graduation rates and retention rates are reviewed by Academic Affairs and Administration.</p> <p>Course review by discipline faculty at 4 year institutions has led to an increasing number of Articulation Agreements that include course equivalency transfer for Liberal Arts Discipline courses in majors.</p> <p>Discipline specific: Faculty review portfolios via rubric.</p> <p>Faculty assessment of comprehensive</p>	<p>More writing and collaborative assignments has been added to art and humanities courses using articulation as a means to deeper understanding.</p> <p>Increased final comprehensive projects in all math classes.</p> <p>Annual reports to VPAA will include assessment of at least one program objective a year.</p> <p>Social Science faculty are reviewing all course assessments.</p> <p>Science</p>	
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Appendix O: E series reports

			<p>Student success in Nursing, Veterinary Technology, and Biotechnology , Surgical Technology related to Science infrastructure for their field courses.</p>	<p>e final projects.</p> <p>Cross-programmatic review of outcomes of the pre-requisite science courses for other career majors (Nursing, Veterinary Technology, and Biotechnology , and Surgical Technology)</p>	<p>faculty are formalizing lab reports and common review criteria across courses.</p> <p>Implementatio n of Writing across the Curriculum.</p> <p>Annual reports to VPAA will include assessment of at least one discipline objective a year</p>	
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Liberal Arts/American Studies	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	American Studies Seminar includes a comprehensive final project	Course review by discipline faculty at 4 year institutions has led to an increasing number of Articulation Agreements that include course equivalency transfer for Liberal Arts Discipline courses in majors.	Annual reports to VPAA will include assessment of at least one program objective a year.	New program
Liberal Arts/Engineering Studies	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.</p>	Math: final projects included in all math courses.	As above	Annual reports to VPAA will include assessment of at least one program objective a year.	New program
Liberal Arts/Teacher Preparation	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p>	Efolio Service learning projects	As above	Annual reports to VPAA will include assessment of	2005-2006

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		Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard.	Course comprehensive projects		at least one program objective a year.	
Massage Therapy	Yes	Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard	Clinical applications Massage Therapy Licensing exams	Clinical Supervisors and program director assess clinical skills	Created client feedback forms Planning to capture data on licensure achievement via alumni surveys. Annual reports to VPAA will include assessment of at least one program objective a year.	New Program
Medical Coding	Yes	Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard	Course comprehensive projects	Faculty assess comprehensive projects	Annual reports to VPAA will include assessment of at least one program objective a year.	New program
Business Administration Accounting Hospitality	Yes	Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf	Internship options Achievement	Faculty and field supervisors assess	Annual reports to VPAA will include assessment of	2007-2008 (Except Hospitality: New

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<p>Management Marketing</p>		<p>Accreditation Self-Study</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard</p>	<p>of Accreditation Standards</p> <p>Capstone courses</p>	<p>internship performance.</p> <p>Faculty assess comprehensive projects</p>	<p>at least one program objective a year.</p> <p>Bi-annual Quality Assurances Report to ACBSP</p> <p>Annual Status Report to ACBSP</p>	<p>program)</p> <p>2010 ACBSP 10 year Accreditation Review</p>
<p>Nursing</p>	<p>Yes</p>	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Accreditation Self-Study</p> <p>Individual Course Syllabi include the Program Learning Outcomes as well as individual Course Learning Outcomes. All are also published on Blackboard</p>	<p>Clinical performance/ Learning Lab Surveys</p> <p>Licensure Exam Pass rates</p> <p>Achievement of Accreditation Standards</p>	<p>Faculty and clinical preceptor assess clinical performance/ learning lab surveys</p> <p>Dept. Chair/Faculty, assess pass rates</p> <p>Dept. Chair/Faculty, assess Achievement of Accreditation Standards</p>	<p>Implementation of standardized assessment tool in nursing course with class of 2011</p> <p>Annual reports to VPAA will include assessment of at least one program objective a year.</p>	<p>2005-2006</p> <p>NLNAC: Continuing Accreditation for 8 years. Next visit Spring 2019</p> <p>NHBON: Continued full approval for 5 years. Next visit Fall 2013</p>

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			<p>Graduate Survey Data: Student and Employer</p> <p>Program Satisfaction Measures</p> <p>Job Placement Rates</p> <p>Program Completion</p>	<p>Program Director, faculty and advisory board review graduate/ employer feedback</p> <p>Dept. Chair/Faculty assess satisfaction measures</p> <p>Program Director, faculty and advisory board review Job Placement Rates and Program Completion</p>		
Surgical Technology	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Accreditation Self-Study</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard</p>	<p>Competency Based Lab Exams</p> <p>Clinical performance</p> <p>CST Examination</p>	<p>Lab faculty and program director assess simulated OR exam for required competencies and OR skills and techniques.</p>	<p>Annual reports to VPAA will include assessment of at least one program objective a year.</p>	<p>2005-2006</p> <p>Date of last accreditation reviews</p>

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			<p>scores</p> <p>Graduate Survey Data: Student and Employer</p> <p>Achievement of Accreditation Standards</p>	<p>Faculty and clinical preceptor assess clinical performance.</p> <p>Program Director and ARC-STSA accreditors review employer feedback</p>		
Veterinary Technology	Yes	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf</p> <p>Accreditation Self-Study</p> <p>Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard</p>	<p>Clinical performance</p> <p>Completion of Accreditation Standards</p> <p>Graduates' Pass rates on the VTNE (Veterinary Technician National exam)</p> <p>Achievement of Accreditation Standards</p>	<p>Clinical performance</p> <p>CST Examination scores</p> <p>Program Director reviews VTNE scores for scores above the national level.</p>	Annual reports to VPAA will include assessment of at least one program objective a year.	2006-2007 CVTEA review 2008

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<p>Veterinary Practice Management</p>	<p>Yes</p>	<p>Catalog Online Catalog http://www.greatbay.edu/pdf/catalogs/GBCC_Catalog_1112.pdf Individual Course Syllabi include the outcomes for each course and are all also published on Blackboard</p>	<p>Course comprehensive projects</p>	<p>Faculty assess comprehensive projects</p>	<p>Annual reports to VPAA will include assessment of at least one program objective a year</p>	<p>New program</p>
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OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Veterinary Technology

Professional, specialized or programmatic accreditation Held (by program)	Date of Most recent Review	List Key issues for continuing accreditation identified in the accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board pass rates) Employment	Date and nature of next scheduled review
AVMA -CVTEA	Full review: Sept 2008 Biennial report: Sept 2010	<p>Critical recommendations:</p> <ol style="list-style-type: none"> 1. All facilities in which students learn primary skills be compliant with OSHA and other safety regulations with respect to secondary labeling of repackaged materials and labeling of radiographs. 2. The Program acquires access to a microchip scanner. 3. All students complete all required tasks. <p>Major recommendations:</p> <ol style="list-style-type: none"> 1. The program has access to adequate numbers of animals. 2. Students be required to use library resources to a greater extent. 3. Pertinent library holdings continue to be added and updated. 4. Efforts continue to be exerted to admit students most likely to succeed. 5. Efforts continue to be made 	Graduates' Pass rates on the VTNE (Veterinary Technician National exam be at or above the national average.	Full review: 2014 Biennial report: Sept. 2012

Appendix O: E series reports

		to improve graduate performance on the Veterinary technician National Exam (VTNE) with the goal of consistently achieving pass rates at least equal to the national average of first time criterion candidates.		
(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.
NLNAC Accreditation	July 2011 Continuing Accreditation	<ul style="list-style-type: none"> • Ensure the systematic plan for evaluation emphasizes the evaluation of student learning outcomes and program outcomes. • Ensure use of aggregated evaluation findings to inform program decision-making. • Use the standard definition for assessing graduation rates. • Ensure that the student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. 	<ul style="list-style-type: none"> -Performance on licensure exam -Program completion -Program satisfaction -Job placement <p>See below for results</p>	Continuing Accreditation for 8 years. Next visit Spring 2019

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NH Board of Nursing Approval	February 2010 Approval of new nursing facility site (relocation to Portsmouth) November 2008 Continued full approval			Continued full approval for 5 years. Next visit Fall 2013
.				

The metric for NCLEX results is: 80% of all nursing program graduates will successfully pass the NCLEX-RN examination on first attempt. This metric was met the past three (3) years. The NLNAC metric of licensure examination pass rates at or above the national mean also was met. Unofficial pass rates for 2010 are projected to be 95.7%.

Year	Pass Rate	National Mean
2009	100.0%	87.61%
2008	89.4%	86.20%
2007	88.3%	84.8%

The metric for program completion rates is 70% of the students who complete NURS 111 will graduate. This metric was met the past three (3) years.

Cohort	Graduation Rate
2010	85.0%
2009	80.0%
2008	86.0%

The metric for program satisfaction is: nursing students responding to the College Student Satisfaction Survey will report an average score of 3-4 on satisfaction with 1) academic experience, 2) satisfaction with help to reach educational goal attainment, and 3) satisfaction with help to reach occupational goal attainment. This metric was met the past three (3) years.

Cohort	Program Satisfaction		
	1	2	3
FA 10	4.0	3.8	3.8
FA 09	3.7	3.0	3.7
FA 08	4.1	4.1	3.9

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The graduate and employer satisfaction surveys both have open-ended questions to which students can respond. Employer comments have been laudatory of the graduates.

The metric for job placement is: 75% of graduate survey respondents report they are employed in nursing within one (1) year of graduating.

Cohort	Job Placement
FA 08	100%
FA 07	85%
FA 06	100%

It must be noted that there is a comprehensive program evaluation process in place with extensive data collection. Once faculty dedicate some time to an annual review and use of this information, they will have a process that will meet NLNAC Standards.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *) Date and nature of next scheduled review
ARC-STSA Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	March 2009	Standard II. B. The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest. An advisory committee that is representative of these communities of interest must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsoring institutional personnel in formulating and periodically revising appropriate goals and learning domains,	Standard III.A. Program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources include, but are not limited to; faculty, clerical/support staff, curriculum, finances, offices, classroom/laboratory facilities, ancillary student facilities, clinical affiliations, equipment/supplies, computer resources, instructional reference materials, and faculty/staff continuing education. This issue has been met.	2019

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		monitoring needs and expectations, and ensuring program responsiveness to change.		
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OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

**DEPARTMENT OF BUSINESS ADMINISTRATION AND INFORMATION TECHNOLOGY.
(ACCOUNTING, MANAGEMENT, MARKETING, HOSPITALITY MANAGEMENT, AND LIBERAL ARTS/BUSINESS ADMINISTRATION**

(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.
Accounting Degree ACBSP & NEASC	Reaffirmation of ACBSP=12/2011 NEASC 2012	ACBSP Criterion 4.1 Student Learning Outcomes & Criterion 4.3 Student Assessment *	CPC exam administered by Peregrine Academic Services. Pre and Post Course testing Successful completion of A Country Notebook with a grade of B	ACBSP, Quality Assurance Report 9/30/13
Management Degree ACBSP & NEASC	Reaffirmation of ACBSP=12/2011 NEASC 2012	ACBSP Criterion 4.1 Student Learning Outcomes & Criterion 4.3 Student Assessment*	CPC exam administered by Peregrine Academic Services. Pre and Post Course testing Successful completion of A Country Notebook with a grade of B	ACBSP, Quality Assurance Report 9/30/13
. Marketing Degree ASCBS & NEACS	Reaffirmation of ACBSP=12/2011 NEASC=2012	ACBSP Criterion 4.1 Student Learning Outcomes & Criterion 4.3 Student Assessment*	CPC exam administered by Peregrine Academic Services. Pre and Post Course testing Successful completion of A Country Notebook with a grade of B	ACBSP, Quality Assurance Report 9/30/13
Liberal Arts/Business	Reaffirmation of ACBSP=12/2011 NEASC=2012	ACBSP Criterion 4.1 Student Learning Outcomes & Criterion 4.3 Student Assessment*	CPC exam administered by Peregrine Academic Services.	ACBSP, Quality Assurance

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ACBSP & NEASC			Pre and Post Course testing Successful completion of A Country Notebook with a grade of B	Report 9/30/13
Hospitality Management ACBSP & NESC	Reaffirmation of ACBSP=12/2011 NEASC=2012	ACBSP Criterion 4.1 Student Learning Outcomes & Criterion 4.3 Student Assessment*	CPC exam administered by Peregrine Academic Services Other TBD	ACBSP, Quality Assurance Report 9/30/13
		*”The Department of Business and Information Technology needs to develop a formal, systematic process to assess student learning outcomes in all programs. There is evidence to an informal approach to gathering and using comparable data to enhance and improve student learning, but the process must become formal.”	As defined by the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE), the Common Professional Component (CPC) includes the following 12 business topical areas: <ol style="list-style-type: none"> 1. Marketing 2. Business Finance 3. Accounting 4. Management 5. Legal Environment of Business 6. Economics 7. Business Ethics 8. Global Dimensions of Business 9. Information Management Systems 10. Quantitative Techniques/Statistics 11. Business Leadership (Required only by IACBE) 12. Business Integration and Strategic Management 	

Appendix O: S Series Reports

GBCC – NEASC Form S1. RETENTION AND GRADUATION RATES (July 2012)					
Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data¹					
FT/PT	Fall 2008	Fall 2009	Fall 2010		
Associate degree students*	79%/81%	51%/40%	55%/57%	55%/57%	55%/57%
Bachelors degree students	NA	NA	NA	NA	NA
IPEDS Graduation Data within 150% time (3 yrs)					
	Fall 2005	Fall 2006	Fall 2007		
Associate degree students	9%	18%	13%	13%	13%
Bachelors degree students	NA	NA	NA	NA	NA
Graduation Rate within 200% time (4 yrs)					
	Fall 2004	Fall 2005	Fall 2006		
Associate degree students	20%	18%	21%	21%	21%
Other Undergraduate Retention Rates (2)					
a					
b					
Other Undergraduate Graduation Rates					
a					
b					
Graduate programs *					
Retention rates first-to-second year (3)	NA	NA	NA	NA	NA
Graduation rates @ 150% time (4)	NA	NA	NA	NA	NA
Distance Education					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Course completion rates (5)	86%	85%	88%	88%	88%
Success rates (grade of C or above) (6)	73%	76%	72%	72%	72%
Retention rates (7)	NA	NA	NA	NA	NA
Graduation rates (8)	NA	NA	NA	NA	NA
Branch Campus and Instructional Locations					
Course completion rate (9)	98%	95%	98%	98%	98%
Success rates (grade of C or above)(10)	98%	90%	100%	100%	100%
Retention rates (11)	NA	NA	NA	NA	NA
Graduation rates (12)	NA	NA	NA	NA	NA

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Definition and Methodology Explanations	
1	IPEDS Retention Rate is based on First time Degree Seeking students
2	
3	
4	
5	Cognos: Academic History (Grades not equal to AF, W, WP, or WF)
6	Cognos: Academic History: Only includes those who completed course (Not AF, W, WP, WF)
7	
8	
9	Cognos: Academic History: Includes only credit bearing courses
10	Cognos: Academic History: Only includes those who completed course & credit bearing courses
* An institution offering graduate degrees 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
Success of Students Pursuing Higher Degree		Spring 2010	Spring 2011	Spring 2012	
1	% of graduates attending other colleges	19%	17%	Not yet available	17%
2	% of matriculated-non graduates attending other colleges	8%	8%	Not yet available	10%
3					
4					
5					
Definition and methodology explanations					
Source=National Student Clearinghouse Data. This is an estimate as approximately 2% of GBCC students' data have a FERPA block which does not allow release of information. Additionally the National Student Clearinghouse reports where the students attend, not specifically transfer information.					
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1					
2					
Definition and methodology explanations					

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Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1					
2					
Definition and methodology explanations					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
Definition and methodology explanations					
Other (Specify Below)					
			Fall 2009	Fall 2010	Fall 2011
1	Success rate of C or above in courses		79%	80%	79%
2	Success rate of C or above in gateway college level English (110)		68%	73%	68%
3	Success rate of C or above in developmental English (98, 99)		69%	68%	64%
4	Success rate of C or above in gateway college level Math (145.150)		73%	79%	76%
5	Success rate of C or above in developmental Math (70, 80, 90)		61%	64%	69%
Definition and methodology explanations					
Source: Cognos Academic Pkg. Success rate of C or above is calculated of all the students who completed the course.					

Appendix O: S Series Reports

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
		2009	2010	2011	2012	2013
1	Nursing	100% (43/43)	96% (46/48)	96% (50/51)	100%	100%
2	Surgical Technology	100% (17/17)	100%(4/4)	90%(9/10)	100%	100%
3	Veterinary Technology	Not available	81% (13/16)	Not available	100%	100%
4						
5						
Job Placement Rates ** -** GBCC is in the process of completing a Memorandum of Understanding with the NH Employment and Labor Market Information Bureau. The NHELMIB will provide data identifying the industry classification codes (CIP) for GBCC graduates.						
1						
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.						

Appendix O: S Series Reports

Institutional Notes of Explanation	
1	Nursing –National Council Licensure Exam (NCLEX)
2	Surgical Technology –Certified Surgical Technology Exam (CST)
3	Veterinary Technology – Veterinary Technician National Exam (VTNE)

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
Ecar - Short term (minimum of 10 weeks; clock hours between 300 and 600)						
Completions						
		2009-2010	2010 -2011	2011-2012	2012-2013	2013-2014
1	Early Childhood Education Certificate	0	1	1	Not available	Not available
2	Homeland Security Certificate	7	5	5	Not available	Not available
3	Medical Office Administrative Assistant Certificate	--	Begun fall 2011	8	Not available	Not available
4	Veterinary Practice Management Certificate	--	Begun fall 2011	0	Not available	Not available
5	Event & Meeting Planning Certificate	--	Begun fall 2011	0	Not available	Not available
6	Hotel & Restaurant Management Certificate	--	Begun fall 2011	3	Not available	Not available
7	Spa Management Certificate	--	Begun fall 2011	0	Not available	Not available
8						
9						
10						
11						

Appendix O: S Series Reports

Placement Rates ** - *** GBCB is in the process of completing a Memorandum of Understanding with the NH Employment and Labor Market Information Bureau. The NHELMIB will provide data identifying the industry classification codes (CIP) for GBCB graduates.*

1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

* 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.