

2018 College Factbook



Great Bay Community College

www.greatbay.edu



Goal

The purpose of this Factbook is to support us in implementing our GBCC mission, to provide data to inform decision-making, and to serve as a resource as we build a '*culture of evidence*'. This best faith effort to provide current data is a work-in-progress to be modified and improved upon annually.

Acknowledgement

This Factbook has been compiled with the direct and indirect assistance of many: Rebecca Clerkin - GBCC Learning Resource Center (LRC) Director; Sharon Cronin - GBCC Center for Academic Planning and Support (CAPS) Director; Sarah Bedingfield - former GBCC Vice President of Student Services; Deb Discher - GBCC Veterinary Technology Department Chair; Deanna Friedman - GBCC Advising Center Director; Dawn Hamdi - GBCC WorkReadyNH Director; Dulcinea Kaufman - GBCC Interim Nursing Department Chair; Debra Mattson - GBCC Advanced Technology & Academic Center Director; Kathleen Totten - GBCC Business & Training Center Director of Community Education; Kristin Whitney - GBCC Surgical Technology Program Coordinator; Marge Wharmby - GBCC Running Start Coordinator; CCSNH System staff: Dee Brown, Bonnie Meattey, and Sue Brouillet; and Suzanne Wasileski, WMCC Director of Institutional Research. Thank you.

Fran Chickering
GBCC Institutional Research
fchickering@ccsnh.edu



Great Bay Community College
320 Corporate Drive - Portsmouth, NH 03801
5 Milton Road Suite 32 - Rochester, NH 03867

| <i>Table of Contents</i> | <i>Pages</i> |
|--|----------------|
| I. Institutional Overview | 4 - 7 |
| Vision/Mission/Values/Ethics | 4 |
| History | 5 - 6 |
| Programs/Accreditations | 7 |
| II. Enrollment | 8 - 11 |
| By Fall Term | 8 |
| First Time Freshmen | 9 |
| Certificates - Enrollment & Non Credit | 10 |
| Degree Programs - Enrollment | 11 |
| III. Performance | 12 - 17 |
| Grades | 12 |
| Program Licensure Results | 13 |
| Community College Survey of Student Engagement (CCSSE) | 14 - 17 |
| IV. Degrees & Certificates Awarded | 18 |
| V. Transfer | 19 - 20 |
| VI. Advanced Technology & Academic Center | 21 |
| VII. Business & Training Center | 22 |
| VIII. Work Ready NH | 23 |
| IX. Educational Resources | 24 - 31 |
| Learning Resource Center (Library) | 24 |
| Center for Planning and Support (CAPS) | 25 - 26 |
| Advising & Transfer Center | 27 - 30 |
| Running Start | 31 |
| X. Financial Resources | 32 - 33 |
| Financial Aid Summary & Student Loan Default Data | 32 |
| Institutional Financial Resources | 33 |
| XI. Benchmarks | 34 - 35 |
| IPEDS Enrollment & Graduation Data | 34 |
| National Student Clearinghouse - Snapshot - Yearly Success and Progress Rates | 35 |
| XII. NH Data | 36 - 39 |
| Census Data on GBCC Catchment Area | 36 |
| NH Data from <i>A Stronger Nation</i> | 37 |
| NH Data from <i>Recovery: Job Growth and Education Requirements Through 2020</i> | 38 |
| <i>Project on Student Debt</i> | 39 |
| XIII. Notes/Methodology/MetaData | 40 |



I. Institutional Overview

Mission (revised 2016)

Great Bay Community College expands intellectual and economic opportunity by providing affordable higher education in an environment that embodies excellence, innovation, and collaboration.

Vision (revised 2016)

Great Bay Community College will emphasize student learning and support, and nurture an innovative spirit to be a leading academic institution in New England.

Core Values (revised 2016)

Success for Our Students

We are committed to the success of our students by adhering to the highest levels of academic and professional standards.

Teaching Excellence

We are committed to academic rigor and integrity that assures students a high-quality education that fosters personal and intellectual growth for productive careers and meaningful lives.

Workplace Culture

We create an environment that continually builds an exceptional community college through shared governance, cross-divisional collaboration, and a commitment to stand together as one college in the delivery of our mission.

Creativity and Inquisitiveness

We strive to be a creative and inquisitive community based on the pursuit of knowledge, wisdom, and discovery.

Community Engagement

We meet our mission and improve as an organization through engagement with others in our broader community.

Civic Engagement

We promote volunteerism and service learning to foster engaged citizenship by integrating classroom learning with community involvement.

Diversity

We recognize and value diversity in its many forms as a representation of the richness of the human experience.

Citizenship and Sustainability

We pledge to be socially responsible citizens by adopting best practices that lessen our environmental footprint and lead to a healthier environment for all.

Code of Ethics

Our college policies, procedures, decisions and actions are based on the following ethical principles:

Responsibility - We accept responsibility for our actions.

Fairness - We maintain balance and fairness and ensure equitable treatment.

Honesty - We build trusting relationships by being honest and truthful.

Mutual Respect - We accept each other regardless of our differences.

Integrity - We maintain integrity by being incorruptible.



| History | | |
|---------|-------------------|---|
| Year | Location | Action |
| 1945 | Portsmouth | State Trade School of Portsmouth was founded within state college system to provide <i>"trade and vocational training and retraining for the occupational adjustment of youths and adults..."</i> . 130 war veterans comprised the first class; tuition was \$450 per year. |
| 1949 | Portsmouth | Name change: New Hampshire Technical Institute-Portsmouth. 45 graduates. |
| 1965 | Portsmouth | New building. Name change: Vocational Institute. Mission to <i>"...prepare qualified high school graduates or the equivalent as skilled workers to meet the occupational needs of the state."</i> |
| 1966 | Portsmouth | Nursing program became a college offering. |
| 1967 | Portsmouth | College allowed to grant Associate in Applied Science and Associate in |
| 1975 | Portsmouth | Accreditation granted by Commission on Vocational, Technical, Career Institutions of New Association of Schools and Colleges. |
| 1982 | Stratham | College moved from Portsmouth to Stratham. Nursing program began transition to two year Associate Degree Registered Nurse Program. |
| 1983 | Pease Stratham | Classes were offered to Air Force members at Pease. Associate Degree program initiated by Veterinary Technology to meet American Veterinary Medical Association accreditation requirements. |
| 1986 | Pease | By special pass students from the community were allowed to attend classes. |
| 1989 | Pease & Stratham | Name change: New Hampshire Technical College at Stratham |
| 1993 | Pease | Pease Tradeport satellite campus opens. |
| 1996 | Pease & Stratham | NHCTC-Stratham merged with NHCTC-Manchester. |
| | Pease & Stratham | Name change: New Hampshire Community Technical College Manchester/Stratham |
| | Pease & Stratham | Mission: to provide <i>"...comprehensive, market-driven, accessible, quality programs of higher education..."</i> |
| | Pease & Stratham | College allowed to grant Associate of Art Degree. |
| 1999 | Stratham | Associate Degree program in Surgical Technology began. |
| 2001 | Pease | Pease classes moved to current site on Corporate Drive. |
| 2002 | Pease & Stratham | College accredited by NEASC-CIHE. |
| 2005 | Pease & Stratham | NHCTC-Stratham became independent college of NH Community Technical College System. |
| 2007 | Pease & Stratham | College's accreditation was renewed by NEASC-CIHE for 10 years. |
| 2008 | Pease & Stratham | Name change: Great Bay Community College Mission: <i>"...provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree, or transfer opportunities."</i> |
| 2008 | | Wildolfo Arvelo becomes President of Great Bay Community College |

Continued on next page—

**History (continued)**

| Year | Location | Action |
|-------------|-------------------------|---|
| 2009 | Pease & Stratham | Stratham campus consolidated with Pease site in Portsmouth. Automotive Technology moved to Manchester Community College. |
| 2010 | Portsmouth | New degree programs added: Liberal Arts/Engineering Science & Massage Therapy degree program. |
| 2011 | Portsmouth | Digital Media Technology associate degree with two concentrations added; five new certificate programs: Hospitality, Massage, Medical Office Administrative Assistant, Veterinary Practice Management |
| 2012 | Portsmouth | TAACCCT (Trade Adjustment Assistance Community College and Career Training) grant awarded to Community College System of NH |
| 2013 | Rochester | GBCC's second campus opened - The Advanced Technology & Academic Center opened in Rochester in May. Certificate in Advanced Composites Manufacturing added. |
| 2015 | Portsmouth Rochester | Building of the Student Success Center completed Completion of the TAACCCT grant |
| 2016 | Portsmouth | Liberal Arts degrees in English, Fine Arts, History and Psychology added. |
| 2017 | College | Dr. Wildolfo Arvelo leaves Presidency of Great Bay Community College. |
| 2018 | College College | NEASC 10 Year Accreditation Dr. Pelema Morrice becomes President of Great Bay Community College. |

Source: GBCC College Community, R. Clerkin, GBCC College Catalogs

Accreditation

| Area | Most Recent | Accrediting Body |
|-----------------------|--------------------|--|
| College | 2017 | New England Association of Schools and Colleges |
| Business Studies | 2011 | Association of Collegiate Business Schools and Programs |
| Nursing | 2013 | Accreditation Commission for Education in Nursing (name change 2014) |
| Surgical Technology | 2009 | Commission on Accreditation of Allied Health Education Programs |
| Veterinary Technology | 2014 | American Veterinary Medical Association |

Source: GBCC Course Catalog & Respective Departments



Programs: as of 2017-2018 GBCC Catalog

Degree: Associate in Arts

| | |
|--|---|
| Biology (new 2017) | Liberal Arts/Chemistry (new 2012) |
| Chemistry (new 2017) | Liberal Arts/Engineering Science (new 2010) |
| Liberal Arts | Liberal Arts/English (new 2016) |
| Liberal Arts/American Studies | Liberal Arts/Environmental Studies (new 2012) |
| Liberal Arts/Biological Sciences (new 2016) | Liberal Arts/Fine Arts (new 2015) |
| Liberal Arts/Biological Sci-Gen. Biology Option (new 2011) | Liberal Arts/History (new 2016) |
| Liberal Arts/Biological Sci-University Transfer (new 2011) | Liberal Arts/Psychology (new 2016) |
| Liberal Arts/Business Studies | Liberal Arts/Teacher Preparation |

Degree: Associate in Science

| | |
|--|--|
| Accounting | English (new 2016) |
| Analytics (new 2017) | Environmental Science (new 2017) |
| Aviation Technology Helicopter (new 2015) | Fine Arts (new 2017) |
| Bioengineering (new 2016) | History (new 2017) |
| Biological Science (new 2017) | Health Information Technology (new 2012) |
| Biology (new 2017) | Hospitality Management |
| Biotechnology | Hospitality Management Transfer (new 2015) |
| Business Administration (new 2017) | Information Systems Technology |
| Computer Technologies | Management |
| Criminal Justice | Marketing |
| Cyber Security Infrastructure (new 2017) | Nursing |
| Digital Media Technology | Psychology (new 2016) |
| Digital Media Technology-Digital Communications (new 2011) | Surgical Technology |
| Digital Media Technology-Game Programming (new 2011) | Technical Studies |
| Early Childhood Education | Veterinary Technology |
| Engineering Science (new 2016) | |

Certificate Programs

| | |
|--|--|
| Accounting | Information Systems Technology |
| Advanced Composites Manufacturing (new 2013) | Leadership & Management (new 2016-replaces Mgmt) |
| Applied Career Fundamentals Adv Manufacturing (new 2014) | Linux |
| Automotive Technology (new 2017) | Massage Therapy (new 2011) |
| Biotechnology | Medical Office Administrative Asst. (new 2011) |
| Biotechnology Advanced Certificate | Motorcycle Maintenance & Repair (new 2017) |
| Computer Numeric Control (new 2017) | Nondestructive Testing (new 2016) |
| Data - Practical Data Science (new 2015) | Programming |
| Digital Design & Animation | Sales & Digital Marketing (new 2016-replaces Mrkt) |
| Early Childhood Education | Software Development (new 2015) |
| Early Childhood Education - Advanced Certificate | Special Education |
| Homeland Security | Veterinary Practice Management (new 2011) |
| Hospitality Management (Event-Hotel-Spa) (new 2011) | Welding (new February 2014) |

Source: GBCC Catalogs



II. Enrollment

| As of Fall Census Date (Sept.) | | | | | | |
|--------------------------------------|-----------------|---------|-----------------|---------|-----------------|---------|
| | 2015 | | 2016 | | 2017 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Matriculated (Accepted into Program) | 1780 | 76.2 | 1711 | 78.3 | 1672 | 80.5 |
| Non-Matriculated | 556 | 23.8 | 473 | 21.7 | 404 | 19.5 |
| Total | 2336 | 100 | 2184 | 100 | 2076 | 100 |
| Age Range | | | | | | |
| Under 20 | 546 | 23.4 | 625 | 28.7 | 546 | 26.3 |
| 20 - 24 | 873 | 37.4 | 770 | 35.3 | 795 | 38.4 |
| 25 - 30 | 405 | 17.4 | 367 | 16.8 | 349 | 16.8 |
| 31 - 35 | 155 | 6.6 | 132 | 6.1 | 126 | 6.1 |
| 36 - 40 | 96 | 4.1 | 102 | 4.7 | 73 | 3.5 |
| 41 - 45 | 77 | 3.3 | 52 | 2.4 | 57 | 2.7 |
| 46 - 50 | 68 | 2.9 | 54 | 2.5 | 44 | 2.1 |
| 51 - 60 | 93 | 4.0 | 61 | 2.8 | 66 | 3.2 |
| Over 60 | 20 | 0.9 | 16 | 0.7 | 17 | 0.8 |
| Total Reported | 2333 | 100 | 2179 | 100 | 2073 | 100 |
| Not Reported | 3 | | 5 | | 3 | |
| Total | 2336 | | 2184 | | 2076 | |
| First Time Freshmen | 369* | 21 | 422 | 25 | 427 | 26 |
| | of matriculated | | of matriculated | | of matriculated | |
| Full Time Matriculated | 605 | 34 | 610 | 36 | 594 | 36 |
| | of matriculated | | of matriculated | | of matriculated | |
| Gender | | | | | | |
| Female | 1369 | 59.1 | 1231 | 57.8 | 1216 | 60.2 |
| Male | 947 | 40.9 | 898 | 42.2 | 805 | 39.8 |
| Total Reported | 2316 | 100 | 2129 | 100 | 2021 | 100 |
| Not Reported | 20 | | 55 | | 55 | |
| Total | 2336 | | 2184 | | 2076 | |
| State | | | | | | |
| New Hampshire | 2137 | 91 | 1983 | 91 | 1919 | 92 |
| Maine | 156 | 7 | 153 | 7 | 117 | 6 |
| Massachusetts | 37 | 2 | 29 | 1 | 27 | 1 |
| Other States | 6 | 0 | 19 | 1 | 13 | 1 |
| Total | 2336 | 100 | 2184 | 100 | 2076 | 100 |

*updated 2017

Source: Data Warehouse/Banner SZRHCN5: Annual September Census files

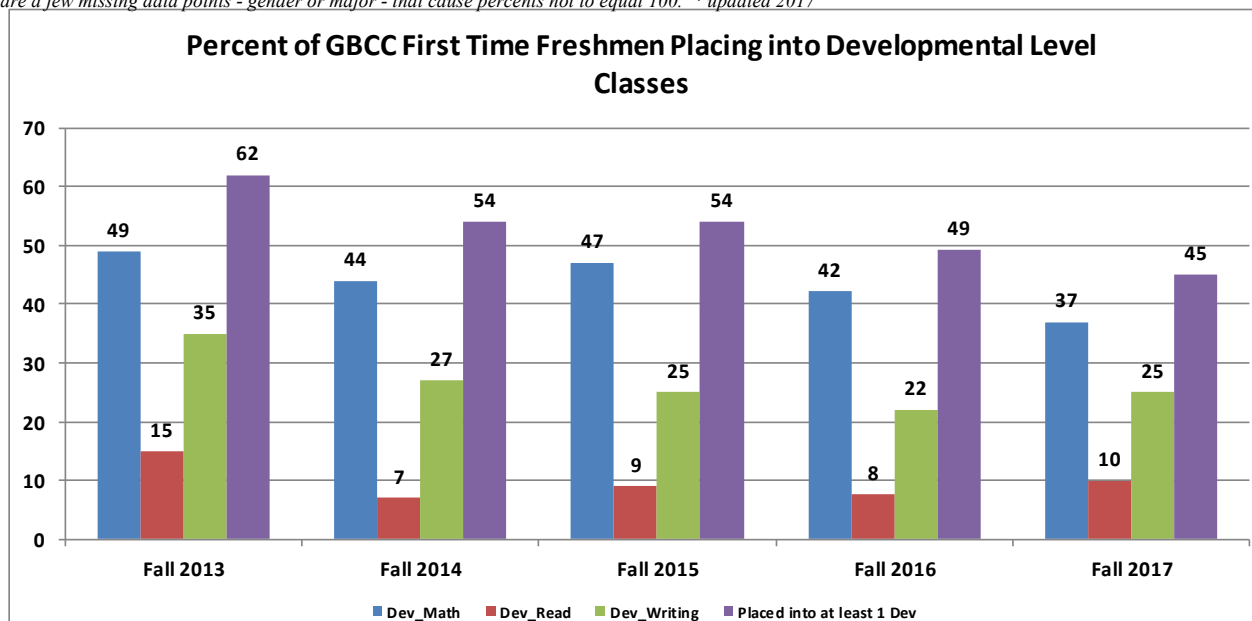


First Time Freshmen

First Time Freshmen (FTF) comprise about 20% of the matriculated students in each fall census. These are students who have not attended college except for a high school Running Start class or perhaps a summer college class.

| First Time Freshmen | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | |
|-----------------------------------|------------|-----------|-------------|-----------|------------|-----------|------------|-----------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 412 | | 369* | | 422 | | 427 | |
| Under 20 | 267 | 65 | 253 | 69 | 309 | 73 | 296 | 69 |
| 20 - 25 | 90 | 22 | 73 | 20 | 72 | 17 | 94 | 22 |
| Over 25 | 55 | 13 | 43 | 12 | 41 | 10 | 37 | 9 |
| Associate degree - Full Time | 197 | 48 | 195 | 53 | 222 | 53 | 209 | 49 |
| Associate degree - Part Time | 184 | 45 | 147 | 40 | 159 | 38 | 151 | 35 |
| Certificate - Full Time | 5 | 1 | 3 | 1 | 9 | 2 | 17 | 4 |
| Certificate - Part Time | 23 | 6 | 24 | 7 | 32 | 8 | 42 | 10 |
| Liberal Arts Major | 191 | 46 | 178 | 48 | 153 | 36 | 134 | 31 |
| Liberal Arts/Business or Bs Admin | 26 | 6 | 28 | 8 | 45 | 11 | 43 | 10 |
| Females | 221 | 54 | 207 | 56 | 205 | 49 | 197 | 46 |
| Under 20 | 146 | 66 | 148 | 71 | 147 | 72 | 141 | 72 |
| 20 - 25 | 43 | 19 | 34 | 16 | 39 | 19 | 38 | 19 |
| Over 25 | 32 | 14 | 25 | 12 | 19 | 9 | 18 | 9 |
| Full Time | 104 | 47 | 105 | 51 | 108 | 53 | 98 | 50 |
| Liberal Arts Major | 121 | 55 | 120 | 58 | 105 | 51 | 82 | 42 |
| Liberal Arts/Business or Bs Admin | 9 | 4 | 12 | 6 | 12 | 6 | 10 | 5 |
| Males | 190 | 46 | 161 | 44 | 206 | 49 | 226 | 53 |
| Under 20 | 120 | 63 | 105 | 65 | 155 | 75 | 151 | 67 |
| 20 - 25 | 47 | 25 | 38 | 24 | 32 | 16 | 56 | 25 |
| Over 25 | 23 | 12 | 18 | 11 | 19 | 9 | 19 | 8 |
| Full Time | 97 | 51 | 92 | 57 | 119 | 58 | 124 | 55 |
| Liberal Arts Major | 69 | 36 | 58 | 36 | 44 | 21 | 40 | 18 |
| Liberal Arts/Business or Bs Admin | 17 | 9 | 16 | 10 | 33 | 16 | 33 | 15 |

There are a few missing data points - gender or major - that cause percents not to equal 100. * updated 2017





Certificates—Enrollment

| Certificate Programs | 2014 | | 2015 | | 2016 | | 2017 | | Difference Fall 2014 to Fall 2017 | % Change Fall 2014 to Fall 2017 |
|--|------------|----------------------------|------------|----------------------------|------------|----------------------------|------------|----------------------------|---|---------------------------------------|
| | Number | Percent of Certificates | Number | Percent of Certificates | Number | Percent of Certificates | Number | Percent of Certificates | | |
| Accounting | 9 | 6.4 | 9 | 6.3 | 12 | 8.5 | 12 | 7.4 | 3 | 33.3 |
| Advanced Composites Mfg | 22 | 15.7 | 26 | 18.3 | 24 | 17.0 | 24 | 14.8 | 2 | 9.1 |
| Automotive Technology | | | | | | | 11 | 6.8 | 11 | |
| Biotech Advanced | 3 | 2.1 | 2 | 1.4 | 1 | 0.7 | | | -3 | -100.0 |
| Biotechnology | 1 | 0.7 | 2 | 1.4 | 2 | 1.4 | 1 | 0.6 | 0 | 0.0 |
| Computer Numeric Control | | | | | | | 3 | 1.9 | 3 | |
| Data Science | | | 1 | 0.7 | | | 1 | 0.6 | 1 | |
| Dig. Design & Animation | 4 | 2.9 | 3 | 2.1 | 3 | 2.1 | 6 | 3.7 | 2 | 50.0 |
| Early Childhood Education | 8 | 5.7 | 12 | 8.5 | 8 | 5.7 | 12 | 7.4 | 4 | 50.0 |
| Early Childhood Education Adv | 1 | 0.7 | 1 | 0.7 | | | 1 | 0.6 | 0 | 0.0 |
| Event & MtgPlanning Mgmt | 5 | 3.6 | 4 | 2.8 | 2 | 1.4 | | | -5 | -100.0 |
| Homeland Security | 1 | 0.7 | 4 | 2.8 | 5 | 3.5 | 3 | 1.9 | 2 | 200.0 |
| Hotel Restaurant Mgmt | 4 | 2.9 | 3 | 2.1 | 3 | 2.1 | 6 | 3.7 | 2 | 50.0 |
| Info Systems Technology | 10 | 7.1 | 7 | 4.9 | 12 | 8.5 | 9 | 5.6 | -1 | -10.0 |
| Leadership & Management | | | | | | | 1 | 0.6 | 1 | |
| Management | 5 | 3.6 | 5 | 3.5 | 6 | 4.3 | 5 | 3.1 | 0 | 0.0 |
| Marketing | 2 | 1.4 | 3 | 2.1 | 1 | 0.7 | 2 | 1.2 | 0 | 0.0 |
| Massage Therapy | 9 | 6.4 | 12 | 8.5 | 21 | 14.9 | 15 | 9.3 | 6 | 66.7 |
| Medical Offc. Ad. Asst. | 29 | 20.7 | 15 | 10.6 | 20 | 14.2 | 15 | 9.3 | -14 | -48.3 |
| Motorcycle Main. & Technology | | | | | | | 6 | 3.7 | 6 | |
| Nondestructive Testing | | | | | | | 4 | 2.5 | 4 | |
| Programming | 6 | 4.3 | 6 | 4.2 | 2 | 1.4 | | | -6 | -100.0 |
| Sales & Digital Marketing | | | | | | | 1 | 0.6 | 1 | |
| Software Development | | | 2 | 1.4 | 6 | 4.3 | 4 | 2.5 | 4 | |
| Spa Management | 1 | 0.7 | 2 | 1.4 | | | | | -1 | -100.0 |
| Special Education | 4 | 2.9 | 5 | 3.5 | | | 2 | 1.2 | -2 | -50.0 |
| Vet. Practice Mgmt. | | | 1 | 0.7 | 1 | 0.7 | 2 | 1.2 | 2 | |
| Welding Technologies | 16 | 11.4 | 17 | 12.0 | 12 | 8.5 | 16 | 9.9 | 0 | 0.0 |
| Total Number of Students in Certificate Prg | 140 | 100 | 142 | 100 | 141 | 100 | 162 | 100 | 1 | 0.7 |

| Non - Credit | 2014 | | 2015 | | 2016 | | 2017 | |
|----------------------------------|------------|-----------------------|------------|-----------------------|------------|-----------------------|------------|-----------------------|
| | Number | Percent of Credits | Number | Percent of Credits | Number | Percent of Credits | Number | Percent of Credits |
| e-Start | | | | | 5 | 1.1 | | |
| Early College | | | | | 36 | 7.6 | 28 | 6.8 |
| Running Start* | | | 100 | 18.0 | 22 | 4.7 | 21 | 5.1 |
| Continuing Ed | | | 187 | 33.5 | 193 | 40.8 | 127 | 30.7 |
| Non Credit Office Admin Cert | | | | | 3 | 0.6 | | 0.0 |
| Non Credit Medical Asst | | | | | | | 11 | 2.7 |
| Non-Degree Technical Ed | | | 270 | 48.6 | 214 | 45.2 | 217 | 52.4 |
| Matric but not in credit classes | | | | | | | 10 | 2.4 |
| Undeclared Total | 359 | | 556 | 100 | 473 | 100 | 414 | 100 |



Degrees—Enrollment

| Degree Programs | 2014 | | 2015 | | 2016 | | 2017 | | Difference Fall 2014 to Fall 2017 | % Change Fall 2014 to Fall 2017 |
|---|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|---|---------------------------------------|
| | Number | Percent of Degrees | Number | Percent of Degrees | Number | Percent of Degrees | Number | Percent of Degrees | | |
| Accounting | 46 | 2.7 | 46 | 2.8 | 42 | 2.7 | 40 | 2.7 | -6 | -13.0 |
| Analytics | | | | | | | 3 | 0.2 | 3 | |
| Aviation Technology Helicopter | | 0.0 | 5 | 0.3 | 11 | 0.7 | 11 | 0.7 | 11 | |
| Bioengineering | | | | | 5 | 0.3 | 5 | 0.3 | 5 | |
| Biology - AA | | | | | | | 8 | 0.5 | 8 | |
| Biology - AS | | | | | | | 14 | 0.9 | 14 | |
| Biotechnology | 22 | 1.3 | 23 | 1.4 | 20 | 1.3 | 25 | 1.7 | 3 | 13.6 |
| Business Administration | | | | | 96 | 6.1 | 147 | 9.8 | 147 | |
| Computer Technologies | 63 | 3.7 | 60 | 3.7 | 66 | 4.2 | 60 | 4.0 | -3 | -4.8 |
| Criminal Justice | 72 | 4.2 | 64 | 3.9 | 62 | 3.9 | 56 | 3.7 | -16 | -22.2 |
| Cyber Security Infrastructure | | | | | | | 7 | 0.5 | 7 | |
| Digital Media Technology | 23 | 1.3 | 16 | 1.0 | 8 | 0.5 | 3 | 0.2 | -20 | -87.0 |
| Digital Media/Digital Comm | 9 | 0.5 | 20 | 1.2 | 24 | 1.5 | 33 | 2.2 | 24 | 266.7 |
| Digital Media/Game Program | 9 | 0.5 | 3 | 0.2 | 2 | 0.1 | 2 | 0.1 | -7 | -77.8 |
| Early Childhood Education | 58 | 3.4 | 37 | 2.3 | 33 | 2.1 | 36 | 2.4 | -22 | -37.9 |
| Engineering Science | | | | | 23 | 1.5 | 51 | 3.4 | 51 | |
| English | | | | | | | 6 | 0.4 | 6 | |
| Environmental Sciences | | | | | | | 13 | 0.9 | 13 | |
| Health Information Technology | 34 | 2.0 | 27 | 1.6 | 9 | 0.6 | 2 | 0.1 | -32 | -94.1 |
| Hospitality Management | 37 | 2.2 | 36 | 2.2 | 28 | 1.8 | 19 | 1.3 | -18 | -48.6 |
| Hospitality Mgmt Univ Transfer | | 0.0 | 4 | 0.2 | 3 | 0.2 | 6 | 0.4 | 6 | |
| Information Systems Technology | 61 | 3.6 | 59 | 3.6 | 42 | 2.7 | 35 | 2.3 | -26 | -42.6 |
| Liberal Arts | 485 | 28.2 | 444 | 27.1 | 473 | 30.1 | 428 | 28.5 | -57 | -11.8 |
| Liberal Arts/Health concentration | 176 | 10.2 | 168 | 10.3 | 117 | 7.5 | 74 | 4.9 | -102 | -58.0 |
| Liberal Arts/Surg Tech concentration | 15 | 0.9 | 17 | 1.0 | 10 | 0.6 | 6 | 0.4 | -9 | -60.0 |
| Liberal Arts/Vet Tech concentration | 37 | 2.2 | 45 | 2.7 | 29 | 1.8 | 19 | 1.3 | -18 | -48.6 |
| Liberal Arts/American Studies | 10 | 0.6 | 7 | 0.4 | 2 | 0.1 | 5 | 0.3 | -5 | -50.0 |
| Lib Arts Biol Sci Gen Biol | 21 | 1.2 | 27 | 1.6 | 24 | 1.5 | 9 | 0.6 | -12 | -57.1 |
| Lib Arts Biol Sci Univ Tr | 29 | 1.7 | 24 | 1.5 | 25 | 1.6 | 12 | 0.8 | -17 | -58.6 |
| Liberal Arts/Business | 77 | 4.5 | 93 | 5.7 | 37 | 2.4 | 1 | 0.1 | -76 | -98.7 |
| Liberal Arts/Chemistry | 7 | 0.4 | 7 | 0.4 | 5 | 0.3 | 8 | 0.5 | 1 | 14.3 |
| Liberal Arts/Engineering Science | 55 | 3.2 | 51 | 3.1 | 33 | 2.1 | 10 | 0.7 | -45 | -81.8 |
| Liberal Arts/English | | | | | 11 | 0.7 | 10 | 0.7 | 10 | |
| Liberal Arts/Environ. Studies | 24 | 1.4 | 24 | 1.5 | 25 | 1.6 | 13 | 0.9 | -11 | -45.8 |
| Liberal Arts /Fine Arts | | 0.0 | 2 | 0.1 | 11 | 0.7 | 12 | 0.8 | 12 | |
| Liberal Arts /History | | | | | 1 | 0.1 | 6 | 0.4 | 6 | |
| Liberal Arts/Psychology | | | | | 30 | 1.9 | | | 0 | |
| Liberal Arts/Teacher Prep | 67 | 3.9 | 60 | 3.7 | 48 | 3.1 | 56 | 3.7 | -11 | -16.4 |
| Management | 38 | 2.2 | 36 | 2.2 | 14 | 0.9 | 3 | 0.2 | -35 | -92.1 |
| Marketing | 21 | 1.2 | 23 | 1.4 | 10 | 0.6 | 1 | 0.1 | -20 | -95.2 |
| Massage Therapy | 12 | 0.7 | 4 | 0.2 | | 0.0 | | | -12 | -100.0 |
| Nursing | 104 | 6.1 | 99 | 6.0 | 95 | 6.1 | 90 | 6.0 | -14 | -13.5 |
| Nursing Advanced Placement | 2 | 0.1 | 1 | 0.1 | | 0.0 | 2 | 0.1 | 0 | 0.0 |
| Psychology | | | | | | | 58 | 3.9 | 58 | |
| Surgical Technology | 24 | 1.4 | 18 | 1.1 | 24 | 1.5 | 21 | 1.4 | -3 | -12.5 |
| Technical Studies | 8 | 0.5 | 9 | 0.5 | 8 | 0.5 | 8 | 0.5 | 0 | 0.0 |
| Veterinary Technology | 72 | 4.2 | 79 | 4.8 | 64 | 4.1 | 66 | 4.4 | -6 | -8.3 |
| Total in Degree Program | 1718 | 100 | 1638 | 100 | 1570 | 100 | 1500 | 100 | -218 | -12.7 |
| Total in Certificate Program | 140 | | 142 | | 141 | | 162 | | 22 | 15.7 |
| Total of Students in Certificate or Degree | 1,858 | | 1,780 | | 1,711 | | 1,662 | | -196 | -10.5 |
| Undeclared Total | 359 | | 556 | | 473 | | 414 | | 55 | 15.3 |
| Grand Total of All Enrolled Students | 2,217 | - | 2,336 | - | 2,184 | - | 2,076 | | -141 | -6.4 |



III. Performance—Grades

Grades in Face to Face (F2F), Hybrid, and Online (OL) Courses

| | Fall 2015 | | | | | | Fall 2016 | | | | | | Fall 2017 | | | | | |
|-------------------|-----------|---------|--------|---------|--------|---------|-----------|---------|--------|---------|--------|---------|-----------|---------|--------|---------|--------|---------|
| | F2F | | Hybrid | | OL | | F2F | | Hybrid | | OL | | F2F | | Hybrid | | OL | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| A | 922 | 24% | 232 | 29% | 195 | 28% | 939 | 25% | 173 | 23% | 183 | 28% | 731 | 21% | 275 | 34% | 187 | 29% |
| A- | 486 | 13% | 81 | 10% | 73 | 10% | 440 | 12% | 96 | 13% | 76 | 12% | 425 | 12% | 77 | 10% | 89 | 14% |
| B+ | 443 | 11% | 67 | 8% | 47 | 7% | 387 | 10% | 68 | 9% | 41 | 6% | 372 | 11% | 68 | 8% | 51 | 8% |
| B | 401 | 10% | 64 | 8% | 52 | 7% | 352 | 9% | 56 | 8% | 56 | 9% | 397 | 11% | 64 | 8% | 51 | 8% |
| B- | 310 | 8% | 48 | 6% | 55 | 8% | 302 | 8% | 64 | 9% | 39 | 6% | 312 | 9% | 59 | 7% | 42 | 6% |
| C+ | 211 | 5% | 30 | 4% | 32 | 5% | 245 | 7% | 43 | 6% | 19 | 3% | 211 | 6% | 37 | 5% | 23 | 4% |
| C | 178 | 5% | 31 | 4% | 32 | 5% | 212 | 6% | 39 | 5% | 19 | 3% | 216 | 6% | 34 | 4% | 27 | 4% |
| C- | 132 | 3% | 22 | 3% | 15 | 2% | 143 | 4% | 19 | 3% | 24 | 4% | 109 | 3% | 15 | 2% | 9 | 1% |
| D+ | 69 | 2% | 9 | 1% | 5 | 1% | 52 | 1% | 13 | 2% | 14 | 2% | 64 | 2% | 14 | 2% | 8 | 1% |
| D | 66 | 2% | 24 | 3% | 13 | 2% | 69 | 2% | 16 | 2% | 15 | 2% | 59 | 2% | 16 | 2% | 17 | 3% |
| D- | 49 | 1% | 5 | 1% | 7 | 1% | 48 | 1% | 13 | 2% | 6 | 1% | 46 | 1% | 11 | 1% | 11 | 2% |
| F | 355 | 9% | 115 | 14% | 102 | 15% | 311 | 8% | 90 | 12% | 99 | 15% | 279 | 8% | 85 | 11% | 72 | 11% |
| W | 160 | 4% | 39 | 5% | 48 | 7% | 164 | 4% | 40 | 5% | 34 | 5% | 162 | 5% | 32 | 4% | 43 | 7% |
| WF | 13 | 0% | 5 | 1% | 1 | 0% | 6 | 0% | 3 | 0% | 1 | 0% | 13 | 0% | 3 | 0% | 2 | 0% |
| WP | 14 | 0% | 8 | 1% | 2 | 0% | 22 | 1% | 2 | 0% | 9 | 1% | 23 | 1% | 1 | 0% | 3 | 0% |
| AF | 78 | 2% | 14 | 2% | 23 | 3% | 73 | 2% | 11 | 1% | 12 | 2% | 72 | 2% | 15 | 2% | 12 | 2% |
| Total # Grades | 3887 | 100% | 794 | 100% | 702 | 100% | 3765 | 100% | 746 | 100% | 647 | 100% | 3491 | 100% | 806 | 100% | 647 | 100% |

| | Fall 2015 | | | Fall 2016 | | | Fall 2017 | | |
|--|-----------|--------|-----|-----------|--------|-----|-----------|--------|-----|
| | F2F | Hybrid | OL | F2F | Hybrid | OL | F2F | Hybrid | OL |
| # of classes | 262 | 65 | 47 | 260 | 60 | 51 | 242 | 59 | 51 |
| # filled seats in classes - registered | 3887 | 794 | 702 | 3765 | 746 | 647 | 3491 | 806 | 647 |
| # Completers of registered | 3713 | 747 | 652 | 3579 | 704 | 604 | 3306 | 773 | 601 |
| # C or above grades of completers | 2951 | 553 | 486 | 2877 | 539 | 433 | 2664 | 614 | 470 |
| Across All Classes | | | | | | | | | |
| % Completers of registered | 96% | 94% | 93% | 95% | 94% | 93% | 95% | 96% | 93% |
| % C or above grades of completers | 79% | 74% | 75% | 80% | 77% | 72% | 81% | 79% | 78% |

Success by Course Schedule

Fall 2015 Fall 2016 Fall 2017

First Half Term

| | | | |
|-----------------------------------|-----|-----|-----|
| % Completers of registered | 99% | 98% | 97% |
| % C or above grades of completers | 84% | 81% | 83% |

Late Start

| | | | |
|-----------------------------------|-----|-----|-----|
| % Completers of registered | 93% | 94% | 95% |
| % C or above grades of completers | 70% | 72% | 78% |

Second Half

| | | | |
|-----------------------------------|-----|-----|-----|
| % Completers of registered | 97% | 98% | 96% |
| % C or above grades of completers | 81% | 79% | 77% |

Full Term

| | | | |
|-----------------------------------|-----|-----|-----|
| % Completers of registered | 95% | 94% | 97% |
| % C or above grades of completers | 78% | 80% | 83% |

Source: Data Warehouse via Veera

*Completers=all grades including AF & WF because these are used for gpa. Not counted are W or WP.

**Success=all grades C and above of completers



Licensure

Program Licensure Outcomes

Nursing - National Council Licensure Examination for Registered Nurses (NCLEX-RN)

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|-------|-------|
| GBCC Pass Rate | 90.7% | 88.2% | 93.0% | 94.1% | 89.4% |
| NH Pass Rate (First-time, U.S. Educated) | 83.2% | 85.5% | 87.0% | 90.3% | 90.9% |
| US Pass Rate (First-time, U.S. Educated) | 83.0% | 81.8% | 84.5% | 84.6% | 87.1% |
| (www.ncsbn.org) | | | | | |

Surgical Technology - Certified Surgical Technologist Exam (CST)

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|--------------------|
| GBCC Pass Rate* | 90% (10/11) | 100% (13/13) | 100% (6/6) | 83% (5 of 6) | 86% (6 of 7) |
| National Pass Rate - Web Based** | 74% (5138/6907) | 76% (4893/6477) | 77% (5019/6526) | 59% (2015/3439) | Not available yet. |

Sources: *Kristin Whitney, Chair of Surgical Technology Department at GBCC; **National Board of Surgical Technology and Surgical Assisting (NBSTSA)

Veterinary Technology - Veterinary Technician National Exam (VTNE)

| | 07.01.14 - 06.30.15 | | 07.01.15 - 06.30.16 | | 07.01.16 - 06.30.17 | |
|---------------------------|---------------------|---------|---------------------|---------|---------------------|---------|
| Pass Rate | Number | Percent | Number | Percent | Number | Percent |
| GBCC 1st Time Test Takers | 23 | 48% | 18 | 67% | 29 | 69% |
| All 1st Time Test Takers | 6372 | 72% | 6568 | 70% | 6589 | 70% |

Source: Deb Discher, GBCC Chair Veterinary Technology Dept. from Am. Assoc. of Veterinary State Bd



Community College of Student Engagement (CCSSE)

Community College Survey of Student Engagement (CCSSE)

Periodically, CCSNH colleges participate in the Community College Survey of Student Engagement (CCSSE). This tool assess various aspects of student engagement that research has linked to student success and institutional quality. GBCC participated in this survey in 2003 (n=336), 2006 (n=361), 2008 (n=496), 2011 (n=577), 2014 (n=613), and 2017 (n=551).

In 2017, GBCC students from 63 classes completed the CCSSE. The classes were selected by CCSSE in a '*stratified random cluster sample scheme*'. The national 2017 CCSSE cohort included more than 178,000 students from 40 states and 297 institutions.

2017 GBCC Community College Survey of Student Engagement - Fast Facts

| Student Characteristics | Age | PT | FT | Gender | PT | FT |
|---|-----------------------|---------------|-------------------|---------------------------------------|---------------|-----------|
| | 18 to 19 | 19% | 36% | Male | 45% | 44% |
| | 20 to 21 | 24% | 28% | Female | 54% | 52% |
| | 22 to 24 | 17% | 15% | Other | 1% | 2% |
| | 25 to 29 | 22% | 10% | I prefer not to respond | 1% | 2% |
| | 30 to 39 | 12% | 8% | | | |
| | 40 to 49 | 5% | 3% | | | |
| | 50 to 64 | 2% | 1% | | | |
| <i>Total under 25</i> | | 60% | 79% | | | |
| Marital Status - Married | Yes | 16% | 8% | | | |
| English 1st Language | Yes | 89% | 93% | | | |
| International Student | Yes | 1% | 3% | | | |
| Current or Former Veteran | Yes | 5% | 8% | | | |
| Student Athlete | Yes | 0% | 3% | | | |
| Highest Academic Degree | | | | | PT | FT |
| | | | | None | 1% | 0% |
| | | | | GED | 7% | 3% |
| | | | | High School Diploma | 74% | 84% |
| | | | | Vocational/technical certificate | 6% | 6% |
| | | | | Associate degree | 4% | 3% |
| | | | | Bachelor's degree | 8% | 3% |
| | | | | Master's/doctoral/professional degree | 1% | 1% |
| Highest Level of Education | | Parent | | Mother | Father | |
| | | PT | FT | PT | FT | |
| | At least some college | 60% | 61% | 51% | 54% | |
| How would you evaluate your entire educational experience at this college? | | | | | PT | FT |
| | | | | Poor | 3% | 1% |
| | | | | Fair | 11% | 12% |
| | | | | Good | 54% | 55% |
| | | | | Excellent | 31% | 32% |
| | | | | <i>Good or Excellent</i> | 85% | 87% |
| Would you recommend this college to a friend or family member? | | | | | PT | FT |
| | | | | Yes | 94% | 95% |
| Survey Administration | | | | | | |
| CCSSE number of students | 551 | (unweighted) | Number of classes | | 63 | |



CCSSE results can be examined by noting the change in mean scores of the individual items of the five CCSSE benchmarks: Academic Challenge, Student Effort, Student Faculty Interaction, Active and Collaborative Learning, and Support for Learners. Significant differences ($p \leq .001$ and effect size $> .20$) are noted. Results are presented by student enrollment status.



| CCSSE - Benchmark | | | | | | | | | | | |
|-----------------------|---|--|------|------|------|---------------------------|--------------------|------|------|------|---------------------------|
| GBCC - Student Effort | | Part time Students | | | | | Full Time Students | | | | |
| | | | | | | Small College Cohort 2017 | | | | | Small College Cohort 2017 |
| | | 2008 | 2011 | 2014 | 2017 | | 2008 | 2011 | 2014 | 2017 | |
| 4c. | Prepared two or more drafts of a paper or assignment before turning it in | 2.28 | 2.30 | 2.53 | 2.47 | 2.40 | 2.63 | 2.66 | 2.68 | 2.73 | 2.62 |
| 4d. | Worked on a paper or project that required integrating ideas or information from various sources | 2.57 | 2.57 | 2.83 | 2.85 | 2.72 | 2.99 | 3.08 | 3.16 | 3.23 | 3.00 |
| 4e. | Came to class without completing readings or assignments | 1.75 | 1.65 | 1.73 | 1.82 | 1.77 | 1.93 | 1.90 | 1.92 | 1.80 | 1.88 |
| 6b | Number of books read on your own(not assigned) for personal enjoyment or academic enrichment | 1.23 | 0.99 | 1.09 | 0.96 | 0.96 | 1.12 | 1.20 | 1.05 | 0.97 | 0.94 |
| 10a | Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | 1.88 | 1.81 | 1.90 | 1.86 | 1.88 | 2.08 | 2.21 | 2.19 | 2.34 | 2.17 |
| 13/12.1.d. | Frequency: Peer or other tutoring | 2008 - 2014 = 13.1 deh: 1- Rarely/Never; 2-Sometimes; 3- Often | | | 0.44 | 0.62 | | | | 0.50 | 0.78 |
| 13/12.1.e. | Frequency: Skill labs (writing, math, etc.) | | | | 0.45 | 0.87 | | | | 0.49 | 1.08 |
| 13/12.1.h. | Frequency: Computer lab | | | | 1.09 | 1.39 | | | | 1.56 | 1.78 |

Scales: 4cde: 1 - Never; 2-Sometimes; 3-Often; 4-Very Often; 6b: 1-None; 2-1 to 4; 3-5 to 10; 4-11 to 20; 5-More than 20;

10a: 1-None; 2-1 to 5; 3-6 to 10; 4-11 to 20; 5-21 to 30; 6-More than 30; 131deh: 0-Never; 1 - 1 time; 2 - 2 - 4 times; 3 - 5 +

* $p < .001$ and effect size $> .20$ Unweighted data (PT: 2008=189; 2011=265; 2014=306; 2017=215 - FT: 2008=307; 2011=315; 2014=307; 2017=336)

Source: Community College Survey of Student Engagement

| CCSSE - Benchmark | | | | | | | | | | | | |
|--------------------------------------|---|--------------------|------|------|------|---------------------------|--------------------|------|------|---|---------------------------|------|
| GBCC - Student - Faculty Interaction | | Part time Students | | | | | Full Time Students | | | | | |
| | | | | | | Small College Cohort 2017 | | | | | Small College Cohort 2017 | |
| | | 2008 | 2011 | 2014 | 2017 | | 2008 | 2011 | 2014 | 2017 | | |
| 4k/j. | Used email to communicate with an instructor | 2.79 | 2.93 | 3.08 | 3.04 | 2.86 | 3.09 | 3.26 | 3.28 |  | 3.32 | 3.11 |
| 4l/k. | Discussed grades or assignments with an instructor | 2.44 | 2.48 | 2.57 | 2.50 | 2.62 | 2.62 | 2.72 | 2.67 | | 2.76 | 2.81 |
| 4m/l. | Talked about career plans with an instructor or advisor | 1.97 | 1.86 | 2.03 | 2.13 | 2.19 | 2.08 | 2.10 | 2.13 | | 2.32 | 2.47 |
| 4n/m. | Discussed ideas from your readings or classes with instructors outside of class | 1.63 | 1.61 | 1.62 | 1.68 | 1.79 | 1.78 | 1.88 | 1.78 | | 1.86 | 1.98 |
| 4o/n. | Received prompt feedback (written or oral) from instructors on your performance | 2.64 | 2.65 | 2.73 | 2.75 | 2.78 | 2.65 | 2.74 | 2.81 | | 2.90 | 2.88 |
| 4q/p. | Worked with instructors on activities other than coursework | 1.33 | 1.27 | 1.26 | 1.34 | 1.47 | 1.49 | 1.44 | 1.41 |  | 1.41 | 1.69 |

Scale: 4klmnoq: 1-Never; 2-Sometimes; 3-Often; 4-Very Often

* $p < .001$ and effect size $> .20$ Unweighted data (PT: 2008=189; 2011=265; 2014=306; 2017=215 - FT: 2008=307; 2011=315; 2014=307; 2017=336)

Source: Community College Survey of Student Engagement



CCSSE - Benchmark

| GBCC - Academic Challenge | | Part time Students | | | | | Full Time Students | | | | |
|---------------------------|---|--------------------|------|------|------|------------------------------------|--------------------|------|------|------|------------------------------------|
| | | | | | | Small College Cohort 2017 | | | | | Small College Cohort 2017 |
| | | 2008 | 2011 | 2014 | 2017 | | 2008 | 2011 | 2014 | 2017 | |
| 4p/o. | Worked harder than you thought you could to meet an instructor's standards or expectations | 2.49 | 2.53 | 2.55 | 2.49 | 2.60 | 2.48 | 2.59 | 2.62 | 2.68 | 2.75 |
| 5b. | Analyzing the basic elements of an idea, experience, or theory | 2.86 | 2.80 | 2.84 | 2.96 | 2.86 | 2.84 | 2.92 | 2.95 | 3.00 | 2.95 |
| 5c. | Forming a new idea or understanding from various pieces of information (new wording) | | | | 2.89 | 2.84 | | | | 2.93 | 2.94 |
| 5d. | Making judgments about the value or soundness of information, arguments, or methods | 2.49 | 2.40 | 2.50 | 2.59 | 2.59 | 2.51 | 2.60 | 2.69 | 2.78 | 2.75 |
| 5e. | Applying theories or concepts to practical problems or in new situations | 2.59 | 2.54 | 2.72 | 2.77 | 2.70 | 2.72 | 2.73 | 2.77 | 2.92 | 2.86 |
| 5f. | Using information you have read or heard to perform a new skill | 2.71 | 2.70 | 2.79 | 2.71 | 2.84 | 2.79 | 2.83 | 2.80 | 2.86 | 3.00 |
| 6a. | Number of assigned textbooks, manuals, books, or book-length packs of course readings | 1.61 | 1.46 | 1.61 | 1.86 | 1.93 | 2.10 | 1.97 | 2.01 | 2.22 | 2.29 |
| 6c. | Number of written papers or reports of any length | 1.56 | 1.50 | 1.71 | 1.85 | 1.63 | 3.26 | 2.26 | 2.22 | 2.28 | 2.08 |
| 7. | Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college | 5.02 | 4.92 | 5.05 | 4.92 | 4.92 | 4.89 | 4.81 | 5.01 | 4.92 | 5.00 |
| 9a. | Encouraging you to spend significant amounts of time studying | 2.86 | 3.00 | 3.05 | 2.93 | 2.99 | 2.90 | 3.02 | 3.07 | 3.08 | 3.08 |

Scales: 4p: 1 -Never; 2-Sometimes; 3-Often; 4-Very Often; 5bdef: 1-Very little; 2-Some; 3-Quite a bit; 4-Very much;

6ac: 0-None; 1-1 to 4; 2-5 to 10; 3-11 to 20; 4-20+; 7: 1-Extremely Easy to 7 Extremely Challenging; 9a: 1-Very little; 2-Some; 3-Quite a bit; 4 -Very much

*p<.001 and effect size >.20 Unweighted data (PT: 2008=189; 2011=265; 2014=306; 2017=215 - FT: 2008=307; 2011=315; 2014=307; 2017=336)

Source: Community College Survey of Student Engagement

Community College Survey of Student Engagement

CCSSE - Benchmark

| GBCC - Active and Collaborative Learning | | Part time Students | | | | | Full Time Students | | | | |
|--|--|--------------------|------|------|--------|------------------------------------|--------------------|------|------|--------|------------------------------------|
| | | | | | | Small College Cohort 2017 | | | | | Small College Cohort 2017 |
| | | 2008 | 2011 | 2014 | 2017 | | 2008 | 2011 | 2014 | 2017 | |
| 4a. | Asked questions in class or contributed to class discussions | 2.95 | 2.87 | 2.90 | 2.94 | 2.97 | 2.98 | 3.05 | 2.99 | 3.08 | 3.07 |
| b. | Made a class presentation | 1.98 | 1.84 | 2.06 | 2.10 | 2.05 | 2.20 | 2.33 | 2.40 | 2.40 | 2.36 |
| f. | Worked with other students on projects during class | 2.35 | 2.40 | 2.39 | 2.33 | 2.53 | 2.48 | 2.47 | 2.46 | 2.55 | 2.72 |
| g. | Worked with classmates outside of class to prepare class assignments | 1.55 | 1.65 | 1.74 | ▼ 1.66 | 1.87 | 1.89 | 1.90 | 1.93 | ▼ 1.87 | 2.18 |
| h. | Tutored or taught other students (paid or voluntary) | 1.27 | 1.16 | 1.18 | ▼ 1.17 | 1.32 | 1.37 | 1.28 | 1.28 | ▼ 1.34 | 1.50 |
| i. | Participated in a community-based project as a part of a regular course | 1.14 | 1.17 | 1.14 | ▼ 1.15 | 1.32 | 1.21 | 1.24 | 1.26 | ▼ 1.26 | 1.52 |
| r./q | Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | 2.52 | 2.42 | 2.38 | 2.40 | 2.51 | 2.54 | 2.45 | 2.54 | 2.53 | 2.61 |

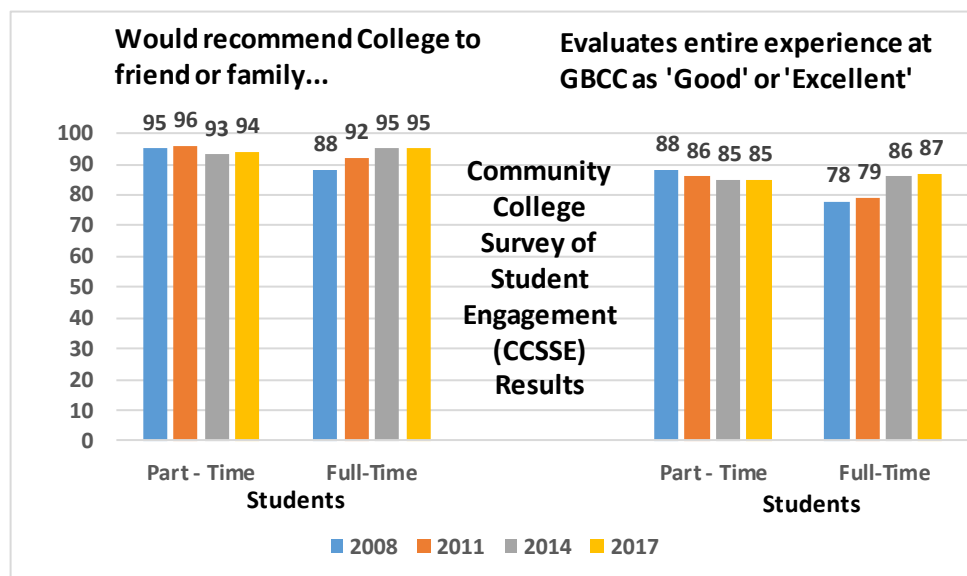
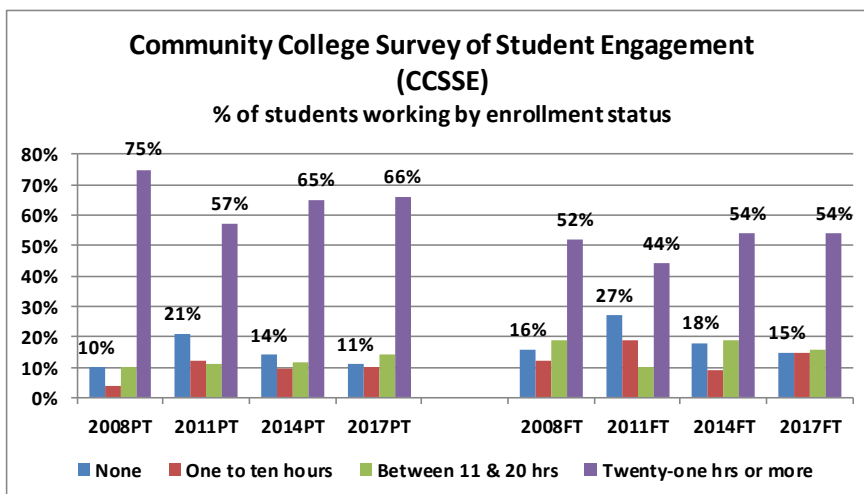
Scale: 4abfghir: 1 -Never; 2-Sometimes; 3-Often; 4-Very Often

*p<.001 and effect size >.20 Unweighted data (PT: 2008=189; 2011=265; 2014=306; 2017=215 - FT: 2008=307; 2011=315; 2014=307; 2017=336)

Source: Community College Survey of Student Engagement



| CCSSE - Benchmark | | | | | | | | | | | | | |
|---|--|--|------|------|------|---------------------------|--------------------|------|------|------|---------------------------|------|------|
| GBCC - Support for Learners | | Part time Students | | | | | Full Time Students | | | | | | |
| | | | | | | Small College Cohort 2017 | | | | | Small College Cohort 2017 | | |
| | | 2008 | 2011 | 2014 | 2017 | | 2008 | 2011 | 2014 | 2017 | | | |
| 9b. | Providing the support you need to help you succeed at this college | 2.89 | 3.09 | 3.20 | 3.02 | 3.04 | 2.91 | 3.01 | 3.14 | 3.10 | 3.12 | | |
| 9c. | Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.08 | 2.40 | 2.50 | 2.40 | 2.59 | 2.21 | 2.40 | 2.46 | 2.50 | 2.68 | | |
| 9d. | Helping you cope with your non-academic responsibilities (work, family, etc.) | 1.67 | 1.81 | 1.94 | ▼ | 1.74 | 2.05 | 1.75 | 1.90 | 1.92 | ▼ | 1.82 | 2.15 |
| 9e. | Providing the support you need to thrive socially | 1.78 | 2.07 | 2.25 | 2.04 | 2.24 | 1.94 | 2.14 | 2.67 | ▼ | 2.02 | 2.37 | |
| 9f. | Providing the financial support you need to afford your education | 2.12 | 2.57 | 2.67 | 2.44 | 2.55 | 2.28 | 2.67 | 2.79 | 2.54 | 2.74 | | |
| 13/12.1a. | Frequency: Academic advising/planning | 2008 - 2014 = 13.1 deh: 1- Rarely/Never; 2-Sometimes; 3- Often | | | 1.73 | 1.55 | | | | 1.82 | 1.76 | | |
| 13/12.1b. | Frequency: Career counseling | | | | 0.32 | 0.53 | | | | 0.29 | 0.63 | | |
| Scales: 9bdef: 1-Very little; 2-Some; 3-Quite a bit; 4 -Very much; 13/12 1 ab: 0-Never; 1 - 1 time; 2 - 2 - 4 times; 3 - 5 + | | | | | | | | | | | | | |
| *p<.001 and effect size >.20 Unweighted data (PT: 2008=189; 2011=265; 2014=306; 2017-2015 - FT: 2008=307; 2011=315; 2014=307; 2017-336) | | | | | | | | | | | | | |
| Source: Community College Survey of Student Engagement | | | | | | | | | | | | | |





IV. Awarded—Certificates & Degrees

| Certificates | 2014-2015 | | 2015-2016 | | 2016-2017 | | Difference 2014-15 to 2016-17 | % Change 2014-15 to 2016-17 |
|--|------------|----------------------------|------------|----------------------------|------------|----------------------------|-------------------------------------|-----------------------------------|
| | Number | Percent of Certificates | Number | Percent of Certificates | Number | Percent of Certificates | | |
| Accounting | 1 | 1.0 | | | 1 | 1.1 | 0 | 0.0 |
| Advanced Composites Manufacturing | 26 | 26.8 | 22 | 23.9 | 20 | 21.3 | -6 | -23.1 |
| Biotechnology Certificate | 3 | 3.1 | 3 | 3.3 | 4 | 4.3 | 1 | 33.3 |
| Biotechnology Academic | 2 | 2.1 | 2 | 2.2 | 2 | 2.1 | 0 | 0.0 |
| Digital Design & Animation | | | 1 | 1.1 | 4 | 4.3 | 4 | |
| Early Childhood Education | | | 4 | 4.3 | 1 | 1.1 | 1 | |
| Early Childhood Education-Advanced | | | 3 | 3.3 | | 0.0 | 0 | |
| Homeland Security | 7 | 7.2 | 8 | 8.7 | 6 | 6.4 | -1 | -14.3 |
| Hospitality Management - Event | 5 | 5.2 | 3 | 3.3 | 6 | 6.4 | 1 | 20.0 |
| Hospitality Management - Hotel | 4 | 4.1 | 1 | 1.1 | 4 | 4.3 | 0 | 0.0 |
| Hospitality Management - Spa | | | 1 | 1.1 | | 0.0 | 0 | |
| Information Systems Technology | | | 4 | 4.3 | 4 | 4.3 | 4 | |
| Management | 4 | 4.1 | 4 | 4.3 | 7 | 7.4 | 3 | 75.0 |
| Marketing | | | | | | 0.0 | 0 | |
| Massage Therapy | 10 | 10.3 | 19 | 20.7 | 14 | 14.9 | 4 | 40.0 |
| Medical Office Administrative Asst. | 16 | 16.5 | 5 | 5.4 | 7 | 7.4 | -9 | -56.3 |
| Programming | 4 | 4.1 | 4 | 4.3 | 4 | 4.3 | 0 | 0.0 |
| Special Education | 2 | 2.1 | 2 | 2.2 | | 0.0 | -2 | -100.0 |
| Veterinary Technology Practice | | | 1 | 1.1 | 1 | 1.1 | 1 | |
| Welding | 13 | 13.4 | 5 | 5.4 | 9 | 9.6 | -4 | -30.8 |
| Total Certificates Awarded | 97 | 100 | 92 | 100 | 94 | 100 | -3 | -3.1 |
| Degrees | 2014-2015 | | 2015-2016 | | 2016-2017 | | Difference 2014-15 to 2016-17 | % Change 2014-15 to 2016-17 |
| | Number | Percent of Degrees | Number | Percent of Degrees | Number | Percent of Degrees | | |
| Associate in Arts (AA) | | | | | | | | |
| Liberal Arts | 33 | 16.7 | 39 | 15.4 | 36 | 14.5 | 3.0 | 9 |
| Liberal Arts/American Studies | 1 | 0.5 | 2 | 0.8 | | | -1.0 | -3 |
| Liberal Arts/Bio Sciences - Gen Biology | 1 | 0.5 | 4 | 1.6 | 1 | 0.4 | 0.0 | 0 |
| Liberal Arts/Bio Sciences - Univ Transfer | | | | | 3 | 1.2 | 3.0 | 9 |
| Liberal Arts/Business | 4 | 2.0 | 7 | 2.8 | 7 | 2.8 | 3.0 | 9 |
| Liberal Arts/Chemistry | | | | | | | | |
| Liberal Arts/Engineering Science | 4 | 2.0 | 4 | 1.6 | 6 | 2.4 | 2.0 | 6 |
| Liberal Arts/English | | | | | 1 | 0.4 | 1.0 | 3 |
| Liberal Arts/Environmental Studies | 3 | 1.5 | | | 5 | 2.0 | 2.0 | 6 |
| Liberal Arts/Fine Arts | | | | | 1 | 0.4 | 1.0 | 3 |
| Liberal Arts/History | | | | | 1 | 0.4 | 1.0 | 3 |
| Liberal Arts/Teacher Preparation | 11 | 5.6 | 19 | 7.5 | 7 | 2.8 | -4.0 | -12 |
| Associate in Science (AS) | | | | | | | | |
| Accounting | 4 | 2.0 | 10 | 3.9 | 6 | 2.4 | 2.0 | 6 |
| Biotechnology | 4 | 2.0 | 3 | 1.2 | 7 | 2.8 | 3.0 | 9 |
| Business Administration | | | | | 16 | 6.5 | 16.0 | 48 |
| Computer Technologies | 6 | 3.0 | 9 | 3.5 | 12 | 4.8 | 6.0 | 18 |
| Criminal Justice | 12 | 6.1 | 13 | 5.1 | 11 | 4.4 | -1.0 | -3 |
| Digital Media Technology | 2 | 1.0 | | | 2 | 0.8 | 0.0 | 0 |
| Digital Media Technology - Communication | | | 5 | 2.0 | 3 | 1.2 | 3.0 | 9 |
| Digital Media Technology - Game Prgm | | | 4 | 1.6 | | | | |
| Early Childhood Education | 6 | 3.0 | 8 | 3.1 | 5 | 2.0 | -1.0 | -3 |
| Engineering Science | | | | | 2 | 0.8 | 2.0 | 6 |
| Health Information Technology | 2 | 1.0 | 2 | 0.8 | 2 | 0.8 | 0.0 | 0 |
| Hospitality Management | 8 | 4.0 | 10 | 3.9 | 8 | 3.2 | 0.0 | 0 |
| Hospitality Management - Transfer | | | | | 1 | 0.4 | 1.0 | 3 |
| Information Systems Technology | 9 | 4.5 | 11 | 4.3 | 14 | 5.6 | 5.0 | 15 |
| Management | 5 | 2.5 | 6 | 2.4 | 3 | 1.2 | -2.0 | -6 |
| Marketing | 3 | 1.5 | 1 | 0.4 | 2 | 0.8 | -1.0 | -3 |
| Massage Therapy | 3 | 1.5 | 2 | 0.8 | | | -3.0 | -9 |
| Nursing | 41 | 20.7 | 47 | 18.5 | 48 | 19.4 | 7.0 | 21 |
| Nursing Advanced | 2 | 1.0 | 2 | 0.8 | | | -2.0 | -6 |
| Surgical Technology | 13 | 6.6 | 9 | 3.5 | 6 | 2.4 | -7.0 | -21 |
| Technical Studies | 1 | 0.5 | 1 | 0.4 | 6 | 2.4 | 5.0 | 15 |
| Veterinary Technology | 20 | 10.1 | 36 | 14.2 | 26 | 10.5 | 6.0 | 18 |
| Total Degrees Awarded | 198 | 100 | 254 | 100 | 248 | 100 | 50 | 152 |
| Total Awards - Certificates & Degrees | 295 | | 346 | | 342 | | | |
| Total Number of Unique Students | 276 | | 326 | | 319 | | | |

Source: Banner SXRICLB



V. Transfer

| Fall First Time Freshmen - degree & certificate | Fall 2014 to Fall 2015 | | Fall 2015 to Fall 2016 | | Fall 2015 to Fall 2016 | |
|---|-------------------------------|-------------|-------------------------------|-------------|-------------------------------|-------------|
| Subsequent Fall Attendance | Number | Percent | Number | Percent | Number | Percent |
| Return to Great Bay Community College | 189 | 46% | 192 | 52% | 203 | 48% |
| Graduated from GBCC with Certificate | 9 | 2% | 8 | 2% | 15 | 4% |
| Attendance at other 2 year colleges | 13 | 3% | 7 | 2% | 17 | 4% |
| Attendance at other 4 year colleges | 25 | 6% | 18 | 5% | 21 | 5% |
| Did not return to GBCC and no other college reported in NSC | 176 | 43% | 144 | 39% | 165 | 39% |
| Total | 412 | 100% | 369* | 100% | 421** | 100% |

| Four Year Colleges | Number | Percent | Number | Percent | Number | Percent |
|-------------------------------------|-----------|-------------|-----------|-------------|-----------|-----------|
| Granite State College | 2 | 8% | 0 | 0% | 2 | 0% |
| Keene State College | 0 | 0% | 1 | 6% | 0 | 5% |
| Plymouth State College | 1 | 4% | 2 | 11% | 1 | 5% |
| Southern NH University | 5 | 20% | 2 | 11% | 1 | 48% |
| University of New Hampshire | 11 | 44% | 5 | 28% | 10 | 33% |
| Attendance at other 4 year colleges | 6 | 24% | 8 | 44% | 7 | 100% |
| Total | 25 | 100% | 18 | 100% | 21 | 0% |

*In 2014-2015 Factbook FTF number for fall 2015 was reported as 387; final file was corrected to 369. ** In fall 2015 one student was incorrectly identified as First Time Freshman and thus is taken out of this chart.

| Specific Major Info | Number | Percent | Number | Percent | Number | Percent |
|--|------------|---------|------------|---------|------------|---------|
| Liberal Arts major | 191 of 412 | 46% | 178 of 369 | 48% | 152 of 421 | 36% |
| Number of fall 4 year college attenders who were fall GBCC Liberal Arts majors | 17 of 25 | 68% | 8 of 18 | 44% | 9 of 21 | 43% |

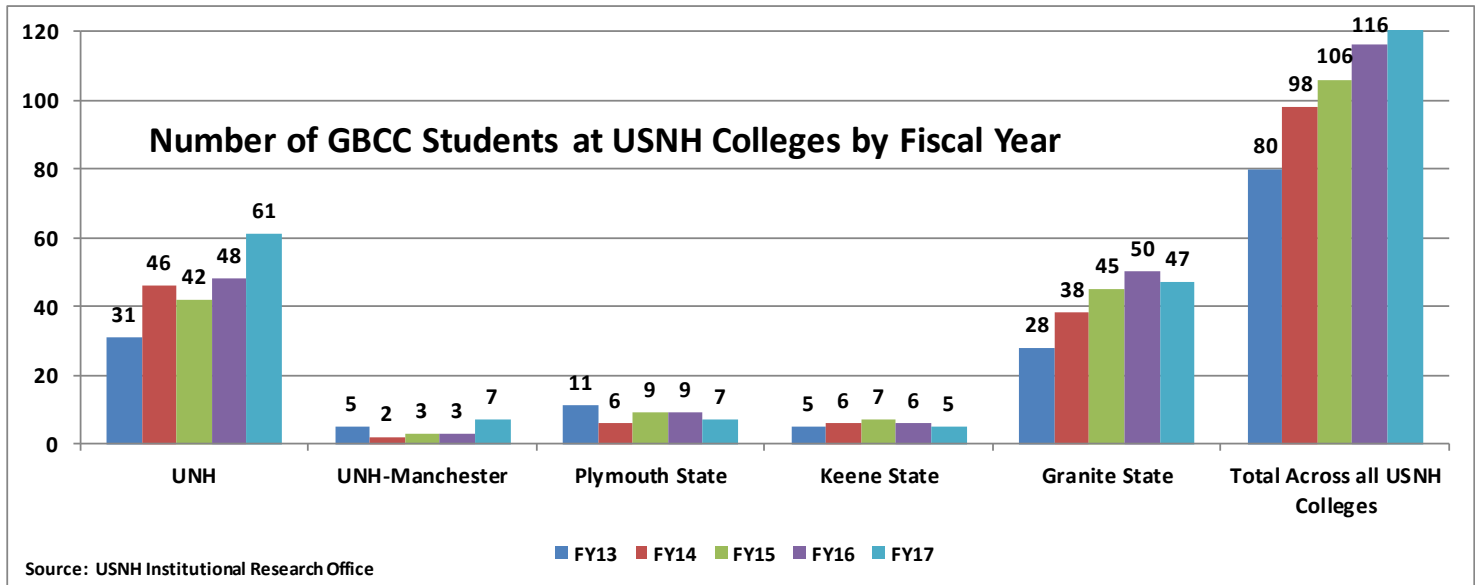
| Graduates | Fall 2015 for 2014-2015 Graduates | | Fall 2016 for 2015-2016 Graduates | | Fall 2017 for 2016-2017 Graduates | |
|---|--|-------------|--|-------------|--|-------------|
| Subsequent Fall Attendance | Number | Percent | Number | Percent | Number | Percent |
| Great Bay Community College | 25 | 9% | 17 | 5% | 17 | 5% |
| Attendance at 2 year colleges | 1 | 0% | 5 | 2% | 3 | 1% |
| Attendance at 4 year colleges | 73 | 26% | 78 | 24% | 85 | 27% |
| No attendance at other college reported | 177 | 64% | 226 | 69% | 214 | 67% |
| Total | 276 | 100% | 326 | 100% | 319 | 100% |
| Four Year Colleges | Number | Percent | Number | Percent | Number | Percent |
| University of Massachusetts - Lowell | | | 1 | 1% | | |
| Granite State College | 15 | 21% | 19 | 24% | 17 | 20% |
| Keene State College | | | 1 | 1% | | |
| Plymouth State College | | | 3 | 4% | 1 | 1% |
| Southern NH University | 31 | 42% | 25 | 32% | 20 | 23% |
| University of New Hampshire | 18 | 25% | 21 | 27% | 32 | 37% |
| Attendance at other 4 year colleges | 9 | 12% | 8 | 10% | 16 | 19% |
| Total | 73 | 100% | 78 | 100% | 86 | 100% |

Source: National Student Clearinghouse



Transfer—Data from UNH

Information from the University System of New Hampshire (USNH) shows the number of students attending a USNH college from GBCC increased 59% from 80 in FY13 to 116 in FY17. USNH provided data on the percentage of CCSNH students who come to USNH colleges without degrees - with credits only. In FY17 that percentage for GBCC was 72% or 92 of 127 students. The chart below from the University System of New Hampshire shows the number of enrolled GBCC students in the five NH University System colleges. A separate chart shows the most frequent major.



Majors of GBCC Transfer Students Enrolled at USNH- Granite State, Keene, Plymouth, UNH, UNH-Manchester

| USNH Program | FY14 | FY16 | FY17 |
|---|------|------|------|
| AA/AS General Studies | 2 | 5 | |
| Agriculture/Agriculture Management | | 1 | 3 |
| Animal Sci/Equine Sci/Zoology/Prevvet | | | |
| Anthropology/Sociology/Social Sci | 1 | 3 | 3 |
| Applied Studies | 3 | 4 | 3 |
| Art/Art History/Art Studio | 1 | 1 | |
| As Animal Science/Vet Tech | | | 1 |
| AS Behavioral Science | | | |
| AS Business | 3 | | 2 |
| AS Communication Sci & Disorders | 1 | | |
| AS Early Childhood Ed | | 5 | 4 |
| AS Technology | | | 1 |
| Athletic Training/Sports Mgmt | | 1 | |
| Biology/Biochem/Microbiology | 6 | 6 | 5 |
| Business Admin/Management | 9 | 11 | 15 |
| Communication Studies | | 5 | 10 |
| Criminal Justice/Justice Studies | 2 | 3 | 4 |
| Education | 9 | 9 | 14 |
| Engineering | 5 | 5 | 4 |
| English/Journalism/Lit/Classics | | 4 | 3 |
| Environmental Planning/Sustainability | 1 | 1 | |
| Environmental Studies/Forestry/Wildlife | 2 | | 4 |
| Family/Childhood Studies | 3 | 1 | 1 |
| Finance/Accounting/Economics | 1 | 2 | 1 |
| Film | | | 2 |

| USNH Program | FY14 | FY16 | FY17 |
|---|-----------|------------|------------|
| General/Liberal Studies | 1 | | 1 |
| Genetics/Neuroscience | 2 | 1 | |
| Geology/Earth Science | | | 1 |
| Health/Health Care/Health Care Mgmt | 2 | 1 | |
| History | 1 | 7 | 1 |
| Humanities/Fine Arts | | | 1 |
| Kinesiology/Exercise Sci/Sport Physiology | | | 2 |
| Info Technology/Computer Science | 10 | 7 | 5 |
| Interdisciplinary | | | 1 |
| Linguistics | | | |
| Marine Science | | 1 | |
| Marketing | | 2 | 1 |
| Music | | | 1 |
| Nursing | 4 | 2 | 5 |
| Nutrition/Nutritional Science | 1 | 1 | 2 |
| Physics | | | |
| Political Science | 2 | 1 | |
| Psychology/Behavioral Science | 5 | 12 | 16 |
| Recreation | | 1 | |
| Self-Design/Individualized | | 1 | |
| Sign Language Interpretation | | | 1 |
| Social Work/Human Services | 1 | 2 | 1 |
| Theatre/Dance | 1 | | |
| Undeclared | 19 | 10 | 8 |
| TOTAL | 98 | 116 | 127 |



VI. Advanced Technology & Academic Center

About the Center

The award winning Advanced Technology & Academic Center (ATAC) is an extension of Great Bay Community College with a focus on technical, composites manufacturing, and academic courses that serve New England job seekers and business owners. Located adjacent to the Lilac Mall in Rochester, ATAC offers a convenient location for students to pursue a career in Advanced Composites Manufacturing, Nondestructive Testing, Computer Numeric Control (CNC), or take general education courses transferrable to any GBCC degree program.

Highlights

ATAC opened with 17,000 square feet of classroom, computer, academic support and technology laboratories. Due to high demand, an additional 10,000 sq. ft. of classroom and lab space opened in February, 2015.

ATAC offers certificate programs in technical fields, a variety of other credit and non-credit courses, as well as customized training for industry.

Advanced Manufacturing courses will fulfill training needs for Albany Engineered Composites (AEC), Safran Aerospace Composites (SAC), BAE Systems, and other area manufacturers.

A program of study in Non Destructive Testing (NDT) provides students with classroom and lab training in methods used by area employers.

The CNC program, Computer Numeric Control, provides students with highly marketable skills starting with a six month certificate and then offering the option of several higher level courses to continue career growth.

The WorkReadyNH program offers job seekers free training in job-related “soft skills” and a National Career Readiness Certificate which will help with their job search.

Advanced Composites Manufacturing

The 6 month Advanced Manufacturing Program is designed to provide students with an overview of advanced composites manufacturing and to help them select an area of specialization based on interest, ability and job outlook. This program is also available in a full year, part time format, with classes scheduled evenings and weekends. Students complete general fundamental manufacturing courses and concentrated courses of study leading to machine operator certificates with one or more specializations:

- Bonding/Finishing Operator
- Quality Inspection and Coordinate Measuring Machine (CMM) Technician
- Composite CNC Milling, Set-Up Operator
- Resin Transfer Molding Technician



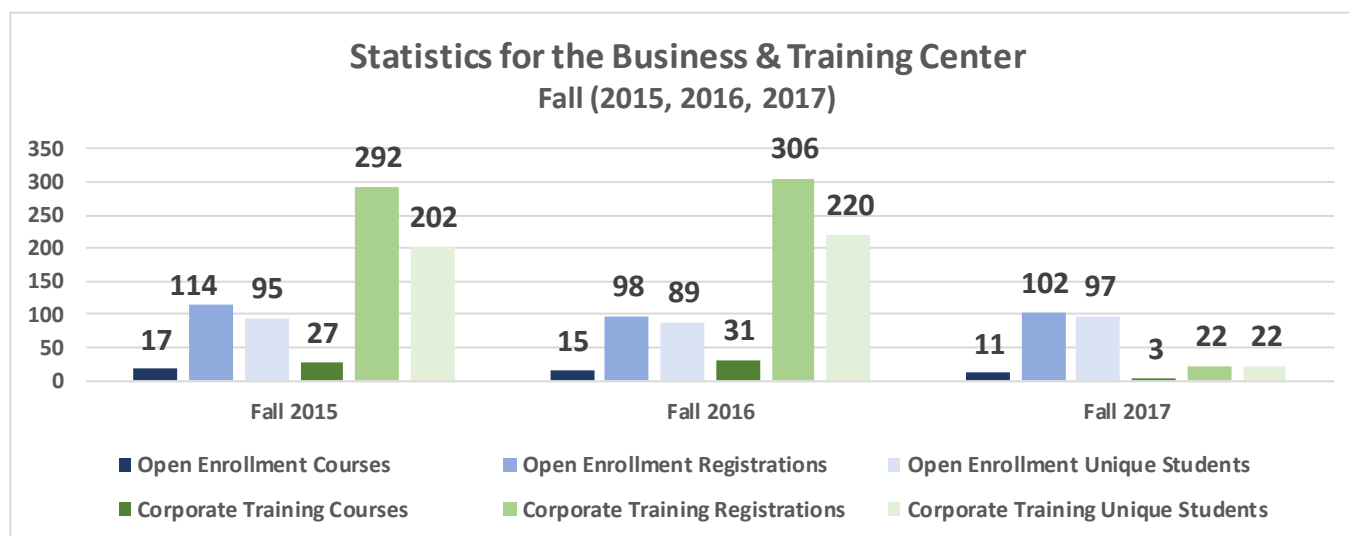
VII. Business & Training Center

The Business & Training Center (BTC) offers customized corporate training for area businesses and non-credit open enrollment workforce development programs and courses for individuals seeking a new career or professional development to enhance their existing career.

Certificate programs designed for employment in a specific sector that can be completed in less than one year include Computer Numerical Control (CNC) Production, Licensed Nursing Assistant, Medical Assistant, Medical Office Specialist, and Precision Machining. Short-term professional development to enhance workforce skills is offered both on campus and online in Business, Communication, Management, Microsoft® Office Applications, New Media Marketing, Social Media, Solidworks and Supervision. Project SEARCH Seacoast NH, a two-semester workforce transition program for young adults with disabilities is a competitive non-credit program offered through the BTC.

The BTC partners with the greater Seacoast businesses to train today's incumbent workforce by providing industry-specific employee training. With subject matter experts, the BTC designs custom quality training programs that are delivered to the specifications of the partnering business. New Hampshire's Community Colleges are the preferred provider for the NH Job Training Fund Grant which provides matching funds for incumbent employee training. Training solutions are designed to: upgrade technical skills, integrate new processes, enhance customer service, develop management & leadership skills, solve language barriers, and improve basic workplace skills.

In 2016/17 the Business & Training Center trained students through open enrollment occupational and professional development courses and through customized corporate training (see below). Company partners included: Ambit Engineering, Cobham Inc, Lindt & Sprungli USA, Portsmouth Naval Shipyard, Safran, Sig Sauer, Sullivan Tire, Thompson Investment Castings and Vapotherm.





VIII. WorkReadyNH

WorkReadyNH is a *partnership* between the Community College System of New Hampshire, the Department of Business & Economic Affairs (BEA), and the NH Department of Employment Security. The program is funded through the NH Job Training Fund.

The **WorkReadyNH** program at Great Bay Community College is a *tuition-free* workforce development program tailored to meet the needs of job seekers and career builders, and provide training in the skills employers are seeking in their current and future employees. This consists of 60 hours of classroom instruction in “*soft skills*” training including interviewing techniques, communication strategies and conflict resolution. Participants will also improve *Essential Foundation Skills* (applied math, graphic literacy & workplace documentation) through online, self-paced tutorials.

History: WorkReadyNH began in October 2011 at four community colleges; Great Bay Community College – Portsmouth, Manchester Community College, River Valley Community College and White Mountains Community College. In 2013, the program was expanded to include all seven community college locations.

Eligibility: NH resident 18 years or older (may not be a full-time student) who are unemployed or underemployed.

Upon *successful completion* of the program, students will receive a **WorkReadyNH Certificate** from the community college system as well a **National Career Readiness Certificate** (NCRC) from ACT used across the U.S. by companies to reduce costs and to ensure workplace success and retention.

WorkReadyNH is coming up on its seventh anniversary. This program has shown steady growth across the State of NH graduating 3,384 participants to date. Great Bay Community College offered 13 classes that included 180 participants at both the Portsmouth and Rochester campuses during FY 2018. For more information, please go to ccsnh.edu/WorkReadyNH.



IX. Educational Resources

Learning Resource Center

The Library at GBCC supports student learning and faculty instruction with a full range of library services including:

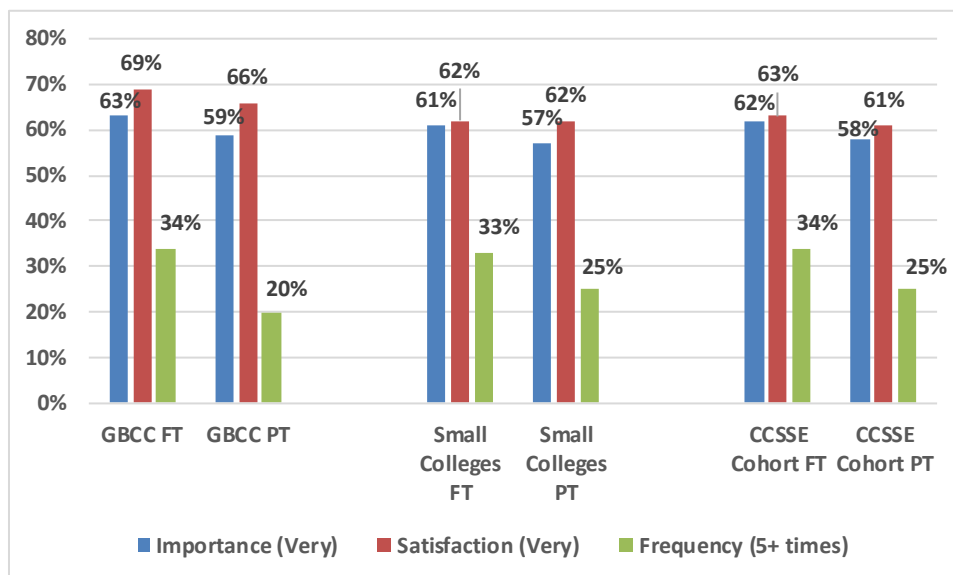
- circulation of over 10,000 books
- 115,627 electronic books
- 64 databases accessible by remote access
- 30,170 electronic journals

Students have access to library materials at the six other CCSNH campuses. Also students can borrow materials from the University System libraries:

- UNH/Durham
- Plymouth University
- UNH/Manchester
- Granite State College
- Keene State College

| <u>Patron Count</u> | | | | <u>Circulation of Library Materials</u> | | | | <u>Information Literacy / Library Instruction</u> | | | | | | | |
|---------------------|-------|-------|-------|---|------|------|------|---|------|------|------|------|------|------|------|
| 2014 | 2015 | 2016 | 2017 | 2014 | 2015 | 2016 | 2017 | 2014 | 2015 | 2016 | 2017 | 2014 | 2015 | 2016 | 2017 |
| 82889 | 73284 | 60681 | 50142 | 2209 | 701 | 540 | 487 | 96 | 77 | 86 | 75 | 1228 | 988 | 1116 | 1021 |

Approximately every three years GBCC does the Community College Survey of Student Engagement (CCSSE) (see Factbook page for detail on CCSSE). In 2017 students were asked about the Library—the Library's importance; how often they went to the Library; and satisfaction with the Library. The chart below shows the percentages of full time and part time students at GBCC, at Small Colleges, and in the entire 2017 CCSSE cohort who answered in the way specified.



Source: Rebecca Clerkin, GBCC Learning Resource Center Director



Center for Academic Planning and Support

The Center for Academic Planning and Support (CAPS) provides a wide range of resources to students and community members. Services include:

- academic coaching and assessment
- peer and professional tutoring in a variety of formats
- web-based instruction
- academic workshops
- disability, ESOL, gender equity, and single parent support services
- international student advising
- placement, CLEP, and other testing

In addition, the Center maintains a computer lab with 19 PCs and a Mac, study/tutoring space, a computer training room, assistive technology station, and testing rooms. CAPS services are free of charge to students enrolled in credit-bearing courses. Community members may access the center and its services through the purchase of a Community Access Card.

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|-------------------------------|------------------------------|--------------|------------------------------|----------------|------------------------------|---------------|
| Service | No. Visitors (duplicated) | No. Hours | No. Visitors (duplicated) | No. Hours | No. Visitors (duplicated) | No. Hours |
| Alternative Classroom Testing | 419 | 788 | 347 | 450 | 391 | 680 |
| Staff Member Appointments | 855 | 1032 | 861 | 1245 | 706 | 1011 |
| Assessment | 1069 | 2509 | 1073 | 2443 | 1154 | 2492 |
| Assistive Technology | 4 | 3 | 2 | 34.5 | | |
| Computer Lab | 1373 | 8139 | 1211 | 6618 | 959* | 4670* |
| Math Center** | 89 | 336 | 68 | 217 | 50 | 164 |
| Writing Center | 75 | 145 | 81 | 135 | 55 | 65 |
| Online Writing Center | 16 | 33 | 20 | 30 | 18 | 40 |
| Tutoring by Appointment | 275 | 798 | 295 | 819 | 268 | 726 |
| Self Study | 190 | 1114 | 276 | 2581 | 412 | 3026 |
| Special Accommodations | 56 | 396 | 52 | 680 | 2 | 280 |
| Workshops | 768 | 681 | 375 | 373 | 228 | 178 |
| Totals | 5189 | 15974 | 4661 | 15625.5 | 4243* | 13342* |

*In Fall 2016, Accutrack was down in the computer lab for nearly two months. Some data were tracked manually, but these numbers are underreported. We also continue to see an increase in laptop use at tables (Self-Study) rather than at the computers.

**Hours offered for the Math Center were reduced due to staffing changes, impacting student usage.

Source: Sharon Cronin, Center for Academic Planning and Support Director


Center for Academic Planning and Support

| | Online Tutoring and Skill Development | |
|----------------|--|------------------|
| Service | Learners who made progress | Hours |
| <i>Plato</i> | <i>41</i> | <i>313:37:56</i> |
| <i>Praxis</i> | <i>33</i> | <i>226:35:32</i> |
| <i>TEAS</i> | <i>17</i> | <i>172:59:00</i> |

Additional hours of service were provided on the Rochester campus; see chart below.

Rochester - Advanced Technology & Academic Center (ATAC) 2016/2017

| Service | No. Visitors | No. Sign-Ins | No. Hours |
|------------------------------------|---------------------|---------------------|------------------|
| ACCUPLACER TESTING | 347 | 429 | 797* |
| | | | |
| Alternative Classroom Testing | 4 | 6 | 4.50 |
| Continued Participation Agreements | 4 | 31 | 11.00 |
| Academic Alerts | 17 | 55 | 15.75 |
| Academic Counseling | 9 | 10 | 4.50 |
| Tutoring Sessions | 25 | 58 | 104.25 |

*Due to staffing/computer system limitations this is an estimate where each section take ~.5 hours with a total of 1746 sections.



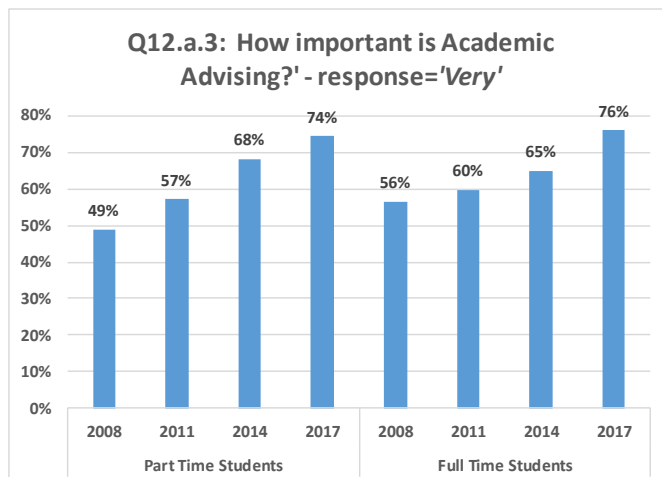
Advising and Transfer Center

The goal of academic advising and transfer services is to assist students in creating academic plans that will help them achieve their educational and life goals. Advisors create and maintain an interactive environment which encourages mutual trust and open communication. Through a confidential conversation, assessment, goal setting, course mapping, and strategic planning, students are empowered to create academic schedules that encompass more than just program requirements.

The Advising and Transfer Center at Great Bay Community College sees all new, matriculated students as they enter college for their first semester. Each new student meets with a professional advisor who informs the student of their degree requirements, advises the students on semester course selection, and builds the student's schedule. In addition, the advising session covers important academic dates and deadlines, available support services, and future faculty advisor. Other areas that may be covered are: referral and registration for developmental adult education courses; dual admission programs; suspension and academic recovery program; and transfer information. In subsequent semesters, most students will see their faculty advisors for registration. Liberal Arts majors, non-matriculated students, and students whose programs do not have a faculty advisor will continue to work with the ATC advisors.

The majority of students who transfer do so within the state of NH. GBCC continues to be the number one feeder college to the University of New Hampshire. Under the guidance of the ATC and faculty advisors, students from GBCC have a very high acceptance rate to UNH. GBCC also has a dual admission program with all NH University System colleges as well as Southern New Hampshire University. Advisors will also assist students who would like to transfer out of state and will help them research which programs meet their needs.

Approximately every three years GBCC does the **Community College Survey of Student Engagement (CCSSE)** (see Factbook page for detail on CCSSE). One question asks students how important Academic Advising is to them. The chart below shows the responses for the 2017 administration.

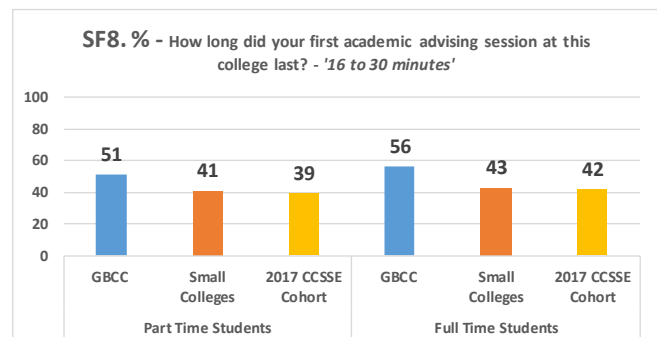
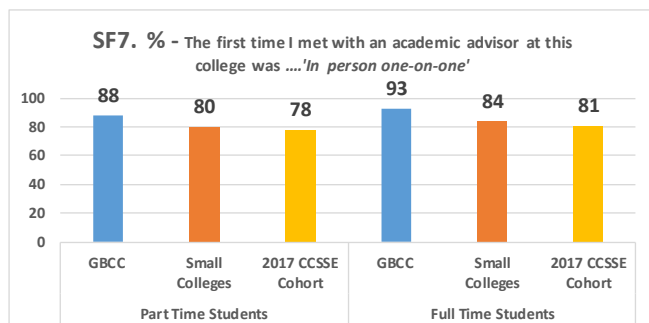
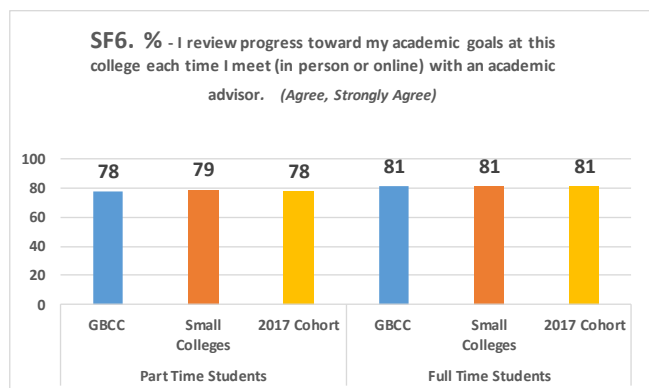
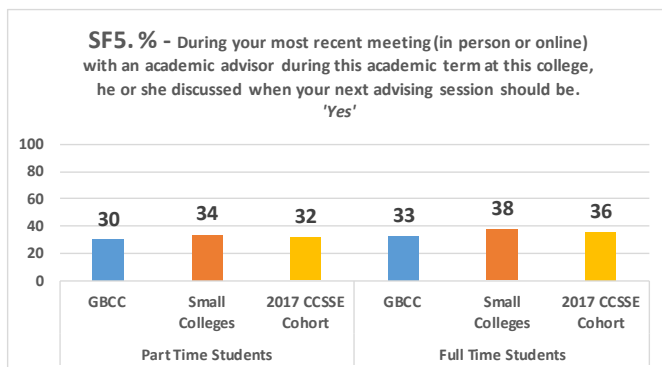
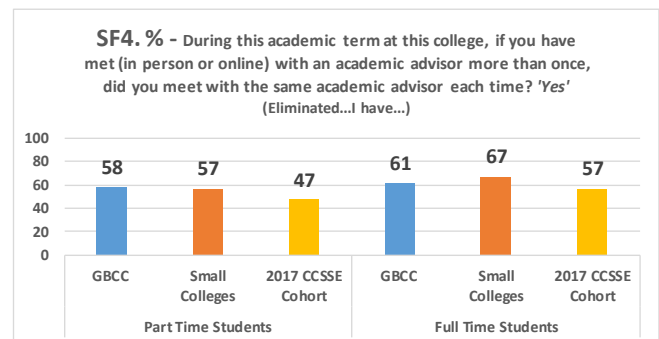
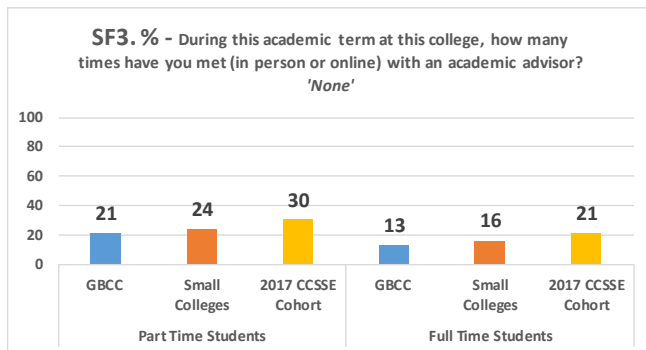
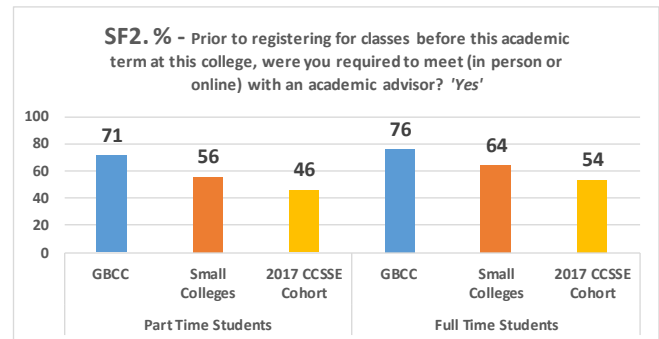
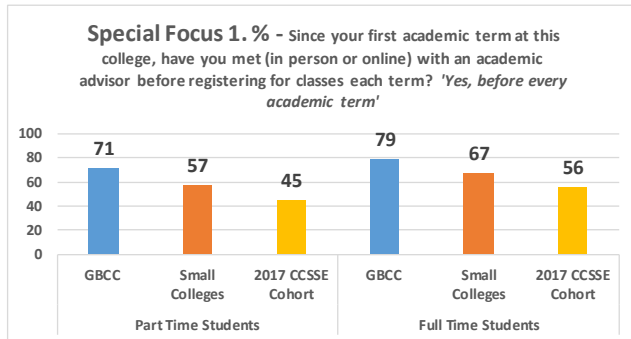


Over 70% of both part time and full time students responded that Academic Advising is 'Very' important. This perception of Academic Advising as important has increased over the years for both part time and full time students.

Source: Deanna Friedman, GBCC Advising Center Director

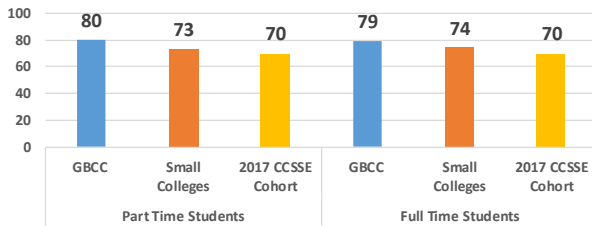


In each administration of CCSSE they create 'Special Focus Questions'. In 2017 those questions concerned Advising. The following charts show data on the responses from Great Bay Community College compared with responses from those other small colleges and the 2017 CCSSE cohort.

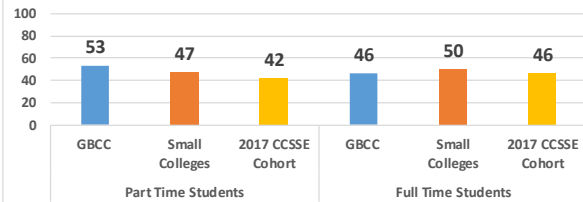




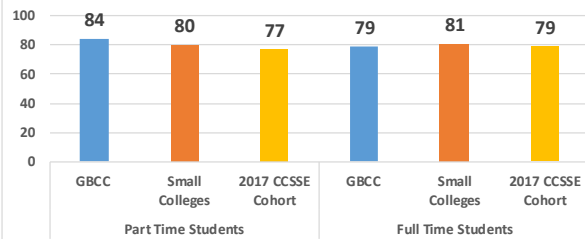
SF9. % - If you were told you needed to take a developmental education class at this college, did an academic advisor clearly explain why? - (Yes of those who checked yes or no)



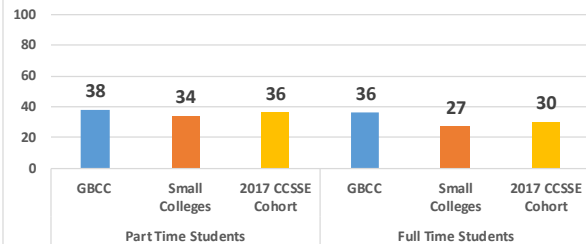
SF10. % - Has an academic advisor at this college helped you select a program, major or pathway of study- (Yes prior to starting classes my first academic term at this college. - Eliminated=I have not met..)



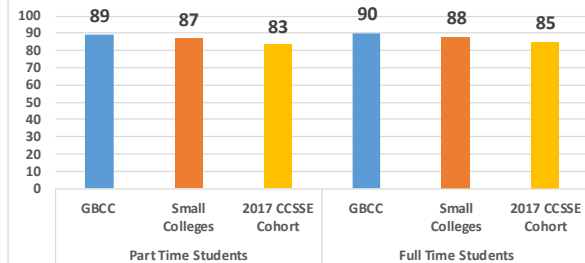
SF11. % -Prior to meeting (in person and online) with an academic advisor at this college, I knew what I wanted my major to be. (Agree, Strongly Agree)



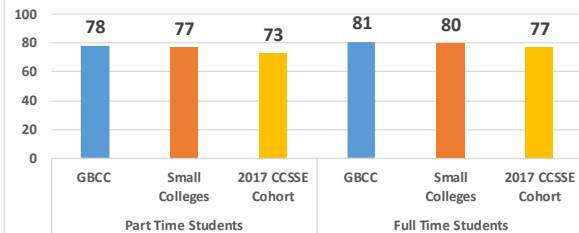
SF12. % -After first meeting (in person or online) with an academic advisor at this college, my understanding of how long it would take to complete my academic goals changed to a longer amount of time (Eliminating I have not met...)



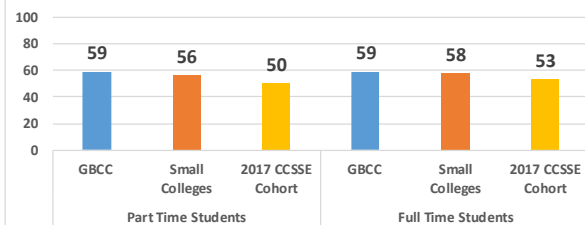
SF13. % - An academic advisor at this college has clearly explained to me which classes I need to take in order to reach my academic goals. (Agree, Strongly Agree)



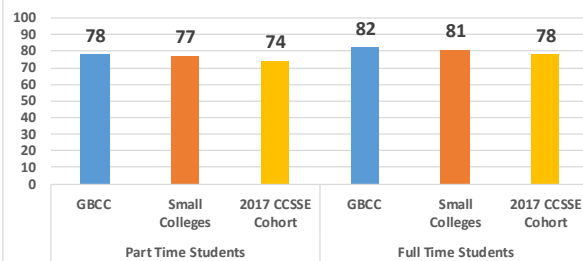
SF14. % - At this college, an academic advisor has provided me with information about academic support services (tutoring services, writing center, math skill lab, etc.) (Agree, Strongly Agree)



SF15. % -An academic advisor at this college has talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take. (Agree, Strongly Agree)

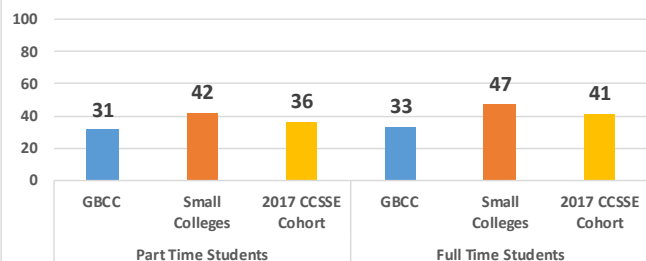


SF16. % - At this college, an academic advisor has discussed my career interests with me. (Agree, Strongly Agree)

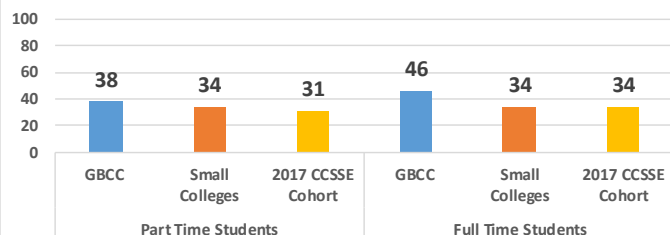




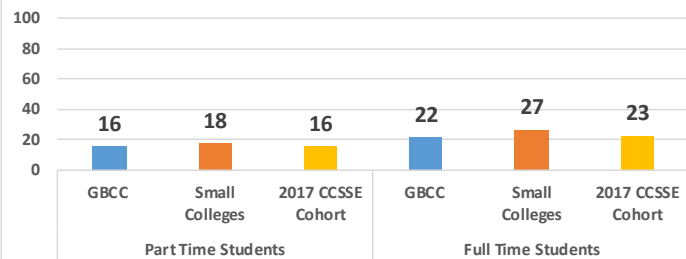
SF17. % - At this college, an academic advisor has discussed with me regional employment opportunities based on my career interests. (Agree, Strongly Agree)



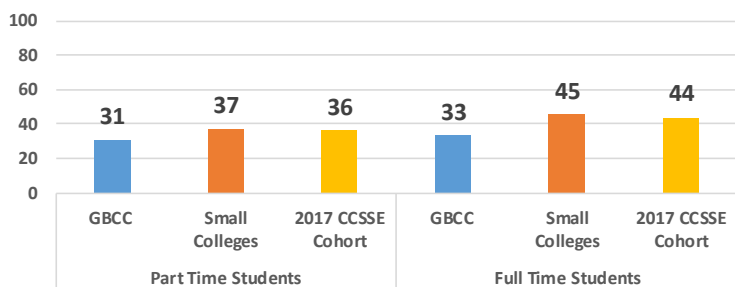
SF18. % - At this college, what has been your main source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc. 'Academic Advisors')



SF19. % Has an academic advisor come to one of your classes at this college to speak with you about your academic planning? 'Yes'



SF20. % - Have any of your instructors at this college recommended that you meet (in person or online) with an academic advisor? 'Yes'



Running Start

Running Start is a dual enrollment program offered through CCSNH System of New Hampshire that provides the opportunity for high school students to earn both high school and college credits concurrently. Tuition is \$150 for a 3 credit course, plus books and supplies. Within this program, scholarships are available for students based upon financial need.

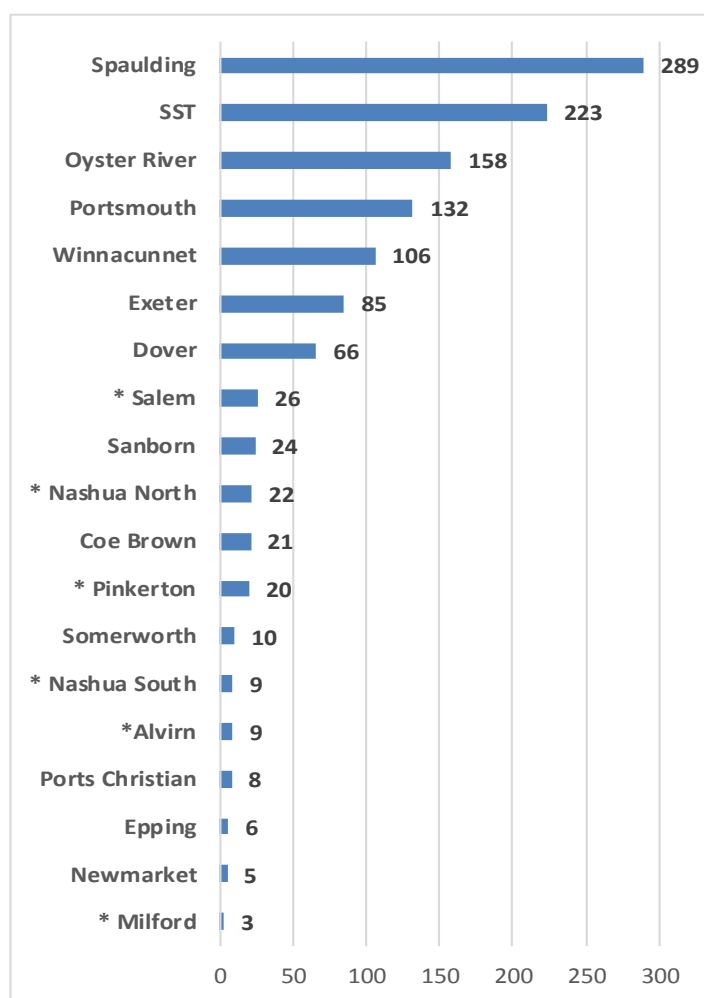
Instructors are high school faculty who meet or exceed the hiring credentials required for CCSNH faculty and are partnered with a CCSNH faculty member.

1222 students registered for college credits at **19** schools in New Hampshire offering **42** different GBCC courses as well as awarding **284** eligible students scholarships.

Running Start Enrollment 2017—2018

Total Enrollment 1222

** Not in GBCC Area of Service*



58 high school faculty members partnered with GBCC college faculty members to provide **125** sections of GBCC courses to students enrolled in these courses. **1109** students (91% of total high school enrollment figure of **1222**) were from **9** GBCC service area high schools: Dover, Exeter, Oyster River, Portsmouth, Sanborn, Salem, Spaulding, Seacoast School of Technology (SST),

89 students (7% of total high school enrollment figure of 1222) were from schools outside our Area of Service: Alvirn, Milford, Nashua North, Nashua South, Pinkerton, and Salem.

The top courses based on enrollment figures for 2017-2018 Academic Year were:

| | |
|---|-----|
| ENGL 110 College Composition 1 | 145 |
| BUS 110 Intro. to Business | 111 |
| MATH 145 Topics in Applied College Math | 108 |
| ACCT 113G Acct & Financial Reporting | 89 |
| PSYC 110G Intro to Psychology | 59 |

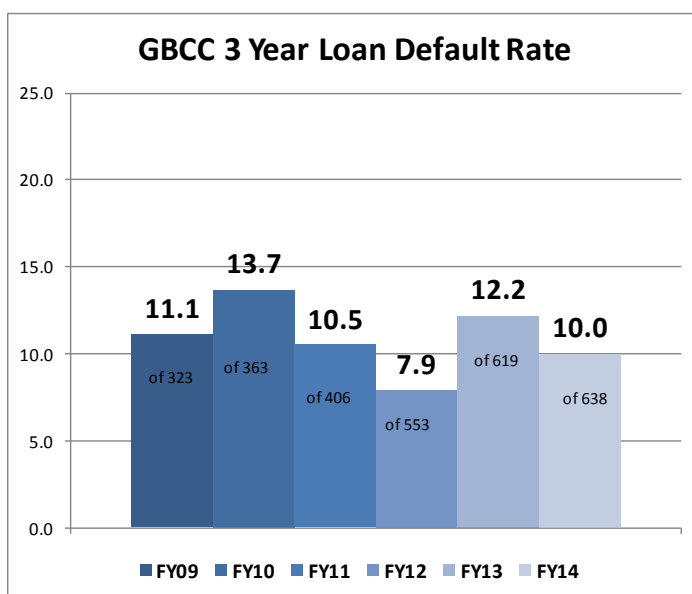
Source: Marge Wharmby, GBCC Running Start Coordinator



X. Financial Resources

| Student Financial Aid | | | | | |
|---|--------------------|--------------------|--------------------|-----------------------------|------------------------------|
| | FY15(2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | Change from FY15 to FY17 | %Change from FY15 to FY17 |
| Federal Grants | \$2,661,229 | \$2,580,355 | \$2,183,300 | -\$477,929 | -18% |
| Federal Loans | \$6,312,369 | \$6,033,876 | \$5,137,692 | -\$1,174,677 | -19% |
| Federal Work Study | \$43,849 | \$29,981 | \$36,299 | -\$7,550 | -17% |
| Total Federal Aid | \$9,017,447 | \$8,644,212 | \$7,357,291 | -\$1,660,156 | -18% |
| Total State Aid | \$209,935 | \$208,154 | \$201,725 | -\$8,210 | -4% |
| Institutional Grants | \$377,191 | \$268,067 | \$202,686 | -\$174,505 | -46% |
| Institutional Loans | \$0 | \$0 | \$0 | | |
| Total Institutional Aid | \$377,191 | \$268,067 | \$202,686 | -\$174,505 | -46% |
| Private Grants | \$0 | \$0 | \$0 | \$0 | |
| Private Loans | \$77,384 | \$67,722 | \$179,924 | \$102,540 | 133% |
| Total Private Aid | \$77,384 | \$67,722 | \$179,924 | \$102,540 | 133% |
| Student Debt | | | | | |
| Percent of students graduating with debt | 63% | 66% | 58% | -0.05 | -8% |
| Average amount of debt for students leaving the institution with a degree | \$16,646 | \$16,427 | \$18,205 | \$1,559 | 9% |

Each year the National Student Loan Data System (NSLDS) issues a number of reports. One report—the Cohort Default Rate Report—provides aggregate statistics for each college on the numbers of students either in a 2 year or a 3 year cohort who have defaulted on their student loans. The data below show this information for Great Bay Community College.



Source: Susan Proulx, GBCC Financial Aid Director - NEASC Data First Forms



| Institutional Financial Resources: Revenues & Expenses | | | | | |
|---|----------------------|----------------------|---------------------|--------------------------------|----------------------------------|
| | FY2015 | FY2016 | FY 2017 | Change from FY15 to FY17 | % Change from FY15 to FY17 |
| OPERATING REVENUES (in 000s) | | | | | |
| Tuition and fees | \$10,344,243 | \$10,919,215 | \$10,894,394 | \$550,151 | 5% |
| Government grants and contracts | \$590,465 | \$441,780 | \$404,428 | (\$186,037) | -32% |
| Private gifts, grants and contracts | \$57,750 | \$57,472 | \$61,919 | \$4,169 | 7% |
| Other auxiliary enterprises (Student Governmen | \$188,784 | \$176,911 | \$183,764 | (\$5,020) | -3% |
| Endowment income used in operations | | | | | |
| Other revenue : Commissions, Room Rentals | \$79,204 | \$98,733 | \$80,465 | \$1,261 | 2% |
| Other revenue: Miscellaneous and Indirect | \$80,074 | \$286,853 | \$362,426 | \$282,352 | 353% |
| Net assets released from restrictions | | | | | |
| Total Operating Revenues | \$11,340,520 | \$11,980,964 | \$11,987,396 | \$646,876 | 6% |
| OPERATING EXPENSES (in 000s) | | | | | |
| Instruction | \$9,927,058 | \$7,410,581 | \$6,981,254 | -\$2,945,804 | -30% |
| Research | \$256,914 | \$180,969 | \$112,893 | -\$144,021 | -56% |
| Public Service | \$3,404 | \$1,510 | \$521 | -\$2,883 | -85% |
| Academic Support | \$1,287,940 | \$1,037,535 | \$923,960 | -\$363,980 | -28% |
| Student Services | \$1,733,863 | \$1,438,192 | \$1,491,451 | -\$242,412 | -14% |
| Institutional Support | \$10,208,610 | \$6,625,365 | \$5,703,028 | -\$4,505,582 | -44% |
| Fundraising and alumni relations | | | | | |
| Operation, maintenance of plant (if not allocated) | | \$2,390,357 | \$1,169,016 | | |
| Scholarships and fellowships (cash refunded by public institution) | \$3,005,626 | \$2,971,535 | \$2,582,280 | -\$423,346 | -14% |
| Auxiliary enterprises (Student Government) | \$133,000 | \$279,609 | \$175,485 | \$42,485 | 32% |
| Depreciation (if not allocated) | | | | | |
| Other expenses (specify): | | | | | |
| Total Operating Expenditures | \$26,556,415 | \$22,335,653 | \$19,139,888 | -\$7,416,527 | -28% |
| Change in net assets from operations | -\$15,215,895 | -\$10,354,689 | -\$7,152,492 | \$8,063,403 | -53% |
| NON OPERATING REVENUES (in 000s) | | | | | |
| State appropriations (net) | \$4,412,201 | \$5,377,356 | \$5,104,606 | \$692,405 | 16% |
| Investment return | | | | | |
| Interest expense (public institutions) | | | | | |
| Gifts, bequests and contributions not used in operations | | | | | |
| Other (specify): Federal Grant | \$5,222,970 | \$3,518,002 | \$2,413,026 | -\$2,809,944 | -54% |
| Net Non-Operating Revenues | \$9,635,171 | \$8,895,358 | \$7,517,632 | -\$2,117,539 | -22% |
| Income before other revenues, expenses, gains, or losses | -\$5,580,724 | -\$1,459,331 | \$365,140 | \$5,945,864 | -107% |
| Capital appropriations (public institutions) | \$3,575,706 | \$425,525 | | -\$3,575,706 | -100% |
| TOTAL INCREASE/DECREASE IN NET ASSETS | -\$2,005,018 | -\$1,033,806 | \$365,140 | \$2,370,158 | -118% |

Source: Joanne Berry, GBCC Chief Financial Officer, NEASC Data First Forms



XI. Benchmarks

IPEDS - The National Center for Education Statistics (NCES) collects data on all institutions offering financial aid. Data are publically available online at Integrated Postsecondary Education Data Systems.

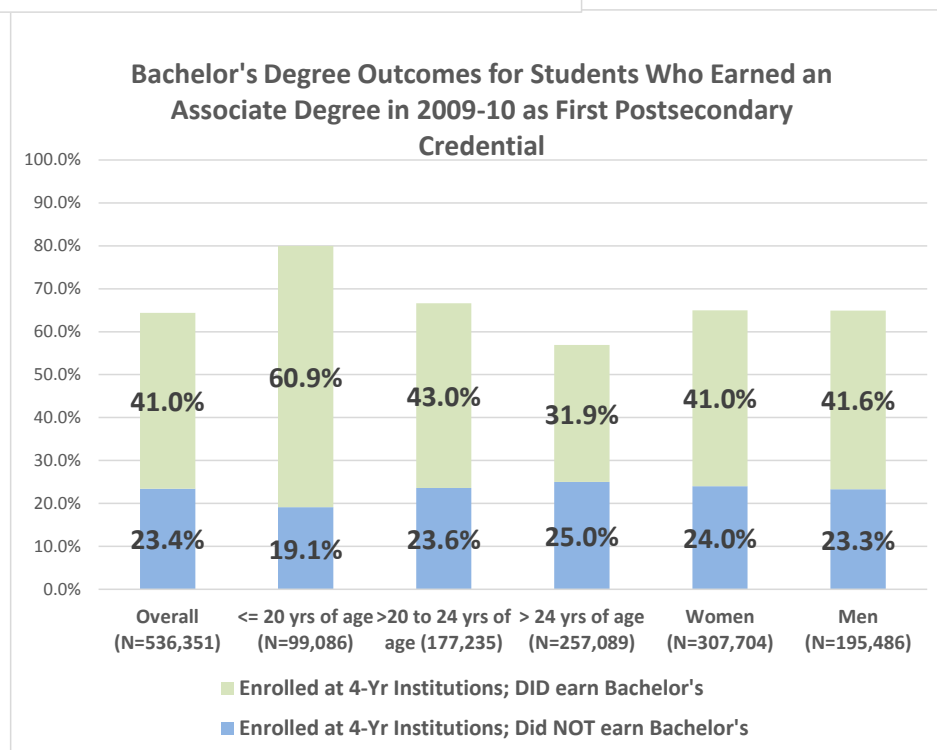
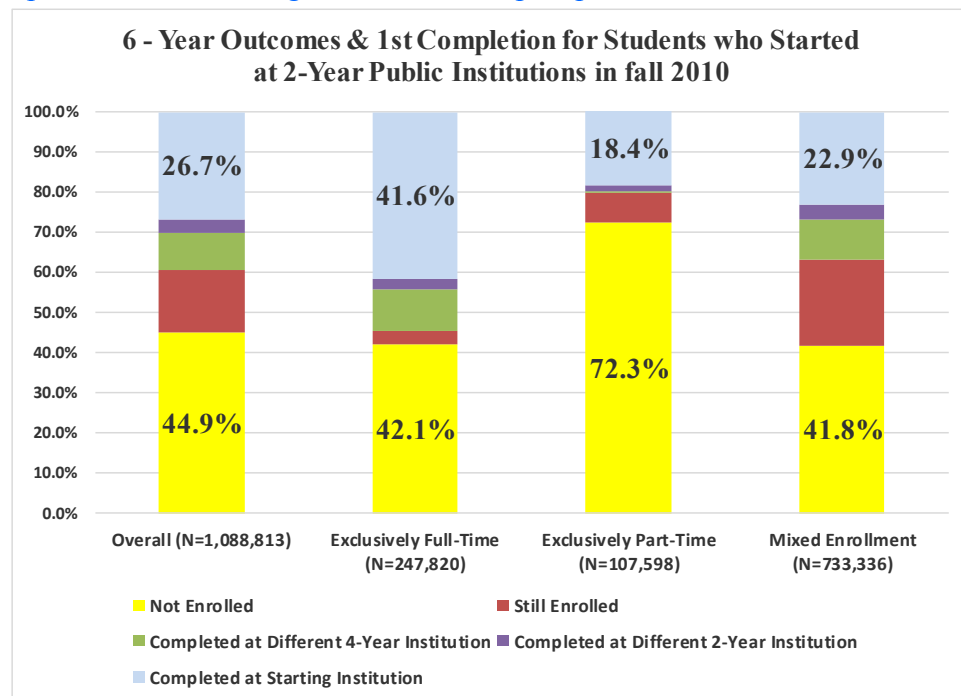
| 2016 | Total Enrollment 2016 | Full-time Equivalent (FTE) Enrollment Fall 2016 | PERCENT of Part-time Enrollment Fall 2016 | Full-time Retention Rate 2015-2016 (First Time Freshmen) | Part-time Retention Rate 2015-2016 (First Time Freshmen) | Graduation Rate or Certificate within 200% time -2016(Full time First Time Freshmen) |
|---------------------------------|-----------------------|---|---|--|--|--|
| Great Bay CC | 1971 | 1069 | 69% | 66 | 49 | 17 |
| Lakes Region CC | 1021 | 609 | 61% | 58 | 44 | 33 |
| Manchester CC | 2827 | 1489 | 71% | 78 | 62 | 24 |
| Nashua CC | 1996 | 1117 | 66% | 55 | 51 | 29 |
| NHTI-Concord's CC | 3881 | 2459 | 55% | 61 | 52 | 31 |
| River Valley CC | 946 | 469 | 76% | 60 | 50 | 31 |
| White Mountains CC | 802 | 468 | 63% | 73 | 54 | 53 |
| Average across 6 Sisters | 1921 | 1097 | 66% | 64 | 52 | 31 |
| Peer Comparison | | | | | | |
| Asnuntuck CC | 1945 | 1086 | 66% | 68 | 53 | 50 |
| Berkshire CC | 1959 | 1080 | 68% | 60 | 50 | 20 |
| Central Maine CC | 3025 | 1816 | 60% | 60 | 51 | 32 |
| Greenfield CC | 1957 | 1092 | 67% | 63 | 45 | 33 |
| Kennebec Valley CC | 2551 | 1275 | 75% | 68 | 58 | 43 |
| Middlesex CC | 2733 | 1566 | 64% | 53 | 43 | 24 |
| Northern Maine CC | 880 | 580 | 51% | 66 | 44 | 37 |
| Northwestern Connecticut CC | 1406 | 750 | 70% | 60 | 46 | 24 |
| Quinebaug Valley CC | 1559 | 871 | 66% | 60 | 45 | 22 |
| Roxbury CC | 2106 | 1104 | 72% | 57 | 40 | 13 |
| York County CC | 1827 | 897 | 77% | 60 | 44 | 26 |
| Average across Peers | 1995 | 1102 | 67% | 61 | 47 | 29 |

| 2015 | Total Enrollment 2015 | Full-time Equivalent (FTE) Enrollment Fall 2015 | PERCENT of Part-time Enrollment Fall 2015 | Full-time Retention Rate 2014-2015 (First Time Freshmen) | Part-time Retention Rate 2014-2015 (First Time Freshmen) | Graduation Rate or Certificate within 200% time -2015(Full time First Time Freshmen) |
|---------------------------------|-----------------------|---|---|--|--|--|
| Great Bay CC | 2273 | 1172 | 73% | 67 | 49 | 15 |
| Lakes Region CC | 1170 | 660 | 66% | 60 | 40 | 34 |
| Manchester CC | 2968 | 1579 | 70% | 41 | 39 | 15 |
| Nashua CC | 2056 | 1119 | 69% | 64 | 55 | 27 |
| NHTI-Concord's CC | 4349 | 2660 | 58% | 65 | 51 | 28 |
| River Valley CC | 954 | 458 | 78% | 57 | 37 | 31 |
| White Mountains CC | 1001 | 542 | 69% | 66 | 62 | 95 |
| Average across 6 Sisters | 2110 | 1170 | 69% | 60 | 48 | 35 |
| Peer Comparison | | | | | | |
| Asnuntuck CC | 1571 | 941 | 60% | 59 | 49 | 37 |
| Berkshire CC | 2111 | 1188 | 66% | 56 | 45 | 43 |
| Central Maine CC | 2984 | 1841 | 58% | 57 | 41 | 28 |
| Greenfield CC | 2050 | 1182 | 64% | 59 | 47 | 33 |
| Kennebec Valley CC | 2450 | 1257 | 73% | 67 | 45 | 34 |
| Middlesex CC | 2902 | 1696 | 63% | 60 | 45 | 20 |
| Northern Maine CC | 931 | 580 | 57% | 59 | 45 | 48 |
| Northwestern Connecticut CC | 1521 | 799 | 71% | 57 | 38 | 20 |
| Quinebaug Valley CC | 1680 | 954 | 65% | 57 | 41 | 27 |
| Roxbury CC | 2257 | 1215 | 69% | 54 | 41 | 10 |
| York County CC | 1758 | 930 | 71% | 60 | 47 | 28 |
| Average across Peers | 2020 | 1144 | 65% | 59 | 44 | 30 |

Source: National Center for Education Statistics. IPEDS Data Feedback Reports 2014, 2015



The National Student Clearinghouse and the Association of Community College Trustees have collaborated to produce outcome data on community colleges. The two charts below (used with permission) come from that report— *The Role of Community Colleges in Postsecondary Success—Community Colleges Outcomes Report* found at <https://studentclearinghouse.info/onestop/wp-content/uploads/Comm-Colleges-Outcomes-Report.pdf>



Note from report: "Based on students whose first postsecondary credential was an associate degree earned between July 1, 2009 and June 30, 2010. Student age refers to the age when first credential was awarded. Subsequent credentials are limited to credentials completed within six years of first credential award data." (p.8)



XI. NH Data

2017 Fast Facts: GBCC Catchment Area

| | Rockingham County (NH) | Strafford County (NH) | NH | USA | York County (ME) | Essex County (MA) |
|--|------------------------------|-----------------------------|-----------|-------------|------------------------|-------------------------|
| Population estimate (July 1, 2016) | 303,251 | 127,428 | 1,334,795 | 323,127,513 | 202,343 | 779,018 |
| Population, % change (April 1, 2010 to July 1, 2016) | 2.7% | 3.5% | 1.4% | 4.7% | 2.6% | 4.8% |
| White alone, not Hispanic or Latino (July 1, 2016) | 95.3% | 93.1% | 93.8% | 76.9% | 95.9% | 86.0% |
| Female persons (July 1, 2016) | 50.5% | 51.2% | 50.5% | 50.8% | 51.3% | 51.8% |
| Persons under 18 years (July 1, 2016) | 20.0% | 19.0% | 19.5% | 22.8% | 19.3% | 21.6% |
| Persons 65+ (July 1, 2016) | 16.4% | 14.5% | 17.0% | 15.2% | 19.2% | 16.3% |
| Language other than English spoken at home (2012-2016) | 6.3% | 7.1% | 7.9% | 21.1% | 7.0% | 25.1% |
| BA+, age 25+ (2012-2016) | 39.6% | 34.8% | 35.5% | 30.3% | 30.1% | 38.0% |
| Median household income (in 2016 dollars) (2012-2016) | \$82,398 | \$63,533 | \$68,485 | \$55,322 | \$59,132 | \$70,886 |
| Median value of owner-occupied housing unit (2012-2016) | \$288,300 | \$214,000 | \$239,700 | \$184,700 | \$229,600 | \$362,200 |
| Median gross rent (2012-2016) | \$1,134 | \$982 | \$1,021 | \$949 | \$909 | \$1,102 |
| Per capita income in past 12 months (2016 dollars) (2012-2016) | \$41,449 | \$30,598 | \$35,264 | \$29,829 | \$31,574 | \$37,210 |
| Persons in Poverty | 4.2% | 7.7% | 7.3% | 12.7% | 8.1% | 10.7% |
| Persons without health insurance, under 65 | 6.1% | 8.2% | 7.1% | 10.1% | 9.7% | 3.4% |

Source: Quick Facts: <http://quickfacts.census.gov>. Retrieved 1.26.18

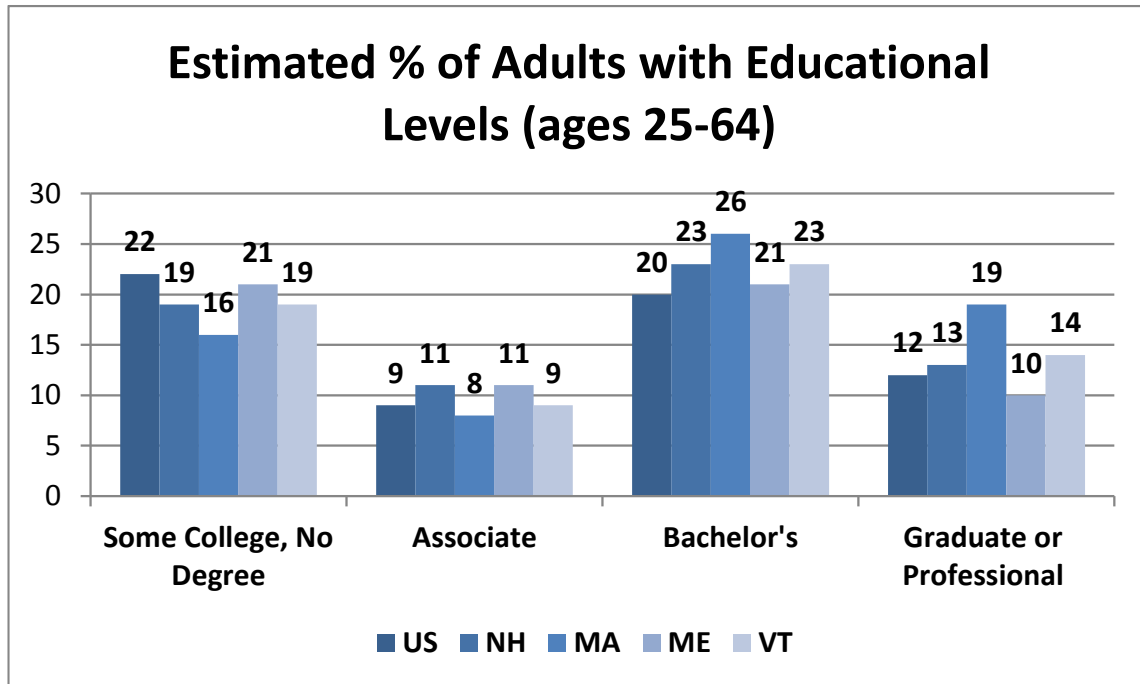
2016 Fast Facts: GBCC Catchment Area

| | Rockingham County (NH) | Strafford County (NH) | NH | USA | York County (ME) | Essex County (MA) |
|--|------------------------------|-----------------------------|-----------|-------------|------------------------|-------------------------|
| Population estimate (July 1, 2016) | 303,251 | 127,428 | 1,334,795 | 323,127,513 | 202,343 | 779,018 |
| Population, % change (April 1, 2010 to July 1, 2016) | 2.7 | 3.5 | 1.4 | 4.7 | 2.6 | 4.8 |
| % White alone, not Hispanic or Latino (July 1, 2015) | 93.1 | 91.5 | 91 | 61.6 | 94.6 | 72.4 |
| % Female persons (July 1, 2015) | 50.5 | 51.3 | 50.6 | 50.8 | 51.3 | 51.8 |
| % Persons under 18 years (July 1, 2015) | 20.3 | 19.2 | 19.8 | 22.9 | 19.6 | 21.8 |
| % Persons 65+ (July 1, 2015) | 15.8 | 14.0 | 16.5 | 14.9 | 18.6 | 16.0 |
| % Language other than English spoken at home (2011-2015) | 6.3 | 7.2 | 7.9 | 21.0 | 6.9 | 24.9 |
| % BA+, age 25+ (2011-2015) | 38.8 | 34.1 | 34.9 | 29.8 | 30.5 | 37.5 |
| Median household income (in 2015 dollars) (2011-2015) | 81,198 | 60,711 | 66,779 | 53,889 | 57,919 | 69,068 |
| Median value of owner-occupied housing unit (2011-2015) | 282,500 | 216,500 | 237,300 | 178,600 | 229,600 | 353,100 |
| Median gross rent (2011-2015) | 1123 | 959 | 1000 | 928 | 899 | 1076 |
| Per capita income in past 12 months (2015 dollars) (2011-2015) | 40,469 | 29,917 | 34,362 | 28,930 | 30,705 | 36,212 |
| % Persons in Poverty | 5.2 | 11.4 | 8.2 | 13.5 | 8.3 | 11.5 |
| % Persons without health insurance, under 65 | 6.1 | 8.2 | 7.5 | 10.5 | 9.7 | 3.4 |

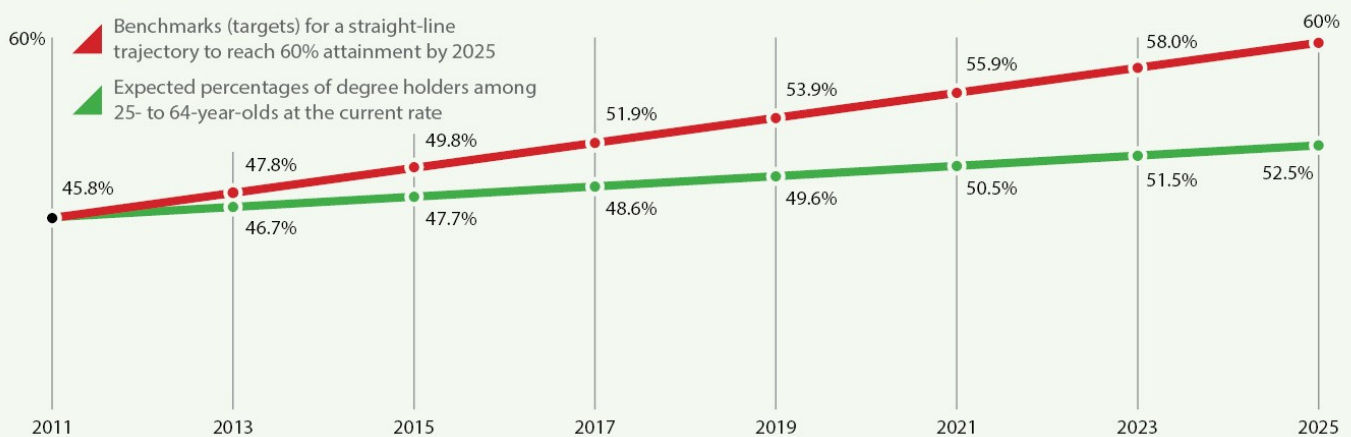
Source: Quick Facts: <http://quickfacts.census.gov>. Retrieved 3.31.17

A Stronger Nation

Goal 2025 strives to ensure that 60% of Americans hold a ‘...degree, certificate or other high-quality postsecondary credential’. The data below from the U. S. Census Bureau and the American Community Survey—2014 -show NH’s status toward the goal. These data are used with permission from Matthew Jenkins at Lumina Foundation and can be accessed at <http://strongernation.luminafoundation.org/report/2016/#nation>



The path to 60% degree attainment in New Hampshire



Source: U.S. Census Bureau. 2000 Census. 2010 & 2011 American Community Survey

Lumina Foundation. (2016). *A stronger nation*. Retrieved from <http://strongernation.luminafoundation.org/>



Recovery: Job Growth and Education Requirements Through 2020 Georgetown University: Center on Education and the Workforce

- "1. Notwithstanding failure to resolve the federal government's budgetary challenges, the U.S. economy will grow from 140 million to 165 million jobs by 2020.*
- 2. By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.*
- 3. There will be 55 million job openings in the economy through 2020: 24 million openings from newly created jobs and 31 million openings due to baby boomer requirements.*
- 4. By educational attainment:*
- * 35% of the job openings will require at least a bachelor's degree;*
 - * 30% of the job openings will require some college or an associate's degree;*
 - * 36% of the job openings will not require education beyond high school.*
- 5. Job openings in healthcare, community services and STEM will grow the fastest among occupational clusters.*
- 6. Judgment/decision-making, communications, analysis, and administration will be the four most in-demand competencies in the labor market.*
- 7. The demand for physical skills has continued to decline over time, except for "near vision" which is necessary to read computer screens and other types of documentation.*
- 8. The United States will fall short by 5 million workers with postsecondary education -- at current production rate -- by 2020." (Carnevale et al., 2013).*

| New Hampshire Data | | | | | Job Openings by Occupation and Education Level (in thousands) | | | | |
|---------------------------------------|----------------|----------------|---------------------------------|-----------------|---|-------------------------|--------------------|-------------------|-----------------|
| Occupation | 2010 Jobs | 2020 Jobs | Total Number - Increase in Jobs | Growth Rate (%) | High School Diploma | Some College/ No Degree | Associate's degree | Bachelor's Degree | Master's Degree |
| Sales and Office Support | 190,080 | 213,900 | 23,820 | 13 | 20 | 20 | 8 | 18 | 3 |
| Food and Personal Services | 99,760 | 120,680 | 20,920 | 21 | 15 | 10 | 4 | 7 | 2 |
| Managerial and Professional Office | 95,330 | 114,110 | 18,780 | 20 | 5 | 5 | 4 | 14 | 9 |
| Blue Collar | 128,250 | 139,180 | 10,930 | 9 | 26 | 10 | 3 | 3 | 1 |
| Education | 47,190 | 56,770 | 9,580 | 20 | 0 | 1 | 1 | 7 | 10 |
| Healthcare Professional and Technical | 31,610 | 40,900 | 9,290 | 29 | 1 | 2 | 4 | 3 | 4 |
| STEM | 32,150 | 38,500 | 6,350 | 20 | 1 | 1 | 2 | 5 | 3 |
| Community Services and Arts | 27,860 | 34,040 | 6,180 | 22 | 2 | 1 | 2 | 3 | 3 |
| Healthcare Support | 15,730 | 21,070 | 5,340 | 34 | 2 | 2 | 1 | 0 | 0 |
| Social Services | 3,200 | 4,000 | 800 | 25 | 0 | 0 | 0 | 0 | 1 |
| TOTAL | 671,160 | 783,150 | 111,990 | 17 | 72 | 52 | 29 | 60 | 36 |

Carnevale, A., Smith, N., Strohl, J. (2013). *Recovery: Projection of jobs and education through 2020*. Retrieved from <https://cew.georgetown.edu/report/recovery-job-growth-and-education-requirements-through-2020/>.



Project on Student Debt

'State averages for debt at graduation ranged from a low of \$20,000 (Utah) to a high of \$36,350 (New Hampshire)...' (Cheng, Cochrane, & Gonzalez, 2017, p. 1).

'The Project on Student Debt is an initiative of The Institute for College Access & Success (TICAS), which has licensed these debt data through an agreement with Peterson's.'

The data for 4-year or above NH colleges come from *Student Debt and the Class of 2016*.

| Name | Average Debt of Graduates (2013-14) | % Graduates with any Debt (2013-14) | Average Debt of Graduates (2014-15) | % Graduates with any Debt (2014-15) | Average Debt of Graduates (2015-16) | % Graduates with any Debt (2015-16) |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| New Hampshire - Public, 2-year | | | | | | |
| Great Bay Community College* | N/A | N/A | \$16,646 | 63% | \$16,427 | 66% |
| Lakes Region Community College | N/A | N/A | N/A | N/A | N/A | N/A |
| Manchester Community College | N/A | N/A | \$18,799 | 64% | \$17,544 | 63% |
| Nashua Community College* | N/A | N/A | \$15,212 | 48% | \$14,756 | 51% |
| NHTI-Concord's Community College | N/A | N/A | N/A | N/A | N/A | N/A |
| River Valley Community College | N/A | N/A | N/A | N/A | N/A | N/A |
| White Mountains Community College | N/A | N/A | 13,638 | 80% | \$10,255 | 76% |
| New Hampshire - 4-year or above | \$33,410 | 76% | \$36,101 | 76% | \$36,367 | 74% |
| Granite State College | N/A | N/A | N/A | N/A | N/A | N/A |
| Keene State College | \$33,796 | 85% | \$38,971 | 85% | \$41,016 | 84% |
| Plymouth State University | \$32,327 | 85% | \$32,296 | 87% | \$37,801 | 85% |
| University of New Hampshire at Manchester | \$29,393 | 79% | \$30,117 | 77% | \$39,034 | 86% |
| University of New Hampshire-Main Campus | \$36,965 | 79% | \$37,242 | 77% | \$38,799 | 79% |
| Dartmouth | | | \$19,132 | 43% | \$17,849 | 48% |
| Saint Anselm College | | | \$35,601 | 83% | \$35,601 | 81% |
| Southern New Hampshire University | | | \$38,574 | 78% | \$41,028 | 67% |

* Student loan data for the CCSNH Community Colleges come from the most recent NEASC Data 1st Forms. GBCC = p.106—<http://greatbay.edu/sites/default/files/media/temp/neasc/Great%20Bay%20Community%20College%20Self-Study%202018.pdf>; MCC = pg. 115—https://resources.mcnh.edu/documents/neasc/NEASC_2017_Self-Study_Web_Complete.pdf; NCC = p. 105—http://www.nashuacc.edu/images/PDF/neasc/NEASC_Self_Study.pdf; WMCC—personal communication with WMCC IR—Suzanne Wasileski

The data below come from *Student Debt and the Class of 2016*.

| High Debt States | Avg 4 Yr Debt | Low Debt States | Avg 4 Yr Debt |
|------------------|---------------|-----------------|---------------|
| New Hampshire | \$36,367 | Utah | \$19,975 |
| Pennsylvania | \$35,759 | New Mexico | \$21,373 |
| Connecticut | \$35,494 | California | \$22,744 |
| Delaware | \$33,838 | Arizona | \$23,447 |
| Minnesota | \$31,915 | Nevada | \$24,128 |
| South Dakota | \$31,632 | Florida | \$24,461 |
| Massachusetts | \$31,563 | Washington | \$24,609 |
| Maine | \$31,295 | Wyoming | \$25,378 |
| Alabama | \$31,275 | North Carolina | \$25,562 |
| Rhode Island | \$31,217 | Oklahoma | \$25,856 |

Cheng, D., Cochrane, D. & Gonzalez, V. (2017). *Student debt and the class of 2016*. Retrieved from https://ticas.org/sites/default/files/pub_files/classof2016.pdf



XIII. Notes/Methodology/MetaData

| Page | Information |
|---------|---|
| | Sources for college data include Banner and the Data Warehouse via Rapid Insight Veera. |
| 8 - 11 | Enrollment: Beginning with the 2010-2011 Factbook, enrollment data are from frozen fall census files submitted to CCSNH System and IPEDS reporting by the Registrar (SZRHCHN5). Demographic information was merged with Banner SZRHCHN5 data in SPSS (Statistical Software for the Social Sciences). Prior to 2010 end-of-term data were used. Re: Fall 2015 revised number of first time freshmen: In 2017 new IPEDS validation procedures are being put into place to verify annual census files. |
| 12 | Grades: Grade data from Academic History table. Data were analyzed in SPSS. |
| 13 | Program Licensure data - Source = Chairs of the departments. |
| 14 - 17 | Community College Survey of Student Engagement (CCSSE): All data came from CCSSE at University of Texas-Austin. Data were aggregated by year and analyzed in SPSS. |
| 18 | Degrees & Certificates & Degrees: These data were extracted from Banner report - SXRICLB with parameters Begin Date: 20xx09 and End Date: 20xx09. In SPSS, data were aggregated into years with an academic year consisting of 20xx10, 20xx20, and 20xx30. Note the final numbers do change from year to year as some students who are coded as awarded may not meet the final requirements for graduation (1 course to be taken in the summer, for example.) Additionally challenging this year was the process of extracting data from both the legacy and the shared banner databases as students have different ID number in shared vs legacy. |
| 19 - 20 | Transfer: Every term each college reports enrollment on all students to the National Student Clearinghouse. These data were used to document what colleges the students attended subsequent to attendance at Great Bay Community College. |
| 21 | ATAC: Information came from Debra Mattson, GBCC Director of ATAC. |
| 22 | Business & Training Center: Text came from Kathleen Totten, GBCC Director of Community Education, Business & Training Center. Data came from banner via Rapid Insight Veera. |
| 23 | NH Work Ready: This information came from Chrissy Wall, GBCC WorkReady NH Director. |
| 24 | Learning Resource Center (Library) - Data from LRC files via Rebecca Clerkin, GBCC Learning Resource Center Director. |
| 25 - 26 | Center for Academic Planning and Support (CAPS) - Data from Sharon Cronin, GBCC Center for Academic Planning and Support Director. |
| 27 - 30 | Advising & Transfer Center - Information from Deanna Friedman, GBCC Director of Advising. CCSSE charts came from the results of the Community College Survey of Student Engagement as noted above. |
| 31 | Running Start - Data from Banner thanks to Marge Wharmby, GBCC Running Start Coordinator. |
| 32 | Student Financial Aid - Data come from <i>Standard 5 - Students</i> of the GBCC 2018 NEASC Accreditation Self-Study - Data First Forms. |
| 33 | Institutional Financial Resources - Data come from <i>Standard 7 - Institutional Resources</i> of the GBCC 2018 NEASC Accreditation Self-Study - Data First Forms. |