Great Bay Community College

Report to the
Faculty, Administration, Trustees, Students

of

GREAT BAY COMMUNITY COLLEGE
Portsmouth, NH
by

An Evaluation Team representing the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

Prepared after study of the institution's
self-evaluation report and a site visit
March 4, 2018 – March 7, 2018

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This report represents the views of the evaluation committee as interpreted by the chairperson. Its content is based on the committee's evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

Introduction

From March 4-7, 2018, the Evaluation Team visited Great Bay Community College (GBCC) for its comprehensive evaluation on behalf of the Commission on Institutions of Higher Education of NEASC. The Team based its review on the *Standards of Accreditation*.

Throughout the visit, members of the GBCC community were candid in their comments, offered full assistance to the Team, and were well aware of the Self-Study Report and the purpose of the Team's visit. The Team members met with: the College leadership team, including the Interim President, Interim VP of Academic Affairs, and CFO; the Self-Study Steering Committee; Academic Department Chairs; student leaders, including Student Government; faculty, including adjunct faculty; Student Affairs, Technical Support, and Business administrators; and the former President who resigned to take a state appointment in December 2017. Separate Open Forums were scheduled and held for students, faculty, and staff. The Team also provided flexibility to anyone who wished to meet in a small group or individually. There were also visits to off-campus instructional sites to speak with students, faculty, and staff at the Advanced Technology & Academic Center (ATAC), the Aviation Technology Helicopter Pilot Program at Seacoast Helicopter, the Automotive Program at the Creteau Center, and the Motorcycle Maintenance and Repair Technology Certificate Program at Seacoast Harley Davidson.

A meeting was held with several members of the College's Advisory Board and the Community College System of New Hampshire (CCSNH) Board of Trustees, including the incoming Chair, Vice Chair, and the Chancellor. The Great Bay Community College Director of Learning Resources also serves as a trustee representing CCSNH employees.

By the conclusion of the visit, with the extensive review of the Self-Study and supporting documentation, Team members participated in over 30 meetings involving faculty, students, staff, administrators, and community members, with over 100 college community members providing feedback to the Team during these meetings.

The Evaluation Team found the Self-Study Report and the supporting documentation comprehensive and an accurate description of the state of the College; however, it was noted that certain data such as audited financial statements were not disaggregated among colleges in the CCSNH reporting prior to FY 2017 making for limited ability to compare audited institutional data between fiscal years. The Team appreciates the preparation of the Self-Study to include electronic links to many of the important exhibits. A review of these documents before and during the Team's visit to GBCC, for the Chair's preliminary visit to the College, November 27-28, 2017, and the Team's visit on March 4-7, 2018, together have provided the basis for the information, analysis, and evaluative judgments contained in the nine sections of this report which address the *Standards for Accreditation* of the Commission on Institutions of Higher Education (CIHE) of the NEASC.

This evaluation of GBCC, though approved by CIHE for the delay of a semester for submission, is a comprehensive evaluation following its update of 2013, progress report of 2015, and substantive change report for the Aviation Program of 2016. A special emphasis is included for the Enhanced Transfer Credit Initiative, Distance Learning, and the Aviation Program.

1. Mission and Purposes

Great Bay Community College (GBCC) is rooted in the creation of the State Trade School of Portsmouth in 1945 and evolved to a New Hampshire Community Technical College. More recently, GBCC addressed significant changes over the past decade in governance,

location, and programs. Structurally, the Institution's changes are based on 2007 state legislative action, moving from the New Hampshire Community Technical College System to establishing the Community College System of NH (CCSNH) as a separate body, a self-governing entity under its Board of Trustees.

The mission of CCSNH, focused on student academic and economic success and alignment with industry needs, is intended to position the system to support the state's economic future. Each college, including GBCC, serves a distinctive region, and its local industry and community needs, maintaining a core focus on career and technical education, while also serving as a comprehensive community college designed to prepare students for professional attainment and for transfer to four-year institutions.

GBCC's mission and vision, with its recent changes, reflect CCSNH's mission and vision, reaffirming the College's commitment to excellence and affordability while expanding intellectual and economic opportunity. The mission does give broad direction to the College's activities and provides a basis for assessing institutional effectiveness.

GBCC developed its vision and mission statements to reflect the distinctive characteristics of the College and community. These statements were developed through the College's strategic planning process. The institution's core values are also clearly articulated along with the mission and vision.

Concern was raised by the Team that the College mission does not have to be approved by the CCSNH Board of Trustees. NEASC CIHE Standard 1.2 indicates, "the institution's mission statement is formally adopted by the governing board and appears in appropriate printed and digital institutional publications." Under New Hampshire law, Title XV, Chapter 188-F:2

> Governance. – The community college system of New Hampshire shall be governed by a single board of trustees which shall be its policy-making and operational authority. The board of trustees shall be responsible for ensuring that the colleges operate as a well-coordinated system of public community college education.

Under the powers of the CCSNH Board of Trustees (New Hampshire law, Title XV, Chapter 188:F: 6, III (c)), the authority to approve the College's mission appears conveyed under the general administration and supervision authority of the college president. The statutory and CCSNH procedural processes highlight the importance to ensure college and community constituencies engage in developing the college mission and vision.   This does raise concern of clarity and congruency over mission and purpose as it relates to accreditation and how accreditation is directly connected with the governing board of the institution.

The CCSNH Strategic Plan introduced in 2013-14 presented alignment issues with GBCC's strategic planning process. The 2015 GBCC Strategic Retreat involving faculty leadership and senior administration enabled the College to refresh its Strategic Plan, integrating CCSNH goals. The College is commended for this action, demonstrating compliance with Standard 1.5, the evaluation of "content and pertinences of its mission and purposes, ensuring they are current and provide overall direction."

As GBCC reviews the vision and mission during the upcoming strategic planning process, similar consideration should be given to a mechanism acknowledging and integrating the CCSNH's mission and vision into GBCC's mission and strategic plan, and reportable metrics to set a framework for proactive financial and management decision-making. The alignment of missions and purpose should be built into the conversations with community and College

stakeholders, acknowledging educational needs, the regional character, using the previous work involved in the self-study and accreditation process. The strategic planning process for 2020 provides the opportunity to develop an aspirational vision while re-examining and updating the mission and institutional objectives.

2. Planning and Evaluation

Planning: While GBCC has regularly engaged in strategic planning, these efforts have not always translated to a fully implemented or articulated planning process. There are three levels of planning at the College: system planning, local strategic planning, and department strategic planning. The self-study, and conversations with the Board of Trustees, Chancellor, and Interim President, provided evidence that the long- and short-term planning from System to local campus is regular. In particular, the Board of Trustees engages in annual planning, which includes the Presidents from the CCSNH campuses and regular tracking of the Key Performance Indicators, which are communicated to the Presidents, facilitating good overall understanding of the CCSNH's progress with strategic planning.

While system-level strategic planning became clearer and better communicated in the past few years, GBCC already had a well-developed strategic planning process in place. There is strong evidence of a collaborative strategic planning process going back to 2007, which produced three distinct strategic plans. The methods used for strategic planning, including conducing SWOT analyses, the production of internal and external environmental scans, and regular communication to the community, keep with best practices and should be commended for their inclusiveness. They also are appropriate, in particular, for GBCC which invested heavily in responding to the greater Seacoast community's needs.

Another strength of GBCC's strategic planning has been leadership's willingness to revisit the plan in light of a changing context. In particular, as CCSNH's strategic planning developed with priorities that hindered the College's plan, GBCC leadership found the need to re-examine its Strategic Plan to align it with System priorities. By undertaking this process, even though they were mid-cycle with strategic planning, GBCC's Strategic Plan remained more relevant to the work being undertaken at the College in response to System initiatives and therefore a more useful planning process. The College is now better positioned moving forward with strategic planning aligned with CCSNH priorities.

To more effectively tie plan implementation to the work of the College and garner buy-in, leadership made use of its current governance structure to create action items for each objective. However, because the College's governance structure changed several times over the past several years and the current system is diffuse rather than systematic in its approach (see Chapter 3), there is currently not a clear system of monitoring progress on the strategic plan. The Vice President of Student Affairs (VPSA) volunteered for the first two quarterly Extended President's Cabinet governance meetings coordinating the strategic planning updates; however, no specific coordinator has been designated. As a new governance structure, attention needs to be paid to ensure Strategic Plan updates are maintained. Responses from faculty and staff confirmed uncertainty of who was charged with the Strategic Plan or the task charges of specific governance committees. The common governance Blackboard site does provide access to committee minutes, but a centralized and regular update on the strategic plan may help overall communication efforts.

While the strategic planning process has been community driven, it has not been consistently linked to department/unit level planning in meaningful ways. On the academic side,

department level planning is well articulated, producing strategic plans and annual updates, with. 100% of departments participating. Chairs demonstrated they were familiar with the process as part of their responsibilities, but that it has been more of a task to complete than a means of guiding decision-making. The Interim VPAA has plans for more follow-up, building on what is a good foundation for connecting unit planning to institutional strategic planning.

Student services provided evidence of unit planning and indicated they were currently working on a combined approach to planning. The plan for advising, for example, did appear well aligned with the institution's Strategic Plan. Overall, there are strong inputs into planning at the department level which set a good foundation for growth, but outcomes need to be tracked more effectively to enable department unit heads to lead continuous improvement through planning.

The need to demonstrate that budgeting is based on reasonable revenue and expenditure projections is appropriate at GBCC. However, restrained financial growth has not allowed the College to dedicate funds for strategic plan initiatives as a result of the budgetary outlook and projected enrollment declines. GBCC leadership has regularly communicated realistic budgeting expectations through weekly reports both from the Director of Institutional Research and the CFO to keep the GBCC community informed about finances. Departments, in their annual planning, have focused on cost neutral continuation of quality approaches. Existing limited improvement expenditures that come primarily from Perkins funding and a president's leadership fund, though, are not consistently communicated as aligning with the strategic plan, leading to some confusion among stakeholders. A more direct link to strategic planning initiatives, including explicitly connecting System resources as well as designating local operational funds to the strategic plan process, would more effectively set up the strategic plan to move forward with the changes it identifies.

In summary, when examining planning inputs, processes and outputs, there is evidence of strong inputs into planning through regular strategic planning. Processes for seeking community input into the strategic plan and for adjusting to changing context are to be commended, yet it remains for department/unit level planning processes to be more universally applied across the institution and outcomes need to be monitored so the planning processes are clearly aligned with the strategic plan and lead to department/unit level continuous improvement.

Evaluation: The College is working on using data to track progress. The Director of Institutional Research produces an annual Factbook and provides regular and ad hoc data reports to support continuous improvement. CCSNH support for data projections and the tracking of Key Performance Indicators is critical in continuing to help this process.

The crux of evaluation at GBCC lies with the program review process that focuses on understanding the integrity and effectiveness of GBCC's academic programs. The program review process is anchored by 4 programs that are externally accredited and those that draw on external exams and certifications to drive their assessment of student learning. These programs demonstrate well developed documentation of assessment planning. However, even in these programs, there is not systematic evidence of direct student learning assessment practices (e.g. norming and assessment of key assessments mapped to specific outcomes, demonstration of closing the loop). Rather, these program reviews rely heavily on indirect assessment of student learning including self-reported data and on student success metrics (e.g. retention, completion).

As part of the program review, the use of student evaluations and CCSSE data is well established and regular, which provides consistent information on student engagement and

needs. In addition, GBCC engaged in a thorough review of the institution's articulation and transfer agreements, primarily in the social science, humanities, and life sciences. This yielded important feedback from transfer institutions on the quality of GBCC's curriculum, as well as the review of transfer rates. Transfer retention and completion are also examined as part of the program review process. Yet, as will be addressed in Standard 8, there appears to be minimal direct measurement of student learning thereby limiting the effectiveness of the program review process.

To date, overall use of data has been uneven, in part perhaps the result of an evolving strategic planning process. The artifacts provided to the visiting Team did demonstrate, and campus interviews further confirmed, that Institutional Research office produces both weekly and ad hoc reports effectively. However, yet to be developed is an intentional data review process and calendar of reporting for leadership and the Board. It is this intentionality, which GBCC notes in their projections for Standard 2, that will lead to a data driven decision-making and better overall evaluation on the campus.

While recognizing a more intentional and well-planned data review process is necessary, there are several excellent examples of data driven continuous improvement processes. The Transition, Retention, Intervention and Persistence (TRIP) committee, comprised of major decision makers from both academic and student affairs, systematically examines student data as it relates to retention issues. The support of the Institutional Research office to drill down into demographic trends and enrollment patterns is leading to data driven conversations and policy change. For example, the analyses of student retention based on remediation in mathematics, which included both student opinion and student success data, led the committee to recommend development of a co-requisite model of remediation. Continued tracking of this data has been initiated and is now being monitored by TRIP to help gauge the success of this intervention. Clarification of TRIP's role with the governance structure could help to strengthen and replicate this good practice of evaluation and continuous improvement.

In summary, GBCC's evaluation process are varied, but primarily dependent on indirect measures. While processes for program review are articulated in writing, and to a lesser extent for the governance committees, the Team did not find clarity about the role of the different governing groups in evaluating college processes. Therefore, as in the example of the TRIP committee, results of program review can be isolated rather than common knowledge leading to greater continuous improvement.

3. Organization and Governance

GBCC has a system of governance that facilitates the accomplishment of its mission and supports institutional effectiveness and integrity. Though there is evidence of transition issues in moving from a college as part of a state agency to being under the governance of the Community College System of New Hampshire (CCSNH) Board of Trustees (Board), as seen through strategic planning and also in terms of the authority of approving institutional missions, GBCC's organizational design and governance structure, supports an environment that encourages teaching, learning, service, scholarship, and creative activity. The College has a level of independence, although the lines of authority between the Board and the College leadership raises questions as to where accreditation should ultimately be held, the governing Board or the College administration, state law articulates accreditation through the College.

Governing Board: Although the College went through a recent reorganization and the name has changed, Great Bay Community College (GBCC) has a long and respected tradition of providing opportunities for its community to have access to the benefits of a community college education.

Under state legislation in 2007, GBCC operates as a separate and distinct institution, one of seven, within the CCSNH providing educational opportunities to residents of the Greater Portsmouth region. The 22-member, gubernatorially-appointed Board of Trustees (Board) serves as the governing body of the CCSNH. Information is available to the public through multiple sources regarding organizational structure and lines of authority between the Board and GBCC.

The Board maintains a fiduciary duty to the colleges it serves and, while committed to the mission of the CCSNH and its colleges, the Board does not approve the mission of each college. The Board meets at least six times annually and the minutes for the meetings are available for review. As evidenced by documentation, the Board conducts bi-annual, ongoing self-assessments. These self-assessments have been conducted for many years and are carefully reviewed and outcomes analyzed regarding its performance. The recent Board self-assessment raises awareness in areas of "lack of community diversity" and "orientation for new trustees." As a result, community outreach and new orientation programs are being implemented.

The Board policies and the CCSNH policies are clearly identified and delineated on the CCSNH website. Board members are required to annually complete a Financial Interest Form and a Conflict of Interest Form. Under the authority of the Board, several committees are established by statute. The "Statement of Purpose" and "responsibilities" for each committee are clearly identified in the Article of Statutory Authority for the CCSNH.

The Chancellor has authority to appoint, with confirmation from the Board, and oversee the Presidents of the seven colleges within the CCSNH.   The Chancellor also works in tandem with the System Leadership Team (SLT) to direct implementation of the Strategic Goals determined and set by the Board.

In accepting GBCC's progress report dated, November 20, 2014, NEASC stated they sought continued success in: *"developing stand-alone administrative capacity, especially in the areas of fiscal administration, budgeting, master planning and clarifying the apportionment of authority and responsibility between GBCC and CCSNH."*

The Team appreciates the commitment the Board provided to ensure *"clarifying the apportionment of authority and responsibility between GBCC and CCSNH."* Additional clarity on the Board's extension of authority to college presidents to, for example, approve institutional missions and the Board's role with accreditation would help to clarify the relationship and conformity with the *Standards of Accreditation*.

The Team also met with members of the GBCC's Advisory Board along with the CCSNH Board. The GBCC College Advisory Board's statutory authority and "Roles and Responsibilities" are clearly identified on the College website. The board members do not serve in a fiduciary role and are not compensated for their service on the CAB. The CAB member's primary responsibilities are to support and advise the President regarding the community they serve. Generally, members are selected based on their individual standing in the community and for their demonstrated qualities of leadership. Members are also expected to support fund raising activities and are requested to make annual contributions to GBCC. Interviews with CAB members revealed strong support for GBCC. A concern was raised though, regarding the authority of the College verses the Board of Trustees. The CAB members strongly supported continued autonomy for decision-making authority at the institutional level. Trustees stated they believe and advisory board members confirmed, the CCSNH colleges each have an individual

role reflecting their respective local context and differing cultural framework and each institution needs to be recognized and supported.

Internal Governance: State law provides authority for the CCSNH Board to appoint the college presidents. Per Board policy, the administration at GBCC maintains responsibility and authority for academic, student, fiscal and operational activities of the College. The former President had an extensive background in education and led GBCC for over 10 years. The Interim President is currently providing shared presidential responsibilities between GBCC and Manchester Community College, approximately 40 miles away. She has served as GBCC's Interim President since January 2018. The Interim President works in conjunction with a group of local leaders on the College Advisory Board (CAB). There is currently an ongoing search for a new president. The Board and GBCC seek to have the permanent president in place by July 2018

 The president has clearly defined authority over GBCC's management team. As identified on the Great Bay Community College Organizational Chart, the management team consists of the following: VP Student Affairs, VP Academic Affairs, AVP Student Life and Operations, AVP Corporate and Comm. Education, Human Resources Officer, CFO and Director-ATAC. GBCC is currently undergoing a number of changes in leadership. In addition to the Interim President, there is also an interim Associate Vice President of Academic Affairs and an interim Vice President of Academic Affairs, along with an interim Director of Nursing.

 In several meetings and discussions with faculty and staff, the Team identified a recurrent theme of "challenges" that was raised relative to the faculty and staff's perceived "lack of stability" within the management of GBCC. This concern was not necessarily addressed directly to those members serving in interim roles, just to the fact that there are numerous management and leadership positions currently identified as "interim." Once the new president is in place, she/he will have opportunity to finalize the management team. It was noted that GBCC supported the implementation of the Employee Engagement Survey in 2014 and was The Chronicle's Great Colleges to Work for Program in 2017.

 Effective 2016, a new President's Cabinet was implemented consisting of appointed full-time members of the leadership team at GBCC. The President's Cabinet meets monthly to consider recommendations from its several subcommittees. As identified in the "Shared Governance" document dated July 2017-2018, the subcommittees under the President's Cabinet are separated into three "groups:" "Constituent Groups", "Standing Committees" and "Associated Committees". The Constituent Groups include the Faculty Forum, the Staff Forum and the Student Government Association. The Faculty Forum is open for all faculty to serve and the Staff Forum is open for all staff to serve. The Standing Committees Groups include the Academic Chairs, Directors, Curriculum Committee, TRIP, Emergency Preparedness and Distance Learning. The Associated Committees Groups include the Graduation Committee, Safety Committee, Health and Wellness, Orientation Committee, Diversity Committee, Enrollment Council and Behavioral Intervention Team.

 A new Extended President's Cabinet was also established, including members of the Chairs of the previously identified committee groups. This group meets quarterly and reports to the President's Cabinet. While to date there has not yet been an assessment of the new structure, GBCC "is working on that."

 The Team appreciated the submission of prior governance handbooks that helped to identify the progression that led the current Shared Governance Handbook and the President's

Cabinet. The purpose and role of governance at GBCC is well presented, as well as describing the varying governance committees on which faculty and staff have opportunities to serve.

Ongoing review and assessment of the governance structure prior to implementation of the current governance model in 2016 is evident. However, ongoing and continuous assessment since the implementation of the new governance model was not evident.

There is a clear process for how faculty initiate and propose new courses and programs, as well as proposals for course and program modifications. The Curriculum Committee operates within their delineated responsibilities by reviewing courses/programs received from faculty, coordinators and chairs. Upon approval from the Curriculum Committee, the proposals are forwarded to the Vice President of Academic Affairs.

Although the "Shared Governance" document clearly identifies the organizational structure and reporting mechanism relative to committees/groups reporting to the President's Cabinet, in practice, there appears to be minimal regarding consistency in its application. For example, discussions with faculty, staff and governance leaders suggested the process for forwarding policy suggestions and other college areas of concern to the President's Cabinet was inconsistent and, in some cases, the Team found a lack of clarity about where to forward proposals even given the procedures identified in the governance handbook. When in place, the new President and leadership team will have an opportunity to review the Governance Document, and governance in general, with faculty and staff.

All full-time faculty are required as part of the collective bargaining agreement to participate in non-instructional accountability. Staff members also have opportunities as well to serve within the governance structure.

A number of affiliation agreements exist between GBCC and other institutions allowing students to transfer courses and/or degrees to four-year institutions. Faculty are involved in this process to ensure that course alignment and course sequencing issues do not adversely affect students. The agreements are finalized and signed by the respective department chairs and administrators at each institution.

It was unclear to the Team from discussions with members of the governance committees and with Student Government Association (SGA) members whether GBCC students have the opportunity to participate in institutional governance committees (other than the SGA). Currently, there are approximately 6-8 very active members of the SGA. Interviews with student leaders revealed programs implemented included working with homeless classmates at GBCC and Veterans groups. The SGA is supported by fees paid for by GBCC students. Although the SGA members were very supportive of GBCC faculty, staff, and their education, there were questions among the students regarding who has final authority for SGA decisions. For example, SGA's work on a renovation project, when complete "was handed off" leaving students unsure of their role in shared governance,

4. The Academic Program

GBCC offers a variety of collegiate-level degrees that include 26 Associate degree options (AS and AA) and 24 certificate options, which are consistent with the mission of the college. Several certificates lead to an associate degree (e.g. Accounting, Early Childhood). GBCC is to be commended for their responsiveness to academic program development that meets the needs of the region. All programs have Advisory Boards serving to inform and guide the academic program. For example, stackable Business Certificates were developed in response

to employer need over the past year. All programs are at least one year in length, have mobility to baccalaureate degrees, and include a General Education Distribution.

The College and departmental websites provide links to degree and certificate program maps that are easily accessed, comprehensive and include performance requirements, admission requirements, student learning outcomes, links to occupational outlook and sequencing of courses. Programmatic courses move from foundational to advance level. All degrees include a minimum of 20 general education credits. Some (Nursing) offer more general education courses. Each Academic Map includes a worksheet for students which tracks progress, grades, and transferability and success strategies. Information on completion rates, licensure rates, and satisfaction survey is provided within the Academic Maps and on college webpages.

Due to faculty attrition, the percentage of courses taught by full-time faculty is 31%, down from 40% in 2014. The low rate of full time faculty teaching is of concern in providing sufficient resources to sustain and improve academic programs. On a positive note, Department Chairs recognized the high caliber of adjuncts within their programs, but the lack of a systematic process to evaluate adjuncts creates a potential gap in the monitoring of quality of instruction. However, structures are in place to support adjunct faculty on-boarding through a Faculty Blackboard shell that contain links to teaching strategies, assessment methods, and master syllabi information. A meeting with adjunct faculty confirmed their access to information, syllabus, and full-time faculty.

Assuring Academic Quality: The Academic unit is overseen by an interim VPAA, who previously lead the Nursing Program for 17 years and is a qualified Chief Academic Officer. She is assisted by an Interim Associate Vice President. The VPAA's level of institutional knowledge enabled maintenance and, in some instances, advancement of academic quality. GBCC's Interim President has been at the campus for 8 weeks.

Each academic program has an assigned Department Chair or Coordinator, depending on the size of the program, responsible for day-to-day oversight of the curriculum. An Interim Department Chair for Nursing has been appointed to cover the Interim VPAA. The Chair Council meets monthly, led by the Interim VPAA. The Council offers oversight of academic programming, reviews academic policies, and makes recommendations to the President's Cabinet. Examples of actions of the Chair Council includes the creation of Integrity of Course Delivery, revised in 2017. This guide assists full- and part-time faculty in delivering courses that are student-centered and embed accountability for quality. Department Chairs review all courses within their departments regularly for outcomes related to grades, student surveys, and faculty feedback obtained through departmental meetings.

A random sample of syllabi confirmed compliance with Master Syllabi components with isolated examples of syllabi omitting one or more areas (e.g. activities, assignments). A second tool that assists faculty in individualizing their syllabi to classroom policies is available on-line. Faculty are evaluated by Department Chairpersons according to respective collective bargaining agreement guidelines, which include teaching effectiveness and prescribed timelines for review cycles (see Standard 6).

Commendably, GBCC requires each department to submit a 3-year Strategic Plan, linked to the institution's Strategic Plan, as well as an annual report on progress towards three self-identified academic program goals. This process is universally in compliance but lacks evidence of data-driven decision-making based on data related to student learning outcomes. Areas that require external accreditation, in addition to CIHE-NEASC (Nursing, Business, ECE), provide strong examples of on-going program assessment but other areas, such as Liberal Arts and

General Education, do not yet have documented evidence of learning outcome measurement. The IR Department, as of this visit, is providing departmental data that includes enrollment, grades and credits, but no student learning outcome measurement that would also be helpful to address Standard 4.6.

Running Start Dual Enrollment Programs are monitored by the Department Chair. Detailed MOU's outline expectations of consistency between courses offered in the high school versus the college. There is evidence of mechanisms in place to ensure all courses, regardless of modality, are consistent in length of time, have common outcomes and utilize department-level approved textbooks. High School (HS) faculty are vetted by the Department Chair and some are adjuncts already. Evidence was provided of on-going evaluation of HS faculty teaching college-level courses. These activities are carried out by faculty mentors who utilize standardized rubrics that include assessment of faculty content knowledge, student performance, and compliance with grading policies.

The process for program approval is outlined in policy and confirmation of adherence to the policy was made. The CCSNH requires that all new program proposals submit a letter of intent to the Vice Presidents Council at the System level where it is reviewed for viability, need and transferability. There is a process if one of the VPAAs objects to the proposal. The Interim Vice President reported this process is effective and efforts are underway to improve efficiency. Once approval to proceed is obtained at the System level, the individual community college is notified and program development commences.

The Curriculum Committee at the individual college approves the final course/program proposals and sends the packet back to the state for Chancellor and Board approval. This process has been reported as assisting in reducing duplicative programs. The Department Chairs and the VPAA could clearly articulate the process for program expansion, suspension, and elimination and examples of program proposals were reviewed for compliance with stated policy.

Current financial constraints are of concern as the College attempts to meet the demands of fulfilling its mission and procuring the necessary resources in the form of human capital, as well as tools to deliver and support monitoring of the academic program. Budgetary planning documents include reference to the Strategic Plan. The Academic Affairs team is to be commended in their efforts and ability to deliver student-centered academic program in times of significant austerity. Overall, the CIHE-NEASC Team felt there were sufficient resources to support the academic program.

In 2016, an agreement between GBCC and Seacoast Helicopters LLC was reached to offer an AS in Aviation Technology that was subsequently approved by CCSNH. CIHE-NEASC requested in 2014, 2015, 2016, and 2017 that GBCC provide a "teach out" plan in the event of program closure. Despite identifying a partner community college in Oregon as providing "teach-out" services, there was no available documentation at the time of the visit that codified the terms of the agreement or process to absorb remaining students. A meeting with students in this program confirmed their confidence in their ability to complete their coursework by the end of academic year. Instructors interviewed at the site supported their view.

All students must achieve a 2.0 GPA to be eligible for graduation in addition to successfully complete at least one course in English and one in Math. This was confirmed by policy and printed materials. Information literacy is integrated into each program through collaboration with the Director of Learning Resources. Both face to face, online videos, and individual consultations assist in the achievement of this outcome. The Director is commended for creativity and commitment to students and colleagues in providing resources supporting this

outcome.

Sample syllabi confirm the incorporation of assignments designed to facilitate inquiry and critical thinking, as well as expected student level of achievements. The Master Syllabi has significantly contributed to consistent integration of Core Attributes in all courses.

Undergraduate Degree Programs: Degree programs are delineated clearly and consistently on all College websites, catalog, and Academic Maps. All programs include a minimum of 20 credits of general education requirements (except certificate) and up to 6 credits of unrestricted electives. A list of electives is available online, organized by discipline, to facilitate selection and coherence with the Maps. The course offerings are broad, incorporate core attributes, and are generally transferrable to 4-year institutions.

The process for adding undergraduate programs within the state appears cumbersome but is reported to work well by the Interim VPAA. She identified the VPAA group works in a collaborative manner and includes two representative Presidents from among the seven community colleges. Once approval is received from the VPAA Committee, the College is allowed to move forward with development (see Assuring Academic Quality).

General Education: All students complete at least 20 credits of general education that are inclusive of arts and humanities, science and math, and social sciences. Outcomes are identified but there is still a need for a systematic approach to measuring student learning outcomes in this area. The Team found little evidence of on-going assessment of general education that was confirmed in interviews with faculty and academic leaders. Depending on the program, there are varying minimum requirements for general education (e.g. A.S. 20 credits; A.A 37 credits).

In 2012, the College recognized at an improvement in retention was needed. A First Year Experience course was developed and a committee (TRIP) was assembled that focused on improving this metric. The program has been successful but results could be more clearly articulated.

The Major or Concentration: The CCSNH has recommended 60 credit (maximum) Associate Degrees and encouraged enhanced transfer with a policy to support. Departments have the choice to transition current Concentrations to Majors that will facilitate transfer pathways and/or career entry, and several have made the transition obtaining approval through the new program process at the CCSNH. An example of this option is the new Associate Degree in Biology, created in consultation with the College of Life Science and Agriculture (COLSA) at UNH that has incorporated eight core courses required of all UNH COLSA majors. Several Certificate programs were added in 2017 that align with industry feedback and offer students options for additional pathways.

Integrity in the Award of Academic Credit: GBCC's credit hour definition is established by CCSNH Credit Hour Guidelines 650.01, addressing class, lab, clinics, practicums, and internships. To earn one academic credit, students need to complete the equivalent of one hour of direct faculty instruction. Further, by CCSNH Academic Standards Policy 650, the award of credit will be based on policies developed and overseen by the faculty and academic administration and will comply with standards set forth by applicable accrediting agencies. Credit awards must be consistent with course content, appropriate to the field of study, and reflect the level and amount of student learning. CCSNH's Proposal Handbook requires

Curriculum Committee endorsement of credit hour changes. Programs are similar in length and credits with other institutions of higher education

Discussions with GBCC faculty demonstrated an understanding of the CCSNH's policy for credit award and how it related to their courses. The College's course approval process specifically includes a review of the credit assigned to a course by both the Curriculum Committee and the VPAA. The Team's review of course schedules and syllabi for cross-section course offerings, found the assignment of credit reflective of the policy. Several examples of courses being offered in different formats confirmed consistent learning outcomes and expected student achievement across all formats. For courses at different levels in the same discipline, sample syllabi showed evidence of progressively complex and specialized student work.

There is a provision for award of credit for Prior Learning. Two faculty members have been through CAEL training and have developed rubrics for use in their respective areas, Early Childhood Education and ACM. Widespread award for PLA is not evident but the policy is available and instructions are clear to students seeking award. Policies are in place related to residence and are consistent with standard 4.36. There are clear policies regarding the award of credit, including grading policies that are consistent with standards.

Distance Learning: GBCC offers a limited number of courses on-line and one program, Criminal Justice, completely on-line. There is no strategic plan to expand the number of completely on-line program offerings, despite positive enrollment trends for this modality. GBCC will focus on transitioning faculty and students to Canvas, a new learning platform to the institution, next summer. Department Chairs and faculty decide what courses/program are appropriate for on-line delivery. There are policies in place that limit the number of students in each course section to 20. Faculty are encouraged to enroll in a Distance Learning Pedagogy course and resources are available in Blackboard to assist faculty teaching an online course. Security is maintained by a secure log-in that is password protected, which is the standard set by the CCSNH. Separate on-line course proposal procedures are in place and guides for faculty and students are available. Students are advised of the requirements for success in distance learning courses. Moving forward, documentation that on-line course outcomes are comparable to face-face course outcomes is an area that will need focus. The Self-Study indicates variability in distance learning with the ability to deliver content in Information Literacy.

5. Students

Admissions: GBCC continues to serve students who seek career, degree or transfer credit or non-credit opportunities both inside and outside of Rockingham and Strafford Counties. The College is comprised of two permanent locations, the main campus in Portsmouth, and the Advanced Technology and Academic Center (ATAC) in Rochester. In collaboration with the Portsmouth Naval Shipyard located in Kittery, ME, the College also offers non-credit courses that are stackable towards a degree in Technical Studies.

GBCC has a total student population of 2,076 including credit, non-credit, full and part-time students. Based on the Self-Study and documentation and evidence provided during the Team visit, it is evident that GBCC continues to struggle reaching its enrollment goals, although the admissions process is clear and concise in what students described as "smooth and seamless." Students also indicated that both faculty and staff demonstrate a strong commitment to helping them achieve academic success.

The mission statement clearly identifies that GBCC seeks to provide "affordable higher education in an environment that embodies excellence, innovation, and collaboration," along with their core value of "adhering to the highest levels of academic and professional standards." This is demonstrated through the College's recruitment efforts in building relationships with the nine area high schools, and by holding admission events that are advertised on the institution's website, on social media, and other local publications.

The College acknowledges that both staffing and funding resources are restrained; however, they continue to forge new, and build on existing, relationships with local high schools to recruit students. As indicated on the Data First Form 5.1, in Fall 2017, GBCC received 838 applications of which 733 were accepted, with 404 students actually enrolling. While the number of applicants increased from Fall 2016, this was a 5.1% decrease in students who actually enrolled. With declining demographics, the same downward trend is forecast for Fall 2018 and beyond.

GBCC is an open admission institution with the primary criteria being high school graduation or Hi-Set/GED completion. However, there are additional entrance requirements for Nursing, Surgical Technology, and Veterinary Technology which are select admission programs. The Admission department conducts regular information sessions to provide the requirements and prerequisites needed to apply to these programs. While athletics is the only department that recruits from a specific population, they adhere to the same admissions, placement and academic standards required in all programs. Admission and retention polices are clearly described in the written materials used in recruitment efforts and on the College's website.

The primary assessment used to determine college readiness is Accuplacer. While no alternative assessments have been specifically identified, GBCC is investigating other forms to provide multiple measures. As indicated in the Self-Study, the College also offers placement testing preparation through an online tutorial program call PLATO.

The Student Handbook outlines what constitutes good academic standing. Students that demonstrate unsatisfactory performance are placed on academic probation or suspension. They receive a letter from the institution explaining their academic standing indicating that they are no longer eligible for web registration and will be contacted by an advisor. Students are also informed of ways to rebuild their GPA and improve their academic standing. Students who are on academic suspension can also complete a Continued Participation Agreement (CPA) if they wish to continue their education without stopping out. These students are assigned a Coach who meets with them weekly to follow their progress until they reach good academic standing. In Fall 2017, 60% of the students who participated in this program were successful, receiving a 2.0 or higher GPA. It is also important to note that CPA is not available to students in select admission programs who have to follow readmission polices set forth by their accrediting bodies.

Student Services and Co-Curricular Experiences: GBCC provides students with information and guidance on how to gather the necessary documentation and apply for financial aid. They also make available information pertaining to elective courses offered by major, an academic advising checklist, how to register and log into the Student Information System (SIS) to access

Blackboard and email, information on academic privacy, and authorization for release based on FERPA guidelines.

Through the Center for Academic Planning and Support (CAPS), students can access tutoring services on a drop-in basis, through individual appointments, and online by completing an online tutor request form. CAPS also subscribes to an online tutoring service through Pearson called Smarthinking. All tutoring services are available to all students at no cost. Tutors consist of both professional and peer tutors. CAPS provides service to 1,200 – 1,500 students annually.

After meeting with several advisors of clubs on campus, it was learned that the Student Government Association (SGA) had a challenging 18 months due to several of its key student leaders graduating. SGA has since reorganized and now has a strong presence on campus. A list of GBCC's 29 student clubs and organization can be found on the College's website; however, it has not been updated since 2016. While there are 29 official clubs and organizations, only 12 to 15 operate each semester. Although students are actively engaged in the College community, SGA leadership is working to encourage stronger participation from the student body.

GBCC provides services to students in need of special accommodations, and triage for crisis situations as they occur; students who require in-depth personal, and psychological counseling are referred to services outside of the college.

Faculty on both campuses participate in the advising process, and students from each location spoke positively about their advising experience with faculty. Students also appreciated being assigned advisors who were knowledgeable in their respective programs.

The College does not have a dedicated career services office. In an effort to meet some of the career service needs, GBCC has formed partnerships with local staffing agencies to provide workshops on resume writing, career exploration, and interview techniques. The workshops, though, are not comprehensive in nature and have not been well attended. The College has also partnered with the local hospital to develop career specific resume writing workshops for students in the allied health programs. In a meeting with the President's cabinet, addressing the need for career services was discussed as one of the College's priorities.

CCSNH has also partnered with WorkReadyNH, 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.

Through the admissions and advising process, GBCC disseminates financial aid information and resources to students. Students are counseled on the options and responsibilities of financing their education. The College has a webpage dedicated to financial aid, along with FAFSA regulations and financial aid guidelines. This page includes information on the total cost of attendance, satisfactory progress, loan repayment, and all sources of aid that are available. In accordance with Federal Financial Aid policies, GBCC provides estimated financial aid awards to students in a "timely manner", though timely is not defined. Awards are granted and distributed based on program eligibility and course attendance each semester. All potential financial aid students are required to complete an online loan entrance federal counseling program prior to borrowing and, for financial planning purposes, students are also provided with a net price calculator to determine the cost of their education.

Information on Pell Grants, scholarships, and other sources of aid is available on the website and in printed form. Once the application process is completed, students are able to track their financial aid status, eligibility, and award, through the Student Information System (SIS). They can also view their Federal Shopping Sheet for a summary of cost, financial aid, and indebtedness, based on their individual financial aid data.

Regarding College governance, the President's Cabinet indicated that students played an integral part in the shared governance process through their participation on college-wide committees; however, as noted in Standard 3, students did not appear to understand their role in the College's governance process. The students the Team met with did indicate that they felt comfortable bringing concerns forward when necessary.

As stated earlier in the report, athletes are the only population that is specifically recruited. Student athletes are held to the same admissions criteria, placement, and academic standing required in all programs and do not receive athletic scholarships.

While GBCC is fiscally constrained, students clearly articulated that they feel supported at every level of the College. Students are engaged, and invested in the College community and have strong connections. They expressed enthusiasm about the relationships they are able to establish with faculty and staff advisors and felt that the technology on campus was sufficient for them to access online classes, schedules, and financial aid information. Students did express an interest in having the College offer weekend library hours and childcare on campus.

Each semester the college sends an email to students providing a link to important consumer information about GBCC. This information is provided to maintain compliance with the Higher Education Act of 1965 and includes: academic requirements and policies; tuition, fees, and payment information; information on admission, financial aid, GBCC's alerts notification system, campus safety, privacy of student records, textbooks, and veterans and military family services; GBCC student handbook, alcohol and drug policies, and disability services. The conduct and grievance procedures can be found in the student handbook, and on the College website.

The institution provided documentation to support their statement that they "provide extensive information accessible on the website under Student Services and Campus Life, through the College Catalog, Student Handbook, and visible College signage."

Several student services programs have been updated to meet the current needs of the students and the institution. For example, CAPS streamlined the process to sign up for tutoring services in all available areas. While there are no tutoring services that meet the unique needs of the nursing students, a mentoring program has been established to support this population.

6. Teaching, Learning, and Scholarship

Faculty and Staff: The faculty and academic staff—full- and part-time—present as deeply committed, collaborative, caring, curious, ethical and responsive to community members, colleagues and students. The quality of their instruction and support for teaching and learning, though, would likely be improved by strengthening their full-time numbers and enhancing their opportunities for professional development. Data First Forms for Standard Six show the number of full-time faculty for Fall 2017 at 34 (down 7 from 41 in 2014), a 17% decline. During those four years the number of adjunct faculty rose from 132 to 157, about 19%. The number of Librarians, 1, and Advisors, 5, remained constant.

Department chairs, faculty and other academic staff serve on search committees for faculty, ensuring a faculty voice in the College's recruiting and hiring practices which adhere to federal, state and CBA guidelines. These practices ensure that all faculty—full-time, adjunct and Running Start (Dual Enrollment)—meet or exceed minimum credentials and qualifications. A high percentage of faculty hold a Master's Degree or above in their disciplines: approximately 80% of full-time faculty (Data First Form) and 90% of adjunct faculty (College Data provided during visit). Certain technical fields allow for Baccalaureate or Associate Degrees, and all

faculty appear to meet or exceed the minimum degree level required according to the report. The Librarian and 5 Advisors hold Master's Degrees.

The College attracts a broad pool of faculty applicants despite offering salaries reported to be lower than other colleges, businesses, and industries. To attract candidates in Technical, Business, and Healthcare fields, the College may appoint faculty in those disciplines at a higher rank and salary than those in general education disciplines. CCSNH Policies and the CBA describe the rank and role of full-time faculty. A separate CBA covers adjunct faculty. The College employs no teaching assistants. The Self-Study report indicates that the diversity of faculty and staff is representative of GBCC's service and employment area; however, GBCC did not provide the Team with data on the diversity of faculty and academic staff or on the service or employment area. The report and conversations with faculty leaders confirmed a need for the College, with faculty and staff input, to assess departmental needs for full-time faculty and academic staff; a standardized position request process could also be helpful.

Full-time faculty teach on average 15 credits per semester, advise students, hold office hours, and participate in shared governance. In addition to engaging with students in classrooms and offices, all faculty communicate with students via email, especially online students who can also receive assistance in person on campus. As academic advisors, faculty refer students to academic support, help navigate college policies, and emphasize transfer and career paths. Although the self-study report indicated perceived inequities in full-time faculty non-instructional workload, conversations with faculty governance leaders did not support the observation. Rather, the increase in the ratio of adjunct to full-time faculty is stressing the workload in general of all faculty and in particular of department chairs and programs coordinators. This is especially the case for those in one-person departments tasked with advising students and handling adjuncts. Many adjunct faculty, though not contractually obliged, advise and donate their time, skills and career guidance to students. The dozen adjunct faculty who attended an open forum with the Team unanimously expressed their dedication to their students

CCSNH Academic Policy establishes the guidelines of academic freedom. More importantly, faculty voiced no concerns for infringement of their academic freedom. That the faculty-led TRIP committee and the College support the different choices of the Math and English Departments about whether to offer co-requites developmental courses provides evidence of the spirit of collegiality on campus.

Engagement in committee work gives full-time faculty a say in curriculum and policy development. These committees include the Curriculum, the Distance Learning, and the Transition, Retention, Intervention, and Persistence (TRIP) committees, which enjoy strong faculty representation. The Faculty Forum also shows promise as a vehicle for faculty to express effectively their interests and concerns. Very few adjunct faculty serve voluntarily on committees, as they receive no remuneration. Nevertheless, adjunct faculty in conversation with Team members expressed the desire to resume the Adjunct Advisory Group, which had met once per semester with the VPAA to address mutual concerns. In addition, the College communicates with faculty via technology, enrolling all faculty and staff in the Blackboard Governance site and streaming All College Meetings to off-campus faculty and staff at ATAC.

GBCC, where teaching is scholarship, attempts to ensure through professional development and performance evaluations that faculty maintain technological and pedagogical currency. Human Resources, the VPAA, and department chairs are particularly effective in orienting new faculty and academic staff in a personalized fashion. Individual faculty and staff frequently initiate, direct, and fund their own professional development on and off campus. The

Center for Teaching and Learning (CTL), staffed by a 10-hour per-week coordinator, offers support to faculty developing programs, curricula, assessments, and pedagogy. Optional workshops during semesters, though, are often not well attended due to competing demands on faculty time. Faculty in Technical programs can receive Perkins funds to attend off campus professional development activities. CCSNH annually hosts a system-wide symposium of meetings, speakers and workshops, and GBCC invites its adjunct faculty to participate in on campus and CCSNH activities.

Professional Development and Tuition Reimbursement policies and forms appear on the CCSNH website; however, limited GBCC funds, particularly for continuing education, have not been part of the Budget Request Process. Faculty ineligible for Perkins awards infrequently request professional development funds. GBCC reports and on-campus conversations with the Interim VPAA, department chairs, and program coordinators affirm that the College would benefit from a comprehensive approach to addressing the professional development needs of its faculty and academic staff by adequately funding their activities.

The relevant CBAs guide the performance reviews of faculty and academic staff. After completing the probationary period, a full-time faculty member may apply for promotion to the next highest faculty rank in the third year of service. Faculty evaluations include classroom observations and professional assessments completed by the immediate supervisor—department chair or VPAA. Department chairs also annually review adjunct faculty through a variety of means: classroom observation; review of syllabi, assessments or other teaching materials; and student evaluations. The College expects that adjunct faculty will be reviewed consistently, especially prior to the adjunct becoming eligible members of the bargaining unit. Directors, who evaluate academic staff, in turn, are evaluated by their vice president. These evaluation processes provide opportunities to document strengths and challenges and to plan for performance improvement according to the report as well as conversations with the VPAA and a few faculty.

Teaching and Learning: In addition to the CTL, the Library, the Center for Academic Planning and Support (CAPS), and the Advising Center all support well teaching and learning. The Library assists faculty with research instruction and provides direct services to students. CAPS delivers effectively a wide range of academic support services on both campuses, including Alternative Testing, and runs The Math and Writing Centers. Advising Center staff work with new and returning students in the summer plus year-round with Liberal Arts students. Conversations with the Team at an open forum revealed examples of strong collaboration between faculty and staff: Academic Alerts, Advising Center consulting with faculty, Camp College, Guided Pathways, and TRIP.

GBCC provides online support for faculty and students for technical issues with email, Blackboard, and SIS through the Helpdesk. All courses regardless of modality have a Blackboard shell. The College has prioritized the vacant Learning Management System Coordinator position to fill as soon as fiscally practical. Meanwhile, the Helpdesk Coordinator is filling the void. Science faculty maintain their own labs, assisted by a grant-funded Biotechnology Lab Technician, and the ACM Program has support staff who help students safely operate expensive equipment after they complete OSHA training.

GBCC serves its under-prepared students through Developmental courses in Math, English, Chemistry and Biology, employing a range of strategies: online interactive systems, hands-on and basic lab activities, co-remediation courses, and multiple levels of course work, including one in Math and English offered through Adult Education.

Living College documents work toward assuring the consistency of course content and assessment as well as enable faculty to control the delivery and methods of instruction: every

academic program implements standard Master Syllabi; the Principles of Instruction appear prominently on the CTL homepage; and the Academic Leadership Expectations for Integrity of Course Delivery recently was updated by department chairs and program coordinators.

Most full-time faculty teach a range of courses within their programs, and adjunct faculty bring industry experience and subject area expertise. Course assessments of individual student learning reflect the nature of the course (lecture, lab, practicum, internship, or clinical): traditional paper-and-pencil or online homework, quizzes, examinations, research or reaction papers, group presentations, lab reports, practical exams, projects, portfolios, direct observation, and self-assessments. Standard assessments for experiential learning opportunities typically include employer surveys and corresponding academic assignments to demonstrate learning. Faculty speak assuredly of modifying courses based on feedback from program reviews, national accreditations, student course evaluations, classroom observations, and advisory boards.

GBCC receives strong external validation for its quality of teaching and learning through articulation agreements, employer surveys, certification pass rates, and grants. GBCC established groundbreaking Articulation Agreements with UNH's colleges in Engineering, Life Sciences, and Business, and with the University of New England's pathway to a Physician Assistant program and to other majors. As a result, GBCC has been providing leadership in facilitating STEM course equivalencies and articulations across CCSNH. Feedback from industry partners on GBCC student competency is more anecdotal and has not been compiled uniformly across all programs with the exception of employer surveys generated by specially accredited programs. Pass rates for Nursing, Surgical Technology, Veterinary Technology, and Massage Therapy licensures, and Information System Technologies and Hospitality certifications all provide evidence of teaching efficacy. Another example of GBCC's faculty strength is the number who have received CCSNH funding for grants to develop innovative teaching approaches and new programs based on faculty research, interests, and ideas such as program-specific FYE courses, Bioinformatics instruction, the Data Analytics curriculum, the CIS curriculum and instructional upgrades.

Through the Running Start Program, faculty from academic departments work with high school teachers delivering approved GBCC courses to assure consistency of outcomes and methodologies. System-level Institutional Research provided during the Team visit showed that Running Start students who subsequently enrolled in GBCC attempted and completed more credits and had higher graduation rates than those who did not participate in the program.

To assess their effectiveness, individual academic support departments survey students and share feedback within the department. Furthermore, some directors ask for feedback from other departments and programs. For example, in 2013 the CTL surveyed faculty and staff to identify topics and prioritize ways that the CTL could support instructional effectiveness. Based on survey results, CTL updated its Blackboard site. Five years later, data shows that CTL Blackboard site use continues to be low, so the CTL plans to update the survey to establish and prioritize topics and methods to improve its support of teaching and learning. Though the next step needs to be for the College to assess formally and systematically student learning outcomes at the program and institutional level as effectively as it does individual student learning at the course level, the faculty and staff are rightfully very proud of their students' persistence and achievement and healthy respect that they express for each other.

7. Institutional Resources

Human Resources: GBCC manages its Human Resources through an effective multilayer policy framework between the CCSNH Board of Trustees, the Chancellor's Office, and the College. The Board of Trustees, through its statutory authority, has developed an overarching human resource policy structure for the employment, compensation and benefits, employee and labor relations, equal opportunity, and professional development of its employees in support of the College's operations. Though these policies are designed to help attract and retain a well-qualified and diverse workforce, reductions in revenue from declining enrollments and state funding over the last four years have resulted in a significant loss of positions. The Board of Trustees has delegated its authority to adopt HR policies and procedures to the Chancellor's Office where more specific guidance is provided regarding faculty workload, IT acceptable use, and workplace conduct. These policies and guidelines apply and extend across the CCSNH system and can be accessed online by all employees.

The annual performance appraisal system is detailed in the non-teaching staff and faculty Collective Bargaining Agreements, and the Managerial & Confidential Employee Handbook. Though the College's HR Officer and senior administrators indicated that all evaluations were being completed on-time in accordance with these published guidelines, no supporting evidence was provided to the Team. The HR Officer provides evaluation form templates to supervisors along with email reminders for completion. Evaluation submissions are monitored by the CCSNH System Office to ensure compliance. Complaint procedures for non-represented management/confidential employees and grievance procedures for represented members support timely resolution and are detailed at http://www.ccsnh.edu/human-resources. Employees can also access well-documented system polices on the Code of Ethics, Workplace Violence Prevention, FERPA, and Sexual Harassment Prevention on the College's website at www.greatbay.edu/about/employee.

The College's hiring process is well documented in a Hiring Process Guide which is distributed to search committees after authorization to fill a position is provided by the CCSNH System Office. The Hiring Process Guide outlines how to post available positions, the search process for internal candidates, review of applications by the search committee, interviewing requirements and final selection.

Professional development (PD) procedures are documented in the labor contracts and in the online HR content at www.CCSNH.edu and includes a tuition reimbursement process for full-time employees interested in pursuing for-credit, work-related courses, and the sabbatical leave policy. Strategic Goal #6 of the 2016-2020 Strategic Plan strives to improve opportunities for professional development across the College through increased library resources, free or low-cost training materials, the use of in-house faculty to create and deliver affordable PD opportunities, and the building of a modest PD budget for faculty/staff who are not eligible for Perkins-funded training. Currently, opportunities for external PD remain limited due to on-going funding restrictions.

From FY14 to FY16, the College's overall employee headcount declined by 14% which included a 28% reduction in non-teaching Academic & Student Affairs staff. A total of 6 part time and 18 full time (and an additional 8 positions frozen) employee reductions occurred due to as a result of reduced NH state appropriations, declining student enrollment, and an employee benefit cost increase as indicated in the Standard 7 Headcount of Employees' Data First Form. Included in the College-wide reductions were nine full-time and 19 part-time instructors contributing to a full-time to part-time faculty headcount ratio of only 16%, although the

percentage of course sections taught by full-time faculty is 31%, according to the Standard 6 Teaching, Learning, and Scholarship Data First Form. While this contributed to GBCC offering fewer operating hours for its One Stop Enrollment Services and for its Center for Academic Planning & Support, it did not trigger class cancellations or a material increases in class size.

Financial Resources: The reorganization of the CCSNH system from a NH state government department to a self-governing entity under the Board of Trustees provided GBCC the opportunity to develop and manage its own fiscal administration and budgeting. GBCC uses Banner as its financial enterprise system of record to account for its fiscal and budgeting management. The Board of Trustees maintains ultimate authority and accountability for the annual budget submission with direct input from the CCSNH System Office and the College. Approximately fifty six percent (56%) of the College's total revenue ($10,894,394 in FY17 and $12,485,443 projected for FY18 year-end) as noted in the Standard 7 Data First Form is derived from student tuition and fees. This is supplemented by approximately 26% (or $5,729,363 in FY18) in non-operating revenues from the state's General Fund allocation, which has fluctuated from year to year.

Operating revenue for GBCC is projected to increase by approximately $1.6 million for FY18 year-end (Standard 7 Data First Form) due to a 5% tuition increase, academic instruction fee increases, and additional program revenue from the newly offered motorcycle and automotive repair programs. Increasing revenue through ongoing increases to student tuition/fees is, however, unsustainable without the risk of further enrollment reductions. The College is also challenged on the expense side of its operations with $1 million in non-academic capital project bond principal and interest payments and projected operating deficits of ($356,176) in FY18 and ($1,724,009) in FY19 for the Advanced Technology and Academic Center (ATAC) according to the 2015 ATAC Income Statement. Enrollment growth for ATAC's Advanced Composite Manufacturing Programs and increased financial support by industry for the Center are essential to drive towards a self-sustaining funding model now that the TAACCCT Grant has ended.

In anticipation of zero enrollment growth for FY19, and without a more robust and diversified revenue stream and stabilization of state appropriations, GBCC may continue to experience financial instability in out years. To help counter this prospect, the College's 2016-2020 Strategic Plan (Goal #4) proposes the expansion of revenue streams in non-credit open enrollment and workforce development programs in the Business & Training Center (BTC) similar to the two-year Apprenticeship Program at the Portsmouth Naval Shipyard, and the Medical Assistant, CNC Operator, and the Software Development Certificate Programs. With a $276,000+ increase in BTC revenue (according to a Banner revenue report) and ongoing interest by the business community for additional programming, emphasis on non-credit course offerings and industry training will continue.

GBCC's annual budget process appears transparent and collaborative, and is led by an experienced CFO and Business Office staff, also very experienced and appropriately credentialed for their accounting functions. This annual budget development begins with direct input from Department Heads and Program Directors in a well-designed budget build template which includes personnel and operating expense categories for all anticipated program expenditures. Completed budget templates are then reviewed and initially approved by Division Chiefs followed by presentation to the President's Cabinet for discussion regarding past expenditures, program changes, student demand for services, equipment needs, projected enrollments, and alignment with the strategic plan. With this input and consultation with the CFO, the President

approves the final budget. Budgets that fail to meet strict spend plan guidelines or demonstrated support of the College's education mission are returned to Divisions with required reduction targets or realignment mandates.

The College has strict guidelines in place for FY18 that only level service/maintenance budgets for mission/program critical items will be accepted, and which prohibit the submission of improvement funding requests to help ensure operating budgets remain balanced and sustainable. The President and CFO anticipate including in future budget projections the development and preservation of reserves for spending contingencies.

CCSNH Financial Policies provide adequate, system-wide controls to properly manage college resources and help foster sound financial decision-making. Detailed protocols and procedures exist regarding tuition and fees, purchasing, CFO Code of Ethics, segregation of financial duties, and facility use which can be easily referenced at www.ccsnh.edu. Additional budget and spend plan controls exist including the CFO's biweekly budget report to the President's Cabinet and the weekly System Office budget report to the College Department Chairs. The Board's Finance Committee reviews the Financial Aid Policy on a periodic basis according to Finance Committee meeting minutes. Recently, the Finance Committee determined that additional training at colleges regarding state/federal regulations was necessary. An examination of Financial Aid staffing also occurred out of a concern that some existing staff did not possess the correct skill set match. The CCSNH Internal Auditor ensures compliance and timely reporting of all federal and state financial aid disbursements.

In discussions with the Board, it was noted that no significant system-wide fundraising efforts by the CCSNH Foundation have recently occurred. For the last ten years, the Foundation has focused primarily on investment and finance oversight and guidance of non-appropriated funds raised by colleges from local and regional donors. The Foundation is currently examining the CCSNH strategic plan to build better alignment and to determine an effective fundraising strategy at the local and regional levels. A large, system-wide capital campaign to establishing a large endowment is not anticipated due to disparate donor bases in NH college communities. At the local level, GBCC has raised private funds with ticket sales of its annual Leadership Awards Dinner and golf tournament.

The consolidated financial statements have been prepared using the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as described by the Government Accounting Standards Board (GASB). Prior to the FY17 Audited Financial Statements, separate statements for colleges were not included. With the most recent FY17 Audited Financial Statements, some progress has been made with a one-year breakout by college from the consolidated statement. Without a multi-year breakout by college in these statements, analyzing the sufficiency and stability trends of GBCC's financial resources was not possible, but will be going forward.

Information, Physical, and Technological Resources: GBCC comprises two (2) locations; its main campus in Portsmouth and its Advanced Technology and Academic Center (ATAC) in Rochester. The Portsmouth Campus includes 50 classes, labs, and a Student Success Center in 142,689 square feet of academic space in a renovated former U.S. Air Force Base hospital as noted in the Physical Resources Data First Form. The ATAC, a 27,000 square foot manufacturing facility, was developed in 2012 with funding support from the U.S. Department of Labor's Advanced Manufacturing Partnership in Education Initiative and a special state funding allocation for workforce training needs of the local aerospace industry. The ATAC supports the advanced composites manufacturing training needs of local industry partners and offers New

England's only Advanced Composite Manufacturing Program for composite technicians. The facility includes classrooms, advanced manufacturing labs, a student lounge and staff offices.

With the relocation and renovation of its Portsmouth Campus in 2009 and the 2012 construction of the ATAC, the College has a sufficient number of well-appointed and outfitted classrooms and technology-rich labs to meet the needs of its academic programs. Admissions, Advising, and CAPS have dedicated spaces to orient new students and provide student service and academic support. The Library and CAPS have numerous areas for both quiet study and student group collaboration while the Student Success Center provides students space for socializing, physical fitness, student government meetings, and student club programming.

The Director of Learning Resources, Library Aide, and Library Technician hold appropriate degrees and credentials in their support of library services and student learning as noted in their biographical information in the Library's online content. The Library's website offers an expansive array of online resources including articles, research papers, Ebooks, instructional and tutorial videos, and Library Help. The Library site also provides students links to the Advising Center and the Center for Academic Planning and Support.

Both the Portsmouth and Rochester campuses provide students and staff with full Wi-Fi access. Classrooms at both campus locations are equipped with state-of-the-market audio/visual and computer technology. Open computer labs with an ample number of computer workstations are available to students in CAPS and the Library with additional laptops available to students in the ATAC Student Study Lounge.

The College's information technology organization is led by the Coordinator for Campus Technology and is assisted with a dedicated team of experienced and credentialed staff of Technical Support Specialists. Though the IT Department has also sustained staffing reductions due to budget reductions, existing staff members have adequately maintained the computer network and all classroom, lab, and library technology and are responsive to requests for technology assistance. An example of this is the IT Help Desk at the Portsmouth campus as referenced on www.greatbay.edu where clear procedures and helpful guidance are provided. Technology questions can be submitted by email with the assurance that most inquiries will be addressed within a 2-hour window. Like other GBCC Divisions that have encountered reduced staffing and workload increases, the IT staff has taken on additional responsibilities and duties like technology training of faculty and staff. By providing this training support, the IT staff has helped to further the College's academic and student support mission.

College staff, faculty, and students are provided guidance regarding acceptable use of campus technology in the CCSNH Information Technology and Acceptable Use Policy. The Policy encourages responsible use of CCSNH and local campus technology resources, network and information security, and directs users back to the campus IT Department for further guidance. CCSNH Policy on Social Media directs the College in safe online marketing practices and appropriate content management of campus social media sites. Additional online resources are available at www.ccsnh.edu including notification of system outages, 24/7 Blackboard support, and network logon instructions. The College ensures the integrity of its information assets through daily file backups between servers at its Portsmouth and Rochester campuses and through ongoing maintenance of the network's security firewall. This assurance of the availability and reliability of information directly supports GBCC's education mission.

The College Facilities Master Plan is nearing the end of its 10-year lifecycle. With the relocation and renovation of the Portsmouth Campus, paving of additional student/staff parking, and the construction of the Student Success Center, the scheduling of a new Master Plan with ties to the College's Strategic Plan should commence. Due to funding restrictions, the CCSNH

System Office is renewing Facility Master Plans of its seven colleges on a college-by-college basis as resources permit.

The physical security of the College is addressed with three part-time Security Officers who report to a part-time Chief Security Officer who, in turn, reports to the Associate Vice President for Student Life and Operations according to the Student Life & Operations organization chart. Additional campus security and crime prevention, sexual assault response and prevention, and communication are provided by the Portsmouth and Rochester Police Departments as articulated in separate Memorandums of Understanding. Campus safety information is current and available online at www.greatbay.edu and includes the Annual Security Report in accordance with the Clery Act, campus evacuation maps, and a staff directory. An electronic alert notification system is in place and tested regularly which provides immediate text, email, and phone notifications to students and staff regarding campus emergencies and weather disruptions.

8. Educational Effectiveness

The major focus of GBCC is on creating and improving educational programming to support student success. Faculty and staff are committed and conscientious about student learning and their work at the College. Faculty gave several excellent examples of using evidence from their grading, advisory board feedback, and observation to improve course and program requirements. As highlighted in Standard 4, there is a well-established protocol for program review and academic department level planning. Likewise, the data first forms demonstrate there has been careful thought given to understanding and improving the student experience. This good work forms the basis for improvements, many of which are identified as projections in the Self-Study Standards 2 and 8, which are necessary for the College to fully demonstrate effectiveness.

Standard of Achievement: To ensure appropriate levels of student achievement for its programs, the College makes use of the standards established by programmatic accreditors and other professional organizations including: the Association of Collegiate Business Schools and Programs for Business Programs (ACBSP); the Accreditation Commission for Education in Nursing (ACEN); the New Hampshire Board of Nursing and Nurse Registration; the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for Surgical Technology; the Committee on Veterinary Technology Education and Activities (AVMA-CVTEA) for Veterinary Technology; Cisco Academy for Cisco Certified Network Associate Program; Fiber Optic Association for fiber optics program; and EMC^2 for information system technology.

GBCC's Institutional Research produces student success data (e.g., developmental education status, retention, completion) for all students enrolled at regular intervals. This includes demographic info and course location. The revitalization of the Banner software, a System-led initiative, has made it challenging to review student records prior to 2015 which limits trend data analysis, but plans are on hand for both a work-around and a long-term solution.

In addition, a review of student athletes' GPAs and retention led to a change in policy, including instituting a mandatory 2.0 GPA, mandatory study hall, and mid-term progress reports. This is evidence that special student population needs are being tracked. In terms of modality, as discussed in Standards 4 and 9, there is not yet a process of systematic and ongoing analysis of student success outcomes in online courses in comparison to face-to-face courses.

Based on the Inventory of Educational Effectiveness Indicators as well as a review of program review materials, master syllabi (with assessment addendum) and interviews with multiple GBCC faculty and staff, most programs use indirect measures of student learning, quantitative student success and CCSSE data, and external perspective provided by a well-developed advisory board system. In addition, in some key areas, notably Humanities, Social Science and Life Sciences, there has been a very robust effort to align courses for transfer to 4-year state institutions. This process has led to curricular improvement and reflection on curriculum that engenders continuous improvement. In addition, the Institutional Research Office effectively tracks transfer rates and retention upon transfer and these data provide a further external perspective on student learning and curriculum.

Assessment: As stated in the course catalog, data first forms, and on the website, all credit bearing programs have published program learning outcomes. In addition, the College has adopted core attributes for all students in associate degree programs. While the College reviewed and updated the attributes in 2016 as indicated on the curriculum map showing where the attributes are taught, to date there has not been a systematic assessment of student achievement of these attributes. Work that GBCC still needs to be do includes mapping course level outcomes directly to these attributes and developing assessment artifacts to measure student achievement. Since these attributes serve as institutional learning outcomes spread across multiple courses, understanding their effectiveness will require a well mapped curriculum and a clearly articulated assessment process at the institutional level. In addition, tying the process to the institution's existing governance processes (e.g. in an assessment committee, curriculum committee or academic senate) would be helpful in providing oversight. In many ways these core attributes also form the backbone of general education at GBCC, and so the need to develop systematic, institution-wide assessment of these outcomes is essential.

GBCC has established a strong foundation for growing its educational effectiveness analyses within academic programming. However, as noted elsewhere in this report, only a limited number of programs were able to demonstrate the use of direct evidence of student learning as connected directly to student outcomes. While several programs cite course projects, completion of specific course, and other assignments as part of their evidence of student learning, evidence from these assignments comes almost exclusively from grading rather than systematic assessment practices based on a mapping to course level learning outcomes.

In terms of modality, as discussed in Standards 4 and 9, there is not yet an approach to systematic and ongoing analysis to compare student success outcomes in online courses with those in face-to-face courses. This likewise includes Running Start (dual enrollment students) as a modality.

The self-study provides evidence that consideration of co-curricular learning has taken place over the last 10 years. Good work is ongoing, in particular the Student Success Initiative and the 100 Hour Club to connect competencies (learning outcomes) to participation which sets a foundation for future work in this arena. Further connecting co-curricular outcomes to the college attributes and then reviewing evidence from both curricular and co-curricular assessment of these attributes would provide a holistic picture of student learning at GBCC.

Retention and Graduation: As mentioned above, GBCC continues to devote resources to the review of course equivalency, which provides an ongoing understanding of transferability. A wide variety of programs, as well as the Advising Center and CAPS, use surveys on a fairly regular (although not necessarily systematic) basis to seek input from current students on their experience including students at off-campus locations. Likewise, National Clearinghouse Data are used to monitor transfer rates, retention, and completion. Three attempts at a post-graduation

survey were made over the last seven years with a 10% and 28% and 15% return, respectively. Each time a slightly different methodology was employed to increase the response rate, and each time the results indicate a high level of student satisfaction. GBCC's graduate survey connected to commencement has a higher response rate and likewise provides a positive impression of student experience. The use of social media for survey delivery could possibly improve the response rate, but regardless there is sufficient evidence to show that the College is systematically seeking information from its graduates.

While the leadership of GBCC is certainly supportive of program review and the assessment of student learning (as demonstrated by the course release provided to faculty in the semester prior to their program's external review), assessment (both curricular and co-curricular) and data-driven decision making will require ongoing professional development for the College's faculty and staff.

Other Measures of Student Success: Using the Commission's completed Educational Effectiveness data forms as a guide and the Six-Year Cohort, GBCC reported 63% of its students graduated from GBCC, graduated from other colleges, transferred to other colleges, or are still enrolled at GBCC.

As previously noted, particularly given the College's focus on offering professional programs that prepare students for careers, GBCC takes pride in knowing that over the past four years the majority of graduates had technical job placements for Nursing (90%), Surgical Technology (100%), Advanced Composite Manufacturing (56%), Veterinary Technology (71%), Hospitality (100%), and Information Systems Technology (64%) and, in some cases, there were job promotions. The Team noted from reviewing the data forms that Licensure Passage rates did vary by program, ranging from Vet Tech National Exam (69% - VTNE), to Certified Surgical Technologist (100% - CST) and nursing (94% - NCLEX-RN).

The elements are in place to develop a system for comprehensive assessment of student learning at the course, program and institutional (likely via the core attributes), as well as in the co-curricular area. Considerations of how these processes can best be integrated into the College's existing governance structure may also be helpful.

9. Integrity, Transparency, and Public Disclosure

Integrity: After meeting the Board, administration, faculty, staff and students, it is evident that GBCC's community members act responsibly, ethically, and with integrity and are aware of the Board and System policies which promote ethical behaviors. The Advisory Board members have provided copies of these policies, and the faculty, staff, and students are made aware of them through on-boarding meetings with human resource, supervisors, and colleagues. The Administration's Handbook, as well as the System and Board policies, guide ethical employment and operational activities. Faculty and staff hiring practices are non-discriminatory. There are fair promotion and grievance procedures in place which include an appeal process supported by the faculty and staff and upheld by the management.

As it relates to freedom of expression and professionalism, the faculty, staff and adjunct collective bargaining agreements are in line with traditional higher education rights and responsibilities. Faculty intellectual property rights are defined in the Collective Bargaining Agreements. GBCC does not require faculty to perform research. However, several enthusiastic students shared their appreciation for GBCC faculty who had invited students to assist with their four-year college research projects. Faculty are made aware of the College's academic honesty

policies and processes in the Faculty Handbook and at faculty workshops. Required College employment training is offered on the main campus and via video conferencing at the Rochester site. The System also anticipates implementing on-line training in the near future.

GBCC's student academic policies and practices are in the Student Handbook. The catalog as well as syllabi include the Academic Honesty policy. The faculty confirmed the Early Childhood Education, Manufacturing, Surgical Technician, and Nursing programs publish their own integrity and ethical behavior policies. All GBCC degrees and certificates abide by the CCSNH Academic Policy requirements and adhere to the NEASC Commission on Institutions of Higher Education (CIHE) standards, as well as the programmatic accreditation standards for Nursing, Surgical Technology, Veterinary Technology and Business.

The Student Handbook outlines student rights and responsibilities as well as the policies and procedures for the resolution of student issues. The Vice President of Student Affairs (VPSA) validated for the Team that procedures are followed.   When necessary, the VPSA consults with appropriate GBCC staff to validate all findings prior to imposing a sanction. Students also reported that GBCC treats them fairly and abides by published policies and guidelines. In fact, they commented that staff and faculty "go the extra mile" to ensure student access and success.

GBCC has an approval process for all activities and events whether on or off campus. In addition, the use of the facility needs to adhere with the published State, College and Student guidelines. Rental arrangements may be made if the space is available.

The CCSNH reviews its policies yearly during a retreat. In the past, GBCC had a formal policy review committee that assured alignment with the System's policies. Currently, the VPAA reviews the local academic policies and aligns them with the System policies. Going forward, GBCC's catalog will have a more detailed listing of the College's academic policies that matches the System's policies.

After reviewing all Commission letters to the College, GBCC has followed the Standards, policies and responded to all but one of the Commission's requests A CIHE-NEASC letter dated July 11, 2017 requested GBCC to provide the Evaluation Team a "teach-out" plan for the AS in Aviation Technology program.   As of the Team visit, no response was documented. Based on the Team's interviews with faculty and students in the program, it appears all current students will be able to complete the AS in Aviation Technology at GBCC.

Transparency: GBCC's website is well organized and allows all members of the internal and external communities to easily access current information, forms and guidelines/processes/procedures. Both print and digital materials are regularly reviewed by the marketing department, coordinator for campus technology (CCT), and department leads. All additions, corrections or modifications must be generated by a department lead or Manager. When requested, the CCT or the overseeing department will make changes to the website. It was noted that there appears to be a timeliness issue in the updates to the GBCC website, e.g., the former president remains prominently reported as the College President despite having departed the College almost four months ago. Also, the aerial photo of the campus does not include the new addition that features the gym.

GBCC's website is very organized and easy to navigate. If prospects require additional information the website has portals that respond to questions as well as just-in-time requests. If on-site inquiries are made, prospects can set up an appointment or meet with one of the Admission staff who supports the "drop-ins."

Bi-weekly the CFO provides a budget status report to all department heads, directors and the President's Cabinet. Staff explained that they felt the budgeting process was inclusive. All GBCC audit information is located on the System website.

Admissions information, program maps, the Student Handbook and Catalog are located at both campuses and online. The Portsmouth campus has general and program information at the Admissions office and other central locations; the Rochester site has information at the front desk and in the advisor's office. Archival catalogs are located on the web site.

Public Disclosure: GBCC communicates often with its community members. Each semester a Great Bay Announcement is sent to everyone and this email includes a link to important consumer information. In accordance with Higher Education Act of 1965 the link includes:

- Academic requirements and policies
- Tuition, fees and payment information
- Admission information
- Financial aid information
- GBCC Alerts emergency notification system
- Campus safety and security report
- Textbook information
- Information for veterans and military families
- GBCC student handbook
- Alcohol and drug policies
- Disability services

GBCC also uses social media to communicate regularly with its students. The Campus Happening App pushes weekly updates to all students and there is a link on the website for athletic events as well as rosters and news releases. Students and faculty agreed the College does an exemplary job in communicating.

The Website, Catalog, and Student Handbook are other examples of how GBCC keeps its community well informed. Interested students can locate all college, program, course and service information on the website as well as at both campuses. Student activities and college events are posted on the website daily and may also be found on well-designed bulletin boards throughout both campuses.

The publications, print and digital, are developed with/by the marketing department and the website is managed by the coordinator for campus technology. The marketing department assures GBCC's branding, messaging and external communications are in alignment with its mission. If there are inconsistencies or questions, the marketing director will communicate with the area supervisor or President to confirm the messaging.

The website was moved to a Content Management System (CMS) four years ago. Each department is responsible for the content on their webpage and has been trained by the coordinator for campus technology on how to populate their department's web page. The department leads are required to assure their webpage currency and will communicate with other department leads to assure continuity and comprehensiveness throughout the website.

The College Fact Sheet provides the institutional overview, enrollment and performance data, degrees and certificates awarded, transfer rates, default rates and educational measures. GBCC's current accreditation status is published and all faculty and staff credentials are available to the public.

Additional Areas

OFF-CAMPUS SITE: ADVANCED TECHNOLOGY & ACADEMIC CENTER

The Advanced Technology and Academic Center (ATAC) located about 20 miles away in Rochester has had an Advanced Composite Manufacturing (ACM) program that was created, implemented, and delivered utilizing public and private funding. Currently, the College is researching future funding since grant monies are no longer available to support the site. As mentioned in the self-study, GBCC intends on increasing enrollment to cover the off-campus operating costs. However, with the downtrend in student enrollment another sustainability plan may need to be considered. The lease agreement has two-years remaining.

The ACM program has several technical and work-ready programs. These programs have active advisory boards that the College engages. Their members make sure the technical curriculum is kept current with employer workforce expectations and job placement opportunities. Graduates are fortunate to have sites, such as Safran and Albany Engineered Composites, which hire students immediately upon graduation. Students explained companies are often on campus and were excited to meet with them to discuss their future employment. The Non-Destructive Testing and the Composite and Manufacturing labs were developed with GBCC's industry partners and meet the latest standards. Students and faculty explained how fortunate they were to be connected to these exceptional programs and were grateful for the employer participation.

Due to the complexity of the content, the College allows new faculty to co-teach in the technical programs to assure continuity in delivery of the material. Evening courses are often taught by employees of the partner companies to assure the latest techniques are presented to the students. Despite the distance from the main campus, faculty and staff feel supported and communicate often with the main campus faculty and staff.

The website clearly outlines the on-boarding information required for a student to matriculate into an ATAC program or course. Student support services are available on-site and may be accessed or scheduled on line as well. When asked, several students detailed their experiences with admissions, academic testing, advising, registration, financial aid and tutoring and were very pleased with the services. In addition, they explained that faculty are always available to them even if the faculty office hours do not align with their class or work schedules. Books and educational support materials are available through the bookstore and can be mailed to the student's home.

DISTANCE EDUCATION

In 2012, GBCC prepared, submitted and had approved by the Commission its Distance Learning (DL) Substantive Change Report. Since this approval, the College has continued to be committed to assuring all courses/programs delivered online adhere to the institution's Master Syllabus. If the course requires additional supports (lab, specialized equipment, etc.), GBCC will notify the student of an alternative method to fulfill the course requirements. When offered in the DL format, courses must be approved by the department chair or program coordinator. All proposed DL courses must then be submitted to the DL Committee using the College's DL Approval Form. At GBCC every registered student is issued a unique identification number and an email account. In order to employ their email and gain entry to the learning platform, students must create a private password that serves as their unique identification number. The learning platform allows students to submit their work directly to the instructor for grading without their classmates viewing the work/grades. GBCC is in the process of migrating to Canvas from Blackboard. The faculty have embraced the Canvas implementation and currently there are some faculty on both campuses piloting the new platform.

In the past, there were efforts by the IR Office to assess the online delivery model The DL Committee provides support to faculty interested in teaching an online course, advising them to consider the Best Practices document and comply with the Online Course Rubric. There is not, though, a formal process to on-board faculty or to assess their ability to instruct online. With the increase in faculty now offering hybrid courses, the DL Committee believes more faculty will be positioned well to transition to teaching a fully online course.

After meeting with GBCC students and faculty, it was clear to the Team that online students are afforded the same supports as the on-ground students. Admission processes, placement testing, financial aid, tutoring, disabilities support, library, and other educational resources are all available to online students. Of special note, the ADA coordinators for the System have worked together to assure that students will only need to complete ADA paperwork once if they are taking multiple online courses at sister institutions. ADA students will complete one FERPA form and it will then be shared amongst the sister colleges enabling the student to access support with ease and efficiency.

AREA OF EMPHASIS: A.S. IN AVIATION TECHNOLOGY
In Fall 2015, GBCC began enrolling students in its AS in Aviation Technology covered within in its CIHE-NEASC accreditation. Then in August of 2017, as reported in the self-study: "In accordance with the terms of the MOU with Seacoast Helicopters and based on evaluation of the program, GBCC implemented the termination agreement, because of the administrative and financial burden the program imposed on the College." A major factor was the difficulty in mobilizing cohorts of a 1:5 ratio of non-veteran to veteran students required for Veteran's Administration (VA) funding. No new students are being admitted to the program. To best serve the current students, GBCC has coordinated a teach out with Seacoast Helicopters that will allow the 11 matriculated students to complete their required coursework through May 2019." The MOU (revised July 28, 2016) states, "*If the collaboration is terminated both Parties will make all reasonable efforts to ensure that students who enter the Helicopter Training pipeline will be able to achieve their degree goals*, provided that they are making consistent and steady progress. This MOA requires the approval of the New England Association of Schools and Colleges." (Emphasis added)

The visiting Team finds that GBCC and Seacoast Helicopters seem committed to ensuring that the 11 students have the opportunity to complete their degree requirements, according to conversations during the visit with the GBCC Interim President and the Seacoast Helicopters Vice President for Operations. Meetings with two current students and one GBCC adjunct faculty/Seacoast Flight Instructor also attest to the effectiveness of the program's teach-out. One of the students, who attended the teach-out meeting in August at GBCC, feels that the College handled the situation "professionally." Both students report that their program instructors are very accommodating, and they feel integrated into the College through their participation in general education courses. The adjunct faculty expressed confidence in both GBCC and Seacoast's commitment and capacity to ensure that the students can complete degree requirements.

Furthermore, degree audits for the 11 students currently enrolled in the program show promise for successful completion: they have an overall mean GPA of 3.4; in terms of progress toward degree completion, three students will complete 100% of requirements and expect to graduate in Spring 2018; the remaining eight students expect to complete on average 67% of degree requirements this spring with an anticipated graduation in December 18.

As early as November 3, 2014, CIHE sought assurance from GBCC and an appropriate teach-out plan for students in the program in the event that the agreement was terminated. Again on December 13, 2016, CIHE asked about the College's progress in finalizing teach-out arrangements. In an April 10, 2017 letter to CIHE, GBCC reported that the College has the "capacity to craft an articulation agreement and refer students to transfer to Central Oregon Community College…" Consequently, on July 11, 2017, CIHE asked GBCC to "provide evidence of its success in completing an articulation agreement. The Team found no documentation of an agreement with any other institution for this program.

On August 23, 2017, the GBCC President informed by letter the aviation students of the College's decision to stop new student enrollment in the program.

Affirmation of Compliance

To document the institution's compliance with Federal regulations relating to Title IV, the Team reviewed Great Bay Community College's Affirmation of Compliance form signed by the President. As noted in this report, Great Bay Community College publicly discloses on its website and other relevant publications its policy on transfer of credit along with a list of institutions with which it has articulation agreements. Public notification of the evaluation visit and of the opportunity for public comment was made by the College one month prior to the visit in *The Portsmouth Herald* and *Fosters Daily Democrat*, as well as on the College's website. Copies of the College's grievance procedures for faculty, staff, and students are distributed annually during orientation and welcome-back sessions held at the start of both the fall and spring semesters. For its online programs and courses, Great Bay Community College uses a system of secure logins and pedagogical approaches to verify students' identities to ensure the integrity of the programs. As discussed in Standard 4: *The Academic Program*, the Team's review of course schedules and syllabi for a cross-section of Great Bay's course offerings, both classroom and online, as well as courses offered in a condensed weekend or intersession/summer format, found the assignment of credit reflective of the College's policy and consistent with the Commission's standards.

Summary

In general, it is the view of the Evaluation Team that Great Bay Community College is striving to achieve its mission and offering academic programs and services consistent with its stated mission. Having transitioned to the CCSNH, making critical adjustments to the role of the Board and system administration while also experiencing transition among institutional leadership during a period of continued fiscal constraint and enrollment challenges, the College is accomplishing its mission with a well-qualified faculty and staff committed to serving the needs of Great Bay Community College students. GBCC used the self-study process, including the Data First and E-series forms, effectively to review several key aspects of institutional functioning.

The Team does recognize the transitional challenges with the change to the CCSNH Board and GBCC's agility in aligning its mission with the CCSNH. However, procedural clarity or policy changes regarding the role of the Board in approving the community college's

mission would be helpful, demonstrating a more direct link between the governing board and the institution.

As GBCC recognizes the challenges of the future, the resource limitations, enrollment, and the need to transition grant-funded programs to other funding sources, the leadership transition and upcoming strategic planning cycle provide the opportunity to use the Self-Study and accreditation evaluation as a basis for planning, decision-making, and performance, that benefits the college community. With this framework, the strengths and challenges of Great Bay also include:

Strengths

- While GBCC is operating lean, students clearly articulated they feel supported at every level. Students are engaged, invested in the college community, have strong connections, and expressed enthusiasm about their relationships with faculty and staff advisors.

- Students felt the technology on campus was sufficient for them to access online classes, schedules, and financial aid information, but would like weekend library hours and childcare on campus.

- Using the Six-Year Cohort, GBCC reported 63% of students graduated from GBCC, graduated from other colleges, transferred to other college, or remain enrolled at GBCC.

- The faculty and staff (full- and part-time) appear deeply committed, collaborative, caring, curious, ethical and responsive to community members, colleagues and students.

- Though it would be good for the College to assess formally and systematically student learning outcomes at the program and institutional level as effectively as it does individual student learning at the course level, the faculty and staff are rightfully very proud of their students' persistence and achievement and their respect for each other.

- GBCC is commended for its responsiveness to academic program development that meets the needs of local economy.

- GBCC requires each department to submit a multi-year Strategic Plan, linked to the institution's Strategic Plan, as well as, an annual report on progress towards three self-identified academic program goals.

- The College and department websites provide easily accessible links to degree and certificate program maps that are comprehensive, include admission requirements, student learning outcomes, links to occupational outlook, and sequencing of courses.

- Though operating funds remain constrained and maintenance staffing is lean, the physical and material condition of the campus is outstanding.

Concerns

- The inputs to the program evaluation process vary, but are primarily indirect measures. Clarity is also needed about the role GBCC's governance committees have in evaluating the College's processes and to ensure evaluation results are clearly communicated to foster continuous improvement.

- The College lacked responsiveness to CIHE requests and assurance of an appropriate teach-out plan for students in the AS in Aviation program. No documentation was found to support CIHE's request and concern, as of the Team visit.

- The College is challenged with $1 million of non-academic capital project bond principal and interest payments and a substantial projected operating deficit for FY18 and FY19 for the Advanced Technology and Academic Center (ATAC).

- While the College has reviewed and updated the Core Attributes in 2016 and curriculum maps to show where the attributes are being taught are being developed, there is not yet a systematic assessment of these attributes. As these Core Attributes also form the backbone of general education at GBCC, so the need to develop systematic, institution-wide assessment of these outcomes is essential.

- The use of evidence to improve student learning needs to be more systematic.

- Due to faculty attrition, the percentage of courses taught by full-time faculty is 31%, down from 40% in 2014. This low rate may impact the ability of GBCC to provide sufficient resources to sustain and improve academic programs.

- Budgeting processes are well documented and well communicated, but a more direct link to strategic planning initiatives, including explicitly connecting System resources as well as designating local operational funds to the strategic plan process, would more effectively set up the strategic plan to move the goals it identifies forward.