



# NEASC 2018

## REACCREDITATION SELF-STUDY



Great Bay  
Community College



*Prepared for the*  
New England Association of  
Schools and Colleges (NEASC)

*The Commission on Institutions of Higher Education*



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**Institutional Characteristics Form** Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: 01.10.18

1. Corporate name of institution: Great Bay Community College
2. Date institution was chartered or authorized: 1945
3. Date institution enrolled first students in degree programs: 1967
4. Date institution awarded first degrees: 1968
5. Type of control:

Public

State

City

Other

(Specify) \_\_\_\_\_

Private

Independent, not-for-profit

Religious Group

(Name of Church) \_\_\_\_\_

Proprietary

Other: (Specify) \_\_\_\_\_

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? State of New Hampshire – Associate of Arts, Associate of Science, Associate of Applied Science

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level

- |                          |  |                          |  |                         |
|--------------------------|--|--------------------------|--|-------------------------|
|                          | at least two but less than four years                      |                          | but not at the doctoral level<br>(e.g., Specialist in Education) |                         |
| X                        | Associate degree granting program<br>of at least two years | <input type="checkbox"/> | A doctor of philosophy or<br>equivalent degree                   |                         |
| <input type="checkbox"/> | Four- or five-year baccalaureate                           | <input type="checkbox"/> | Other doctoral programs _____                                    | degree granting program |
|                          |  | X                        | Other (Specify): non-credit workshops                            |                         |

8. Type of undergraduate programs (check all that apply)

- |   |   |                          |                          |
|---|---|--------------------------|--------------------------|
| X | Occupational training at the<br>crafts/clerical level (certificate<br>or diploma) | X                        | Liberal arts and general |
| X | Occupational training at the technical<br>or semi-professional level<br>(degree)  | X                        | Teacher preparatory      |
| X | Two-year programs designed for<br>full transfer to a baccalaureate<br>degree      | <input type="checkbox"/> | Professional             |
|   |   | X                        | Other _____              |

9. The calendar system at the institution is:

- X Semester     Quarter     Trimester     Other \_\_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate    12 credit hours  
 b) Graduate    NA credit hours  
 c) Professional    NA credit hours

11. Student population: (From 2017 Census File – 9.22.17)

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	575	NA	575
Part-time student headcount	925	NA	925
FTE	1211.91	NA	1211.91

b) Number of students (headcount) in non-credit, short-term courses: 414; FTE: 110.

c) Number of students (headcount) in certificates: 162; FTE: 99.58.

d) Total # students: 2076; Total FTE: 1421.49

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Business	Association of Collegiate Business Schools & Programs (ACBSP)	2001	2011	In process – 2017-2018
Nursing	Accreditation Commission for Education in Nursing	1988	2011	2019
Surgical Technology	Accreditation Review Committee on Education in Surgical Technology	1999	2009	2019
Veterinary Technology	American Veterinary Medical Association	1998	2014	2020

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE for Fall 2017
A. In-state Locations –			
Advanced Technology & Academic Ctr (ATAC)	Full certificates	Yes	19.08 = FTE for ACM certificate students only. Currently there is no way to identify students who

			are only at the ATAC Liberal Arts program.
Richard Creteau Regional Technical Center at Spaulding HS – Rochester, NH – <b>Automotive Certificate</b>	No	No	6.00
Seacoast Harley Davidson – Hampton, NH – <b>Motorcycle Maintenance &amp; Repair Certificate</b>	No	No	6.00
Seacoast School of Technology – Exeter, NH – <b>Welding Certificate</b>	No	No	8.50
B. Out-of-state Locations – <i>not applicable</i>			

Source: Fall 2017 census data = Banner SZRHCN5 – 9.22.17

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
<i>Not applicable</i>		

15. **Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accounting	Degree	At least 50% & < 100%	*
Business Administration	Degree	At least 50% & < 100%	*
Business Administration Management	Degree	At least 50% & < 100%	*
Computer Technologies	Degree	At least 50% & < 100%	*
Criminal Justice	Degree	At least 50% & < 100%	*



Early Childhood Education	Degree	At least 50% & < 100%	*
Early Childhood Education	Certificate	At least 50% & < 100%	*
Homeland Security	Certificate	At least 50% & < 100%	*
Hospitality	Degree	At least 50% & < 100%	*
Liberal Arts	Degree	At least 50% & < 100%	*
Liberal Arts – American Studies	Degree	At least 50% & < 100%	*
Liberal Arts – English	Degree	At least 50% & < 100%	*
Liberal Arts - History	Degree	At least 50% & < 100%	*
Liberal Arts - Psychology	Degree	At least 50% & < 100%	*
Liberal Arts – Teacher Preparation	Degree	At least 50% & < 100%	*
Management	Degree	At least 50% & < 100%	*
Management	Certificate	At least 50% & < 100%	*
Marketing	Degree	At least 50% & < 100%	*
Marketing	Certificate	At least 50% & < 100%	*
Special Education	Certificate	At least 50% & < 100%	*

\*We do not track students as 100% online. We can identify the number of students in each major who are taking an online course. *Source: NEASC 2017 Annual Report = fall 2016 census data = Banner SZRHCN5*

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Seacoast Helicopter	Portsmouth NH	Aviation Technology Helicopter	Degree	64

17. List by name and title the chief administrative officers of the institution.

CHIEF INSTITUTIONAL OFFICERS

<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Paul Holloway	Chairperson, CCSNH Board of Trustees	2005
President/CEO (Interim)	Susan Huard	President	2017
Chief Academic Officer (Interim)	Lisa McCurley	VP of Academic Affairs	2017
Academic Affairs	Deanna Friedman	Associate VP of Academic Affairs (Interim) & Director Advising Center	2017
Chief Financial Officer	Joanne Berry	Chief Financial Officer	2008
Financial Aid	Susan Proulx	Director of Financial Aid	2017
Chief Student Services Officer	Sarah Bedingfield	VP of Student Affairs	2013
Student Affairs	Michael Fischer	Associate VP of Student Affairs	2016
Chief Information Officer	Michael McNeil	Coordinator of Campus Technology	2015
Planning (Interim)	Susan Huard	President	2017
Assessment (Interim)	Lisa McCurley	VP of Academic Affairs	2017
Development (Interim)	Susan Huard	President	2017
Center for Academic Planning & Support	Sharon Cronin	Director	2009
Continuing Education	Sean Clancy	Associate Vice President of Corporate and Community Education	2016

Advanced Technology & Academic Center	Debra Mattson	Advanced Technology and Academic Center Director	2017
Institutional Research	Fran Chickering	Director of Institutional Research	2008
Library	Rebecca Clerkin	Library Director	1994
Admissions	Carey Walker	Director of Admissions	2011
Registrar	Sandra Ho	Registrar	2008
Public Relations	Lisa Proulx	Marketing and Public Relations Officer	2014
Grants/Research	Not applicable		
Alumni Association	Not applicable		

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

**\*See Organizational Charts.**

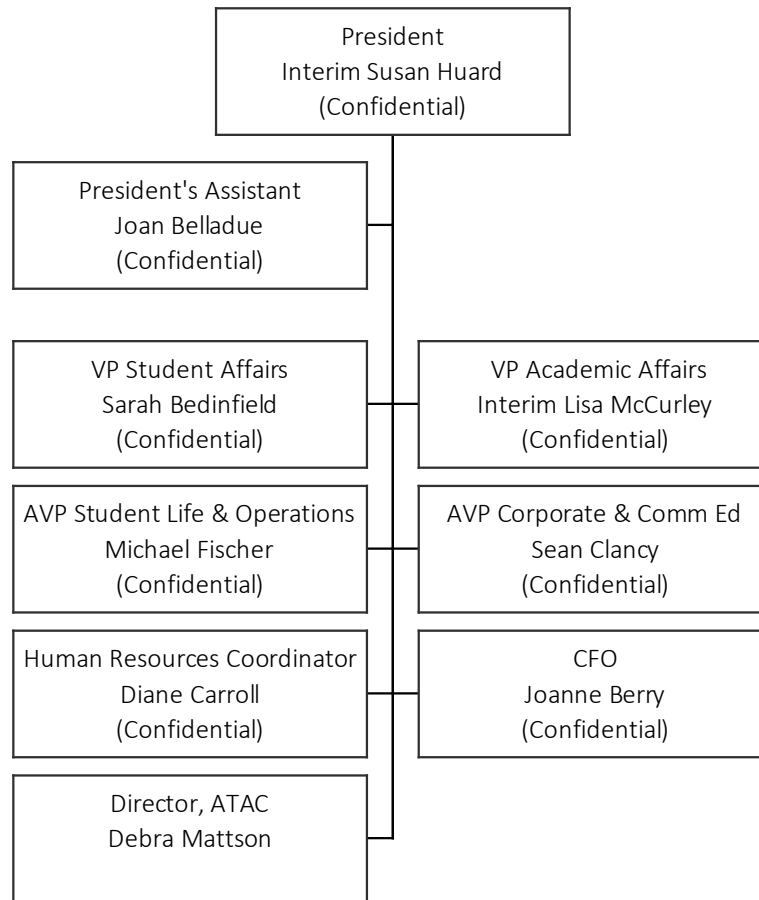
19. Record briefly the central elements in the history of the institution:

<b>History</b>		
<b>Year</b>	<b>Location</b>	<b>Action</b>
<b>1945</b>	Portsmouth	State Trade School of Portsmouth was founded within state college system to provide <i>"trade and vocational training and retraining for the occupational adjustment of youths and adults..."</i>
<b>1949</b>	Portsmouth	Name change: New Hampshire Technical Institute-Portsmouth.
<b>1965</b>	Portsmouth	New building. Name change: Vocational Institute. Mission to <i>"...prepare qualified high school graduates or the equivalent as skilled workers to meet the occupational needs of the state."</i>
<b>1967</b>	Portsmouth	College allowed to grant Associate in Applied Science and Associate in Science.
<b>1975</b>	Portsmouth	Accreditation granted by Commission on Vocational, Technical, Career Institutions of New Association of Schools and Colleges.
<b>1982</b>	Stratham	College moved from Portsmouth to Stratham.

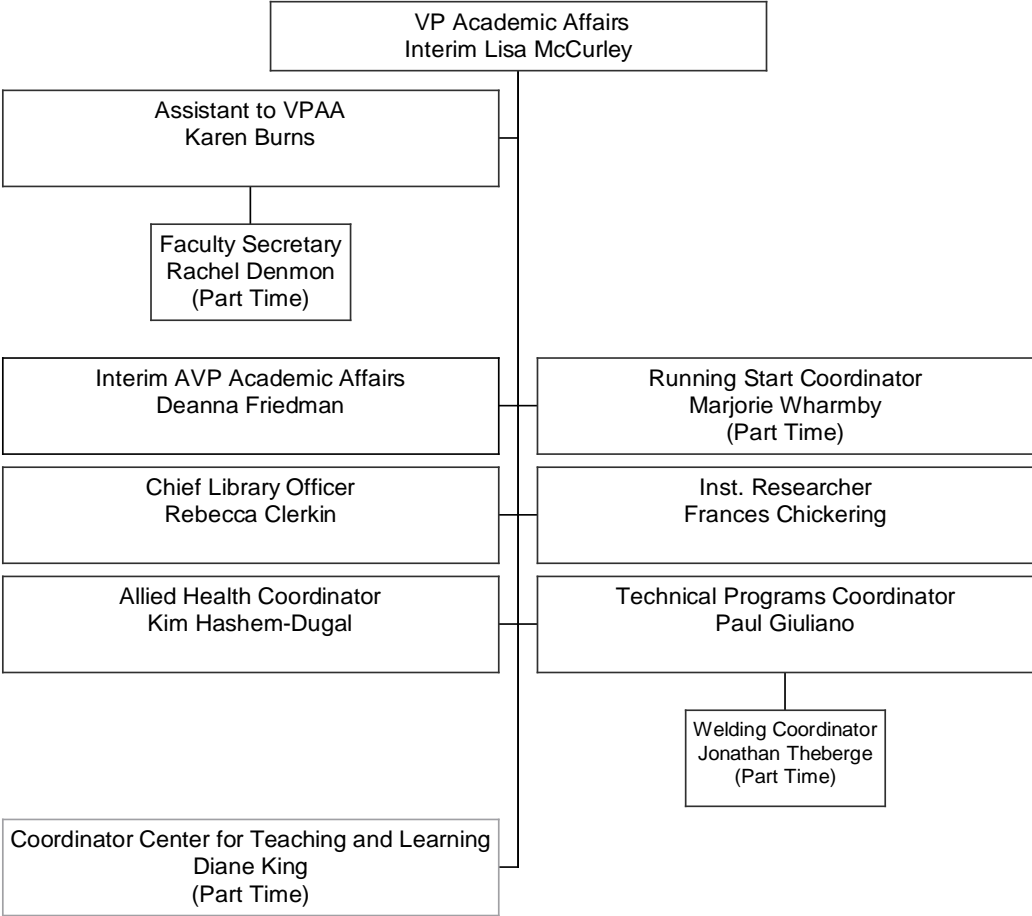
<b>1989</b>	Pease & Stratham	Name change: New Hampshire Technical College at Stratham
<b>1993</b>	Pease	Pease Tradeport satellite campus opens.
<b>1996</b>	Pease & Stratham	NHCTC-Stratham merged with NHCTC-Manchester.
	Pease & Stratham	Name change: New Hampshire Community Technical College Manchester/Stratham
	Pease & Stratham	Mission: to provide "... <i>comprehensive, market-driven, accessible, quality programs of higher education...</i> "
<b>2001</b>	Pease	Pease classes moved to current site on Corporate Drive.
<b>2002</b>	Pease & Stratham	College accredited by NEASC-CIHE.
<b>2005</b>	Pease & Stratham	NHCTC-Stratham became independent college of NH Community Technical College System.
<b>2007</b>	Pease & Stratham	College's accreditation was renewed by NEASC-CIHE for 10 years.
<b>2008</b>	Pease & Stratham	Name change: Great Bay Community College  Mission: "... <i>provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree, or transfer opportunities.</i> "
<b>2009</b>	Pease & Stratham	Stratham campus consolidated with Pease site in Portsmouth. Automotive Technology moved to Manchester Community College.
<b>2012</b>	Portsmouth	TAACCCT (Trade Adjustment Assistance Community College and Career Training) grant awarded to Community College System of NH
<b>2013</b>	Rochester	GBCC's second campus opened - The Advanced Technology & Academic Center opened in Rochester in May.
<b>2015</b>	Portsmouth Rochester	Building of the Student Success Center completed Completion of the TAACCCT grant
<b>2017</b>		Mission: ' <i>Great Bay Community College expands intellectual and economic opportunity by providing affordable higher education in an environment that embodies excellence, innovation, and collaboration.</i> '

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

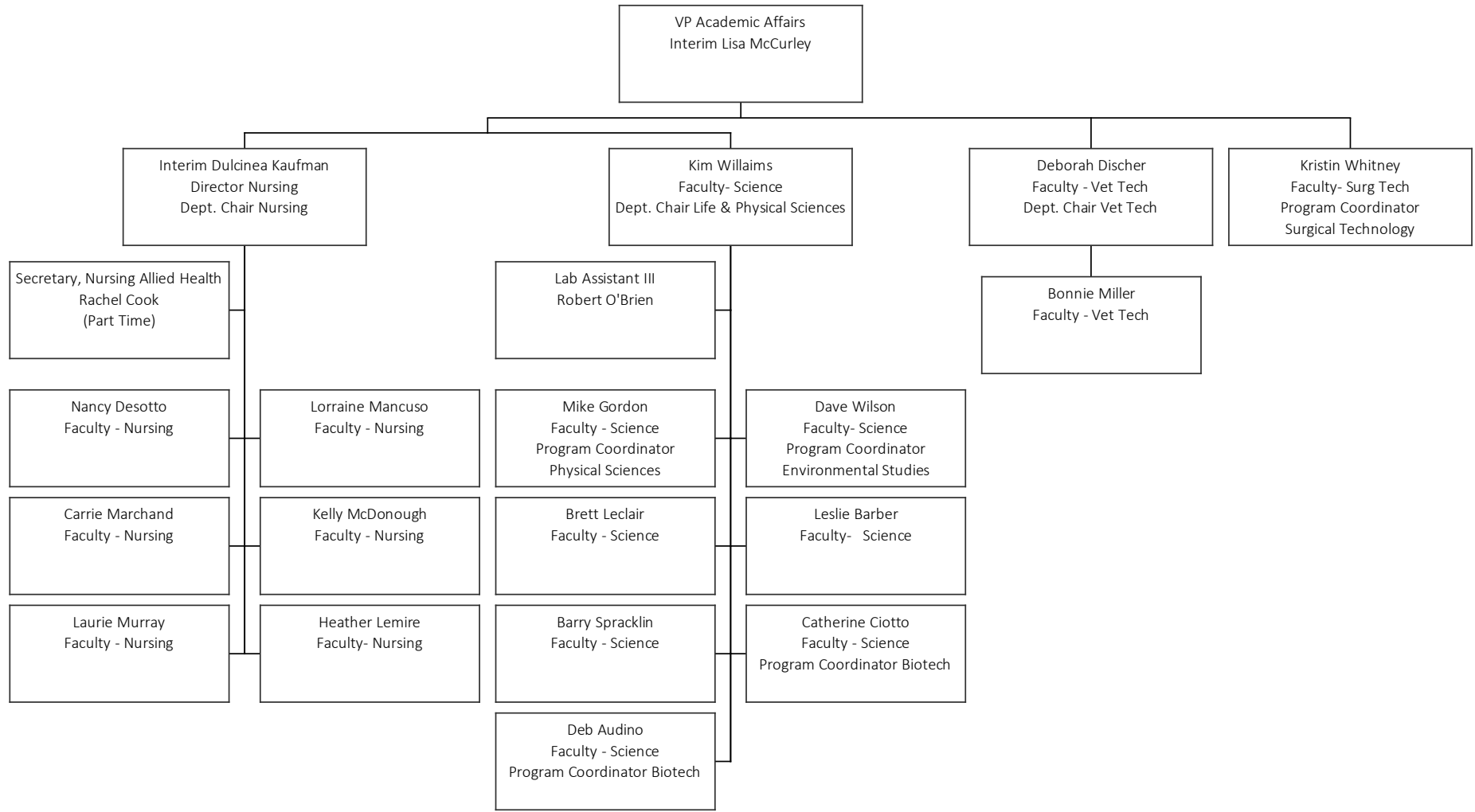
# Great Bay Community College Organization Chart



# Academic Affairs

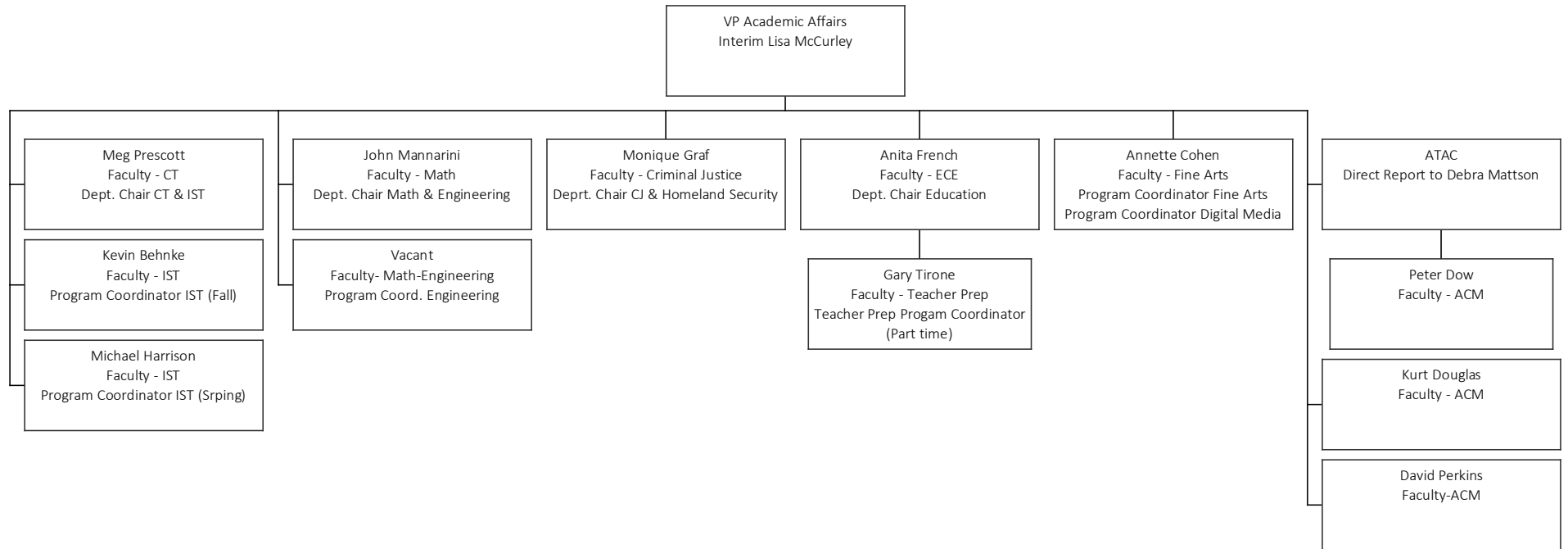


# Academic Programs

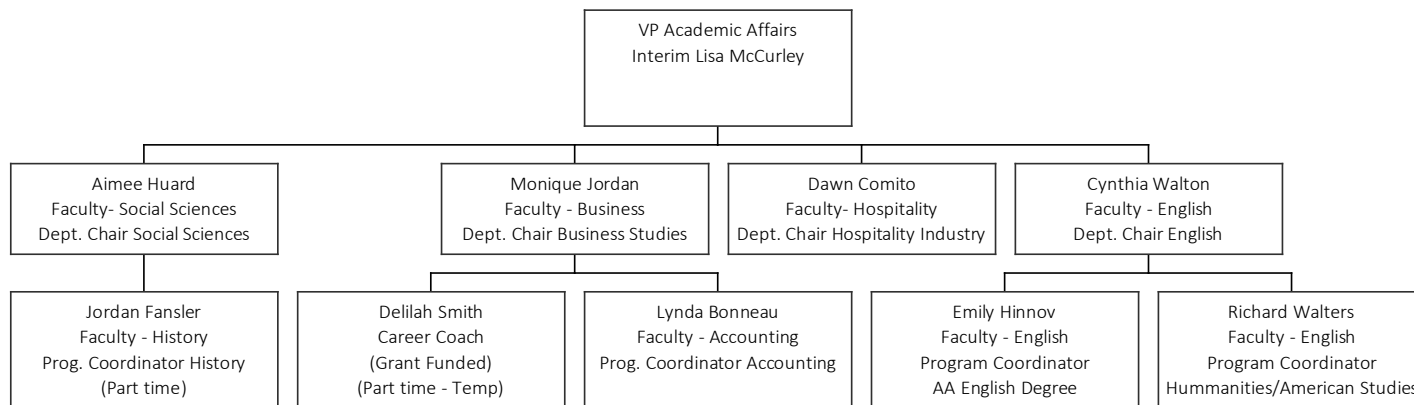




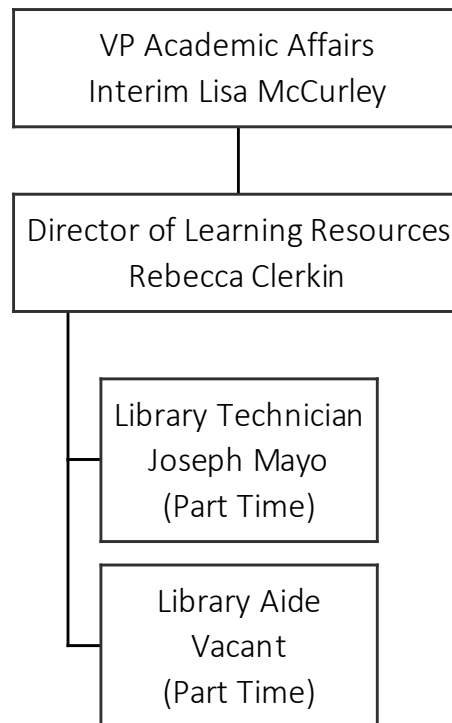
# Academic Programs Continued



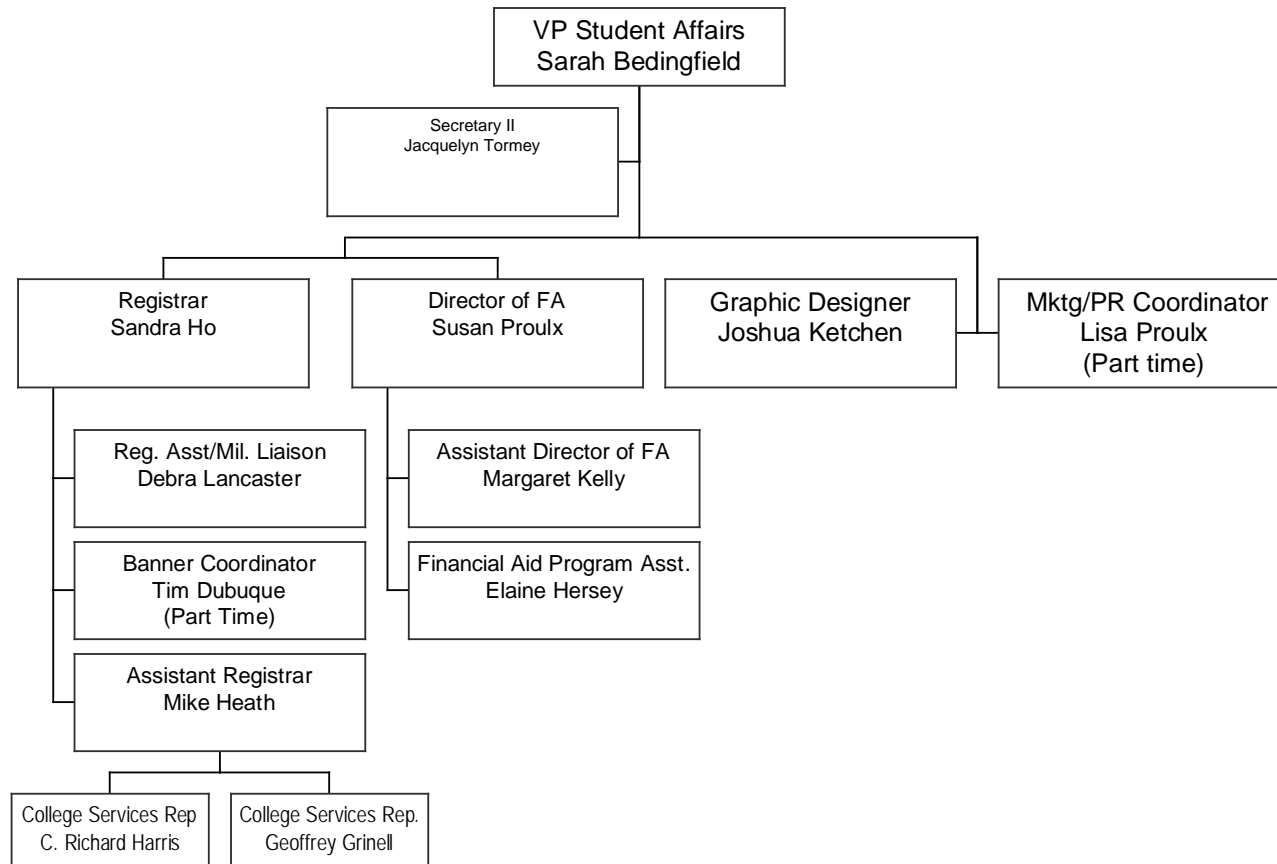
## Academic Programs Continued



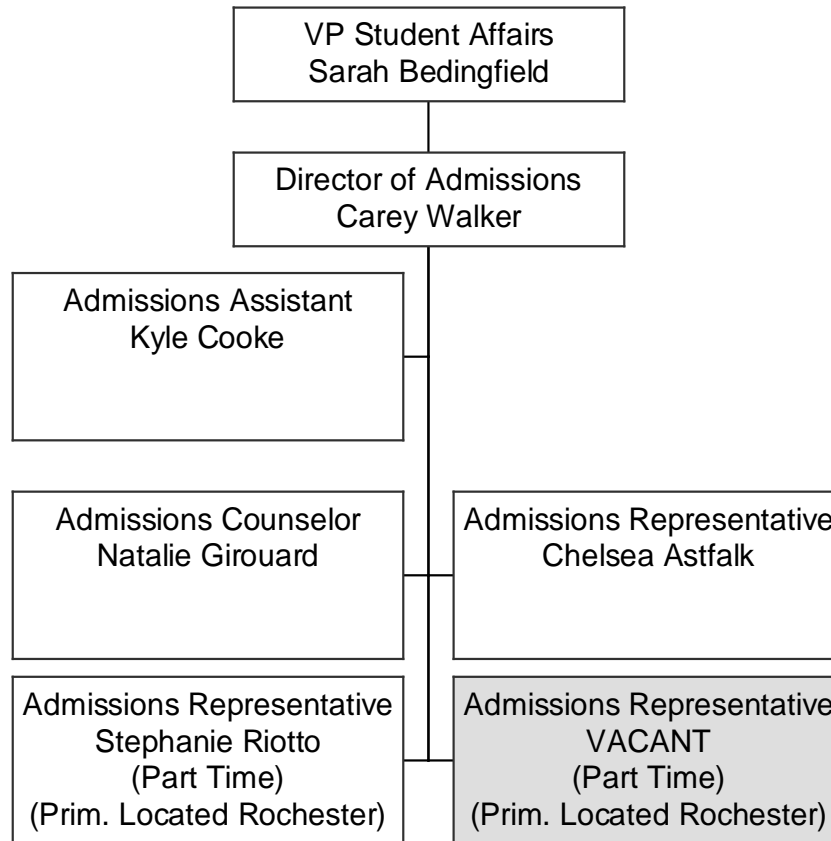
## Library Services



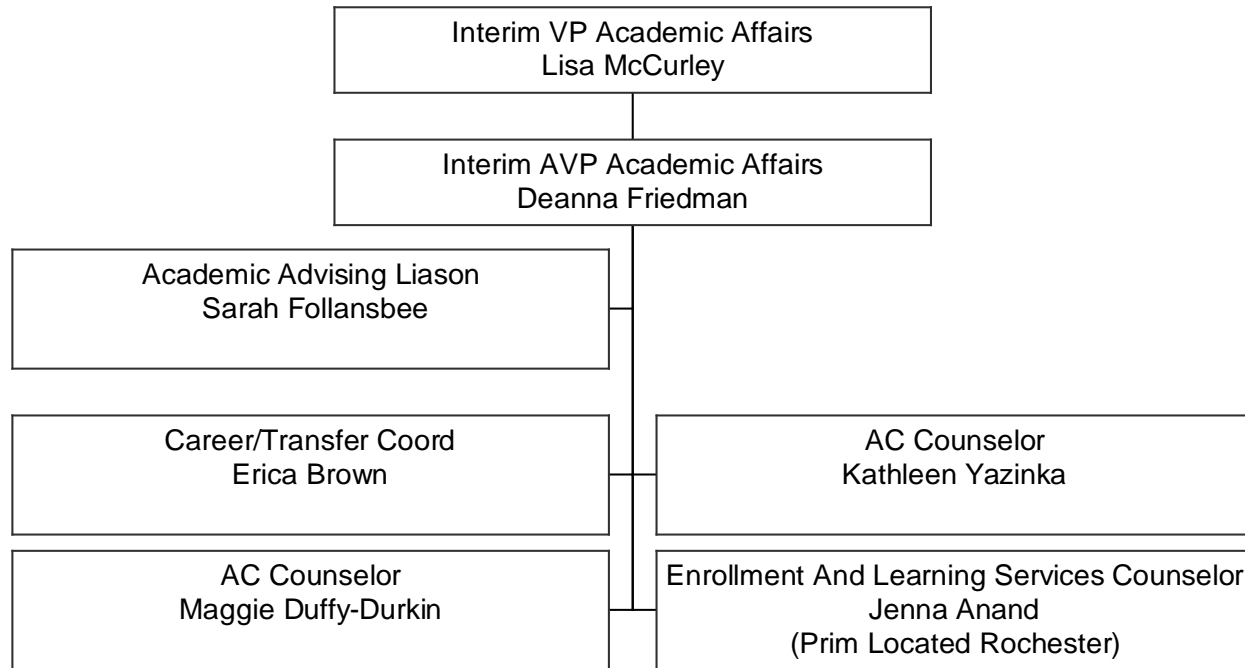
# Enrollment Service, Registrar, Financial Aid, PR



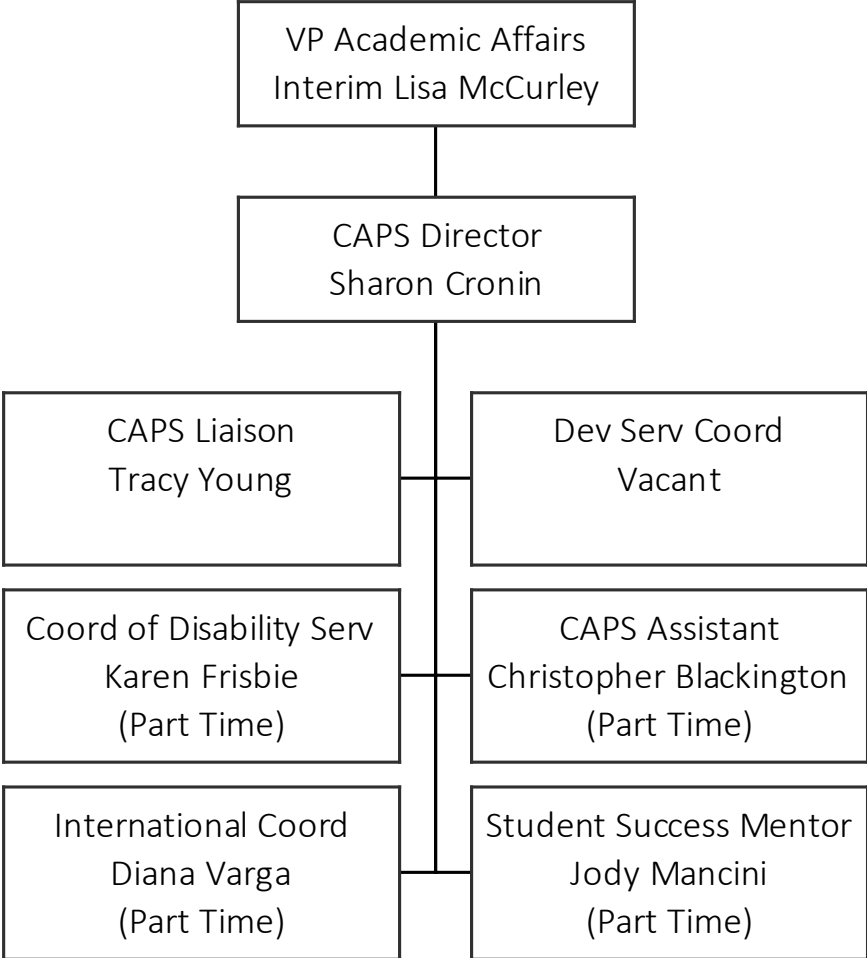
# Admissions



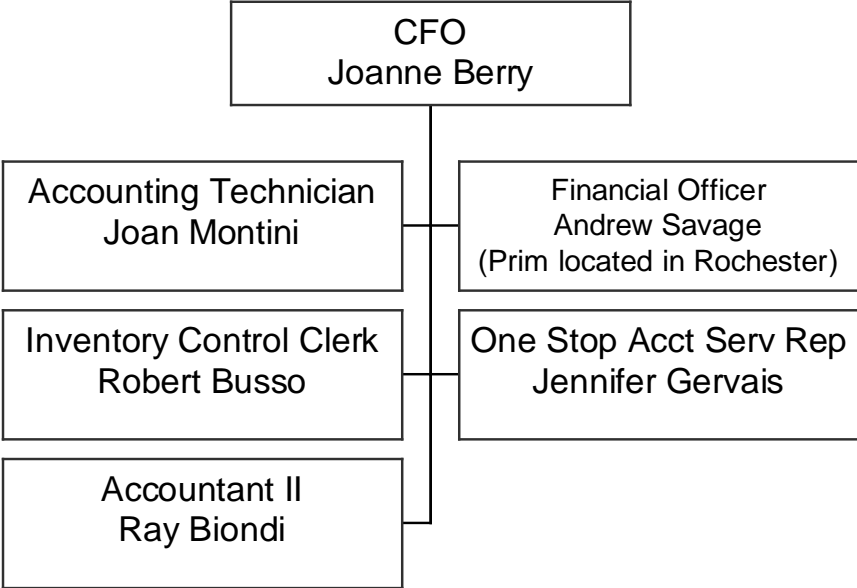
# Advising



# CAPS

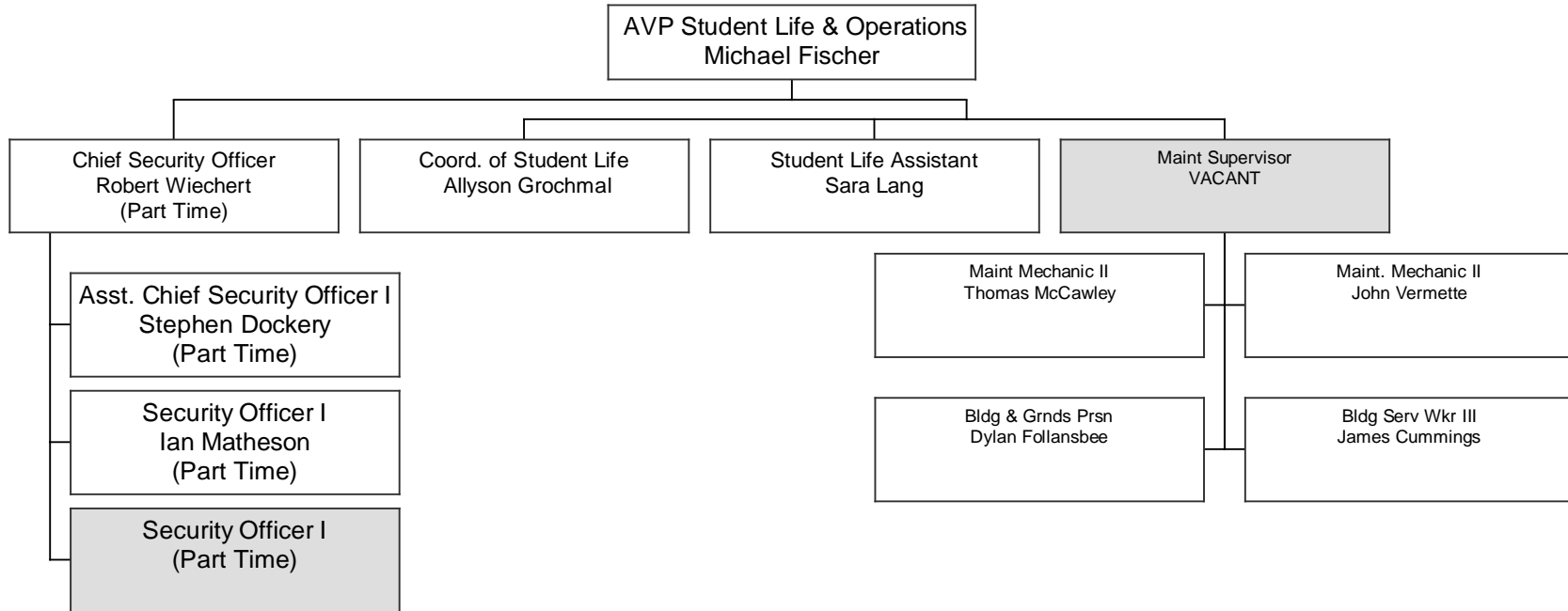


Business Office

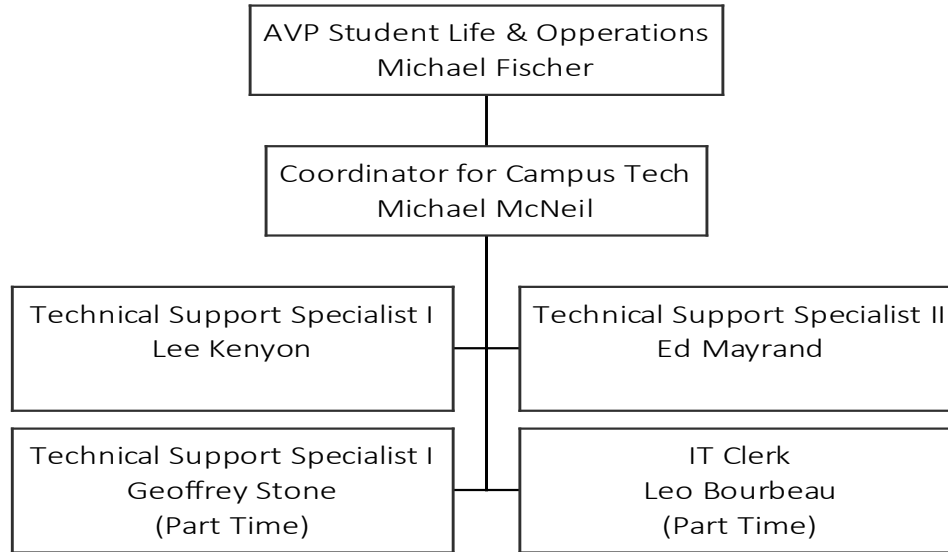




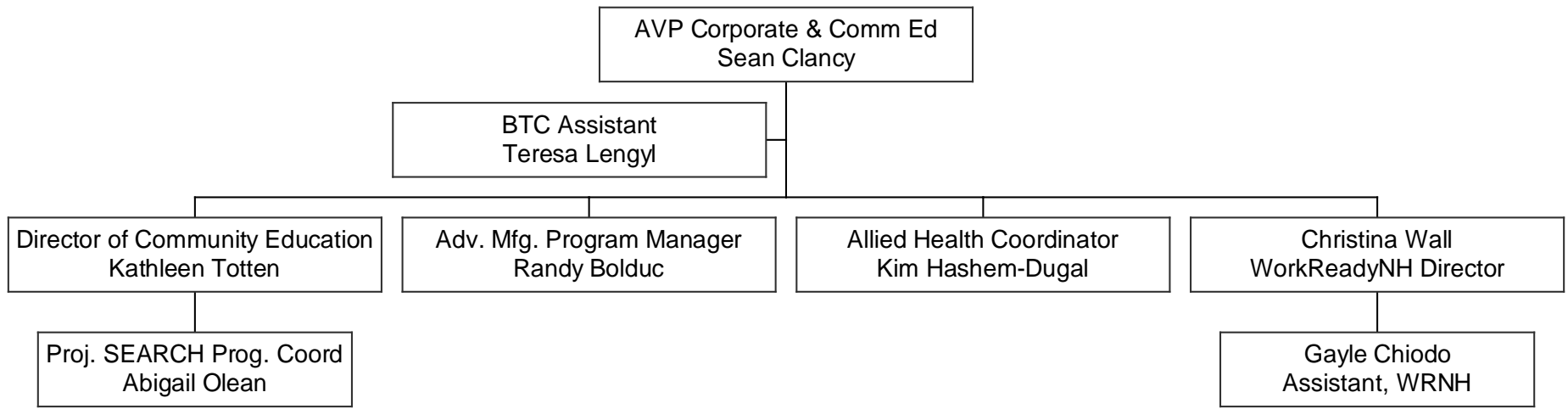
# Student Life & Operations



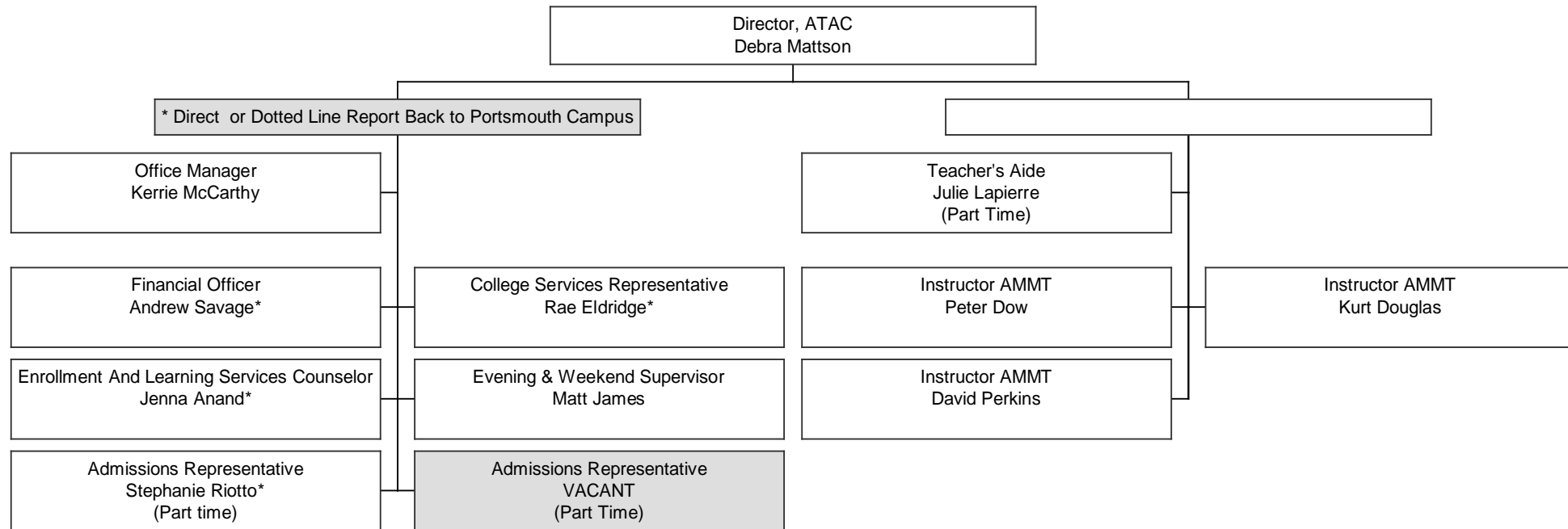
# Technical Support



# Business & Training Center



# Advanced Technology & Academic Center



## Table of CIHE Actions

Date of CIHE Letter	CIHE Actions, Items of special Attention, or Concerns	CIHE Standards Cited in Letter		Self-Study Page Numbers
October 28, 2013  Transfer Credit Initiative (CCSNH)	1. Provide an update about the implementation of the Enhanced Credit Transfer Initiative (ECTI), providing assurance that the ECTI is being implemented in a manner consistent with {NEASC} standards and policies, as cited in the letter.	Old 3.10 4.32 4.46 4.37 4.48 10.1	New 3.14 4.32 4.36  8.2,8.3 St. 9 Bolded Statement	Pages: 32, 66, 74, 134
February 11, 2015 Progress Report	1. Developing stand-alone administrative capacity, especially in the areas of fiscal Administration, budgeting, master planning, and clarifying the apportionment of authority and responsibility between Great Bay Community College and the Community College System of New Hampshire.  2. Implementing efforts to measure student success with particular attention to achieving institutional goals for retention and graduation rates.  3. Communicating to the campus community the options that are available through the Enhanced Credit Transfer Initiative and implementing additional phases of the Enhanced Credit Transfer Initiative in a manner that is consistent with our standards and policies.	Old 3.8 3.11 9.14  6.1 6.7 6.9  10.1	New 3.12 3.6 7.19  St.5 Bolded Statement 8.1, 8.6 8.8  St. 9 Bolded Statement	Pages: 31, 49-50, 53-55, 118-120, 123,126, 130, 131  Pages: 41,46, 63,84,88,90,92, 93,97,106,144, 146,148,149, 150, 152  Pages: 66, 74

## INTRODUCTION

The GBCC Self-Study process began in 2016 in anticipation of a reaccreditation team visit in fall 2017. A steering committee, which represented a cross section of the College, was named late 2015, to begin an organized approach for responding to the newly revised NEASC Standards in early spring 2016. The President named the Steering Committee Chair/Self-Study Writer, who served previously as the College's Vice President of Academic Affairs and Steering Co-Chair in the 2007 NEASC Reaccreditation. Individual Standards Co-Chairs (one from faculty and one from staff) were nominated by the President, the 2 Vice Presidents, and the Steering Committee Chair. Teams were then formed by voluntary self-selection based on expertise and interest; all College employees were encouraged to participate. Those employees who were not directly involved on a Standards team were consulted for information relative to their positions and each Standard's directives.

An All-College Blackboard site was established to act as a repository for all Self-Study content, materials, and documentation, providing the entire College with access to all work in progress at any point in the Self-Study process. Progress reports and status updates were provided at every all-College meeting since the process began; one All-College meeting, early in the process, included an exercise designed to inspire a mindset of reflection. (See [Themes Summary Report from All-College Meeting.](#))

In spring 2017, changes in leadership caused disruption to the Self-Study development and planning, and the College President requested a visit extension to March 2018. Throughout the entire process, the Steering Committee Chairs and Teams have continued to be involved in draft reviews and ongoing development of Description and Appraisal. The Standard Teams were the first to generate possible Projections based on each Standard's appraisal. At a point that the full draft was completed, the President's Cabinet conducted a thorough review of content and approval of Projections. In December 2017, after the resignation of the President and interim leadership appointments, the President's Cabinet reviewed the ambitious list of Projections and prioritized to a fewer number of manageable commitments that could be made regardless of future leadership changes. However, the Cabinet wanted to preserve the initiative and motivation of the former Projections, and, therefore, created a list of "Additional Consideration without Dates", which will be integrated into departmental planning across GBCC; some of which have already been started. This list is found in the Appendices.

The College was successful in achieving its goals for the Self-Study, to conduct a transparent, inclusive process, resulting in a candid evaluation of its strengths and challenges. Now that the Self-Study is in its final iteration, the College's focus has shifted to preparing for the Reaccreditation visit and ensuring that all supporting evidence and documentation is available for the team. At the time of this writing, the President's Cabinet is planning several activities to help the whole College Community, including students and the Advisory Board, understand how the self-study represents pride in accomplishments and dedication to continuous quality improvement.

GBCC welcomes its visiting team in March 2018 and looks forward to their and the NEASC Commission's review. The College hopes to gain valuable perspectives on its progress and potential in fulfillment of its Mission and Vision

## **Steering Committee and Standards Teams**

**Steering Committee Chair:** Diane King, Center for Teaching and Learning Coordinator

### **Standards One, Two, and Eight**

**Co-Chairs:** Bruce Baker\*, Director, Advanced Technology and Academic Center (ATAC)  
Patricia Corbett\*\*, Chair, Department of Social Sciences

**Team:** Lori Mancuso, Nursing Faculty  
Mary Churchman\*, Nursing Faculty  
Sara Tower\*\*, Advanced Manufacturing Faculty  
Margaret Kelly, Assistant Director of Financial Aid  
Debra Mattson, Director, Advanced Technology and Academic Center (ATAC)  
Catherine Ciotti, Life Sciences Faculty

### **Standards Three and Seven**

**Co-Chairs:** Kathleen Totten, Director of Community Education  
Michael Gordon, Chemistry Faculty/Program Coordinator

**Team:** Barry Spracklin, Life Sciences Faculty  
Joanne Berry, College Fiscal Officer  
Rebecca Clerkin, Library Director  
Deborah Discher, Chair, Department of Veterinary Technology  
Andrew Savage, Account Services Representative  
Deborah Wood\*\*, Human Resources Coordinator  
D. Scott Hewitt\*, Math Faculty/Program Coordinator  
Leslie Barber, Life Sciences Faculty

### **Standard Four**

**Co-Chairs:** Lisa McCurley, Interim Vice President of Academic Affairs  
Randy Bolduc, Advanced Manufacturing Program Manager

**Team:** Dulcinea Kaufman, Interim Director of Nursing  
Margaret MacGregor\*, Veterinary Technology Faculty  
Margaret Prescott, Chair, Department of Information Technologies  
Matthew James, Evening/Weekend Supervisor, ATAC  
Sandra Ho, Registrar  
Carrie Marchand, Nursing Faculty

### **Standards Five and Six**

**Co-Chairs:** Sharon Cronin, Director, Center for Academic Planning and Support (CAPS)  
Emily Hinnov, English Faculty

**Team:** Carol Despres\*, Developmental Education Services and Tutor Coordinator  
Sofia Wise\*\*, College Services Representative  
Renee Dodge\*\*, Computer Technologies Faculty/Program Coordinator  
Cindy Walton, Chair, Department of English  
Kristin Whitney, Chair, Department of Surgical Technology  
Nancy DeSotto, Nursing Faculty  
Carey Walker, Director of Admissions

**Standard Nine**

Co-Chairs: Michael Fischer, Associate Vice President of Student Life and Operations  
Michael Harrison, Information Systems Technology Faculty

Team: Kelly McDonough, Nursing Faculty  
David Wilson, Life Sciences Faculty  
Richard Walters, English Faculty/Chair, Department of Humanities  
Kim Williams, Chair, Department of Life Sciences  
Brett LeClair, Life Sciences Faculty

**Workroom Team:** Anita French, Chair, Department of Early Childhood Education  
Lee Kenyon, Technical Support Specialist  
Michael McNeil, Coordinator of Campus Technology

**Data First Forms:** Fran Chickering, Institutional Researcher

**Visit Coordination Team:** Dawn Comito, Hospitality Program Coordinator  
Joan Belladue, Assistant to the President

**Administrative Assistant Support:** Rachel Denmon, Executive Secretary, Academic Affairs



## Institutional Overview

Great Bay Community College (GBCC) is a 2-year, public, open access institution offering associate degrees and certificates and non-credit training. GBCC serves students seeking career, degree, or transfer opportunities, and non-credit training in Rockingham and Strafford Counties and beyond its catchment area. The College was initially founded in 1945 as a state trade school to provide trade and vocational training and retraining for youths and adults, particularly veterans. Recently celebrating its 70<sup>th</sup> anniversary, GBCC has evolved from a vocational school to a technical college to a comprehensive community college, reaccredited by NEASC in 2007.

In 2007, the New Hampshire legislature passed Senate Bill 82 which created the Community College System of New Hampshire (CCSNH) from what had been known as the New Hampshire Community Technical College System (NHCTCS). This legislation changed the Colleges' and the System's relationship to state government from that of a state agency to a quasi-autonomous organization. As such, the CCSNH Board of Trustees was granted independent authority for oversight and operation of the System, and the organization was no longer required to follow the many State bureaucratic rules and regulations. The authority vested in the CCSNH Board of Trustees is modeled after the University System of New Hampshire.

As one of the 7 CCSNH colleges, GBCC shares many operational functions housed and managed within the CCSNH, including legal counsel, risk management, and internal and financial auditing. These functions were formerly provided by the State of NH, but as the System is now a quasi-independent state agency, these are now overseen by the Board of Trustees. The System Office and the College Staff and Administration work collaboratively to manage finances (including budget development), purchasing, grant management, capital projects, state and federal compliance, institutional research, information technology management, human resource management, and union negotiations. Each college allocates a percentage of its tuition revenues to the System Office for these services.

In 2009, the College consolidated to the Pease International Tradeport, a redeployed Air Force base, six miles away in Portsmouth. The College had been offering three programs (Computer Technology, Information Systems Technology, and Biotechnology) on the first floor of a 4-story structure which had originally been an Air Force hospital. The entire building was renovated and expanded, and the College moved seamlessly to this new, bright, state-of-the-art facility. Since that time, the College has added an Atrium and a Student Success Center.

In 2011, GBCC took the lead role in the CCSNH's application for and subsequent management of a U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT) as a consortium of Community Colleges to receive funding that would strengthen capacity in Advanced Manufacturing education. GBCC's President served as Principal Investigator. As part of the \$20M award and a Supplementary \$8M from the NH State Legislature, GBCC was awarded funding for the Advance Composites Manufacturing Program as well as its satellite campus in Rochester NH, the Advanced Technology & Academic Center (ATAC). It was the largest single project under the statewide Advanced Manufacturing Partnership in Education initiative managed by GBCC under the federal [TAACCCT-NH Grant](#).

In 2015, working the Lumina Foundation, CCSNH introduced the [65 by25 Initiative](#), the goal of which is to ensure that 65% of New Hampshire adults have attained a postsecondary credential by 2025. Concurrently, CCSNH signed on with [Complete College America](#) (CCA). Working with CCA, GBCC has made significant changes in [Guided Pathways](#), program credits, co-remediation, career exploration, and full-time matriculation.

The 2007 reaccreditation occurred at a time that the College was stabilizing from several turnovers in leadership, including the appointment of a new president. As the College enters its next reaccreditation review, several changes in leadership have occurred, including the recent resignations of the President, who led the College for 11 years, and the Vice President of Academic Affairs, who had been in place for 4 years. Therefore, the College is currently in transition with an Interim President, an Interim Vice President of Academic Affairs, and a reestablished Interim Associate Vice President of Academic Affairs position. The organizational alignment of programs, departments, and services has also been revised several times in the last 4 years because of changes in leadership and changes in personnel due to fiscal shortfalls and 2 reductions in force.

In 2013, the CCSNH Chancellor sent a letter to the Commission on Institutions of Higher Education describing The Enhanced Credit Transfer Initiative (ECTI). The primary goals of ECTI were to create a process for common registration and allow credit and grade information to be available across the colleges including a System-wide transcript for each student. (Substantive Change Notification to NEASC dated August 13, 2013.) A preliminary attempt at a common registration process was the identification of 30 online courses open to all students across the System. While this was intended to benefit students, it didn't gain traction. The logistics of the registration process were difficult for students to navigate; students could achieve a similar benefit through the existing web-registration and transfer process. Subsequently, the CCSNH Board of Trustees authorized \$3M investment dedicated to the System Banner Revitalization (SBR) project to improve registration and transfer efficiency among the 7 colleges. The SBR unified the databases of CCSNH colleges; however, not all the goals have been accomplished and the implementation of SBR has been problematic. At GBCC, this has been particularly difficult because of the increased workload of the implementation required of an already lean staff. There is a System Advisory Council that will continue to assess the ongoing implementation of the revitalized Banner system, and continue to identify and troubleshoot difficulties that may emerge.

Since the last NEASC Accreditation, GBCC has evolved significantly. It has built a new main campus in Portsmouth and a satellite campus in Rochester. It has rebranded, increased its enrollment significantly, and developed new programs in partnership with industry and 4-year transfer institutions. New Hampshire is a unique operating landscape for most non-profits that depend on public funding. Its small tax base presents significant challenges in how the State chooses to support public education. This means that difficult choices must be made and that a lot needs to be accomplished with limited resources. During the last ten years, this reality was compounded by the reality of the Great Recession during which GBCC, like all its sister colleges and many other institutions across the higher education landscape, went through several rounds of staff reduction to balance budgets. This has been additionally impacted by the leveling off of enrollment and credits sold as more students returned to work or worked more hours.

While the College will continue to be impacted by the macro-environment, its enrollments and credits sold have stabilized and it is seeing revenue growth in non-credit, customized training, and Certificate programs. It is also focusing on expanding its Liberal Arts offerings. Its financial picture is stabilized, and it will enter 2018 with a reserve of over \$1.7 million. For the last 10 years, GBCC has been fortunate to have an innovative, dedicated, and responsive faculty, staff, and leadership team that continues to be concerned about academic integrity, quality education, and service to students and the internal and external communities. This commitment will continue to add strength and sustain this institution.

Reflection of GBCC's strengths and needs for improvement through the lens of the NEASC Standards has generated the following themes which are articulated throughout this Self-Study:

- The recent revision of the Mission and Vision has been an inclusive process, integrated into the College Community, and can be used to guide the College's priorities and strategic planning. In the past 10 years GBCC has experienced a challenge in maintaining and documenting coordinated and comprehensive strategic planning efforts. While there have been improvements in Plan development and dissemination, a more synchronized process to align System, College, and Departmental planning needs to be established before the next Strategic Plan cycle. Additionally, GBCC needs to unify data from various sources to gain a full picture of the strengths and challenges to be considered and addressed in strategic planning, as well as the development of policy and practice. While discrete pockets of data collection are used for improvement, there is no systematic mandate to use data to document educational effectiveness. CCSNH has initiated the use of Key Performance Indicators which will help measure student achievement. However, GBCC needs to establish direction for analysis and use of the resulting data.
- The quality of instruction and maintaining rigor are deeply rooted in GBCC's culture, academic policies, and practices. This has facilitated the strength of GBCC's partnerships with 4-year institutions and other external constituencies. As Distance Learning continues to grow and more courses are offered online, the ability to provide oversight to assure quality, rigor, and outcomes is essential. Though GBCC benefits from highly qualified and dedicated adjuncts, the full-time to adjunct faculty ratio remains problematic. More full-time faculty are needed to support program growth, advising, and governance, and the oversight and mentoring of adjuncts increases the workloads of Department Chairs and Program Coordinators significantly.
- Though financial challenges have caused GBCC departments to be collaborative and innovative in rethinking how work gets done, they have impacted efficiency and productivity. All Students Service areas maintain quality services to students. One challenge is that the declining high school population will require Admissions to augment recruitment efforts as much as possible with the current staffing capacity.
- ATAC has brought a new dimension to the College in manufacturing, and has serviced a community in need of workforce development. Therefore, sustainability for ATAC also must be a priority. To date, tuition and fees have not been sufficient to meet the operational needs.

The College recognizes that the completion of a successful reaccreditation review is not the end; rather, it is the continuation of building and improving its strong foundation for student success. Looking forward to a new President to continue the excellent work of the previous President and to advance the College in new directions, and recognizing the limitations of a lean staff, the President's Cabinet has separated the Self-Study's Projections into 2 prioritized lists. Both the Projections in the Narrative and the Additional Considerations Without Dates in the Appendices result from the reflection emphasized in this Self-Study and address multiple long and short-term challenges. Some result from a clear understanding of next steps, while others will require more analysis and planning to identify the desired outcomes and steps to achieve them. Therefore, it is reasonable for the President's Cabinet to take the lead in achieving the Projections. The intent of the President's Cabinet is not to assume responsibility for all the Projections; rather, as part of the planning to fulfill them, the President's Cabinet will initiate planning objectives, identify responsible parties, help to maintain momentum and develop a documentation mechanism for goal achievement. The Reaccreditation review will renew a sense of dedication and commitment to GBCC's Mission and Vision.



**STANDARD ONE: MISSION AND PURPOSES**

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

**DESCRIPTION**

Great Bay Community College’s (GBCC) [Mission, Vision and Core Values](#) are derived from its own unique character and priorities within New Hampshire’s (NH) higher education landscape, and they reflect the [Mission, Vision, and Strategic Goals](#) that the Board of Trustees (BOT) for the Community College System of New Hampshire (CCSNH) has set for the 7 colleges within the system. The Vision, Core Values and Code of Ethics are an extension of the GBCC’s Mission which help to define and enhance the Mission’s relevance within everyday planning, actions, and innovation. While the Mission does not have to be approved by the BOT, the College’s President and President’s Cabinet, along with the CCSNH Chancellor, ensure congruence with the CCSNH mission. GBCC’s Vision and Core Values largely reflect the priorities of the CCSNH. The statements also serve as both recognition and reminders of GBCC’s integral role in providing economic opportunity.

The Mission, Vision, and Core Values have been a central focus of strategic planning, with thorough examination occurring early in the process of developing GBCC’s Strategic Plans. (See [Strategic Plans](#).) The most recent (2016-20) examination was inclusive of the College Community through its “All-College” meetings and several other meetings specific to Mission revision and strategic planning, and included input and recommendations from its College Advisory Board, which is composed of business, education, and community leaders. Many felt that the [previous Mission statement](#), although relevant, was lengthy and a more broad statement could be developed, and that the Vision statement, “...to become the best community college in New England,” was a lofty goal that was difficult to achieve, measure and sustain. (See [All-College Self-Study Workshop Feedback and emails on Mission Revision and Strategic Plan](#).)

The new Vision emphasizes “student learning and support” and an “innovative spirit to be a leading academic institution in New England,” which characterizes the “can do” nature of the College. GBCC has been a leader in the CCSNH as exemplified by its role in [Dual Admission](#) initiatives with the University System of New Hampshire (USNH), the management and oversight of the U.S. Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, the construction of the [Advanced Technology and Academic Center](#) (ATAC) in Rochester, and the development of the [Advanced Composites Manufacturing Program](#). GBCC has led the way in its work with University of New Hampshire (UNH) and with Dartmouth College through National Science Foundation grants to develop opportunities for community college undergraduate research, first at GBCC, and now, working with other CCSNH colleges. GBCC has led the CCSNH in developing new transfer pathways to UNH’s College of Liberal Arts, College of Life Science and Agriculture, and College of Engineering and Physical Sciences. GBCC has been instrumental in bringing UNH and CCSNH faculty together to begin the work of curriculum alignment in STEM, Social Sciences, and the Humanities. GBCC has also developed partnerships with Exeter, Portsmouth, and Dover Adult Education Centers to help minimize cost and provide better service to students who need remedial work. GBCC has developed an energetic Advisory Board that has assisted the College in enhancing its visibility, improving its fundraising capacity, and developing several mentoring programs. GBCC has a strong student engagement and leadership development program through [Student Life](#) with opportunities such as the annual Leadership Retreat, athletic programs, and several mentorship programs run by area business executives. Finally, GBCC is the CCSNH leader in its work with business and industry, typically serving 40-50 companies and businesses annually in customized or short-term training through the [Business and Training Center](#). (See [List of BTC Company Clients](#).)

Viewed together, the Mission, Vision and Core values are concrete, realistic, and speak to the most basic and important elements of the institution. As a reflection of these statements, GBCC has prioritized educational excellence through an ongoing commitment to strengthening instruction, adopting useful instructional technologies, integrating a consistent model of academic advising, developing effective transfer agreements,

increasing secondary school partnerships, and collaborating with business and industry partners. Through the integrated work of its Governance Committees, the College has advanced priorities that promote student persistence, college completion, and successful transfer, and supported the development of programs and curricula that enable career opportunities and provide substantial benefits to the regional economy. Faculty Forum and Department Chairs are 2 committees in which ideas for new programs, interdisciplinary work, support for CCSNH initiatives, and articulation have been nurtured and developed. The Transition, Retention, Intervention, and Persistence (TRIP) Committee has done extensive work related to student success and degree completion. Finally, Student Services Directors have worked to improve the onboarding process for students.

The Mission, Vision and Core Values are published online on the [Website](#) and in the [Catalog](#), the [Student Handbook](#), and in various print materials. An attractive, professional 11"x17" poster was produced, framed and hung in classrooms and other campus locations, including the front wall of the College's lobby. This poster makes visible and prominent the statements that represent the philosophical foundation from which the College plans, sets priorities, and measures progress.

### APPRAISAL

The most recent revision of the Mission produced a more succinct statement that incorporates the distinctive dimensions of a highly functioning community college and serves as a reminder of the important work of creating learning and economic opportunities. It is more closely aligned with the CCSNH Mission "...to provide residents with affordable, accessible education and training that aligns with the needs of New Hampshire's businesses and communities, delivered through an innovative, efficient, and collaborative system of colleges." The corresponding Vision and Core Values statements strengthen the Mission as guiding principles on which decision-making can be based. Community participation in developing/updating the statement was robust, and there have been subsequent significant efforts to promote the Mission Statement, including intentional referencing of the Mission at various events.

In addition to informing Strategic Plans, the Mission, Vision, and Core Values are intended to inform the development of departmental missions, budgeting, and curriculum development. It had been GBCC's goal, as stated in the 2007 Self-Study, for both its academic and non-academic units to have their own mission statements in place by June 2009. The viability and efficacy of each department's mission were to be reviewed on a regular basis as part of program review processes. This did not materialize in an organized way. Turnover in faculty/staff, realignment of programs and departments, and an increased focus on the broader College Mission are partially responsible. However, the primary reason that the departmental missions' initiative lost momentum is that greater priority was given to other GBCC and CCSNH initiatives focused on developing services and expanding opportunities for students.

A recent survey of faculty and staff indicated that many think that the College's Mission, by itself, is adequate to guide curriculum, planning, and budgeting activities, and that individual program learning outcomes provide more measurable criteria than individual departmental mission statements. Many existing departments'/programs' mission statements are not published, and are accessed only by students enrolled in the program via Blackboard or on other programmatic materials. There is an opportunity to review a department/program mission statement as part of the External Program Review Process ([See Program Review Process](#)); however, it is neither a requirement to develop one nor review an existing one. Therefore, those departments/programs that do have mission statements in place have not been consistent in review of their missions for currency and relevancy. While department/program missions can serve as reminders and catalysts for creating direction for the important work to be done at the unit level, GBCC should decide the level of encouragement that will be dedicated towards the development of departmental mission statements.

The approval process for new programs incorporates labor market data from the local region and reflects the potential for students to transfer to other institution of higher education in the region. Proposals are reviewed by

academic and student services departments, the Curriculum Committee, system-wide by Vice Presidents of Academic Affairs from all CCSNH campuses, and the Academic and Student Affairs and Workforce Development Committee of CCSNH's BOT. Though not explicitly stated in The GBCC Curriculum Committee Handbook, all curriculum proposals are evaluated through the lens of the CCSNH and GBCC Missions, and proposals that fail to align do not receive approval.

GBCC has regularly reviewed, renewed and revised its full Mission, Vision, Core Values, and Ethics Statements as the first step in 3 strategic planning initiatives. In each case, the entire GBCC community has had a voice in the formation of new or modified statements to assure that they reflected, solidified, or revitalized the College's institutional culture. The most recent revision came at a time of fiscal challenges, and it served more as a renewal of purpose: This is why we are here; this is what we do. ([See 2015 Survey on Mission and Purpose.](#))

### PROJECTIONS

- The President and Cabinet will lead the ongoing review and assessment of how the College's Mission, Vision, and Values will remain relevant and closely tied to the priorities of CCSNH, with the next revision process concurring with strategic plan development in 2020.

Standard 1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>	Approval not required
Mission Statement published		
Document	Website location	Print Publication
GBCB Catalog	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>	GBCB Catalog
CCSNH Mission/Strategic Goals	<a href="http://www.ccsnh.edu/about-ccsnh/mission-strategic-plan">http://www.ccsnh.edu/about-ccsnh/mission-strategic-plan</a>	GBCB Catalog
Related statements		
Document	Website location	Print Publication
Vision	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>	GBCB Catalog
Core Values	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>	GBCB Catalog
Code of Ethics	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>	GBCB Catalog
Please enter any explanatory notes in the box below		



**STANDARD TWO: PLANNING AND EVALUATION****DESCRIPTION**

Long and short-term planning and evaluation involves collaboration with various groups at both the GBCC and CCSNH levels, depending upon the goal, initiative, and/or purpose. Every administrative and operational unit across the 7 colleges holds regularly scheduled meetings to work on planning and evaluation of CCSNH policies and procedures. Representatives at these meetings are responsible for getting input from relevant constituencies at their own colleges. Locally, GBCC has established a governance system that is a vehicle for planning and evaluation within and across departments.

Recognizing the importance of [Institutional Research](#) (IR) and data as integral to planning and evaluation processes, GBCC hired a part-time Institutional Researcher through a Title III Grant. When that Grant expired in April 2008, the position was made full-time position to support data collection for all initiatives. (See [IR Job Description](#).) GBCC uses Banner as its data management system. GBCC's IR and other designated users can pull data directly from Banner and from the Data Warehouse (repository of Banner data in tables) to generate both College-wide and departmental reports that guide planning, evaluation, and strategic initiatives. Departments further incorporate data collection into cyclical external program reviews, which assess individual academic programs and services. (Also referenced in Standard 8.)

**PLANNING**

GBCC planning is multi-faceted and inclusive as evidenced in its governance model. In 2015, the President charged a taskforce to review the structure of committees, councils, and forums, and to develop a revised model that was more defined in terms of planning, implementation, and communication. (See [2010, 2016, 2017 Governance Handbooks](#).) A revitalized President's Cabinet meets twice monthly for operational discussions and policy/program planning, and once per month with the President. Specific operational planning topics include: assessing the governance system, planning to support budget, culture, retention, enrollment, and potential program development. (See [President's Cabinet Meeting Minutes](#).) GBCC has an active Advisory Board, and most academic programs and several student service areas have advisory boards made up of business, industry, and transfer representatives to support planning. All academic programs and several service areas undergo cyclical external program reviews in some form, which provide input for planning and evaluation. (See [External Program Review Handbook](#).) Transfer partnerships and the recent focus on Dual Admission with the USNH have informed planning for curriculum development and student services practices.

GBCC has developed 3 Strategic Plans since 2007 that were shared with opportunities for community input. Planning has included both internal and external scans, which, though produced internally, provided a picture of the environment that informed the viability of goals and influences on organizational success. (See [Scans within the 2008-13, 2013-17 Strategic Plans, GBCC SWOT GROUP ANALYSIS -- 2015](#).) The 2008-13 Strategic Plan was successfully completed. (See [2008-13 Goals and Related Accomplishments](#).) In 2012, the standing cross-representational Strategic Planning Team developed a schedule for the development and completion of a 2013-17 Strategic Plan, including a circulation and feedback plan. (See [2013-17 Strategic Schedule](#).) The CCSNH Strategic Plan was rolled out in 2013-14 at a CCSNH Symposium; the timing of this interrupted GBCC's own 2013-17 strategic planning process, which then needed to be aligned with CCSNH priorities and strategic goals. In particular, alignment was needed for the [65 by 25 Initiative](#), and [Guided Pathways](#). (See [CCSNH Guided Pathways \(GPS\) Update](#).) The 2013-17 Strategic Plan did not gain traction; few action items had been designated. After careful consideration of changes in the economic climate and new CCSNH goals and initiatives, it was decided to begin again. Therefore, in 2015, a "Strategy Retreat" was held with senior administrators, faculty leadership, and Directors to refresh planning for the [2016-20 Strategic Plan](#), which could also integrate CCSNH goals. The new plan was shared at All-College meetings, departmental meetings, and through periodic email feedback solicitations during its evolution.

Not much formal long-term strategic planning occurred within the various operational units in anticipation of the revised 2016-20 strategic planning process. However, individual departments and programs continued to establish objectives and plans annually. In 2007, Academic Affairs had initiated a system for strategic planning called “Action Planning and Reporting,” which included departments’ and programs’ submission of their strategic plans with annual goals and action items and a reporting function at the end of each academic year. (See [Action Plan and Report Templates](#).) This process was independent of the College’s strategic planning, though programs were asked to link their goals and objectives to the College’s Strategic Plan if relevant. Though the form and substance of annual planning shifted with new academic leadership, planning activity continued in Academic Affairs. (See [Examples of Academic Affairs Annual Planning](#).) Departmental and program planning is also connected to national accreditation and program review processes, feedback from which generates action items for subsequent strategic planning. Similarly, in 2014, after organizational realignment and under new Student Services leadership, the Directors from all the Student Service areas began functioning as the principal planning and enrollment management team for Student Service areas. The group systematically looks at enrollment numbers, the onboarding process, registration policies, curriculum proposals, College Strategic Plan action items, and CCSNH initiatives and priorities. This group created its strategic plan for the 2015-16 academic year; the goals were revisited and updated in May 2016. (See [Student Affairs 2015-16 Strategic Plan](#).)

Now that GBCC has developed a more cohesive, unified 2016-20 Strategic Plan, which is linked to the CCSNH Strategic Goals and establishes objectives to which departments, programs, and governance committees can link annual action items. (See [Linked 2016-2017 Strategic Plan Annual Actions Items](#).) Starting spring 2017 and going forward, the Student Service Directors use the items assigned to them from the College’s Strategic Plan as their annual action plans; however, this does not preclude the service areas from working on additional items that best serve their individual needs. Academic Department Chairs continue to submit annual plans and reports to the Vice President of Academic Affairs (VPAA), and generated several items, some department specific and some to work on collectively, linked to the College’s Strategic Plan objectives. Career and Technical Education (CTE) program departments also engage in annual planning as part of the process to request Grant funding, including program assessment and plans to increase pathways and enhance outcomes for CTE students. (See [Perkins 2016 Disaggregated College Reports](#).)

New program development and approvals are directed by both the CCSNH and GBCC’s own local planning processes. [CCSNH Academic Policies 640.02-05](#) provide the criteria for justification of new programs, including reviews of resources needed, projected enrollments, revenue, industry need assessments, and transfer opportunities. GBCC’s curriculum approval process requires demonstrated planning and impact analysis for all curriculum changes, including cross-representational department feedback. (See [Curriculum Committee Handbook](#).)

The [Business and Training Center](#) (BTC) plans non-credit classes and courses to develop workforce capacity in support of local economic growth. These include open enrollment classes, occupational training programs, and customized corporate training at both the Portsmouth and Rochester (ATAC) campuses. Short-term occupational training classes and programs are planned and designed for on-site delivery at local businesses and industries. These programs complement the credit classes, certificates, and degrees offered at GBCC. Appropriate non-credit certificate programming is planned to be incorporated as stackable credits for prior learning awarded within the [Technical Studies Degree](#) program. The BTC’s primary partnership is with York County Community College (York, ME) to plan academic classes for the Trades Apprenticeship program at the Portsmouth Naval Ship Yard. This program has been in place since 2003.

Student Life includes the Student Government Association. Goals and objectives for Student Life are developed annually by Student Life staff in collaboration with student leaders. The Student Government Association (SGA) establishes 1 or 2 strategic annual goals which are addressed at weekly meetings. (See [SGA Agendas from 2009 to Present](#).) The Student Success Center had been a goal set by Student Life in 2009. Much of the planning and vision was the work of SGA, starting with surveys from 2010 through 2012 sent to the student body and the College at large. In 2013, a planning document in which SGA was actively involved directed the Student Success Center project.

The proposal was approved as part of the CCSNH Capital Budget Plan for 2015, at which time the standard processes for bidding, design, and building began. (See [Student Success Center Planning Document and Role of the Campus Center.](#))

Planning for GBCC's off-site campus (ATAC) began with the 2011 U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT), driven by future industry needs. GBCC worked with the NH Department of Resources and Economic Development (DRED) and Rochester Economic Development to attract 2 companies to the region. In late 2011 and early 2012, GBCC began to develop and implement a management structure and activities for the grant to ensure the promised deliverables and continued communications with the DOL. (See [Grant Application, Scope of Work, Budget and Quarterly Reports, MOUs, Lease Agreements, Meeting Minutes.](#))

Ongoing financial planning is based on revenue and expenditure projections. (Also referenced in Standard 7.) GBCC's biennial operating budget is part of the entire CCSNH budget projections submitted to the NH Legislature. Revenues are based on projected enrollments, tuition and fees, estimates of miscellaneous income, and a proposed appropriation of funds from the State of NH. GBCC adjusts its budget as necessary, based on actual revenue and expense.

Departmental operating budgets are allocated based on past expenditures, strategic planning initiatives, program growth or decline, need for services, equipment needs, projected enrollments, Program National Accreditations or GBCC's External Program Reviews, or Advisory Board recommendations. Budget requests categorize items as either necessary to maintain "Level Service/Quality" or as "Improvement" to build or improve programs or services, which are typically approved during the spring semester based on fund availability. (See [Budget Process Template.](#)) Programs that are Perkins eligible can plan for items that can be purchased through that funding source. The VPAA, eligible Department Chairs, and the Perkins Coordinator consult on requests for program enhancement equipment and professional development that can be covered through Perkins as part of the annual budget request and allocation process. (See [Perkins Reports.](#))

## EVALUATION

Recognizing the value of outside evaluators' insights and observations, GBCC revitalized the Program Review Process and re-committed to an external component as part of the process for all programs. After several years of having used a "one-size-fits-all" model, which was predominantly internal, under a Title III Grant, a new model needed to be developed which allowed for unique program circumstances, characteristics, or concerns. In 2011, Academic Affairs set up the process and a 5-year rotation schedule for of all academic programs and services that are not already reviewed via a national accreditation review process. Though not as extensive as national accreditation processes, in its current iteration, the local External Program Review process has become a fundamental internal tool for planning and improving each academic program. GBCC also made a commitment to extending this Review Process to all appropriate service areas that are not already subject to external audits. (See [the Academic Affairs External Program Review Handbook, Academic Program Review Schedule, and Completed Program Review Documentation.](#)) This model was initiated by the Library and Student Life (2012), and CAPS (2013). (See [Program Reviews for the Library and CAPS.](#))

As part of the annual evaluation process of the 2008-13 Strategic Plan, a standing Strategic Planning Team met to assess the status of yearly action items assigned to the completion of each goal. The responsible person for each action was asked to submit evidence of completion. (See [2010-11 Year End Report, 2008-13 Goals and Related Accomplishments, 2008-13 Strategic Plan.](#)) The fiscal feasibility of the action items was incorporated into the annual review and plan for the subsequent year. A similar process is being built into the 2016-20 Strategic Plan. Previous iterations of Academic Affairs' Annual Planning and Reporting included the achievement of action items or an assessment of barriers to unachieved plans, with the opportunity for revised goals, objectives, and action items.

(See the Annual Planning and Report Examples.) Progress reports and analyses remain part of the ongoing updates and discussions in the current process.

In addition to the evaluation included within strategic and annual planning processes, student input on services and programs is gathered via the Community College Survey of Student Engagement (CCSSE), which is administered every 3 years. Results are shared and inform the College Community via the Factbook, the Website, and presentations at All-College meetings, Department Chair and Director meetings. (Also referenced in Standards 5 and 8.) Various committees and departments can take on initiatives based on outcomes related to their purview. CCSSE provides important information on tutoring, Financial Aid, transfer, Library, support services for special populations, advising, study habits, and goals for attending. In 2009, a cross-representational taskforce was initially created to address the challenges that first year students face; this task force took on CCSSE data as part of its strategic planning. The expansion of this task force became the foundation of the TRIP governance committee dedicated to student retention and persistence.

Surveys assessing Student Satisfaction for the departments with special accreditations ask questions about advising, Financial Aid, registration, instruction, and support services. The results of these surveys are integrated into their accreditation reports. (See Accreditation Self-Studies for Nursing, Surgical Technology, Business Administration, Veterinary Technology.) Every year at graduation rehearsal a Graduate Survey is administered to those in attendance. Results include data on post-graduate employment status, salary information, and a list of student satisfaction items. (See 2017 Graduation Survey and Results.)

Enhanced access to CCSNH Data Warehouse reports (enrollment, credits sold, persistence, developmental course placement, graduation, class size, etc.) allows for ongoing program evaluation. The primary external evaluation tools used by academic programs to determine strengths and areas in need of improvement are National Accreditation Reviews, GBCC External Program Reviews, and input from other sources (industry, field, or discipline representatives, advisory committees, employers' surveys, etc.). GBCC's External Program Review process uses a standard template to identify the documentation and evidence that will demonstrate assurance of program quality and currency and generate important feedback. Both the national and local Program Reviews use data provided by the IR on enrollment, retention, graduation, and other program profile elements, which provide a context for evaluation. (Also referenced in Standards 4 and 8.) The External Program Review process involves putting together a short self-study via a template developed by the Academic Affairs and Academic Services teams (See External Review Templates.) Student Life designed a process and format that met its own departmental needs. Though there are some approved exceptions, each department/program puts together a review committee of related professionals external to GBCC, who are provided with the program review documentation and invited in for a one-day review. The self-study process itself serves as a reflective tool that generates questions for each program's review team. A program evaluation form is given to the external team to complete. Recommendations from the visiting teams are incorporated into each department's subsequent strategic plans and/or annual plans. Recommendations that require fiscal support can be incorporated into the annual budget request process if viable; typically, these are positions, equipment, and technology. Review findings are evaluated by the appropriate Vice President and the Department Chair/Program Coordinator or Student Service Director. Programs that have undergone or are preparing for Program Review come together for an annual meeting to debrief and gain ideas from each other's review processes and outcomes. This has also become a time to reflect on changes that could benefit the overall process as well.

All programs have or are developing Advisory Boards made up of business, industry, and educational partners, which provide evaluative perspectives to support teaching and learning, and guide programmatic planning. Consultation with career field and transfer partners, and College or Program Advisory Board members is part of the process when determining the need for curriculum revisions. Critical analysis of existing academic programs is executed by the VPAA as needed to review financial costs, student outcomes, enrollment, and completion. The VPAA collaborates with the President, Vice President of Student Affairs (VPSA), and Department Chairs to revamp/update programs to promote fiscal sustainability, student outcomes, and serve regional needs. Recent examples include the Massage

Therapy Program and the Business Administration Program. A financial review showed that the Massage Therapy Program was not fiscally sustainable, and the enrollments were below what we had seen in prior years. After an analysis of area competitive programs, the degree program was shortened to a Massage Therapy Certificate, without sacrificing the academic integrity of the curriculum; however, there remains an option for earning an Associate Degree through the [Technical Studies Program](#). Enrollments have improved to date from 9 students in fall 14 to 15 students in fall17 (Data first Form 4.3). There is continued monitoring of the program and costs. Academic Affairs, in partnership with community business leaders, worked on the revitalization of the Accounting and Business Administration Programs, initiating a substantial review of their currency and relevancy. The feedback from the planning group generated new sequence tracks within the Business Administration Program, and changes to the Accounting Program to boost transfer potential.

Just as programs look to Advisory Boards and business and industry partners for information to help prepare students for the workforce, GBCC works with 4-year institutions to forge articulation agreements for students interested in transfer. These have frequently been developed through direct faculty-to-faculty consultation and evaluation of curriculum. (See [List of Articulation Agreements](#).) The process of developing the transfer agreements provides valuable feedback to our programs on curriculum, instruction, and assessment. Nursing, Surgical Technology, and Veterinary Technology graduates take licensure exams. Pass rates provide benchmarks by which to assess program and instruction.

Course Evaluations are another means by which curriculum and teaching are evaluated. GBCC began using electronic evaluations in 2011, which caused a decline in the student response rate. Since Course Evaluations are an important evaluation tool for our academic departments and because feedback from the evaluations could be disseminated more quickly, several initiatives and measures were used to increase the response rate, but to no avail. Beginning in fall 2015, the increased response rate was prioritized over more efficient dissemination of results. All live course evaluations except nursing were once again administered in class rather than electronically, increasing response rate from approximately 30% to over 70%. Course Evaluations are reviewed by Department Chairs. While some information cannot be addressed in time for the subsequent semester, Department Chairs work with faculty on any recurring issues, and many faculty make changes themselves based on student feedback. Though there is no standard requirement for midterm course evaluations, the Center for Teaching and Learning (CTL) sends out suggestions and rationale for less formal formative assessment of both student learning and instructional effectiveness. (See [CTL's Mid Term Assessment Strategies](#).)

## APPRAISAL

### PLANNING

GBCC has been progressive in its planned expansion of its transfer pathways to Baccalaureate institutions i.e. Biology, Chemistry, Environmental Science, Engineering Science, and now expanding to Fine Arts, History, Psychology, and English. A strong emphasis on completion of the Associate Degree prior to transfer to the Baccalaureate Degree has led to planning for seamless pathways as well as reverse transfer options. GBCC was a CCSNH forerunner in the planning and implementation of Dual Admission programs with the University System of New Hampshire (USNH) and Southern New Hampshire University (SNHU). As a College on the border of Maine, pathways have also been built to the University of New England (UNE) in Biddeford, ME for over 20 programs, particularly leading to Medical Science, and Marine and Oceanography Degrees. (See [List of Articulation Agreements](#).) New Certificates have been developed to meet industry needs such as Massage Therapy, Software Development, Practical Data Science, Advanced Composites Manufacturing, Welding, Non-Destructive Testing, Computerized Numerical Control, Automotive, and most recently Motorcycle Repair in collaboration with Seacoast Harley Davidson. In fall 2015, a new Associate in Science Degree in Aviation was developed in partnership with Seacoast Helicopters. Articulation Agreements to 4-year programs are considered in the planning of new programs. Even Certificate programs can be integrated into GBCC's Technical Studies Program, which then allows for the completion of a transferable Associate Degree.



The effective relocation from Stratham, NH to the Pease Tradeport in Portsmouth, NH allowed for expanding partnerships and collaboration with the businesses located on the Tradeport, as well as in greater Portsmouth and surrounding areas. Educational partnerships have been formed with GBCC's Pease International Tradeport neighbors for both credit and non-credit programs. Business partners include Seacoast Helicopters, Willis Insurance, SIG SAUER, Lonza Biologics, Newmarket International, and PixelMEDIA. These area partners provide external representatives that serve in an advisory capacity for planning and evaluation. One excellent example is Student Life's integration of local business and industry partners in its planning and expansion of the [Student Success and Leadership Development Programming](#). The increased interaction with business and industry training has expanded the rental use of the facility for other organizations' off-site trainings and meetings, which has increased revenue for the College. As more external groups request the use of College facilities, the College has taken a few measures to coordinate and balance the needs of both internal and external constituents to maximize revenue without compromising the availability of courses and services to students. A new room reservation software was implemented that allows internal staff the ability to reserve space in real time. Policies around room changes and course cancellations to provide more predictable facilities utilization have been developed. GBCC assessed available parking in relation to hourly class roster numbers, and determined that headcount exceeded parking spaces at peak times. A subsequent change in the course scheduling model helped alleviate the parking issues and allowed students to take more classes in a given day.

The 2008-13 Strategic Plan achieved many objectives and moved the College forward in various ways, for examples, the establishment of the One-Stop and the introduction of intercollegiate athletics. (See [2008-2013 Goals and Related Accomplishments](#).) However, since 2007, GBCC has been challenged with synchronizing its institutional Strategic Plan, not only with its departmental strategic planning, but also with CCSNH Strategic Goals and Initiatives. The 2013-17 planning process faced some of the same synchronization issues as the previous Strategic Plan. Additionally, the transition in leadership at Vice-Presidential levels and financial circumstances interrupted momentum and shifted priorities. Ultimately, it became clear that hitting a reset button offered an emerging opportunity not only to align the College's Strategic Plan with the CCSNH's revitalized Mission and Strategic Goals, but to drive more connected strategic planning at the departmental and programmatic levels. (See [2016-20 Strategic Plan](#).)

As the 2016-20 Strategic Plan emerges, it shows potential for achieving similar results as the 2008 Strategic Plan with goals and objectives that are fully aligned with CCSNH Strategic Goals. The 2008-13 Plan also aligned GBCC's goals and objectives with the Projections made in its 2007 NEASC Self-Study. Although the current Strategic Plan is in its second year of implementation, there is an opportunity to infuse and align the Projections from this Self-Study. The integration of individual governance committee action items for each objective has brought more College-wide ownership of the Strategic Plan. The action items have been disbursed across the 4 years of the plan for increased manageability. Financial issues continue to be a factor, which force a balance between the aspirational aspects of strategic planning with the operational realities. A large percentage of the budget is allocated to compensation, bond debt, instructional contracts, and facilities costs, leaving little for planning improvement items. In addition to limiting strategic planning, budget limitations place significant pressure on GBCC to plan, operate, monitor, and evaluate its resources on an on-going basis. Regardless of the form planning takes, all programs, departments, services, and committees have identified some solid items to work on for the next few years.

Independent of a Strategic Plan, GBCC has been ahead of the curve in the implementation of CCSNH Initiatives. In the summer of 2016, GBCC faculty, staff, and administrators participated in a summer academy on Guided Pathways as part of Complete College America. Many of the nationally defined elements in the Guided Pathway model are not new to GBCC, such as programs outlined on a 4-semester model and an Early Alert System for academic difficulties. Additionally, planning for program and support service changes over the past 5 years have included improvements in the onboarding process, blocked scheduling, and advising practices to increase full-time course loads, which include students' taking their requisite English and Math courses in the first semester. It is a slow process, but already GBCC has experienced a 2% growth in the average credit hours for full time students and a 7% increase in average credits for part time students between spring 2016 and 2017.

The planning and development of the TAACCCT Grant was highly organized and successful, allowing GBCC to meet most of the promised deliverables. It also allowed the CCSNH to build an Advanced Manufacturing infrastructure that has mutual benefit for students and industry through the creation of new programs and curricula. GBCC's primary deliverables were the development of the Advanced Technology and Academic Center (ATAC) and creation of a demand-driven Advanced Manufacturing Certificate to support the needs of area employers within the Advanced Materials/Composites industry sector. ATAC now houses the only Advanced Composites program of its kind in New England and is focused on training composites technicians. Equipment to outfit the composites and manufacturing labs was funded by the Grant. While GBCC originally partnered with 2 companies to build a curriculum, today more than a dozen companies are working with ATAC in Advanced Manufacturing Training. (See [Chart of ATAC Company Partnerships.](#)) Some of these activities include equipment donations, working on developing or updating the curriculum, serving on program advisory boards, assisting with spec'ing out equipment, hiring students, and developing new program areas such as Non-Destructive Testing (NDT). The funding duration of the Grant was through September 2015. Beginning in August 2014 and continuing through August 2015, an administrative planning team met to develop a sustainability plan to ensure ATAC would transition from a grant-funded to a self-sustaining operation. Using a strategic planning approach, a list of actionable items and timeframes was developed. In 2017, the new ATAC Director updated the Sustainability Plan. (See [ATAC's Sustainability Plans.](#)) While some of the action items have been completed, other action items are still in process. For example, ATAC has begun to address sustainability barriers by working with local housing agencies to provide student rental agreements that coincide with the length of their programs and continues to explore housing options. A facility expansion has increased the number of classrooms and labs, which allowed for the addition of Non-Destructive Testing courses and advanced level CNC and Composites courses. The College also conducted an ATAC SNAPSHOT Survey, in which students at both campuses were asked about their knowledge of and experiences at ATAC. (See [SNAPSHOT Survey Findings.](#)) Because of these findings, ATAC improved recruiting efforts, extending into Maine and further into NH, and continues to work on scheduling so that more classes can be offered at ATAC on days, evenings, and Saturdays to accommodate student needs.

The College is acutely aware of how enrollment projections are intricately tied to both long and short-term financial planning. Annually, the VPSA and Chief Financial Officer (CFO) work together to calculate what revenue is needed to sustain operations for the next year. The VPSA is vigilant and cautious in targeting enrollment projections, given that headcount and credits sold have declined or remained flat for the past 4 years (See [Data First Forms 4.4 and 5.2](#)), and per the NH Department of Education's forecast of declining high school populations, the situation is not expected to change. As a result, budgetary considerations have become the primary driver for enrollment numbers, which generates planning and action. Long term, the College has built more short-term Certificate programming and expanded transfer degree opportunities in response to local demands. Short-term, Admissions staff and program faculty work with the high schools and industry partners to promote GBCC's offerings. Additionally, each semester, faculty contact students who have not yet registered to support retention, and staff contact student who are pulled for non-payment to support enrollment.

## EVALUATION

GBCC intentionally builds evaluation into all its strategic planning processes. The 2008-13 Strategic Plan was comprehensive with alignment to both the 2007 NEASC Self-Study projections and budget implications. When it was ascertained that an action item had been completed, the responsible person was asked to submit evidence of completion. (See [2010-11 Year End Report, 2008-13 Goals and Related Accomplishments.](#)) Progress toward meeting the goals and objectives of the 2016 -20 Plan will be evaluated by the President's Cabinet and governance committees to enhance its capacity to build community around the work of GBCC (See [Shared Governance 2017-18 Handbook.](#))

Though most programs/departments worked through the process of Annual Planning and Reporting, there has been mixed success in terms of the depth of planning, achievement, and subsequent reporting. (See [Programs' Strategic Action Plan and Reports.](#)) Because every department has different priorities, Academic Affairs needs to review the

process and assure that regardless of the format used, programs are connecting strategic and annual planning to their program review outcomes. Furthermore, the connection of departmental planning to the College's Strategic Plan needs to be clarified.

The College's recent evaluations of its shared governance resulted in changes in the structure of the model with the goal of improving communication and participation. The 2015 Governance Steering Committee researched models of shared governance at community colleges in the region and beyond, analyzed the structure of the governance system that has been in place since 2010, and developed a proposal for an updated system of shared governance. (See [Governance Proposal](#).) In the spirit of continuous improvement, this proposal included a call to review the model on an annual basis to evaluate effectiveness. Subsequently, the President's Cabinet assumed the role of the Steering Committee, and in its evaluation determined that the 2015 model did not provide for full participation, lacked clarity, and needed clear committee expectations. As a result, the 2017 model is characterized by a distribution of responsibilities and accountabilities across the College Community for planning and evaluating current policies, best practices, operational procedures, and strategic planning initiatives. (Also referenced in Standard 3.)

CCSSE results are widely shared; however, there is no formal process for the use of CCSSE results beyond this is "good to know and promote about the College." Though there have not been statistically significant scores that generated action items, there have been discussions on how students may have perceived some questions to understand some of the lower scores. For example, while not statistically significant, the score on Academic Challenge from the 2011 and 2014 CCSSE surveys concerned Department Chairs. As a result, College-wide discussions on defining rigor for GBCC and informal departmental assessment reviews occurred. (Also referenced in Standard 8.) (See [Center for Teaching and Learning Blackboard Site for Rigor Discussion Summaries](#).) Because of the 2014 CCSSE Special Focus Areas' responses, renewed emphasis was given to students' enrolling in the student success course in their first semester of college. CAPS and Advising began requesting more detailed reports from CCSSE on Support for Learners, which are looked at in conjunction with other survey results such as the Graduation Survey and departmental surveys to provide a full picture of strengths and challenges. The data influenced operating practices, such as the creation of drop in advising days, more student-facing support for the Financial Aid application process, and CAPS' modification of hours and promotion of services.

GBCC's Institutional Researcher (IR) is the only one on campus who has the expertise to produce specialized reports from the Banner Warehouse via Rapid Insight's Veera; this limits the access to and timeliness of important data. However, there are many examples of GBCC's proactive use of data. To facilitate data use, the IR sends requested weekly reports. These are used effectively to monitor progress toward enrollment goals. Enrollment and application data is reviewed by the VPSA on a weekly or daily basis and is compared to the previous year's, and shared with the Faculty and Staff via email. Admissions uses application /acceptance data to increase conversion rates and plan recruitment schedules and events. Additionally, the College has access to the CCSNH "Dashboard" on the CCSNH Intranet, which provides the breakdown of new students and returning students. This data has shown that the College's enrollment challenge is retaining students. Recently, Rapid Insight has introduced Noabo, a data dashboard that provides easy access to up-to-date data similar to what the IR currently generates. This will decrease the demand on the IR's time as more faculty and staff will be able to retrieve their own data. Training on this product has begun.

There are several examples of data use at the individual program, department, and committee levels for planning and evaluation. The Information Systems Technology (IST) Program is using enrollment data to understand why IST enrollments have declined and project reasons and possible interventions to address the low rate of high school students converting from applications to enrollment. Advanced Composites Manufacturing (ACM) collects data regularly, tracking enrollments between semesters to identify where attrition occurs. (See [ACM data spreadsheet](#).) The Transition, Retention, Intervention, Persistence Committee (TRIP), which has recently been revitalized and added more faculty presence to its already cross-representational team, has generated many initiatives based on data reports. TRIP reviewed the annual, retention-focused report from CCSSE, providing a summary of some high



impact practices GBCC currently uses and which could be added or enhanced. As a result of reviewing GBCC retention data, TRIP was instrumental in working with the Advising Center, CAPS, and faculty to identify and improve probation and suspension recovery processes. TRIP developed talking points and an advisor script checklist for faculty working with probation students, and held training sessions for use of these strategies. (See [TRIP Interventions for Probation, Probation Talking Points, Advisor Script and Checklist.](#))

There are proactive attempts to employ data in helping potential students (upon completion of application) navigate the enrollment process and stay in the pipeline to get enrolled. The Banner Coordinator provides reports on special populations for recruitment, communication, and services' improvement. Advising sends out letters to students who are interested in the Dual Admissions program with the USNH, informing them of next steps and making appointments with the Transfer Counselor. The Athletic Director receives a list of students who are interested in athletics and provides this information to the coaches, who then reach out to potential student athletes. The Veteran's Liaison receives a report of all applicants that have self-identified as veterans for early outreach. Also receiving a report is the ESOL Coordinator, which allows her to connect those students with resources and services.

Academic Programs and Services have found value in both the National Accreditation and GBCC's home-grown External Program Review processes and have made large and small programmatic improvements as a result of these reviews. (See [Program Review and Accreditation Evaluation Reports and Program Action Plans.](#)) As examples: In Veterinary Technology, the AVMA required that the Vet Tech laboratory area be separated from surgical scrub sinks. Although surgery is not performed at GBCC, the AVMA wants the students to understand that concept. The VET Program procured 2 movable room separators, which have been very beneficial in the planned use of where students perform a "sterile scrub/gown/glove" procedure. The wall separators are also useful for other purposes, such as in practical exams for students to perform hands-on tasks without being seen by other students. Early Childhood Education (ECE) placement data showed that more than half of the students enrolling in the program tested into at least one developmental area. To reinforce skills needed for the courses or assignments, ECE faculty built study skills into freshmen courses, and online tutorials were posted to all course Blackboard sites for their students to reference throughout the semester. An ECE programmatic initiative was developed to provide frequent, early feedback on assignments to help students understand how to improve their grades. Information Systems Technologies (IST) developed curriculum to reflect more current needs of the industry, and developed more active directory and security type classes. The newly developed Cyber Security Associate Degree was a long-term outcome of the IST Program Review process. CAPS made improvements in Tutor accessibility by developing an [Online Writing Center](#), in addition to more promotion of the CCSNH Smarthinking online tutoring program. CAPS' Programmatic Outcomes for services (called Desired Outcomes) were identified as too cumbersome, making effective assessment challenging. The Desired Outcomes were streamlined, and CAPS began assessing one service per year instead of trying to assess all of CAPS' services every year. (See [CAPS Desired Outcomes.](#)) Though reevaluation of the External Program Review process is due, Academic Affairs continues it with ongoing schedule revisions based on programmatic issues, new program development, and program realignments. (See [External Program Review Schedule.](#)) (Also referenced in Standards 4 and 8.) Student Services has not formalized a new schedule beyond the original plan nor fully identified which areas will undergo the local review model.

Every activity that is part of the Perkins Grant yearly proposal for CTE programs must show measurable data as both its justification for funding requests and as its outcomes evaluation. In preparation for each Perkins Annual Proposal, CTE programs complete a 1-4 scored Program Quality Rating Scale Self-Evaluation. (See [Perkins Program Quality Rating Scale.](#)) Attention is given to any scores lower than 3 or total scores under 60 (80 is a perfect score) and must be addressed in the proposal. Another data report developed by CCSNH, called the Indicator Detail Report, lists all the Special Populations by program and by college. This data is organized into 6 Post-Secondary Indicators that are used to compare and measure success. These include: Technical Skill Attainment; Credential, Certificate or Diplomas Awarded; Student Retention or Transfer; Student Placement; Nontraditional (by gender) Participation; Nontraditional Completion. (Also referenced in Standard 8.) (See [Perkins Quality Rating Summary Sheet Indicator Detail Report.](#)) The Perkins Coordinator uses this data to determine priorities for Perkins Funding in the Grant proposal. CTE Programs are actively aware of the need to maintain and build CTE Center and high school

connections as mandated for continued funding, which is critical to equipment purchases and professional development for CTE programs. Currently, programs that do not meet this criterion annually are removed from funding eligibility. In 2017, the Massage Therapy and the Medical Office Administrative Assistant programs had to be designated as ineligible.

Although GBCC has experienced some challenges in maintaining and documenting a schedule of coordinated and comprehensive strategic planning, it has, nevertheless, planned and achieved many individual and collective objectives towards program and service improvements in support of its Mission. GBCC engages in ongoing, realistic appraisal of environmental conditions that necessitate revision of the plan when necessary; however, a preset determination is needed for how the 2020 Strategic Planning will be established, with consideration given to both human and fiscal resources, measurable objectives, and documentation. While there are many examples of effective planning activities and use of data, GBCC would benefit from more cohesive and comprehensive processes to use and document outcomes.

### **PROJECTIONS**

- Academic and Student Affairs will develop, publish, and implement a College-wide multiple year predictive course schedule, taking incremental steps over the next 3 years.
- The President and Cabinet will lead the College in developing a comprehensive approach by 2019 to improve strategic planning in process, content, and accountability, and documentation of results.

Standard 2: Planning and Evaluation			
	Year approved by governing board	Effective Dates	Website location
<b>PLANNING</b>			
<b>Strategic Plans</b>			
Immediately prior Strategic Plan	2013	2013 - 2017	On bb and available upon request
Current Strategic Plan	2017	2016 - 2020	<a href="http://greatbay.edu/sites/default/files/media/StrategicPlan_Detail.pdf">http://greatbay.edu/sites/default/files/media/StrategicPlan_Detail.pdf</a>
Next Strategic Plan			
	Year completed	Effective Dates	Website location
<b>Other institution-wide plans*</b>			
Campus Development Plan	2010	2012-2019	Available upon request
Financial Plan	2018	2019-2022	Available upon request
Marketing Plan	2017	2017-2018	Available upon request
Student Services Plan	2015	2015-2016	Available upon request
GBCC Perkins Proposal	2017	2017-2018	Available upon request
GBCC Maintenance Plan	2015	2015-2016	Available upon request
ATAC Sustainability Plan	2015	2015-2019	Available upon request
CCSNH 8 Year Capital Development Plan	2011	2012-2019	<a href="http://www.ccsnh.edu/sites/default/files/content/documents/FacilitiesCommittee2-2-10.pdf">http://www.ccsnh.edu/sites/default/files/content/documents/FacilitiesCommittee2-2-10.pdf</a>
<b>Plans for major units (e.g., departments, library)*</b>			
Library	2017	2017-2020	Available upon request
Center for Academic Planning & Support	2017	2017-2020	Available upon request
Advising Center	2017	2017-2018	Available upon request
<b>EVALUATION</b>			
<b>Academic program review</b>			
Program review system (colleges and departments). System last updated:			Available upon request
Program review schedule (e.g., every 5 years)			Available upon request
Sample program review reports (name of unit or program)*			
<b>2011-2012</b>			
Early Childhood Education			Available upon request
Liberal Arts/Social Science			Available upon request
Criminal Justice			Available upon request
<b>2012-2013</b>			
Computer Technologies			Available upon request
Liberal Arts/Math			Available upon request
Information Systems Technology			Available upon request
<b>2013-2014</b>			
Liberal Arts/English			Available upon request
Liberal Arts/Biology			Available upon request
Biotechnology			Available upon request
<b>2014-2015</b>			
Liberal Arts/Environmental Sciences			Available upon request
Technical Studies			Available upon request
Liberal Arts/Teacher Prep			Available upon request
Liberal Arts/Chemistry-Physics			Available upon request
<b>2015-2016</b>			
Health Information Technologies/Med Office Admin			Available upon request
Liberal Arts/Humanities			Available upon request
Liberal Arts/Engineering			Available upon request
<b>2016-2017</b>			
Advanced Composites Manufacturing			Available upon request
Criminal Justice			Available upon request
Digital Media Technology			Available upon request
Early Childhood Education			Available upon request
Sociology			Available upon request
<b>System to review other functions and units</b>			
Program review schedule (every X years or website location of schedule)			Available upon request
Sample program review reports (name of unit or program)*			
Library - 2012			Available upon request
CAPS - 2012			Available upon request
Student Life - 2012			Available upon request
<b>Other significant institutional studies (Name and web location)*</b>			
Community College Survey of Student Engagement		2014	<a href="http://greatbay.edu/sites/default/files/media/Community%20College%20Survey%20of%20Student%20Engagement.pdf">http://greatbay.edu/sites/default/files/media/Community%20College%20Survey%20of%20Student%20Engagement.pdf</a>
College Factbooks		2015-2016	<a href="http://greatbay.edu/sites/default/files/media/Factbook.pdf">http://greatbay.edu/sites/default/files/media/Factbook.pdf</a>
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**STANDARD THREE: ORGANIZATION AND GOVERNANCE****DESCRIPTION****THE GOVERNING BOARD**

The CCSNH Governance and Shared Leadership Organizational Chart demonstrates the structural relationship between the Board of Trustees (BOT) and the Colleges. ([See CCSNH Governance and Shared Leadership Organizational Chart in CCSNH Annual Report 2016.](#)) The BOT sets [Strategic Goals](#) for the System and is the policy-authority for the colleges within the System. It is comprised of 24 voting members, who, except for the 2 student members, are appointed by the Governor of NH with the confirmation of Executive Council. By statute, [membership](#) is broadly representational of New Hampshire's business and education sectors and includes representatives from each of the state's 5 executive council districts. Ex-officio members are defined by statute and include the Chancellor, college presidents, the Governor, and other members of state government. NH Senate Bill 326, effective August 20, 2016, adds a CCSNH 'employee' member to the Community College System of NH Board of Trustees to be rotated among the colleges. The first Employee-Trustee on the CCSNH Board was nominated from GBCC, and will serve a 2-year term. Other BOT members serve renewable 4-year terms, and the student member serves a one-year term, which is also rotated among the colleges. Responsibilities and expectations of individual BOT members are clearly defined in [Section 210 of CCSNH Board of Trustee Policies](#).

[Board Policies](#) govern the broad areas of Operations/Administration; Human Resources; Finance; Academic Affairs; and Student Affairs. System Policies, which are more specific, govern Human Resources; Finance; Facilities; Academics; Student Affairs; and Risk Management. As do the other colleges, GBCC shares many operational functions housed and managed within the CCSNH, including legal counsel, risk management, and internal and financial auditing. The System Office and each of the college's staff and administration work collaboratively to manage finances (including budget development), purchasing, grant management, capital projects, state and federal compliance, institutional research, information technology management, human resource management, and union negotiations/relations. Each college allocates a percentage of its tuition revenues to the System Office for these shared services. (Also referenced in Standard 7).

The BOT has established a committee structure with defined areas of oversight and reporting responsibilities to the full Board. Recently revised, the CCSNH Board Policies (Article VI) lists the BOT committees as: Executive, Finance, Audit, Academic and Student Affairs and Workforce Development, Human Resources, Facilities and Capital Budget, Governance, Marketing, and Safety and Risk Management. The Governance Committee is responsible to find, vet, and recommend individuals who are qualified to serve on the CCSNH BOT as per [Section 210 Expectations of CCSNH BOT Members in Board By Laws](#). Board members must annually complete a Financial Interest (RSA 15-A Form), a general Conflict of Interest Statement and an Interest Questionnaire to determine committee assignments. ([See BOT Conflict of Interest Statement Form, RSA 15-A Form, and Interest Questionnaire.](#)) The Governance Committee leads a biannual BOT self-evaluation and annual Chancellor evaluation. ([See 2015 BOT Self-Evaluation Questionnaire.](#)) The Governance Committee designs the survey, analyzes and shares results with the Board and Chancellor with strategies to improve the overall effectiveness and performance of the Board. For example, as a result of past surveys, the BOT has implemented a new Board member orientation, a focus on Board development by creating a trustee resource website, and have increased the diversity on the board. The full BOT meets 6 times annually, and the subcommittees must meet at least 3 times a year. [Agendas and Minutes](#) of all meetings are published.

The BOT appoints the Chancellor to serve as the chief executive officer of the System; [Section 231 of CCSNH BOT Policies](#) delineates the job description and responsibilities. Currently, the CCSNH has no Vice Chancellor position; however, the BOT authorized the creation of 2 new positions, the Associate Vice Chancellor of Human Resources Planning and Development and the Associate Vice Chancellor of Finance and Strategic Planning. [Section 200 of the BOT Policies](#) specifies that the Chancellor has the authority to administer the legal affairs of the System and, in

conjunction with the System Leadership Team, develop policies appropriate to protect the legal interests of the CCSNH and its component institutions. The current System Leadership Team consists of the Chancellor, the Associate Vice-Chancellors, and other senior members of the Chancellor's office staff, Legal Counsel, and the 7 colleges' Presidents.

The [Operations and Administrative Sections of BOT Policy](#) outline the performance evaluation procedure for the Chancellor, Vice-Chancellors, and Presidents. Annually, the Chancellor and Vice Chancellor(s) develop management letters addressing the administrative responsibilities as detailed in their respective job descriptions. These letters include the accomplishments of the past year and strategies for the coming year that will enable the System to accomplish its Strategic Goals. The Chancellor is responsible for evaluating the Vice-Chancellors and Presidents, consistent with [Board Policy 252](#) and [Section 4.G. of the Handbook for Administrative, Managerial, Professional and Operating Support Staff Exempt from the Collective Bargaining Process](#). As part of the performance review process, the President prepares a self-assessment, or management letter, for the Chancellor's review. The Chancellor then prepares a formal evaluation of the President, currently structured around 6 separate areas as follows: Financial Stability; Enrollment Outcomes and Management; Administration and Leadership; Academic Quality and Assurance of Learning; Contributions to CCSNH Objectives; and Individual, Unique or Circumstantial Objectives. The Chancellor meets with the President to discuss performance around these objectives and set goals for the following year, and then presents a summary to the Executive Committee of the Board of Trustees. (See [Presidents' Performance Evaluation Guidelines and Template](#).)

The BOT has charged the System Leadership Team and the administration, faculty and appropriate staff of the respective colleges, and the CCSNH System Office, with policy development and implementation for Academic and Student Affairs in accordance with BOT guidelines and appropriate accrediting agency standards and recommendations. Policy development, revisions, procedures, and curriculum development processes, including timelines, are outlined throughout the [CCSNH Policy. Sections 640.01-.06 of CCSNH Academic Policies](#) show that new program development at the colleges includes some preliminary and final reviews by the CCSNH Vice Presidents of Academic Affairs, the Chancellor, and/or BOT's Academic and Student Affairs and Workforce Development Committee for final approval, in addition to the local review processes. (Also referenced in Standard 4.)

#### INTERNAL GOVERNANCE

Per [Section 250 of BOT Policies](#), the college presidents act as the chief executive officers of each college, and have the full authority and responsibility for general administration, management, and supervision of all academic, human, physical, and financial resources, operations, and activities in fulfillment of each college's mission. Each college can determine its administrative offices and functions as relevant to its mission and fiscal feasibility. Advising GBCC's President is the [College Advisory Board](#), composed of local leaders in business, industry, government, and education. The Advisory Board assists in the review of College initiatives, supports appropriate state and national legislation, and promotes the College's role in the economic and educational development of the region. (See [Advisory Board Roles and Responsibilities](#).)

The Organizational Chart (See [Organizational Chart](#).) describes the complete human resource structure and reporting functions of the College, under each senior manager. The organizational alignment of senior administrative positions and services has been revised several times in recent years because of changes in leadership, changes in personnel due to fiscal shortfalls, and to address growing needs. Ongoing reviews of the academic department structure has led to some changes in program alignment, supporting collaboration between and among some programs and more efficient oversight of others. For example, the Surgical Technology Program was aligned within the Nursing Department. The Hospitality Program and Computer Information Systems (CIS) separated from the Business Administration Department. Hospitality became a stand-alone department, and CIS was united with the Information System Technologies (IST) Program to create a new Information Technology Department. Medical Office Administrative Assistant (MOAA) and Massage Therapy (MASS) were aligned within a

newly created Allied Health Department. An Allied Health Coordinator role was developed to resuscitate MASS and MOAA, and to help bridge the gap between non-credit Allied Health programming in the BTC with similar credit programs in Academic Affairs by recruiting students for each respective program.

The organizational structure and decision-making processes of the College are integrated with the Governance Structure. The President's Cabinet provides overall leadership for the College, and Academic Department Chairs and the Directors of Student Services are representative leadership bodies on policy, planning, and implementation in their respective areas. A new governance model was piloted in January 2016; ongoing assessment of its efficacy highlighted the necessity for some changes, and in the summer of 2017, a formal review by President's Cabinet generated changes for fall 2017. Current and previous models are based on the fundamental premise that shared governance is intended to support organizational communication, inclusive consultation, and effective management of the College, and incorporate opportunities for participation from all sectors of the College. (See [2005-15 Governance Committee Handbook](#), [2016 Governance Proposal](#), [2017 Revised Governance Model](#).) The 2017 governance model makes no distinction between Governance Committees and Operational Committees and refined the communication flow, which includes a cross-governance forum, known as "Extended President's Cabinet" that meets quarterly. The model divides the committees into 3 categories that serve the College: Constituent (Focus on the interests and needs of specific populations), Standing (Focus on broad operational protocols and practices) and Associated (Focus on specific tasks). (See [2017 Revised Governance Model](#).)

All Faculty are required to fulfill non-instructional accountabilities as part of their job descriptions and the [Collective Bargaining Agreement \(CBA\)](#). Contributing to the operations of the College through governance committees is a way of fulfilling this contractual obligation. There are provisions for participation in committees and/or governance for Professional, Administrative and Technical (PAT) salaried staff in the [Staff CBA](#), as well as wording that would allow Operating/Hourly Staff to participate in governance, meetings, and other activities.

Participation and membership on governance committees is coordinated jointly through Academic Affairs and Student Affairs to ensure broad-based representation from a variety of disciplines and non-instructional areas. Governance committees may have one or more ex officio members. Every effort is made to assure that each group has an appropriately balanced membership to achieve the purpose of the committee. Academic departments are asked on which committees they would like to have their program or discipline be represented, and Academic and Student Affairs staff are assigned as their expertise is relevant to the committee or taskforce. The Business & Training Center (BTC) staff members participate in governance committees and the Staff Forum.

In the past, a few appropriate committees have had opportunities for student representation, and the 2005-15 College Coordinating Council included a student seat. The pilot 2016 governance model did not allow for student participation, but the revised 2017 model identifies the Student Government Association (SGA) as a constituent group which allows them to make policy proposals and recommendations to the President's Cabinet and provides a seat for them on the Extended President's Cabinet. The SGA represents all students in all facets of College life. The SGA includes elected Executive Officers, elected Senators, and appointed Freshman Representatives. (Also Referenced in Standard 5.) All GBCC students can participate in governance by bringing their issues, concerns, and suggestions to SGA. Independent of the formal processes, SGA holds a lunch meeting with members of the President's Cabinet each semester to ask specific questions and bring certain concerns forward.

The CCSNH Vice Presidents of Academic Affairs meet regularly to propose academic policies and procedures affecting all colleges. Locally, as the Chief Academic Officer, the VPAA is an ex officio member of the Curriculum Committee and the Distance Learning Committee, governance committees directly related to academic quality. The VPAA and the VPSA are standing members of the Transition, Retention, Intervention, Persistence Committee (TRIP). (Also referenced in Standards 2 and 8). The VPAA is the designated authority/final decision-maker in the awarding of experiential credit for courses and the Technical Specialty credits of the Technical Studies degree. The VPAA is consulted on the integration of credit and non-credit curriculum, such as the BTC's Office Administration program,



and past work with the Portsmouth Naval Shipyard to transition from the non-credit Apprenticeship Program to the Associate Degree, and is the final decision-maker on the awarding of credit in any hybrid credit/non-credit program development.

Though recent CCSNH initiatives have engaged the 7 colleges in alignments to support transfer and college completion, each college is responsible for the academic quality of its curriculum through participation of its faculty and academic administration. Programs can set course pre-requisites, program policies, appropriate Technical, Laboratory, and Clinical Standards, and the admissions requirements and suspension policies for selective programs. Faculty review students' Reasonable Accommodation Plans through Disabilities Services as they relate to their individual courses.

Each college is required by BOT policy to have one formal committee that will be responsible for the approval of new programs and the periodic review of existing programs and courses. GBCC's committee is the Curriculum Committee, which is comprised of voting faculty and non-voting academic and student support representatives who provide input to support the implementation of curriculum development and changes. (See [Curriculum Committee Process Handbook](#).) Faculty also comprise the predominant membership of the Distance Learning Committee, whose purpose is policy and best practices development in online learning. Matters of curriculum and all academic policies and procedure may come to the table at Faculty Forum, and proposals and recommendations from that group may be vetted and moved forward through the governance process. Faculty have adequate representation on the TRIP Committee, the primary purpose of which is to review, develop, and implement procedures and strategies to support student persistence and success.

In addition to their role in the formal governance structure, Academic Department Chairs work with the VPAA primarily to manage academic operations. It is a venue for them to share information and provide feedback to each other, and to generate and respond to local academic policy and curriculum proposals. The group also provides the VPAA with GBCC's perspectives and opinions to take to the CCSNH VPAA meetings on academic policies and discussions. (See [Department Chair Meeting Minutes](#).)

While individual programs and departments generate pertinent changes to their respective curriculums through the Curriculum Committee, comprehensive periodic review of programs and curriculum is done through a national accreditation or local review process. Faculty are substantively involved in both these review processes. In the case of the GBCC's External Program Review process, faculty develop questions for feedback from the review team, and then follow up with implementation of action items based on the review team's assessment and recommendations. (See [External Program Review Handbook](#).) (Also Referenced in Standards 2, 4, and 8.)

GBCC enjoys a reputation for building clear Articulation Agreements with 4-year colleges that lead to completion of both Associate and Baccalaureate degrees. Currently, there are articulations on file for 31 different majors and 17 different schools. (See [GBCC Articulation Agreements by Program and GBCC Articulation Agreements by School](#).) This list is continually growing. The College has developed 2+2 agreements with the 5 Colleges in the University System of NH. However, many of the 2+2 students end up completing in a 2+3 format. Most agreements outline the courses and credits that will transfer in completion of the first 2 years of a Baccalaureate Degree as well as General Education or Core requirements. Agreements may be initiated through many avenues: through the VPAA or the Coordinator of the Center for Teaching and Learning (CTL), or through program faculty connections and interactions with 4-year college faculty, and some are initiated by the 4-year colleges. Regardless of an agreement's starting place, faculty are always involved, working with the transferring institution to determine course alignment and to draft the course sequences to be taken at each institution. All agreements are reviewed and signed by the department chairs and administrations from both institutions. Agreements are to be reviewed and modified when either institution changes its courses or program sequence. (Also referenced in Standard 8.) Many agreements include termination clauses.



In addition to articulation agreements, the College has MOUs for all programs held at off site locations in which the contractual provisions are outlined. (See [MOUs for Aviation, Welding, Automotive, Motorcycles.](#)) The institution maintains sufficient control over the arrangements to ensure quality in the academic programs and services for students and prospective students, including the ability to modify the agreements as needed. All faculty are approved by the VPAA and overseen by a Technical Program Coordinator. (See [Technical Program's Coordinator Job Description.](#)) GBCC has begun an offsite evening Automotive Program at the Creteau Center of Spaulding High School. In fall 2016, GBCC was approached by the NH Auto Dealers Association (NHADA) with a request to develop a program in the Seacoast Region to address the hiring needs of their members. In fall 2017, a Motorcycle Maintenance and Repair Program began in partnership with Seacoast Harley Davidson Corporation in Portsmouth. The Welding Certificate Program, using the facilities in Exeter, NH at the Seacoast School of Technology (SST), has been in place since 2013. All offsite curriculum was developed by GBCC in consultation with faculty in those career training areas; all GBCC policies apply.

In fall 2015, GBCC initiated the Associate in Science in Aviation Technology Helicopter in a contractual partnership with Seacoast Helicopters, LLC. The pilot training course hours were translated into the CCSNH credit hour structure. All Aviation courses, including course content and assessments, were developed through a collaborative process between Academic Affairs and Seacoast Helicopters, and are owned by GBCC. All courses in the Aviation Program were approved by the College's Curriculum Committee in accordance with established standards and through the CCSNH program approval process. All academic policies apply to the students within the Aviation Program. GBCC described the conditions of the contract and plans for maintaining responsibility for the academic integrity of the Aviation Program in a Substantive Change Report in March 2016 prepared for and accepted by NEASC. In August 2017, GBCC determined that it was in the best interest of the institution to discontinue its partnership with Seacoast Helicopters and a teach out plan was put in place in accordance with the termination/phase-out parameters of the contractual agreement. (See [Aviation Substantive Change Report](#); see [Aviation MOU revised July 2016](#); see [Letter to Students on Program Closure and Teach Out.](#))

In 2015, the English and Math Departments outsourced the lowest level of Developmental coursework to area Adult Education Centers because of limits on lifetime financial aid awards. Because students who achieve low placement scores tend to be high risk students, the College is trying to prevent them from incurring too much debt through Financial Aid. Therefore, an MOU was developed with Exeter, Portsmouth and Dover Adult Education Centers for students to take lower level remediation courses on the GBCC campus. The MOU includes provisions for the courses to follow GBCC registration policies and deadlines and curriculum commitments to prepare students for the next level of coursework. Students have access to all GBCC support services, and can participate in Student Life activities. Students who matriculate and enroll in at least one credit-bearing course are also eligible for scholarships to help offset the cost of the Adult Education course. This contract is reviewed annually and revised as needs dictate. (See [Adult Education MOU 2015, 2017.](#))

## APPRAISAL

### THE GOVERNING BOARD

The BOT has had a significant challenge since the last NEASC evaluation, in that CCSNH has shifted from a state agency to a semi-autonomous status. In the 2012 response to GBCC's interim report, NEASC noted that although notable progress had been made in terms of this transition, there were still areas of concerns on auditing, compliance, and risk management. Since then, the necessary work to complete the transition (both in terms of developing policy and hiring appropriate personnel at the System level) is essentially complete. General Counsel, an Associate Vice Chancellor of HR Planning and Development, and an Associate Vice Chancellor for Finance and Strategic Planning have been added to the System Office. Other necessary functions have been addressed by the reassignment or merging of responsibilities to existing personnel, such as the new Financial Aid Systems and Compliance Officer.

A Vice Chancellor position, which oversaw all aspects of academic and student affairs for the CCSNH, enrollment management (including Financial Aid/scholarship functions), technology, legal and risk management functions, audit, and compliance has been vacant since mid-2014. However, the unified work of the System VPAs has continued with oversight from 2 of the college presidents, who have been effective in providing consultation and subsequent feedback from the VPAs back to the System Leadership Team (SLT). Periodically, the VPAs have met with the Presidents and the Academic and Student Affairs and Workforce Development Committee of the BOT in constructive meetings on a range of topics, including curriculum, policy, enrollment and retention, and CCSNH initiatives, such as Guided Pathways.

The BOT has maintained its promise to keep tuition affordable for New Hampshire students, though enrollments remain low and state funding remains insufficient to cover costs. In 2014, the tuition was reduced from \$210 to \$200 per credit with the goal of going to \$190 per credit. Due to persistent low enrollments and increase in faculty/staff salaries and benefits, the decision was made to increase tuition by 5% for the academic year 2017-18 (See [BOT July 18, 2017 Meeting Minutes](#).) There has been concern among faculty and staff across CCSNH regarding Board decisions that have strained limited resources and have led to critical shortages of faculty and staff due to layoffs. This has affected GBCC, as well as other colleges across the System. (Also referenced in Standard 7.)

The BOT's multi-million-dollar expenditure of scarce resources on an upgrade to the Banner system has provided little advantage to students and has produced substantial additional work for staff (particularly for Registrars). There had been a general feeling that the opinions/concerns of faculty and staff "on the ground" were either not sought or not listened to in decision-making processes. This resulted in clear improvements in setting up lines of communication between the Chancellor, the BOT, and faculty/staff via the newly established Chancellor's Faculty Academic Advisory Council (CFAAC) and the Chancellor's Staff Council for Student Success (CSCSS) on which each college has 2 representatives. In addition, a new seat on the BOT was approved for a faculty or staff member. The Faculty Council has been successful in setting up lines of communication to the Chancellor beyond the organizational hierarchy, bringing issues and campus needs to light that may not have otherwise surfaced. CFAAC has a Blackboard site in which all system faculty are enrolled, and the CFAAC minutes are posted in the CCSNH portal. However, beyond the representatives' dissemination on their home campuses, widespread use of the Blackboard sites has not been demonstrated. GBCC has not established a process for soliciting staff input to be brought to the CSCSS, nor found a way to relay information back to the GBCC staff community from CSCSS. Minutes for CSCSS are not posted.

The CCSNH has engaged in 2 comprehensive surveys to get feedback from across the System. In 2014, IDG Research Services conducted a survey of Employee Engagement to identify organizational strengths and areas for improvement. (See [Employee Engagement Survey](#).) A second similar survey through "The Chronicle's Great Colleges to Work for Program" was conducted early in 2017, which allows for comparative benchmarking among other 2-year institutions, and provided another opportunity for employees' voices to be heard. Survey results have been disseminated as of the writing of this report, highlighting both strengths and challenges. Each CCSNH college will share one of their strengths; GBCC will share its work on facilities: "Creating a Safe and Comfortable Work Space/Environment," an area that approached an honor roll score. CCSNH is encouraging all colleges to apply for an innovation grant to work on challenge areas. Early in 2017, the Audit Division of the Office of Legislative Budget Assistant (LBA) of New Hampshire conducted a performance review on the efficiency and effectiveness of CCSNH management, providing another vehicle for CCSNH employees' feedback. While the findings identify 29 needed improvements for the CCSNH, none of these findings have impacted student learning nor the student experience at GBCC. (See [LBA Audit Report](#).) In fact, the report shows that GBCC has the IPEDS retention rate of 67% for First-Time Freshman in fall12 was highest among the CCSNH colleges.

CCSNH uses an independent consulting firm, BerryDunn, to assess information security and IT reorganization. As part of that review, a satisfaction survey was sent out to all users and focus groups which included faculty, staff, and students. The survey was conducted to help the CCSNH Chancellor's Office understand the strengths, challenges,

and opportunities in the current IT environment. Results of the survey indicate that GBCC ranked highest in satisfaction and communication with campus technology. Areas in need of improvement, across CCSNH, are funding for equipment purchases and IT personnel and a System-wide committee to consolidate IT purchases. (See [BerryDunn IT Organizational Assessment](#).) A System-wide committee has been formed to address these issues, of which the GBCC IT Director is a primary member.

The BOT takes seriously its job of supporting the CCSNH and maintains a commitment to the System rather than the individual colleges. Policies and responsibilities regarding the BOT and its subcommittees have been revised substantially since 2008 due to the reclassification of CCSNH as a semi-independent agency. BOT by-laws are currently undergoing comprehensive periodic review, and have been revised 9 times since 2008. CCSNH VPAs and VPSAs, with GBCC as part of this process, play a substantial role in advocating for, reviewing, and revising System policies and practices, for example: degree requirements and credits, GPA calculations, challenges with Banner implementation, System-level review of new programs, student discipline and code of conduct. Changes to CCSNH policy can be initiated at the individual college level. Change recommendations or solutions are vetted via the appropriate CCSNH cross-representational groups, such as Vice Presidents of Academic Affairs or Student Affairs, Registrars, or Business Officers who provide the expertise and alternative perspectives for implementation. Proposals are made to the System Leadership Team, comprised of the Chancellor, college Presidents, and CCSNH administrative officers, and then submitted for approval at both the appropriate Board Subcommittees and the full Board. For example, the recent change in Degree Requirements was introduced by GBCC's VPAA. Following protocol, the proposal was submitted to the appropriate committees in the review/approval process and the degree requirement change was effective in May 2017, along with other corresponding policies. ([See CCSNH Policy Revisions 620.01, .02,.03,.04; 630.01; 640.01.](#))

#### INTERNAL GOVERNANCE

As the College has evolved and grown, its internal governance system has progressed as needed to maintain the community's sense of empowerment and vested interest in the successful outcomes and implementation of decisions. The College's administration is active on campus and provides opportunities for employees to meet individually and in open forums to discuss issues of concern and ideas for improvement. In addition to All-College meetings, open door policies, and visible presence on campus, administrators are both members and ex-officio members of several governance committees which meet regularly. (See [Governance Blackboard Site and Governance Handbooks](#).)

In 2015, the President created a cross-representational taskforce to evaluate the efficacy of the governance system. Though no formal review of the overall governance system had been done prior to 2015, individual committee relevance was regularly reviewed, with some committees having outlived their usefulness, some finding revitalization, and some being newly created. The 2015 review found that while GBCC's system was functioning effectively, a few changes would result in a better overall governance system. Therefore, in the rolled-out version of the 2016 system, the number and scope of certain committees were pared down with the intention of improving effectiveness. Major changes in the 2016 plan were a clearly charged Faculty Forum replacing an inactive Faculty Senate and a newly created Staff Forum. The Curriculum Committee has also undergone membership and process changes to bring a more substantive faculty voice, without losing the critical perspective of student service areas. Another very positive outcome of the 2015 governance review was the establishment of a dedicated governance Blackboard site with committee notes, summaries, and memberships posted. The site is accessible to all faculty and staff. Additionally, Academic Affairs sends out a Governance Digest monthly to all faculty and staff that summarizes all governance work.

The 2016 governance system was to be in a probationary phase through January 2018. In the spring and summer of 2017, the President charged the President's Cabinet with the probationary review. The Cabinet determined that the central coordinating body of the governance system (Educational Leadership Council or ELC) was not functioning

as effectively as conceived. It became apparent that it was redundant to the function of the revitalized President's Cabinet, and became an extra layer of governance which added little to no value, so it was disbanded. The Cabinet is committed to an annual review of governance process, which will include feedback from the Extended President's Cabinet.

The recently revitalized plan for President's Cabinet has been productive. The Cabinet meets bi-weekly to discuss major issues pertaining to the development, operation, and direction of the College, and monthly with the President, and makes decisions based on the overall good of the College and not anyone's individual area. The Cabinet developed a document which outlines its operating practices for accountability to the College Mission and improving organizational coherence. (See *Cabinet's Rules of Engagement*.) There have been several decisions and actions items that have come out of these meetings, for examples, recommending the dissolution of ELC and taking on the coordinating functions for governance, determining and facilitating final steps in strategic planning implementation, reviewing and refining Commencement planning, and developing guidelines for course schedule modifications to minimize the impact on students and maximize building usage. The Cabinet meetings with the President have become more efficient and thorough because major decisions are vetted thoroughly prior to the final decision of the President.

All SGA decisions are driven by students and can be documented in the SGA minutes and surveys. (See *SGA Minutes and Surveys years 2009-Present*.) SGA itself recognized the need for its own revitalization and sought to problem-solve the decline in actual SGA participation. The 2015-16 SGA began to research models that would better work for our student population, and thus, potentially increase student engagement in governance. The model the students rolled out for fall 2016 proved to be ineffective, but provided a learning opportunity for the students to assess its failure and take a different direction. The current model continues to be planned 100% by students under the guidance of SGA Advisors, starting with a review of By-Laws and the Constitution. (Also referenced in Standard 2.) (See *SGA By-Laws and Constitution*.) Independent of issues related to the SGA model, student input was substantively critical in the change from the Student Leadership Institute to the current model of Student Development Programs. (Also Referenced in Standard 8.) Students have a voice in College decisions. In 2009, SGA conducted a survey which served as the foundation of the planning document for the new Student Success Center. Furthermore, the recent change in the GBCC Security Company was largely prompted by the students' "voice," expressing a lack of confidence in GBCC's security officers through various SGA venues and surveys. Subsequently, the administration acted to address this issue. Prior to the 2017 revised governance model, students had representation on the following College's governance system committees: TRIP, Distance Learning Committee, and Diversity. The main issue with student representation on committees was that meeting times do not consistently coincide with their class schedules. Students no longer have seat on individual committees because the revised governance model now identifies SGA as a Constituent Group with a seat on the Extended President's Cabinet, and they can make direct policy recommendations and proposals to the President's Cabinet.

GBCC has been challenged in finding times that allow for community members to participate in All-College related activities and meetings. ATAC is of concern, since most activities and meetings take place in Portsmouth. The College has attempted to establish a common time in which no classes are scheduled to provide an open time for the entire community to be available. But that has proven to be difficult to implement across all course needs, and, in fact, one hour's timeframe does not accommodate Rochester travel to Portsmouth. One step that has been taken to address this is the utilization of curtailed operations on Friday afternoon timeframes between the Drop/Add period and the next Registration period, which allows for College-wide meetings/trainings. Several mandatory trainings are available online.

GBCC has been a leader in the CCSNH in the development of Articulation Agreements with 4-year institutions, including the development of Dual Admission Agreements with both UNH and SNHU. The Dual Admission Agreements were originally piloted at GBCC, working out the details of the agreements themselves and the contracts with the students. GBCC's work with other colleges and its strong curriculum has led to some "firsts" in the

development of agreements; for examples, the Business Administration Programs' Agreement with the Peter T. Paul School at UNH, and the Agreement with the University of New England (UNE), which is a pathway to a Master's Degree. GBCC's strength is in the development and delivery stages; however, there is not strong follow up in terms of agreement revisions when modifications occur. If curriculum changes occur at GBCC, there is no process requirement to update the agreement. This is an area that needs attention to support transferability for students.

Recent departmental realignments have proven to be successful for the most part; though continued monitoring will occur. The Business Department Chair had too many programs to oversee effectively, and the Business, Marketing, Management, and Accounting courses needed more dedicated focus, and the BUS/ACCT programs had higher than average attrition rates and rates of students on probation which need to be addressed. The recent removal of CIS and MOAA allowed the more dedicated focus on Business, Marketing, Management, and Accounting. There was benefit in aligning the CIS and IST programs to increase potential collaborations in developing new courses and integrated degrees, and to provide more advising capacity for both CIS and IST students. The alignment of Massage Therapy and Medical Office Administrative Assistance under an Allied Health Coordinator has provided students with career and employment-related guidance, revitalized programming, and more predictability in course scheduling.

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 by Veteran's Administration (VA) funding. As an academic institution, the College's Mission did not align with the business needs of Seacoast Helicopter. No new students will be 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.

GBCC's organizational and governance models are fundamentally sound and operational, with the capacity to revise and realign as is beneficial for the College and to meet the needs of students. Governance strives to support cross-functional perspectives, open communication, and procedural efficiency in the decision-making process. The revised governance model clearly defines and highlights the interconnection between and among committees as well as the functions of each. Recent faculty and staff surveys indicate that the governance system is the primary vehicle that people feel their voices are heard. (See Surveys for NEASC Self-Study that were sent to Faculty, Staff, and Adjunct.)

### PROJECTIONS

- The Student Government Association, under the guidance of its advisors, will begin the research for and development of a long-term SGA sustainability model to be operational by fall 2018. The research will include a qualitative assessment of GBCC's previous SGA years to ascertain the factors that contributed to their relative success.
- Academic Affairs will continue to review department structure for more effective realignments and programmatic development in conjunction with the ongoing Guided Pathways work by 2020.

Standard 3: Organization and Governance (Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.	
Name of the sponsoring entity	Community College System of New Hampshire
Website location of documentation of relationship	<a href="http://www.ccsnh.edu/about-ccsnh">http://www.ccsnh.edu/about-ccsnh</a>
<b>Governing Board</b>	<b>Website location</b>
By-laws	<a href="http://www.ccsnh.edu/sites/default/files/content/documents/Board%20Policy-%20100%20Bylaws-%2012%2003%2015.pdf">http://www.ccsnh.edu/sites/default/files/content/documents/Board%20Policy-%20100%20Bylaws-%2012%2003%2015.pdf</a>
Board members' names and affiliations	<a href="http://www.ccsnh.edu/about-ccsnh/board-trustees">http://www.ccsnh.edu/about-ccsnh/board-trustees</a>
Board committees *	<b>Website location or document name for meeting minutes</b>
Academic and Student Affairs	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Audit	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Executive	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Facilities and Capital Budget	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Finance	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Governance	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Human Resources	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Marketing	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Personnel	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Safety & Risk Management	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Strategic & Academic Planning	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
Workforce Development	<a href="http://www.ccsnh.edu/board-trustees/meetings-and-minutes">http://www.ccsnh.edu/board-trustees/meetings-and-minutes</a>
<b>Major institutional faculty committees or governance</b>	<b>Website location or document name for meeting minutes</b>
Faculty Forum	in Blackboard - Great Bay Governance System organization
<b>Major institutional student committees or governance</b>	<b>Website location or document name for meeting minutes</b>
Student Government Association	in SGA blackboard site & on SGA bulletin board
<b>Other major institutional committees or governance</b>	<b>Website location or document name for meeting minutes</b>
Academic Department Chairs	in Blackboard - Great Bay Governance System organization
College Advisory Board	in Blackboard - Great Bay Governance System organization
Curriculum Committee	in Blackboard - Great Bay Governance System organization
Directors of Student Services	in Blackboard - Great Bay Governance System organization
Distance Learning Committee	in Blackboard - Great Bay Governance System organization
Educational Leadership Council	in Blackboard - Great Bay Governance System organization
President's Cabinet	in Blackboard - Great Bay Governance System organization
Staff Forum	in Blackboard - Great Bay Governance System organization
TRIP (Transition-Retention-Integration-Persistence)	in Blackboard - Great Bay Governance System organization
Please enter any explanatory notes in the box below	



**Standard 3: Organization and Governance  
(Locations and Modalities)**

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

<i>(Insert additional rows as appropriate.)</i>		<b>Enrollment*</b>			
	<b>Location (City, State/Country)</b>	<b>Date Initiated</b>	<b>2 years prior</b>	<b>1 year prior</b>	<b>Current year**</b>
			<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
U	Main campus	Portsmouth, NH/Rockingham	4338*	4324*	4444*
U	Other principal campuses	Rochester, NH/Strafford			
U	Branch campuses (US)				
U	Other instructional locations (US)				
	Portsmouth Naval Shipyard	Portsmouth, NH/Rockingham	0	0	0
	Richard Createau Regional Technical Ctr	Rochester, NH/Strafford	0	0	0
	Sanborn Regional HS	Kingston, NH/Rockingham	0	0	0
	Seacoast Helicopter School	Portsmouth, NH/Rockingham		9	13
	Seacoast School of Technology	Exeter, NH/Rockingham	33	28	28
	Timberlane Regional HS	Plaistow, NH/Rockingham	0	0	0
U	Branch campuses (overseas)				
U	Other instructional locations (overseas)				

**Educational modalities**

		<b>Enrollment*</b>			
	<b>Number of programs</b>	<b>Date First Initiated</b>	<b>2 years prior</b>	<b>1 year prior</b>	<b>Current year</b>
			<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
	Distance Learning Programs				
	Programs 50-99% on-line	As of 2016-2017 year: 24	559	643	738
	Programs 100% on-line				
U	Correspondence Education				
	Low-Residency Programs				
	Competency-based Programs				
	Dual Enrollment Programs				
	Contractual Arrangements involving the award of credit				

\*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

\* The enrollment number for the main campus is an unduplicated count of all students in all programs - including at Rochester and the other instructional locations.

\*\*2018 Spring enrollments are not finalized so unduplicated enrollment cannot be determined for 2017-2018.





**STANDARD FOUR: THE ACADEMIC PROGRAM****DESCRIPTION**

## THE ACADEMIC PROGRAM

GBCC offers 26 Associate Degrees and 24 Certificates in accordance with its [Mission, Vision, and Core Values](#). The Associate in Arts Programs include a general Liberal Arts and Science Degree, and several Concentration Pathways within the AA Degree are being converted to either AA or AS Degrees. The Associate in Science programs are designed as direct career entry degrees; however, all have associated transfer options. [CCSNH Academic Policy Section 640.02](#) requires an assessment of not only potential career opportunities, but also potential transfer information for all new program development. It is GBCC's practice to build articulation agreements as part of new program development. (See [Academic Program/Degree/Agreement Chart](#).) All of the [Degree Programs](#) and [Certificate Programs](#) can be found on the Website as well as in the [Catalog](#). Data First Form 4.3 shows respective student enrollments in each program.

Approval processes for all new degree and certificate programs require that adequate examination and projections of program potential are completed before approval at both the CCSNH level and the local level. From new program development to minor curriculum changes, the Curriculum Committee Handbook outlines both CCSNH and GBCC steps to be followed. Course changes require review of the Master Syllabus to assure the preservation of academic rigor and integrity, and that the changes are supportive of student learning and transferability. The GBCC Curriculum Committee review requires consultation with several College departments to assure that all aspects of design and implementation have been considered in the development process. The CCSNH forms include fiscal projections of costs and revenue. The GBCC process includes listing resources needed, such as faculty, Library holdings, equipment, and associated costs. (See [CCSNH Academic Policy Section 640](#) and [GBCC Curriculum Committee Handbook](#).) Before substantial work is done to develop a new program at the individual college level, [Section 640.02 of CCSNH Academic Policy](#) requires that the other colleges, via the Presidents and Vice-Presidents of Academic Affairs, be notified of the intended development, with documentation of its need, anticipated enrollment, and costs. Through this process and subsequent potential collaboration efforts, the CCSNH can more efficiently support the academic programs available throughout the state.

[Section 640.01 of CCSNH Academic Policy](#) establishes that before eliminating a program, a review must be conducted to determine whether the program remains financially viable and meets a market need for New Hampshire citizens. Remediation plans may be developed to attempt to bolster a struggling program. Strong consideration is given to the impact on the local and state economy. If a program is eliminated, a close out plan and timeline is established to ensure that current students can complete the program. Every effort is made to retain the faculty of closed programs. Faculty and students have adequate notice of program relocations and closures.

All certificate and degree programs have a minimum admission requirement of a high school diploma, GED, or HiSET. Admissions' policies for selective programs are designed to assure accepted students have the best chance for ongoing achievement of the programs' outcomes. GBCC uses ACCUPLACER, a College Board Assessment tool, to place new students into appropriate levels of Math, English, Reading, and Computer courses. (See [Admissions Requirements Matrix](#).) All matriculated new students in a degree program must either take ACCUPLACER testing to determine appropriate course selection or have transferable Math and/or English courses from other accredited institutions. Also matriculated students who have taken the SAT exam and received minimum score of 550 on the Math, Reading, and/or Writing sections may waive ACCUPLACER testing. Appropriate ACCUPLACER scores are determined by the Department Chair in consultation with the CAPS Director. There is Developmental course work and alternative options for students who need skill building, such as computerized tutorials and/or tutoring. Some

courses in the sciences and career and technical programs have English and Math Placement prerequisites to assure students have the foundational skills to be successful in the courses. Veterinary Technology and Surgical Technology require students to place into college-level courses before they can officially begin their programs. The Nursing Program requires the ATI-TEAS exam to establish potential for success in a Nursing curriculum. Certificate Programs emphasize specific skills and outcomes required for employment or for career advancement; they do not have specific General Education requirements, except as required to meet stated program competencies. However, some Certificates can require placement in college-level Reading, Writing, Math, and Computers as pre-requisites to courses in the program.

#### ASSURING ACADEMIC QUALITY

As shown in the College Organizational Chart, all faculty report to the VPAA regardless of campus, schedule, or delivery format. Most Department Chairs and Program Coordinators are teaching faculty who have the responsibility of academic oversight and integrity of their programs, including the content, assessment, and delivery of courses, evaluation of faculty, review of syllabi, student evaluations, classroom observations, and annual performance reviews. Uniform academic standards are maintained through Master Syllabi, determining the sequence of topics/content, textbook, and required assessment measures for each course that cannot be modified by the instructor, and must be approved by the Curriculum Committee. (See [Master Syllabi Template](#).) Master Syllabi are the documents sent to 4-year institutions for transfer credit review and provided to faculty teaching the course. Faculty are also provided with a template that indicates required syllabus information on College and Departmental policies and serves a reminder to faculty of the individual policies they need to make clear to students, such as their own attendance policies or late work acceptance policies. It is from these 2 documents that faculty develop their individual course syllabi. Courses are reviewed and updated periodically to reflect changes in the field, transfer requirements, and industry standards. Major changes to the Master Syllabi must be approved through Curriculum Committee. Each academic program maintains control of its credit-bearing courses, including those offered for dual high school/college credit in the [Running Start](#) (GBCC courses taught by appropriately credentialed and approved high school faculty at the high schools) and the [eStart](#) programs (eStart online courses are taught by GBCC faculty through the Virtual Learning Academy). (See [Running Start Handbook and Approval Process](#).)

Academic Department Chairs come together collectively as a Governance Committee chaired by the VPAA to discuss, review, and initiate policies and procedures for the development, implementation, and evaluation of all academic activity at the College. There is substantive faculty representation on all governance committees, especially those whose work has direct academic implications. The governance system includes the channels to consult, communicate, and seek feedback from stakeholders when making decisions that impact academic quality.

GBCC recognizes that a regular schedule of External Program Review is critical to assure program quality and currency, to assure that the program outcomes meet the labor market needs, and support transfer to 4-year institutions. Both the National Reaccreditation reviews for accredited programs and GBCC's own internally created 5-year review cycle process include evaluation of curriculum and assessment measures, as well as the equipment and facilities used by the program. Faculty contribute to these self-studies, which give context to the curriculum items of specific importance. These evaluations provide valuable feedback on program and course outcomes as well as the assessments used to measure them. (See [External Program Review Handbook and Samples of Self-Study Reports and National Accreditation Reports](#).) Departments and programs are supposed to have Advisory Boards made up of career and transfer partners that meet at least once annually to apprise their members of program and curriculum modifications, to forecast future programmatic needs, and to get feedback on current program design and course content. Program Advisory Board members may be contacted independently of the annual meetings on proposed curriculum changes and development.

Programs with Clinical, Practicum, Internship and Service Learning projects receive external performance feedback on their students that informs curriculum. All require a documented number of hours and functions on-site,

assessment at the site based on rubrics created by College faculty, and, depending on the program, portfolios or other reflection assignments on the learning experience and skills developed. GBCC's Nursing, Surgical Technology, and Veterinary Technology Programs all use outside sites for clinical courses. Memoranda of Understanding (MOU) are developed for each site and renewed each academic year. Massage Therapy has an on-site clinic; however, students can find their own clinical sites. These external sites are evaluated, and MOUs that include oversight expectations are developed once the site is approved. (See [Clinical Site MOU Examples](#).) All courses have established Learning Outcome Objectives and standard criteria for assessment: documented number of hours at the Internship site, periodic evaluation based on program-developed rubrics by both the site coordinators and GBCC faculty, and portfolio and reflective assignments. (See [Examples: Information System Technology Manual and Hospitality Internship Objectives and Assessment](#).)

In addition to annual program/department level service budget requests, programs can use the many external review sources to identify and justify needed program improvement resources, which then are incorporated into the GBCC Budget Request processes. (See [GBCC Budget Request Template](#).) Requests are funded as fiscally possible. The VPAA and the Perkins Grant Coordinator review the Budget Requests for items that can be supported by Perkins funding, which includes faculty professional development, some relevant support staff, and program equipment.

Since 2007, GBCC has undertaken several program and/or location expansions which have required Substantive Change reports to NEASC and other agencies, including reports to the VA for the Aviation Program and the State of Maine Department of Education to offer a degree at the Portsmouth Naval Shipyard in Maine. (See [Substantive Change Reports to NEASC, the Veterans' Administration, and the State of Maine Request to Offer a Degree in State](#).) In keeping with the Commission's policies and procedures, GBCC submitted the requisite Substantive Change proposals and notifications and, subsequently, received approval to implement instruction at additional locations. All changes were developed in accordance with NEASC policies and practices. An MOU is/was developed for each offsite location to confirm each party's responsibilities. (Also referenced in Standard 3.) (See [Contracts with Seacoast Helicopters, Seacoast School of Technology, Creteau Center, Portsmouth Naval Shipyard, Seacoast Harley-Davidson](#).) Students enrolling at additional locations follow the same registration and enrollment policies as at the main campus.

The College was approved to offer programs online via a NEASC Substantive Change Distance Learning Report in 2012. Courses offered online follow [CCSNH Policies for Online Course Delivery](#). [Faculty Resources and Policies](#) are also accessible for online delivery. All programs and courses offered at additional locations and online adhere to the same College policies, guidelines, and expectations. The Department Chairs and Program Coordinators hire and assign instructors. Courses that are taught on both the main campus in Portsmouth and at the offsite locations follow the same Master Syllabi. Some approved changes necessarily occur for online delivery and for some locations; however, all online and offsite courses must achieve the same course outcomes as their face-to face counterparts on campus. If an offsite location cannot accommodate a program requirement such as a science lab, advanced notifications of alternative options are provided to the students.

The Advanced Technology Center (ATAC) in Rochester had been fortunate in having several lines of funding and federal and state allocations that have supported the planning, development and implementation of a program in Advanced Composites Manufacturing (ACM) as well as funding the facilities, hiring and training of faculty and staff, building a lab, and purchasing the equipment and supplies. Partnerships with local companies assure ongoing feedback on the academic quality of the curriculum and instruction, as well as directed workshops to provide a highly technical faculty with pedagogical development. ATAC is working on sustainability now that grant funding has ended.

The Aviation Technology Helicopter Program curriculum meets FAA standards, and instruction is provided by FAA-certified flight and ground instructors in primary, instrument, commercial and instructor ratings. Automotive Technology is taught by ASE certified instructors who were recommended by the American Auto Dealers Association

as being strong in their area of instruction, then interviewed and hired by GBCC. Motorcycle Maintenance and Repair courses are taught by technicians currently working at Seacoast Harley Davidson as certified Harley Mechanics. Welding classes are taught by instructors who have industry experience and hold a variety of Welding Certifications. Non-Destructive Testing Methods are taught by ASNT Level 3 certified instructors, who are also working in the field. Equipment in the offsite programs is consistent with what is found in their respective industries today. The lease agreements or MOUs outline the terms for access, equipment use, fees, maintenance, and insurance considerations. (Also referenced in Standard 3.) [\(See Off-Site Programs' MOUs and Lease Agreements.\)](#)

#### UNDERGRADUATE DEGREE PROGRAMS

In 2017, the CCSNH changed its degree requirements to a minimum of 60 credits from 64 to boost 2-year program completion as part of the Guided Pathways Initiative. [Section 620.02-A-D of CCSNH Academic Policies](#) provides the recent changes of distribution requirements for all degrees, which are also published in the [Catalog](#) and reflected in [each program's description on the College Website](#). All program course development, sequences, assessments, and curriculum content are supported by field/discipline research and consultation with business and industry representatives and transfer partners. Course levels and prerequisite requirements, which are established and overseen by the individual academic departments, assure the progression of learning. All programs of study are designed to encompass a sequence of major course requirements progressing from introductory to advanced levels.

Per the new Associate Degree requirements, students are required to complete at least one 3-4 credit college level English Composition course and one 3-4 credit Math course. In some programs, other English or Math courses are prescribed to support each degree's skill and outcomes development. In some cases, the second course is an elective. Associate in Arts programs at GBCC usually require the second English course to be ENGL214 Creative Non-Fiction because this course is the equivalent of a transferable advanced composition course and it fulfills standards for an additional writing intensive course required in most Baccalaureate Degrees.

The [Catalog](#) and each program's individual information page on the [Website](#) include the following: Program Outcomes, Program Requirements: Admission Requirements, Health Standards (where applicable), Technical Standards, and course sequencing. [\(See Program Information on the Website for both Degree Programs and Certificate Programs.\)](#) Students can download [Advising Worksheets](#) from the Website to work in concert with the [Advising Center](#) and [Faculty Advisors](#) to plan program progression and completion. The College has adopted a set of attributes, forming a core of student learning outcomes ([Core Attributes](#)) for every academic program. Through the integration of the Core Attributes within specific course frameworks, it is intended that students acquire the broad-based knowledge and skills to become life-long learners as they pursue further education or a profession. These can also be found in the [Catalog](#).

The College has been integrating components of the CCSNH's Guided Pathways Initiative to increase college completion, including Program Mapping by Semester. Prior to this Initiative, most programs had already been presented in semester sequence to indicate recommended and required progression toward degree completion. Course Descriptions can be found in the [Catalog](#) and in each [program of study's outline on the Website](#) by clicking on the name of the course. Career Program coursework is organized with increasing complexity, beginning with fundamental concepts and moving to applications of theories, so the student can integrate knowledge and skills into the workplace successfully. Associate in Arts Degrees and courses that fulfill General Education requirements incorporate appropriate prerequisites to assure that students have the academic foundation to be successful in upper level courses.

All programs are planned to comprise a comprehensive schedule of coursework in which students develop and apply critical and analytical thinking. Students develop writing skills, learn how to research, interpret information, solve problems, and synthesize information. Hands on instructional strategies are incorporated into the classes, laboratories, and clinical settings; these provide opportunity for ongoing feedback to improve student achievement.

Multiple methods of evaluation such as tests, essay exams, presentations, research projects, reflection assignments, essays, and performance assessments relevant to the field or discipline allow students to demonstrate learning outcomes specific to the course material. (See [Examples of Master Syllabi and individual course syllabi.](#))

Several programs require a college success course, known as FYE or “First Year Experience.” Programs can currently choose to require a 1 or 3 credit format, or they can elect to have a program specific success course, all of which are aimed at clarifying career goals, transitioning and adjusting to college level expectations, and developing the learning strategies that support success in college and in the workplace. Programs can elect to not have this course be part of their program of study; some embed the FYE objectives into gateway courses. The courses that are designated for students in specific programs place more emphasis on discipline and career specific skills. They provide orientation to the career and transfer options available, and are designed to connect students early on with faculty, advisors, and peers in the major. (See [FYE Master Syllabi.](#)) As part of the *Purpose First* component of the Guided Pathways Initiative, an Ethnography course, which includes a career exploration aspects, has recently been developed to be a Social Science elective for Liberal Arts majors, which will replace the required FYE course. The components of the Ethnography course include, either explicitly or implicitly, the objectives of the FYE course.

Many courses, particularly those in Liberal Arts and Science, require research which synthesizes several competencies, especially Information Literacy. There is dedicated support for students to acquire research skills, both inside and outside the classroom. The Center for Academic Planning and Support (CAPS) has partnered with the Library to offer several open [workshops on Research and Writing](#). The CTL has developed workshops and handouts on Documenting Sources. A faculty member can request an in-class workshop or access the materials through their accompanying course Blackboard site to deliver the workshop or handouts themselves. (See [Study Skills Resources uploaded into all courses’ Blackboard sites.](#)) The [Library](#) provides physical and online resources and instruction to support the integration of research and critical evaluation of sources, and has handouts on citing sources in MLA, APA and Chicago Styles. The FYE and Ethnography courses include a learning objective on Information Literacy. Beyond the FYE courses, many other classes bring students down to the Library for an overview of resources for their research assignments. Requested instruction for English, Psychology, and some other disciplines tend to cover higher level research skills. The Library Director provides Reference Email support and one on one consultations with students, independent of class visits. The numbers in several session categories have increased over the past couple of years, and it is expected that numbers will increase again this year. (See [Library Reference/Training Stats.](#))

## GENERAL EDUCATION

Per [CCSNH policy 620.02](#), new degree requirements include a minimum of 20 General Education credits for both Associate in Science and Arts Degrees. CCSNH policies and the College Catalog provide a listing of the disciplines that define the areas of General Education; a [Liberal Arts Elective List](#) on the Website makes the information easily accessible to students. Individual Programs may prescribe certain courses in fulfillment of the General Education requirements. Certificate programs are not required to have a General Education Distribution; however, some do. Many Certificate programs were developed as specializations within degree programs, which allows students to graduate with multiple credentials. An example is the Computer Technologies Degree, which allows students to accrue additional credits toward certificates in Linux, Programming, and Software Development.

The General Education requirements are designed to provide a more interdisciplinary knowledge and expose students to deeper perspectives of the world in which we live, while at the same time preparing them for the specific profession that they have chosen to pursue. Many of the soft skills that employers seek are at the core of the General Education requirements, such as communication and written skills, problem-solving, analytical thinking, and scientific inquiry. Courses offered in fulfillment of General Education Requirements all contain appropriate assessments to assure students achieve the learning objectives of the courses.



## THE MAJOR OR CONCENTRATION

All Associate in Science Degree programs now include at least 30 credits in major field courses that are sequenced to require increasing integration of knowledge and skills as evidenced to students by the inclusion of course prerequisites and co-requisites into course descriptions. Specific to sequential progression, approval of new programs, program changes, and course development through Curriculum Committee include a listing of co- and pre-requisite courses (where appropriate) which ensure students have the knowledge and experience that is necessary to be successful in subsequent courses. (See [Master Syllabus Template](#).) Major program and course development is typically the result of recommendations from external sources, and administrative and faculty research on and knowledge of needed expansions, upgrades, or changes. Examples of external sources include Program/Major Advisory Boards, feedback from industry partners and clinical and practicum sites, analysis of National Licensure scores and pass rates, and transfer equivalency alignment with 4-year institutions.

## INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

All Programs adhere to standards of rigor and quality. CCSNH Academic Policies (See [Section 650.02-650.10](#)) and GBCC College policies (Outlined under [Academic Policies in the College Catalog](#)) for the award of credit and grading standards are applied in all cases. Per [Section 620.03](#), the Residency Requirement dictates that students must earn at least 16 credits in coursework offered by and under the direct control of the college awarding the degree with at least 8 of those credits earned in advanced-level courses in the student's major. A proportional number must be earned for Certificates. [Financial Aid Policies](#) are administered according to federal regulations and measured by qualitative and quantitative standards. General Academic Progress requirements are clearly outlined in the [College Catalog](#). Some programs, i.e. Nursing, Surgical Technology, Veterinary Technology, and Massage Therapy, have individual policies for Suspension, Dismissal, and Re-admission which are aligned with the standards in the field for academic progress and their specialized accreditations. These are in the College Catalog and can be found under their individual [Degree Requirements](#) on the Website. Some departments maintain individual program policies; for example, the English Department has a policy that students must pass the research paper assignment to pass College Composition I. Another example is that Nursing, Surgical Technology, Veterinary Technology, and Massage Therapy require a minimum grade in core and science courses for program continuation. Individual program policies supersede general policies. Each program determines its own transfer currency policy per standards in the field or discipline. All programs require a minimum cumulative grade point average (CGPA) of 2.0 to graduate, and all credit courses taken at GBCC are used to calculate the CGPA.

GBCC aligns with federal credit hour guidelines in setting credit awards for classes. One credit hour equals one hour of work per week over a 15-16 week semester; that work may take the form of classroom instruction and/or lab work, clinical, internship or co-op experiences. The [Assignment of Credit](#) is outlined in the Catalog under General Degree Information. One instructional hour is equal to 50 minutes of classroom/direct faculty instruction or laboratory/studio, or 60 minutes of clinical, practicum or fieldwork, internship or co-op. The [Course Descriptions section](#) of the Catalog and all Master Syllabi include the course hour/credit breakdown of lecture to lab/clinical/Practicum/Internship. This information is also available to the students in each course syllabus and in the curriculum requirements of each specific degree program page on the [Website](#). GBCC offers different parts of term for some appropriate courses, whose objectives can be reasonably completed in abbreviated or concentrated time frames. The specific ratio for contact hours per credit is the same. Programs have the responsibility to determine if a concentrated time frame will compromise the delivery of the course and the achievement of objectives, including allowing the students the time to adequately process course content and acquire and practice skills in the course. Academic Affairs expects the standard formula of 2-3 hours of outside work for every class hour per week. Individual instructors often apprise students of this when establishing course expectations and requirements; some include statements of this nature in their syllabi. Admissions' "Info Sessions" and one on one appointments include the expectation of approximately 2 hours of outside work for every hour in the classroom.

Also as part of students' initial advising sessions, they are routinely told to expect 2-3 hours of work outside of the classroom for each class hour; this is especially emphasized when discussing the number of credits to take, alternate course delivery formats, and other obligations such as jobs and families. College Success (FYE) classes all include time management as part of course content, which includes this ratio for students planning purposes.

All instructional assignments are overseen by the Department Chairs and Program Coordinators and approved by the VPAA, and follow CCSNH standards for the level of faculty credentials required, which are aligned with NEASC C.I.H.E. standards. (See [690.02 for CCSNH Faculty Qualifications](#) and [CCSNH Defined List of Program Areas](#).) Full-time faculty job descriptions and qualifications are established within the classification system of the NH Division of Personnel. The CCSNH and the Division of Personnel have established 4 levels of faculty appointment as well as the steps and increased accountabilities and credentials for promotion. Accountabilities and qualifications are established for each level within each of 3 areas: (1) General Education/Certain Allied Health/Non-Technical; (2) Professional Technical; and (3) Occupational Technical. (See [Division of Personnel Classification System for Faculty](#).) Qualifications are delineated for part-time and Running Start faculty. GBCC adheres to these policies to assure that faculty are qualified and prepared to teach the courses they are assigned in each program. Some programs (Computer Information Systems, Information System Technology, Business Administration, for examples) also consider faculty's additional industry certifications in developing, offering, and assigning courses. Nursing requires an additional layer of Board of Nursing approval for the Chair, full-time, and adjunct faculty. (See [CCSNH Academic policy 690.01-690.04](#).)

Authority, policy, and provisions exist for course credits to be completed in [Section 650.01- 650.10 of CCSNH Academic Policy](#). Credit at GBCC is awarded according to NEASC policy and outlined according to the formula found in the [Catalog](#). Students can be awarded Transfer Credit for equivalent courses from other accredited colleges with a grade of C or higher in fulfillment of degree requirements with appropriate documentation from the institutions attended. Acceptance of transfer is determined by GBCC's faculty when courses are equivalent in content to program offerings. Transfer Credit grades are not calculated into the students' CGPA, but considered as having fulfilled the degree requirements.

Transfer Credit between and among the CCSNH colleges has been a recent focus to broaden the range of courses to which students would have access. One of the first initiatives was to identify approximately 25 courses available across the CCSNH that are designated as "Easy Transfer" courses and do not require extensive evaluation for transfer, though a grade of "C" or higher is still required. (See [Easy Transfer CCSNH Course Equivalencies](#).) In August 2013, the CCSNH submitted an informative letter to NEASC which was notification of a second step to support common registration and seamless credit transfer across the 7 colleges. The focus of this Enhanced Credit Transfer Initiative (ECTI) was on improving the course credit transfer process for students across the CCSNH. This includes registering, transferring and recording credits, including grades on transcripts. To accomplish this, the CCSNH contracted with Ellucian (the parent company of Banner) to integrate the Banner databases across all 7 campuses to create a central shared database. What was originally referred to as the Enhanced Credit Transfer Initiative is now referred to as the Student Banner Revitalization (SBR). All students would still need to complete at least 25% of their program, including advanced work in their major or concentration, at their home CCSNH college.

Credit for Prior Learning or Experiential Learning is offered as an opportunity to demonstrate knowledge equivalent to college-level learning gained through experience. [Section 650.09 CCSNH Academic Policy](#) defines the policy, and GBCC has its own process, assessment, and forms in place for the award of credit. (See [GBCC Credit for Prior Learning Form](#).) GBCC offers an [Associate in Science in Technical Studies](#), which provides pathways for skilled workers to earn Associate Degrees by offering credit for recognized, technical specialties. The Technical Specialty Core of 20-24 credits can be evaluated and awarded for Experiential Credit through a portfolio or Industry Training Certification; US Department of Labor Registered Apprenticeships; or Certificate programs for which GBCC does not offer an Associate Degree, or non-credit BTC programs. A student's Technical Specialty credits are complemented by Technical Electives offered at GBCC, which fulfill the College's Residency Requirements, and the Associate in Science

required General Education distribution coursework. GBCC has 2 articulation agreements which accept the Technical Specialty in transfer towards a Baccalaureate Degree. ([See Technical Studies Articulation Agreements.](#))

All students registering for courses are assigned a student identification number and e-mail account, for which they must establish a personal password; the unique student username and password, known as EasyLogin, are required to access all Blackboard courses. This system assures as much as possible that the student who registers for an online course is the one who takes the course and receives credit. It is also to assure student privacy. Blackboard's format is set up so that the student's view of the Grade Center only shows his/her individual grades. There is a private Assignment Forum, accessed only by each student and instructor, through which students submit and receive their graded work. Students use the same EasyLogin for access to the Student Information System (SIS), to view final grades and transcripts.

All sections of each courses follow a Master Syllabus to achieve the same outcomes and competencies, regardless of timeframe, delivery mode, or instructor. Distance Learning courses are approved by Department Chairs or Program Coordinators. There is a Distance Learning Governance Committee whose responsibilities includes working with the Department Chairs to generate policy proposals, develop and communicate best practices, and review and enhance operations related to online learning for the College. This committee has designed a Course Approval form and an Online Course Rubric to support the quality of online courses. ([See Course Approval Form and an Online Course Rubric.](#))

Only courses approved by the Department Chair and the VPAA are offered for dual enrollment. ([See Running Start Course Approval Form.](#)) Running Start has outlined parameters for the approval of a course to be offered by a high school for GBCC credit, including the approval of the instructor. The course must be offered at the high school using the same objectives, content, and standard measures of assessment and achievement as if offered on-site at the College. The course and faculty are approved by the GBCC Department Chair and VPAA. An MOU establishes the parameters by which the course will be approved. ([See Running Start MOU.](#)) The Running Start Classroom Visitation Report outlines criteria for assuring the quality of the course in progress. The Running Start Partner Evaluation (to be completed by CCSNH faculty partner) includes assessment of how the GBCC course was implemented. (Also referenced in Standard 3.) ([See the Running Start Classroom Visitation Report and Running Start Partner Evaluation.](#))

GBCC offers different parts of term for some appropriate courses, whose objectives can be reasonably completed in abbreviated or concentrated time frames. The specific ratio for contact hours per credit is 1:1 for lecture and 1:2 or 3 for lab sections of courses. Programs have the responsibility to determine if a concentrated time frame will compromise the delivery of the course and the achievement of objectives, including allowing the students to adequately process course content and acquire and practice skills in the course. Academic Affairs has developed an Expectations document which outlines reasonable guidelines for faculty's response time and availability to students. ([See Academic Leadership Expectations for Integrity of Course Delivery.](#)) Adjunct faculty are asked to be available to students before and after class. Space is available at both the Portsmouth and ATAC campuses for adjunct faculty to meet with students privately or hold conference time with students. All faculty are expected to respond to phone calls and emails within 48 hours during the work week, during the academic year.

GBCC offers Developmental courses in Math, English, Biology and Chemistry. GBCC uses a course number system to identify courses which are developmental in nature and not applicable to degree completion, despite the award of credit. These courses are designated with numbering lower than 100. Students who transfer in Math and Computer credits that are older than 5 years are encouraged to take ACCUPLACER placement tests to assure that success in higher level courses.

The College has a Plagiarism Policy which is made clear in the [Catalog](#), and is a required part of every syllabus. ([See Master Syllabus Template.](#)) The disciplinary procedures that are followed are outlined in the [Student Handbook](#).



Recently, a college wide “Incident Tracker” database has been implemented. Academic Affairs now uses this database to track plagiarism and other academic honesty violations; if a student is reported for multiple incidents of academic dishonesty, it can be seen automatically through this system. While the English Department has the formal responsibility to teach how to avoid plagiarism in College Composition I and Developmental English courses, there are other places plagiarism is addressed: Student Success (FYE) courses, [Library Resources](#) and Presentations, and CAPS presentations include instruction and materials on citation and avoiding plagiarism. (See [CAPS Workshop Lists](#).) Many faculty teaching courses that require research will include some citation and documentation instruction. Blackboard has a SafeAssign feature which automatically detects plagiarism, which faculty and students can use. Resources are available to individual instructors on expected and required source documentation to be given to students, or instructors can request individual workshops for their classes through the CTL, CAPS, or the Library. Every course Blackboard shell includes a [Faculty Resources Page](#), which provides faculty with easily accessed information and materials that support classroom management and instruction. This page contains a section on Copyright, Fair Use, and Plagiarism.

## APPRAISAL

### THE ACADEMIC PROGRAM

All Programs follow the CCSNH Policies for degree and concentration requirements. GBCC administrators have a voice in policy development, and seek feedback from the GBCC constituencies. The curriculum and new program approval processes at both the GBCC and CCSNH levels are thorough, incorporating review and feedback from Business, Industry, and Transfer Partners. Recent progressive thinking at the CCSNH level has allowed programs to develop individualized Associate in Arts (AA) Degrees instead of Concentrations within the AA Degrees. Department Chairs have been responsive to this change, developing new AA or Associate of Science (AS) discipline Degrees or revising their current Concentrations into AA or AS Degrees, whichever better facilitates transfer and career entry for students. An example would be Liberal Arts/Biology Concentration to both AA and AS Biology Degrees, as seen in the Data First Form 4.3. This form also indicates that the headcount and credit hours sold in certificate programs is increasing, but decreasing in degree programs. Several new Certificate programs were added in 2017 alone, while additional degree programs, for the most part, are shifting enrollments from one pathway type to another. This is conducive to student success, but does not increase enrollments.

GBCC has an excellent working relationship with several local 4-year institutions with which mutually beneficial transfer agreements have been forged. Through work on transfer equivalency, the GBCC has been able to demonstrate the quality of its academic programs and curriculum. The number of agreements provides pathways that save students time and money as well as demonstrate the confidence 4-Year institutions have in GBCC’s programs and students. There are several examples demonstrating that GBCC programs receive valuable feedback on curriculum and instructional development that boosts seamless transition for students to Baccalaureate completion. In developing its Associate Degree in Biology, faculty consulted with The College of Life Science and Agriculture (COLSA) at UNH to effect transfer equivalency for 8 core courses required of any COLSA major. The Program Coordinator for Fine Arts and Digital Design collaborated with SNHU, the New Hampshire Institute of Art (NHIA), and other colleges to determine the courses and curriculum needed to assure that students can transfer in with the maximum number of credits allowed and as third year students, including General Education Courses. Additionally, GBCC has been the lead college in the system for Dual Admissions Agreements with USNH and SNHU, which were then rolled out to all CCSNH colleges. Because of involvement in the University of New Hampshire’s [STEM Summit](#), the Math and Engineering Science Department have identified 2 distinct Math pathways for incoming students, “Applied Math/Statistics” and “Calculus Sequence,” as well as identified Math requirements by program. (See [UNH Discovery Requirements by Program and Math Sequence Map](#).) GBCC faculty are also part of the New Hampshire Humanities Collaborative, a joint project between USNH and the CCSNH, to promote the study of the Humanities and develop core Humanities courses and learning outcomes that support transfer for CCSNH students. A review of GBCC’s 100 vs. 200 level courses is a critical step in course equivalency alignment within entry level Social Science and Humanities courses at UNH. Through involvement with [NHTransfer.org](#), GBCC has been able to

identify transferable elective courses that will fulfill USNH colleges' core General Education requirements. Thus, programs can require or recommend courses accordingly. (See [Elective Advising Sheets](#).)

The College and Academic Affairs has made good progress in assuring the programmatic information is available to students on both the [Website](#) and in the [Catalog](#), including Program Outcomes, Technical Standards, Transfer Currency Policies, and Admissions and Enrollment Policies for selective programs. Additional useful program information, like [Program Sheets](#), is available [online](#) and through the Advising Center to help students navigate program completion.

In the past 10 years, it has been necessary to eliminate only 2 programs. If the decision is made, students are offered options for a teach out plan. Most recently, the decision to eliminate the Aviation program has required a straightforward teach out plan by Seacoast Helicopters for current students to complete the program as designed by spring19. The other program eliminated was the Health Information Technology Program (HIT), which is an example GBCC make every effort to examine issues and possible strategies to revitalize academic programs, with closure as a final option. GBCC did not have the resources needed to pursue a specialized accreditation, and, therefore, determined that potential HIT students could be better served by other area colleges. Each matriculated HIT student received a letter offering 3 options: 1. Transfer 2. GBCC degree, or 3. GBCC completion. GBCC has maintained its commitment to provide the final courses of the HIT Degree using the directed study model, as well as facilitate transfer or change of major at GBCC for other students.

GBCC has sought to address students' remediation needs as much as possible to assure that all admitted students are prepared to succeed in their chosen programs of study. (Also referenced in Standard 6.) The English and Math Departments offer Developmental curricula to students who require remediation based on ACCUPLACER testing or by choice, and the Science Department offers pre-college courses in Chemistry and Biology as pre-requisites for students who need a high school level for program admissions or course pre-requisites. In all cases, the Developmental courses' curricula are developed and overseen by GBCC departments to assure that the courses provide an adequate foundation for subsequent college level work. Co-remediation "Plus" versions of some 100 level Math courses have been developed, which incorporate pre-requisite foundational topics for students who have appropriate ACCUPLACER scores. Though not technically considered General Education at GBCC, Computer Literacy is determined as critical to success, and placement testing includes computer skills. The Computer Information Systems (CIS) Program has also developed a college credit bearing course which embeds topics that were once taught at the Developmental level. These changes allow students to develop their skills while saving time and money.

Beyond co-remedial curriculum development, recently, GBCC has outsourced the lowest levels of Developmental courses in Reading, Writing, and Math to Adult Basic Education. New in 2017 was the addition of an ELL Communications course. This shift helps reduce the impact of Financial Aid debt incurred by Developmental courses for students. Students pay a nominal fee of \$50 per course; students who are matriculated and enrolled in at least one other College credit course receive a scholarship for the balance of their non-credit Adult Education course tuition. (Also referenced in Standard 3.) An additional benefit is that the agreements with Adult Education include that the courses be offered on the GBCC campus to enable students to feel part of the College Community, as well as take other non-developmental courses on campus. The curriculum for the courses are based GBCC's Master Syllabi, and the Adult Education faculty meet with GBCC's faculty to assure that the courses prepare students for the next level of coursework.

#### ASSURING ACADEMIC QUALITY

The academic oversight processes that are in place are designed and dedicated to ensuring quality whether courses are offered on the main campus, online, or off-campus locations. The nationally accredited programs implement improvements that result from their accrediting bodies' reviews and standards. All other programs undergo a GBCC

developed cyclical 5-year External Program Review. Programs have found the process meaningful and they have received valuable feedback on program quality and appreciate the flexibility to address unique program concerns. This review has been in place for 6 years and is due for an appraisal of its process and intended outcomes; nevertheless, it has generated curricular and instructional improvements. (Also Referenced in Standards 2 and 8.) Each year, the programs that have gone through the cycle meet to reflect on the benefits and challenges of the review; however, the points generated are more oriented to the process rather than the standardization of criteria for review and follow up actions. For example, there is data collected; however, there is no required internal analysis of what the data compilation reveals. There is currently no consistent follow up of quality improvements from the process either in strategic planning, departmental annual planning, or budgeting. (See [External Program Review Process Handbook](#).)

Programs have annual meetings and ongoing communication with their Advisory Boards members. (See [Advisory Board Meeting Minutes Examples](#).) Though programs do as much as they can with the resources available, human and fiscal resource limits present challenges to implementing action items from the valuable feedback received. As previously emphasized, ongoing work with transfer partners provides information on course content, assessments, and the level of achievement required in each course so that faculty can develop assignments and assessments to prepare students for upper level Baccalaureate courses and the technical skills required in their careers. The College needs to be able to capture more feedback from employers that will demonstrate students' success in the field, and identify needed curriculum changes and development. Not all newly developed programs, especially in the Liberal Arts and Sciences areas, have established formal Advisory Boards, which needs to be addressed.

There is robust Clinical and Practicum oversight. Clinical and practicum site staff provide feedback on student performance and updates in the field which inform curriculum. In Nursing, clinical faculty must be approved by the NH Board of Nursing as Nurse Educators. A prescriptive process is used to select clinical sites. A Practicum Evaluation Tool of student performance is used for both mid and end assessment in each clinical rotation. Surgical Technology site preceptors oversee students at clinical sites and complete weekly evaluations of students' performance. Patterns of failure are reviewed with the student. Clinical faculty visit each site weekly and determine if the Standards and Guidelines set forth by the Association of Surgical Technologists are being followed. Veterinary Technology (Vet Tech) students choose their clinical sites and present letters to the clinic outlining what they are required to accomplish during the clinical, and the clinic must sign that letter stating that they agree to these requirements. The clinical supervisor must be a credentialed Veterinarian Technician or Veterinarian. In addition to the faculty's clinical site visits and observations, the students videotape certain essential tasks that are reviewed and graded by the Vet Tech faculty.

In the Early Childhood Education (ECE) practicum courses, the faculty not only provide instruction and supervision of students in practicum placements, they meet every semester with the site personnel to discuss challenges and exchange ideas; any changes made are agreed upon before implementing. Course Blackboard sites are updated each semester with information to ensure that expectations are consistent among instructors. Mentoring teachers in the practicum sites receive packets of information about the program, course and expectations. Mid-semester and final evaluation forms completed by mentoring teachers are detailed so teachers know what the student expectations are. Faculty conduct 3 site visits take place every semester, and provide written feedback and hold follow up meetings with students to review observations and expectations. (Also referenced in Standard 8.)

The standardization of Master Syllabi for required course content and assessments supports the consistency and quality among sections and across formats. All programs have overall program objectives, which are published in the [Catalog](#) and on the [Website](#), and all courses have course objectives, which are required to be published in instructor's individual syllabus. It has not been a standardized requirement for programs to link course objectives to the fulfillment of program objectives; however, to varying degrees, some programs do. The Nursing Program has aligned individual course outcomes and program outcomes in conjunction with its ACEN accreditation requirements. ECE has further linked course objectives to Program Goals and NAEYC Standards, as well as identified the

assessments associated with each objective. The IST program identifies the courses which teach and assess each program objective. (See [Nursing Program Learning Outcomes Curriculum Chart](#), [The ECE Goals and Course Grid](#), [IST Program Outcomes Class Mapping](#).) To bolster retention and persistence, programs should consider the value of explicitly delineating for students the relationship between individual course objectives to program outcomes.

Academic oversight of distance learning and off-site courses is the responsibility of the Department Chairs and Program Coordinators in each respective program. This requires discipline-centered decision making regarding the potential for each course offered to achieve its learning objectives in a different format. The Distance Learning Committee's guidelines for online course approval and best practices provide criteria for course quality standards. The "Best Practices" document is a statement of what the College values in online course offerings. (See [Best Practices Document](#).) The Distance Learning Committee continues to develop the online evaluation rubric, which has been revised into a one-page score sheet which should be reviewed and updated. Because distance learning courses are the responsibility of the individual programs, Department Chairs and Program Coordinators determine how to apply the evaluation rubric to their online courses. (See [Online Course Evaluation Rubric](#).) At this point, the forms remain tools for improvement, which are inconsistently applied.

Though Department Chairs periodically discussed the relevance of the [Core Attributes](#) and generated some ideas about how they could be updated and connected with General Education Assessment, they had not been formally reviewed until 2017 since their original adoption in 2000. (See [Department Chair Meeting Minutes](#).) It is Academic Affairs' position that the Core Attributes are not to be acquired solely through Liberal Arts or General Education coursework, particularly now with the recent reduction in degree credits. It is projected and expected that throughout all courses taken within any program, students will have the opportunity to develop the skill sets, habits of mind, and qualities expressed in the Core Attributes. There have been few attempts institutionally to make the Core Attributes more explicit, measurable, and meaningful within individual programs of study. A few programs have identified where Core Attributes are embedded and assessed within courses. For example, the Hospitality Program aligns them with its courses listed after each Attribute. Some Attributes are embedded and assessed in projects. (See [Hospitality Core Attribute Alignment](#).) The Digital Media Technology Program has a rubric to assess the Core Attributes within courses. (See [Digital Media Technology Universal Rubric](#).) Though there is no question that programs embed the Core Attributes throughout their curriculum, in most programs, they are not explicitly articulated and assessed; programs and courses assess the specific skills and knowledge that fall within their broad categories. Faculty view program and course outcomes as more relevant to the classroom experience. The current revision process has been to update the Attributes as a reflection of fundamental skill sets embedded in academic programs; however, there remains a question of their relevancy and value to GBCC's programs.

All the pieces are in place for continued assurance of academic quality for ATAC programs despite the ending of grant funding. The grants allowed the College to provide state of the art technology, curriculum design with input from employers, subject matter experts, and the D.O.L. Competency Model for Advanced Manufacturing. Though ATAC needs to increase enrollment to cover operational expenses, academic quality is not compromised. ATAC faculty and administration continue to meet with industry leaders, and as a result, updated industry standards continue to be reflected in course offerings. These partnerships provide donated materials and continued professional development for faculty, as well as a source of qualified adjunct faculty.

#### UNDERGRADUATE DEGREE PROGRAMS

The College currently presents most programs in the 4-semester format in the [Catalog](#), on [Program Sheets](#), and on the [Website](#). In accordance with GBCC's commitment to the Guided Pathways initiative, the VPAA and the VPSA are working with the programs that do not have this 4-semester layout. Though the fulltime semester sequence is presented to students, Advisors are aware that for many students, fulltime matriculation is not possible, nor is it conducive to success. Therefore, Academic and Student Services Directors are working with faculty to develop "Milestone Courses" which will indicate critical pre-requisites that students will need to move forward in their

programs. Advising can then work with students to develop individualized pathways for part time students and students who start off-cycle. Additional Advising Sheets for part-time students need to be created to assure that all students have clear pathways to completion.

The Library and CAPS strongly support research and writing integration by offering workshops open to the entire College or addressing the needs of individual classes. Both departments have created many online resources that instructors and students can access readily. Online resources and CAPS/Library workshops are well publicized and promoted by faculty in their classes. Feedback from transfer partners prompted the required use of Chicago Style Citation for documentation in History course research assignments. Prior to that time, programs required only MLA or APA, and resources and workshops reflected that. The CTL worked with History faculty to provide special instruction and reference materials and then collaborated with the Library to assure that the materials were consistent and incorporated with those produced by the Library. Many courses require research, and on-site students and faculty have very good support for research assignments; however, there are no consistent expectations and standards on the use of “scholarly” or “peer reviewed” sources, not only among courses, but also among different sections of courses, thereby creating a disparity in students’ experiences and subsequent confusion in other classes. This disparity also exists for online and Running Start courses. There needs to be more communication and connection between the Library and online faculty, who, if they do not also attend face-to-face classes on campus, typically have limited collaboration with the Library, impacting students’ knowledge of the resources and support available. In 2017, the Library Director began outreach to Running Start College Composition sections to offer support to faculty and students in those classes.

#### GENERAL EDUCATION

The General Education Distribution requirements of a minimum 37 credits for an Associate in Arts degree differs from the Associate in Science degree, which is 20 credits. The reduction of required degree credits from 64 to 60 has eliminated one required English Course and one Liberal Arts elective from the General Education distribution requirements in the Associate in Science Degree. This minimally impacts the intent to broaden knowledge beyond the career field, as the General Education Requirements still include the disciplines of Social Science, English, Math, Science, and Humanities/Language/Fine Arts. In the Associate in Arts, the Core Distribution requirements remain the same. The reduction in degree credits has prompted some programs to rethink the FYE College Success Course requirement to reduce one credit. The transferability of that course is not universally confirmed. The FYE Director, Instructors, and the TRIP Governance Committee are examining ways to transfer the learning objectives to other courses and College initiatives/programming. Because of the Purpose First Initiative, the Social Science Department’s new Anthropology Course, Introduction to Ethnography: World of Work is aimed at helping students clarify their purpose for being in College, similar to the FYE courses. This course, now required of all Liberal Arts and Science students, will fulfill a Social Science distribution requirement, and is under review for USNH transferability.

#### THE MAJOR OR CONCENTRATION

Degree requirements now include a minimum of 30 credits in a defined major field for an Associate in Science (AS) Degree, and the option of 10 credits to be fulfilled by coursework that program/discipline faculty determine to be relevant to the program’s objectives. AS Degrees may include additional Concentrations of a minimum of 20 credits to provide more options for focused direct career or transfer options. For examples, the Business Administration Program provides the opportunity for Concentrations in [5 areas](#), and the Hospitality Program offers 2 Concentration Tracks: [Direct Career or University Transfer](#). The Associate in Arts (AA) Degree allows for 20-24 elective credits in addition to the Liberal Arts and Science Core Requirements, which can be accrued in one specific discipline. AA Programs can choose to develop a Concentration Track or an individualized AA major, whichever the program determines will serve the students best in transfer. Most are moving toward the development of AA or AS Degree which provide more clear pathways for students as well as support the Guided Pathways Initiative. However,



the College will maintain the broader AA Degree for undecided students and students who are completing degree requirements specific to transfer or change of major.

The College's emphasis on external feedback from reviews, advisory boards, offsite educational partners, and transfer pathway initiatives is a strength that provide substantive information. Faculty develop and modify curriculum to assure that students are prepared for career entry positions and transfer. The recent revision of the Business Administration Program was done based on examination of Baccalaureate curriculum, career field research, and discussion with industry partners. The development of the Information Systems Technology's (IST) new Cyber Security Degree is a long-term outcome of its External Program Review. IST has added a Virtualization Essentials course and other active directory and security classes, based on industry input. The Digital Media Communications Program added more real world graphic design projects and revised the lists of required courses and electives. In addition to the Science courses and levels of Math required as infrastructure in technical programs' courses, a program may target certain courses to fulfill General Education requirements in response to other knowledge required of the profession. For example, to augment the major, the Criminal Justice Program prescribes courses in Ethics, Psychology, and Sociology to provide ethical and social context to the criminology-focused courses.

#### INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

The College assigns CIP Codes in accordance with the U.S. Department of Education's National Center for Education Statistics, and academic programs and courses are comparably named and structured with those offered by other comprehensive community colleges nationwide. Program research is done to intentionally align courses with first and second year courses of similar programs at the Baccalaureate level. GBCC meets federal requirements for Gainful Employment Disclosure. Program faculty work with the VPAA and the CTL to balance the credit count with the development of sufficient knowledge and skills to maximize transfer and ensure career readiness.

Students follow the prescribed curriculum as outlined in the Catalog in effect at the time of matriculation. If the curriculum changes during their time of matriculation, students can elect to follow the changed/updated program of study. If courses are no longer offered or part of the program changes, the program will provide comparable courses or an alternative delivery format, such as Directed Study. (See [CCSNH Academic Policy Section 650.08.](#)) Academic Affairs adheres to the semester sequences in the Catalog and on the Website in scheduling courses each semester to assure that students can progress through coursework as outlined. The Guided Pathways Initiative is further addressing this for all programs. Career and Technical Departments work with Liberal Arts and Science Departments to schedule prescribed General Education courses in the designated semesters. For example, the Computer Technologies Program requires a specific Sociology course to fulfill the Degree's Social Science requirement. Program Chairs work with Academic Affairs to plan when and how many times a course is offered each year. Academic Affairs attempts to run courses with less than the recommended enrollment of 8 students if the course is published to be offered in that semester. Also, a Directed Study could be approved, which allows a matriculated student to take a course independently under the guidance of a qualified faculty member, if the student needs that course to graduate in that semester or there is a compelling reason. A Master Schedule needs to be developed to ensure predictability of scheduling of all courses.

GBCC adheres to and has a voice in the creation and revision of CCSNH Academic Policies. Recent revisions to policies include Additional Degrees, Faculty Composition on Curriculum Committees, and the Commencement Requirement. The GBCC Curriculum Approval Process requires thoughtful planning and scrutiny of all aspects of curriculum development, including a Master Syllabi, which outlines the content and assessment that must be delivered to assure the consistency of learning outcomes regardless of format, section, or instructor. (See [Curriculum Committee Handbook.](#)) Courses offered via dual high school/college credit in the Running Start and eStart programs fulfill the requirements of the Master Syllabi, as evidenced in documentation maintained by the Running Start Coordinator. Only courses approved by the Department Head and the VPAA are offered for dual enrollment. (See [Running Start Approval Process.](#))

The Technical Studies Program allows for stackable prior learning credits into an Associate Degree. However, there is no clearly stated criteria nor guidelines for assessing an experiential learning component outside of industry certifications. The recent emphasis on manufacturing program development and local needs assessment have demonstrated that there are employees who have been working in technical fields for years, but now need a degree to advance. There is the option of Credit by Exam for existing courses; however, the challenge is in the award of credit for extensive work in the field that can then be applied to a Technical Studies Specialty. The College needs to revisit its Credit for Prior Learning processes to determine if and how this can be achieved in a way that maintains academic integrity and yet meets the local workforce needs. Independently, some departments have been using the Council for Adult and Experiential Learning (CAEL) Standards. This needs to be further explored for all technical programs.

The CCSNH 2017 Performance Audit Report addressed the outcomes of the System Banner Revitalization (SBR) Project. According to the Audit, the SBR Project was inadequately planned and poorly implemented, and resulted in inefficient operations. (See [LBA Performance Audit](#).) GBCC's experience in the Project demonstrated that while the SBR could not achieve its original intent, the award and transfer of academic credit was not impacted. The credits are transferred, not the grades. Students who take courses at a CCSNH college must request a transcript to be sent to their home institution. Because of the integrity of the transfer process prior to SBR, the failed initiative had little impact on students.

Most Certificate programs require neither English Composition nor FYE courses. Therefore, the students required to research and write reports and presentations, may not get a formal introduction to Research, Citation, and Plagiarism. An instructional module in Research, Citation, and Plagiarism needs to be integrated into one course in every certificate program. Also, Adjuncts are not required to participate in a training on Plagiarism. Even the current adjunct orientation is not required and does not fully cover academic integrity. Academic Affairs needs to identify the necessary components of onboarding adjunct faculty, including elements of academic integrity, and develop mechanisms for accountability.

GBCC's programs, practices, and policies are rooted in establishing, maintaining, and evaluating quality and integrity. Administration, faculty, and staff learn from best practices and evaluate curricula of comparable departments in other institutions. Cyclical program reviews, updates of articulation and transfer agreements, and feedback and advice from Advisory Boards and industry/clinical partnerships all contribute to the examination of curriculum and assessments.

## PROJECTIONS

- The GBCC External Program Review will continue, and the Vice President of Academic Affairs and Department Chairs will conduct a formalized evaluation of this process for continuing efficacy by 2022 to include the following:
  - Required documentation;
  - Demonstrated use of the data collected;
  - Possible increased emphasis on Student Learning Outcomes assessment;
  - Possible action items for maintenance and program improvement to be integrated into Departmental Strategic Plans, Annual Plans, and Budgets.
- The Vice President of Academic Affairs and Department Chairs will determine a plan, process, and timeline for all programs to align all course outcomes with program outcomes by 2021.
- The Vice President of Academic Affairs, the Distance Learning Committee, Department Chairs, and the Center for Teaching and Learning will complete the following actions related to improvement in online learning:

- Review the “Best Practices” document and complete the revision of the Online Approval and Evaluation Rubric by fall 2019;
  - Provide a plan for operationalizing and documenting online course approval and evaluation by spring 2020.
  - Develop a plan for an online teaching orientation for faculty by 2020.
- Department Chairs, Program Coordinators, and the Registrar will review and revise GBCC’s implementation of Credit for Prior Learning, using the Council for Adult and Experiential Learning (CAEL) Principles, and establish a plan to support student portfolio development by spring 2021.



Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment 2017 by location and modality, as of Census Date (9.22.17)								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT*	575							575
Main Campus PT*	925							925
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	1,500	0	0	0	0	0	0	1,500
Total FTE**	1,211.91							1,211.91
Enter FTE definition:	Full time = 12 semester credit hrs							
Degrees Awarded, Most Recent Year***	251							251
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								
<b>Data Sources:</b>								
* CIHE - Annual Report Form - 2017. To provide an unduplicated number of students, students at the Pease campus, the Rochester campus, and online are only counted once and included under Main Campus.								
** FTE = 1211.91 = FTE calculation from fall 2017 GBCC census file (Banner SZRHICN5 pulled 9.22.17)								
Annual FTE = 1243.0 - IPEDS_12month_Enrollment2016-2017.pdf								
*** IPEDS_Completions_2016_2017_Data.pdf								

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment 2017* by location and modality, as of Census Date (9.22.17)						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students/Non Degree Seeking	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT *	35	17		52	575	627
Main Campus PT *	127	397		524	925	1,449
Other Principal Campus FT						
Other Principal Campus PT						
Branch campuses FT						
Branch campuses PT						
Other Locations FT						
Other Locations PT						
Overseas Locations FT						
Overseas Locations PT						
Distance education FT						
Distance education PT						
Correspondence FT						
Correspondence PT						
Low-Residency FT						
Low-Residency PT						
Unduplicated Headcount Total	162	414		576	1,500	2,076
Total FTE **	99.58	110.00		209.58	1,211.91	1,421.49
Enter FTE definition:	Full time = 12 semester Credit hours					
Certificates Awarded, Most Recent Year ***	89	Degrees Awarded (from previous page)	251			340
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						
<b>Data Sources:</b>						
* To provide an unduplicated number of students, students at the Pease campus, the Rochester campus, and online are only counted once and included under Main Campus.						
** FTE calculation from fall 2017 GBCC census file (Banner SZRH5N5 pulled 9.22.17)						
*** IPEDS Completions_2016_2017_Data.pdf						

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)						
	Number of credits*	3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Next Year Forward (goal) Fall 2018
For Fall Term, as of Census Date						
<b>Certificate</b>						
Accounting Certificate (Cert)	27	9	9	12	12	12
Advanced Composites Mfg Cert	19 - 25	22	26	24	24	24
Automotive Technology Cert (2017)	24				11	11
Biotech Adv. Cert.	12	3	2	1		
Biotechnology Cert	27 - 28	1	2	2	1	1
Computer Numeric Control Cert (2017)	21				3	3
Data Science Cert	22		1		1	1
Dig. Design & Animation Cert.	24	4	3	3	6	6
Early Childhood Education Adv Cert	29	1	1		1	1
Early Childhood Educ. Cert	23	8	12	8	12	12
Event & Mtg Planning Mgmt Cert (2011)	21	5	4	2		
Homeland Security Cert	16	1	4	5	3	3
Hotel Restaurant Mgmt Cert (2011)	21	4	3	3	6	6
Info Systems Tech Cert	24	10	8	12	9	9
Leadership & Mgmt Cert (2017)	21				1	1
Linux	21					
Management Cert	24	5	5	6	5	5
Marketing Cert	27	2	3	1	2	2
Massage Therapy Cert (2011)	37	9	12	21	15	15
Medical Offc. Ad. Asst. Cert. (2011)	24	29	15	20	15	15
Motorcycle Main & Rep Tech Cert (2017)	24				6	6
Nondestructive Testing Cert (2017)	26-28				4	4
Programming Cert	24	6	6	2		
Sales & Digital Marketing Cert (2017)	21				1	1
Software Development Cert (2015)	34		2	6	4	4
Spa Management Cert (2011)	21	1	2			
Special Education Cert	24	4	5		2	2
Vet. Practice Mgmt. Cert. (2011)	20		1	1	2	2
Welding Technologies Cert (2014)	18	16	17	12	16	16
Total		140	143	141	162	162

Associate						
Accounting	64	46	46	42	40	40
Analytics (2017)	65				3	3
Aviation Technology Helicopter (2015)	64		5	11	11	11
Bioengineering (2016)	66			5	5	5
Biology - AA (2017)	62				8	8
Biology - AS (2017)	60				14	14
Biotechnology	62-66	22	23	20	25	25
Business Administration (2016)	61/62			96	147	147
Computer Technologies	67	63	60	66	60	60
Criminal Justice	68-70	72	64	62	56	56
Cyber Security Infrastructure (2017)	62-63				7	7
Digital Media Technology (2011)	59	23	16	8	3	3
Digital Media/Digital Comm (2011)	68/69	9	20	24	33	33
Digital Media/Game Program (2011)	59	9	3	2	2	2
Early Childhood Education	61	58	37	33	36	36
Engineering Science (2016)	63-67			23	51	51
English (2017)	62-63				6	6
Environmental Sciences (2017)	62				13	13
Health Information Technology (2012)	68	34	28	9	2	2
Hospitality Management	61/63	37	36	28	19	19
Hospitality Mgmt Univ Transfer	60/62		4	3	6	6
Information Systems Technology	66	61	59	42	35	35
Liberal Arts	63/64	713	679	629	527	527
Liberal Arts/American Studies	66	10	7	2	5	5
Liberal Arts/Biol Sci Gen Biol (2011)	69 - 70	21	27	24	9	9
Liberal Arts/Biol Sci Univ Tr (2011)	65 - 66	29	24	25	12	12
Liberal Arts/Business	69	77	93	37	1	1
Liberal Arts/Chemistry (2012)	65 - 66	7	7	5	8	8
Liberal Arts/Engineering Scie. (2010)	66 - 68	55	51	33	10	10
Liberal Arts/English (2016)	66				11	10
Liberal Arts/Environ. Studies (2012)	68 - 69	24	25	25	13	13
Liberal Arts /Fine Arts (2015)	66		2	11	12	12
Liberal Arts/History (2016)	68			1	6	6
Liberal Arts/Psychology (2016)	66 - 67			30		
Liberal Arts/Teacher Prep	69 - 70	67	60	48	56	56
Management	68	38	36	14	3	3
Marketing	68	21	23	10	1	1
Massage Therapy (2009)	69	12	4			
Nursing	69	104	99	95	90	90
Nursing Advanced Placement	69	2	1		2	2
Psychology (2017)	66-67				58	58
Surgical Technology	70-71	24	18	24	21	21
Technical Studies	66	8	9	8	8	8
Veterinary Technology	69	72	79	64	66	66
Total		1718	1645	1570	1500	1500
Undeclared		359				
Matric but not in credit classes					10	
e-Start				5		
Early College				36	28	
Running Start*			100	22	21	
Continuing Ed			187	193	127	
Non Credit Office Admin Cert				3		
Non Credit Medical Asst					11	
Non-Degree Technical Ed			270	214	217	
Subtotal		359	557	473	414	414
<b>Total Undergraduate Headcount</b>		<b>2,217</b>	<b>2,345</b>	<b>2,184</b>	<b>2,076</b>	<b>2,076</b>
Taken from 2017-2018 Catalog						
Please enter any explanatory notes in the box below						
Source: Annual Fall Banner SZRHNC5 census files						
* The number of Running Start students is over 700 for fall 2017. However, Running Start registrations are not due until the end of October, a month after this census file is pulled. Thus this number only represents registrations by that point in time.						

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
For Fall Term, as of Census Date	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
Undergraduate	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>Certificate</b>					
Accounting Cert	49	39	54	57	57
Advanced Composites Mfg	219	232	210	229	229
Automotive Technology Cert				72	72
Biotech Adv. Cert.	12	12	4		
Biotechnology Certificate	4	15	14	4	4
Computer Numeric Control Cert				24	24
Data Science Cert		9		3	3
Dig. Design & Animation Cert.	33	15	15	43	43
Early Childhood Education Adv	3	3		6	6
Early Childhood Educ. Cert	52	46	57	63	63
Event & Mtg Planning Mgmt Cert	37	18	18		
Homeland Security Certificate	3	30	41	20	20
Hotel Restaurant Mgmt Cert	30	15	15	44	44
Info Systems Tech Certificate	64	50	81	51	51
Leadership & Mgmt Cert				6	6
Linux					
Management Certificate	21	25	33	19	19
Marketing Certificate	10	9	3	17	17
Massage Therapy Certificate	85	127	248	162	162
Medical Offc. Ad. Asst. Cert.	154	82	136	117	117
Motorcycle Main & Rep Tech Cert				72	72
Nondestructive Testing				33	33
Programming Certificate	39	36	9		
Sales & Digital Marketing Cert				3	3
Software Development Cert		19	49	29	29
Spa Management Cert	6	15			
Special Education Certificate	24	21		7	7
Vet. Practice Mgmt. Cert.		3	6	12	12
Welding Technologies Cert	96	114	75	102	102
Total	941	935	1068	1,195	1,195

Associate					
Accounting	429	381	392	330	330
Analytics				37	37
Aviation Technology Helicopter		67	139	138	138
Bioengineering			55	50	50
Biology - AA				75	75
Biology - AS				153	153
Biotechnology	245	259	199	266	266
Business Administration			1049	1499	1499
Computer Technologies	600	574	677	654	654
Criminal Justice	725	707	679	628	628
Cyber Security Infrastructure				85	85
Digital Media Technology	232	148	75	21	21
Digital Media/Digital Comm	86	200	246	366	366
Digital Media/Game Program	109	24	22	13	13
Early Childhood Education	421	299	275	283	283
Engineering Science			240	653	653
English				69	69
Environmental Science				142	142
Health Information Technology	251	224	58	12	12
Hospitality Management	339	363	274	165	165
Hospitality Mgmt Univ Transfer		53	39	81	81
Information Systems Technology	556	543	347	308	308
Liberal Arts	6146	6153	5586	4590	4590
Liberal Arts/American Studies	92	55	21	52	52
Liberal Arts/Biol Sci Gen Biol (2011)	204	233	261	105	105
Liberal Arts/Biol Sci Univ Tr (2011)	263	264	265	126	126
Liberal Arts/Business	731	917	376	3	3
Liberal Arts/Chemistry	60	73	44	92	92
Liberal Arts/Engineering Scie.	571	531	298	79	79
Liberal Arts/English			127	97	97
Liberal Arts/Environ. Studies	262	270	257	135	135
Liberal Arts / Fine Arts		21	104	126	126
Liberal Arts/History (2016)			13	68	68
Liberal Arts/Psychology			287		
Liberal Arts/Teacher Prep	656	632	516	582	582
Management	315	299	114	23	23
Marketing	191	225	101	15	15
Massage Therapy	148	26			
Nursing	1016	941	911	827	827
Nursing Advanced Placement	18	9		22	22
Psychology				579	579
Surgical Technology	244	197	274	216	216
Technical Studies	42	55	58	49	49
Veterinary Technology	800	794	665	729	729
Total	15752	15537	15044	14543	14543

Undeclared	1085				
e-Start			15		
Early College			160	126	126
Running Start		368	70	63	63
Continuing Ed		0	0		
Non Credit Office Admin Cert		0	9		
Non-Degree Technical Ed		1416	1120	1131	1131
Total	1085	1784	1374	1,320	1,320
<b>Total Undergraduate Credits Sold</b>	17,778	18,256	17,486	17,058	17,058
FTE	1481.50	1521.33	1457.17	1421.50	1421.50
<b>Graduate</b>					
<b>Information Literacy Sessions</b>	<b>(FY 2015=2014-2015)</b>	<b>(FY 2016=2015-2016)</b>	<b>(FY 2017=2016-2017)</b>	<b>(FY 2018=2017-2018)</b>	<b>(FY 2019=2018-2019)</b>
Main campus					
Sessions embedded in a class	88	69	76	88	90
Free-standing sessions	23	14	14	6	6
Branch/other locations					
Sessions embedded in a class	8	8	10	8	9
Free-standing sessions	0	0	6	0	0
Online sessions*					
<b>URL of Information Literacy Reports:</b>	NA				
Please enter any explanatory notes in the box below					
Source: Annual Fall Banner SZRH5 census files					
* Although we do not offer online Information Literacy sessions, there are training modules that are used by the FYE and Ethnography of Work classes prior to coming in for a live session embedded in their class.					





**STANDARD FIVE: STUDENTS****DESCRIPTION**

GBCC's student population comprises traditional, non-traditional, veterans, and international students. Approximately 65-70% of students are traditional (age 25 or under). The number of international students (students who attend on a visa) fluctuates between 7 and 13 each fall term. The number of matriculated veterans each fall term is approximately 100. Most programs of study and student services are offered in Portsmouth. [The Rochester location](#), ATAC, houses shorter term certificate programs, short term training programs, and some General Education courses. Many [student services](#) are available at ATAC; several services are offered online. GBCC rents facilities at area high schools for Welding and Automotive. The Motorcycle Maintenance Program is offered on-site at a local motorcycle dealer, and Aviation hands-on training and experience coursework is offered at Seacoast Helicopter.

**ADMISSIONS**

GBCC's Admissions policies and procedures derive from those of the CCSNH and its [Mission](#). ([Section 740 of CCSNH Policy on Student Affairs](#).) The Admissions Policy Statement in the [Catalog](#) emphasizes non-discriminatory practice and policy. As an open access institution, GBCC's recruitment takes the form of building high school relationships and community awareness of GBCC and its offerings. In addition to scheduled high school visits and college and career fair presence, the Admissions Department plans and schedules several [Admissions Events](#) that are open to the public and published on the Website, through social media, and through other advertising venues. Admissions information for "Open Enrollment" programs is widely available and accessible. Programs of study in the [Catalog](#) and on the [Website](#) outline selective admissions criteria for capped programs. GBCC publishes its [Admissions processes, procedures, deadlines, and application forms](#) on the Website, including information pertinent to [diverse student populations](#). The Website provides a way to schedule [appointments with Admissions Counselors](#) and to receive help with the application process and/or [apply directly online](#). Admissions representatives and print literature are available to "walk-in" prospective students. ([See Examples of Print Admissions Literature](#).)

There are no special General Admissions criteria other than high school graduation or Hi-Set/GED completion. Some programs require college readiness via ACCUPLACER placement testing in certain areas, with some also requiring interviews for admittance into the programs. ([See Admissions Placement Scores Matrix](#).) [Nursing](#), [Surgical Technology](#), and [Veterinary Technology](#) have selective admissions criteria; only applicants who meet all admissions requirements are eligible. Top students are chosen by a ranking system identifying key factors that comply with each program's respective specialized accreditations and the characteristics, qualifications, and skill sets required of the fields. All programs are required to identify Technical Standards. These are not matriculation criteria; instead they make known the physical, psychological, and social/emotional requirements of the field, and help potential students understand their relative fit to the field. Admissions offers regularly scheduled General Admissions Information Sessions. [Special "Info Sessions"](#) for Nursing, Surgical Technology, and Veterinary Technology include detailed overviews of the programs, admissions processes, requirements, and the prerequisites needed to apply.

Admitted students are required to take placement tests in Reading, Writing, Mathematics, and Computer Skills, unless they meet one of the waiver conditions as outlined in the [Catalog](#). Programs establish course placement scores and lower level course pre-requisites to assure that students are academically prepared for the content and assessments of upper level classes. ([See GBCC Placement Test Results: "What Do the Scores Mean?"](#)) Placement testing may also be required for other courses that are impacted by Math, Writing, Reading, and Technology competencies. Athletes are the only specially recruited population; they are subject to the same criteria for admissions, placement, and academic standards in both open and capped programs. The same placement levels apply to students taking courses through Running Start and Early College, [CCSNH's Dual Enrollment programs](#). Testing for Running Start is done on-site at the high schools. Some academic programs require specific prerequisite high school courses and grades. For example, Nursing requires a grade of C or better in high school Algebra, Biology, and Chemistry. Developmental and prerequisite courses are available on campus whether through GBCC or area

Adult Education programs. Placement Testing Preparation can be accomplished using [PLATO](#), a web-based tutorial program, which provides online modules for targeted individualized instruction and practice. Placement testing can be done at both campuses, and be remotely administered to students unable to come to the campus.

GBCC's academic policies follow CCSNH policies ([See Section 670.01-670.09 CCSNH Academic Policies.](#)) (Also referenced in Standard 4.) Several local policies, practices, and initiatives support retention and completion for all GBCC students, regardless of campus or modality. GBCC publishes and consistently applies qualitative and quantitative standards for Satisfactory Academic Progress (SAP). Students who are placed on Academic Probation or Suspension can take advantage of academic recovery options to rebuild their Grade Point Averages. Students are sent letters informing them of exactly what "Probation" means and their options for support through CAPS and their Faculty Advisors. As a practice, the web-register option is turned off for Probation students, so they will need to speak with an advisor. Training for advisors on working with Probation students was held in January 2015, and follow up handouts and reference materials were sent to all advisors via email. ([See Advisor Training Materials.](#)) Suspended students may enter into a Continued Participation Agreement (CPA) with the College, which allows them to continue without stopping out. ([See Probation and Suspension Letters and the Continued Participation Agreement and Materials.](#)) Nursing, Surgical Technology, and Veterinary Technology have individual grade requirements, grade appeal processes, and readmission policies in accordance with their accreditations and field requirements, which are applied equitably.

GBCC is committed to assisting students and families in planning for and meeting college expenses by providing financial resources to eligible students. In Admissions and Advising sessions, counselors include financing options for education and the steps to apply for Financial Aid, and may work with Financial Aid to identify the status of specific students for advising purposes. Admissions counselors refer students to FAFSA.gov for information about Financial Aid as well as the dedicated [Financial Aid Page](#) on GBCC's Website, which includes all [FAFSA](#) regulations and [Financial Aid Policies](#) applied in the award of Aid. There is also a [CCSNH Financial Aid Handbook](#), which provides comprehensive information about all aspects of Aid, including the cost of attendance, requirements for satisfactory academic progress, and loan repayment. Students are informed that Financial Aid requires all students to complete a loan entrance federal online counseling program before they can borrow. The Website provides a [Net Price Calculator](#) to guide prospective students in financial planning. [Sources of Aid](#) and [Scholarship](#) information are available on the Website and in printed materials at the One-Stop. GBCC's Financial Aid Summary, Student Aid by Source, Pell Grant Information, and Student Loan Default Data are published in the [GBCC Factbook](#). Students must be accepted into a program before they can be awarded Financial Aid. Students have several Financial Aid Modules available to them in the Student Information System (SIS): General Financial Aid (links to information and Application), Financial Aid Status, Eligibility, Award, and Federal Shopping Sheet. The Shopping Sheet allows registered students to produce a summary of cost, Financial Aid, and indebtedness, specific to the student's own Financial Aid data. ([See Shopping Sheet Template.](#)) The Award module allows students to view what has been awarded and accepted for Financial Aid and in what categories (loans, grants, scholarships, work study etc.).

GBCC's Financial Aid Office undergoes an annual audit by a third-party accounting firm (OMB A-133 audit), which measures institutional compliance in awarding, disbursement, and cash management of Federal Financial Aid funds within the context of federal regulations and System policies. The CCSNH has a policy manual which is internally reviewed by each college's Financial Aid Director and the CCSNH Financial Aid Analyst. Policies are reviewed every year and updated based on any new regulations or industry best practices. GBCC uses the Financial Aid module in Banner to support Financial Aid administration, verification, and disbursement. Most student [Financial Aid opportunities](#) are federal and include Pell Grants, Supplemental Education Opportunity Grants awarded to students with exceptional demonstrated need, Federal Work Study, Direct Stafford Loans, and Federal Perkins Loans. Limited state grants are available through the Governor's Success Grant, the Leveraged State Incentive Grant, and the UNIQUE Annual program.

GBCC publishes and follows [Federal Financial Aid Policies](#); pamphlets are available in the One-Stop. Estimated Financial Aid awards are provided to students in a timely manner, and actual aid is disbursed after enrollment in an eligible program is confirmed through Roster Verification each semester. ([See Roster Verification Process.](#)) Both

the qualitative and quantitative components in students' enrollment periods are reviewed every semester to measure Satisfactory Academic Progress for Financial Aid (SAPFA). Students falling below SAPFA standards for either component are placed on SAPFA warning for one semester, thus retaining eligibility for Financial Aid for the following semester. Customized letters are sent to students indicating both their CGPA and Credits Completed/Attempted so that they will understand the nature and extent of the recovery needed. The letters lay out their options and provide appropriate referrals and resources. (See [Financial Aid SAPFA Letters](#).) At the end of the warning period, students' records are again reviewed. Students who meet SAPFA standards will once again be eligible for Financial Aid for the following semester. Students who remain ineligible for Financial Aid may appeal the decision. The appeal process is explained in individualized letters, online and in the College Catalog and the [Appeal Form](#) is available online and in hard copy. The appeal process emphasizes students' projected actions to improve and make changes conducive to success. Students whose appeals are approved remain on SAPFA probation, and subsequent reviews take place to assure that they are meeting both standards for continued eligibility.

### STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Students are made aware of all support services and programs through many venues, including Admissions, student orientations, student success courses, and referrals from faculty and professional staff. New students meet with Advising Counselors to register, at which time, in addition to registering for courses, they are apprised of the services, and support options available. There is extensive information accessible on the Website under [Student Services](#) and [Campus Life](#), in addition to what is outlined in the [College Catalog](#), [Student Handbook](#), and visible on College signage. There are [fall and spring orientation events](#), during which students are introduced to and instructed in the Student Information System, GBCC email, Blackboard, and other social media apps through which they may receive information about campus happenings and educational resources. In addition to full day fall orientation option, students are given information on the mini-sessions offered on a drop-in basis the week before classes begin. In the spring semester, GBCC offers the same type of mini workshop sessions at various times, which seems to work better for new students who matriculate mid-year. The Advising Center and Financial Aid Departments have partnered on an Advising/Financial Literacy presentation during orientation, and Advising has been going into College Success classes to talk about general advising issues, including how to plan your schedule and time at GBCC to minimize debt. (See ["A Tale of 3 Students"](#).)

All students are entitled to federal funds based on eligibility requirements; students must apply annually. GBCC publishes all [scholarship information on the Website](#), including "partnering" with the NH Charitable Foundation to advertise available private scholarships. Financial Aid related services include: (1) The One Stop representatives who are readily available to answer questions and address concerns; (2) Student walk-in appointments to guide students through the process of applying for aid and/or completing their financial aid applications; (3) One-on-one counseling appointments; (4) Student monitoring and outreach; (5) Loan Repayment Counseling. Postponed GBCC bill payment is available if students have Financial Aid. Financial Aid may be used for textbook purchases, and advanced funding can be extended to the bookstore if the student displays a high need and cannot pay out of pocket. Financial Aid services are provided to a lesser extent at ATAC, but all students may contact the main campus Financial Aid Office through phone or email. Students who need to withdraw are referred to Financial Aid to discuss the impact on their Financial Aid situation.

The support services, resources, opportunities, and all campus events, clubs, organizations, and student leadership activities are available and open to all credit students regardless of campus or course delivery mode, including [Dual Enrollment](#) students. Support in the [Center for Academic Planning and Support \(CAPS\)](#) includes [tutoring](#), [PLATO web-based tutorials](#), [Disability Support](#), and [Academic Counseling](#), all free of charge. CAPS services are available in both [Portsmouth](#) and [ATAC](#), and many are accessible online. Students with documented learning differences or disabilities must self-disclose, which can be done at the point of admission or intake advising, and they will be referred to the CAPS Coordinator of Disability Services. Students may also self-disclose at any time once registered; they can be referred by faculty or advisors, or they can directly contact [Disabilities Services in CAPS](#). [Assistive technology](#) is available to students with documented disabilities through the Coordinator of Disability Services. (Also

Referenced in Standard 7.) Portable equipment may be signed out of CAPS for short-term use. Students in need of accommodations for any course format, including Running Start courses, must go through the established process of documenting a disability and developing a Reasonable Accommodation Plan (RAP) for which existing high school Individual Education Plans may not be substituted.

The CAPS [Academic Alert System](#) allows faculty/advisors to refer students for instructional or other assistance. CAPS Advisors will reach out to the students and assist them in developing an action plan to improve the issues noted. Additionally, students can seek tutoring and/or academic coaching services themselves, and there are drop-in hours for the Mathematics and Writing Centers in CAPS. CAPS carries Rosetta Stone for ESOL students and Spanish classes. Computers are available for students in CAPS and in the Library. CAPS has resources on the [Website](#) and on [Blackboard](#). Both campuses provide academic counseling/coaching, tutoring, study space, alternative and accommodated testing, assistive technology (Zoomtext, Dragon, Read and Write Gold), and ACCUPLACER testing. (Also Referenced in Standard 7.)

Students who identify as Veterans on the application are referred to the [Veterans Administration and Military Liaison](#). International students require a Visa to study; there is a separate section in the [Catalog](#) discussing the process/requirements, and students are referred to the [Diversity Program Coordinator](#). Resources for ESOL and International students include a staff member to identify needed support services and assist with course selection and advising. There is Perkins Grant supported programming for [Non-Traditional Gender Students](#) enrolled in academic programs in which individuals from one gender comprise less than 25 percent of the total number of the occupation. [Project Success](#) is a Perkins funded program that supports single parents, displaced homemakers and single pregnant women who are majoring in career or technical programs. Students in these programs can work with a student success mentor for academic coaching as well as receive financial assistance with books and scholarships. The [Business and Training Center](#) offers non-credit courses, and hosts [Work Ready New Hampshire](#) which helps students improve their skills and add a nationally recognized credential to their resume. Job Fairs and Transfer Fairs are scheduled to support students' future endeavors. (See [Job and Transfer Fair Notices](#).) There is also a [Job Board](#) where employers can post job opportunities.

The [Library](#) offers training and on-going support and direct services for all students. The [Library Website](#) is divided into 5 categories with information and guidance embedded in each category that will support teaching and learning. Class and group trainings, including Information Literacy Instruction, are requested faculty. Trainings can be customized to specific assignments if desired. The Library provides one-on-one meetings with students to discuss resources for research and citation help, accessing Library resources and holdings, topic selections, and the research process. In addition to online holdings, [Citation Guides](#) and [other online resources](#) are available that provide self-paced learning opportunities. The Library Director will travel to ATAC for specific needs. The Library collaborates with CAPS on the [Research and Writing Workshop Series](#). Videos of the series are posted on Blackboard and the Library Website to provide further access.

Upon completion of placement testing, new students meet with staff in [the Advising Center](#) to complete their first semester schedules. The individual advising sessions inform students of policies, procedures, and expectations, as well as resources, organizations, and activities. In subsequent semesters, many students work with their assigned faculty advisors. Undeclared Liberal Arts students stay with the Advising Center for future advising, offering this population a clear "home" for more consistent advising. The Advising Center offers Skype advising appointment to first semester online Criminal Justice students and to new/transfer students in other majors who are not physically able to come to campus. Advising packets with information and forms are sent out ahead of the appointments so students have the same information as if they were meeting on campus. They complete the process by faxing or scanning the registration forms. Advising sessions encourage students to determine their transfer plans early on to guide them in the selection of courses that will apply to their intended Baccalaureate major and follow existing articulation agreements.

Full-time faculty must provide 5 posted office hours per week for students in need of out-of-class support and advising. During the summer months, the Advising Center will back up faculty advising as requested by programs.



The Advising Center maintains a list of faculty advisors and their office hours, which can be accessed [online](#). Students can make appointments with the Advising Center and some advisors [online](#). Faculty, particularly adjunct faculty who are not required to provide office hours, connect with students via email, telephone, Blackboard, and before and after classes. There have been multiple versions of Advisor Manuals over the years. The Advising Center began a binder version that faculty and professional advisors can update periodically by adding in the most recent documents that serve as tools for their work as advisors, for example, ACCUPLACER scores, Registration policies, etc. (See “[Living Advisor Manual](#)” Example.) Updated programmatic and other changes and requirements are provided at Advisor Training Workshops held prior to the beginning of each semester and are sent via email to those not able to attend. Recently, the VPSA started a Faculty Friendly Guide to Enrollment Information, which highlights important dates and information for the academic year. Review of the updates is provided at Advisor Training Workshops held prior to the beginning of each semester. (See [Faculty Friendly Guide to Enrollment Information](#).)

The professionals that work in student services are well educated, appropriately degreed, and experienced in fields that closely align to their work assignments. Staff are hired through the CCSNH system process referenced in Standards 6 and 7. Student service professionals have membership in professional organizations and have online access to articles, listservs, and professional websites. The CCSNH holds trainings for new software solutions and other procedural changes that will impact students, which GBCC staff attend.

As is typical at a non-residential community college, GBCC students participate in and take advantage of co-curricular activities to varying degrees; therefore, [Campus Life](#) provides a range of opportunities, events, and activities that would be of interest and available for all students. Student Life holds a Club and Organization Fair during the first week of classes. Currently, there are 27 registered student clubs and organizations, but on average only 15 are active each year. GBCC has had a Student Government Association (SGA) since 2009, replacing the Student Senate that had been previously in place. SGA is the governing body for all students and represents the students’ collective voice. SGA oversees all student clubs and organizations, and provides student activities both on and off campus. There is a spot for student representation on the College’s Advisory Board, and the CCSNH Board of Trustees rotates a yearlong Student Trustee position among the 7 colleges. GBCC will next hold this position in 2019-20. GBCC’s new sports team programming provides students with opportunities to participate in the Yankee Small College Conference (YSCC). Athletics are viewed as an additional opportunity to participate in and grow from the overall experience at GBCC. Most of the expenses for the athletic programs are covered by fundraising and with SGA funds.

A weekly notification called Campus Happenings is sent out by Student Life that advertises upcoming workshops, job fairs, university transfer fairs, club meetings, and social events. (See [Example of Campus Happenings](#).) These notifications are sent out via email, an app, weekly text messages, and campus signage. There is a [Campus Calendar](#) accessible on the Website. There are many leadership opportunities within the Campus Life offerings. ATAC students can participate in all events/activities held on the Portsmouth Campus. There is digital signage on the ATAC campus and they receive the same electronic communications as students registered in Portsmouth. There are a variety of events held at ATAC. In addition to regularly scheduled Open Houses and Information Sessions, there are orientation sessions for each Advanced Composites Manufacturing (ACM) Cohort Group; SGA hosts activities; ACM has a student club, open to any students who wish to participate regardless of major.

Opportunities exist for faculty/staff and students to interact outside of the classroom. There are several [Student Activities, Groups, or Clubs](#) that have faculty or staff member advisors. The annual student literary journal, [The Heron](#), is an opportunity for students to work with a faculty advisor and student editors to publish their creative writing and art work. Social events include [Art Gallery](#) openings, various celebrations, and ceremonies such as Veterans Day, etc., which include the entire College Community. Each semester, Student Life hosts “Welcome Week” activities. These provide occasions for all-campus interaction, connection, and community-building. Student Appreciation Week, held near Commencement, includes a cookout and outdoor entertainment and activities. Students, faculty, and staff enjoy the new Student Success Center through attendance at athletic events, in the Fitness Center, and in [exercise classes](#) open to the entire community. Campus Safety has provided self-defense seminars open to all faculty, staff, and students. [Students Highlighting Outstanding Work](#) (S.H.O.W.) is an annual event, held during Student Appreciation Week, at which nominated students can present their [research and class](#)

[projects](#) to the entire College Community. The event also includes performance and art components for students to share individual musical, written, and artistic talents. The aforementioned [Student Life Leadership Development Program](#) includes both internal and external community members' participation as part of a program aimed at strengthening students' leadership capacity.

The College publishes and adheres to its [Code of Ethics](#) and its [Statement of Non-Discrimination](#) on the Website, in the [College Catalog](#), and the [Student Handbook](#), and appoints a Title IX Coordinator annually. In addition to the online [Title IX information](#), there are posters and handouts at GBCC Portsmouth, at ATAC, and at the Portsmouth Naval Shipyard's Training Center, where GBCC provides non-credit classes. Equity and Discrimination complaints are filed as Incident Reports, which can also be filed [online](#). Incident Reports are logged into the Incident Tracker. The VPSA sees all Incidents Reports. If a report is made which potentially involves Equity/Title IX, it is referred to CCSNH Legal Counsel for a determination of next steps. Required equity trainings are overseen by GBCC Human Resources and have been done online via Blackboard or in person. GBCC is participating with its sister colleges in the NH College Sexual Assault Policy and Prevention Initiative (CSAPP-NH), a grant with UNH from the U.S. Department of Health and Human Services, Office on Women's Health to develop a comprehensive sexual assault prevention plan. (See [CSAPP-NH Document](#).)

In addition to College policies and procedures derived from federal guidelines and/or [CCSNH Policy](#), [the Student Handbook](#) includes student rights and responsibilities and the student judicial system which guide students on codes of conduct, student disciplinary procedures, and grievance policies and procedures. CCSNH's Legal Counsel provided a training on the Judicial Appeals Process. (See [Judicial Appeals Training PowerPoint](#).) Faculty and staff composition on Judicial Appeal Boards is determined and outlined in CCSNH Student Affairs Policies. In the past, Student Government Association members were used if a Disciplinary Appeal occurred and student members were trained prior to a hearing.

The technology infrastructure for student services is primarily Banner by Ellucian, a comprehensive database managed by the CCSNH; Blackboard is the current learning management system. All student records are stored electronically through Banner in the Student Information System (SIS). GBCC is in the process of scripting Degree Works, another Ellucian product, that when fully implemented, degree audits will allow easier tracking of degree progress and audits. Students are provided with a unique PIN, which they can change, for security. Hard copies of student records are stored in locked file cabinets in a secure room in the Student Services Suite for up to 5 years, then shredded per CCSNH policy. The Registrar is responsible for keeping/updating student records.

Family Education Rights and Privacy Act Information is provided in the College Catalog and in the Student Handbook. FERPA is referenced on the Website in [Consumer Information](#), which links to the Student Handbook; however, the [FERPA Release of Information form](#) is directly accessible on the Website. Faculty can access FERPA Compliance Quick Reference material in the Faculty Handbook and through the [Faculty Resources](#) materials loaded into all Blackboard courses. (See [Faculty Handbook](#).) The College considers the following to be Directory Information: student's name, telephone number, city/town, e-mail address, major field of study, enrollment status (e.g. full-time or part-time), degrees, awards, and honors.

GBCC develops, modifies, and assesses its programs, student services, resources, and opportunities for students through many planning and evaluation functions and activities, several of which include external assessments. The Transition, Retention, Intervention, Persistence (TRIP) Governance Committee has charged itself with on-going assessment and planning to help enhance retention and persistence, regularly reviewing internal data, reviewing research, developing retention and student success strategies, and developing and reviewing policies that may help or hinder completion. Several departments within Student Services have Advisory Boards, and CAPS, the Library, and Student Life have undergone an external review. (Also Referenced in Standards 2 and 8.) The College tracks attendance at and gets feedback from several student events such as Open House, CAPS and Library workshops, Transfer Fairs, etc., and makes changes based on that feedback. The College administers the Community College Student Survey of Engagement (CCSSE) every 3 years, a Satisfaction Survey to the nationally accredited programs, and a Graduation Survey annually. Questions about all Student Service areas are included in these appraisals to

provide additional assessment information. The results are distributed and discussed in programs and several committee venues or Department Chair or Director's Meetings for potential programming modifications and development or other action plans. CAPS conducts Student and Faculty Surveys annually, and the Advising Center surveys students after their initial appointments. The Library Director surveys students after their one-on-one research appointments. Student Life needs are identified by direct contact with the Student Life office, and through student governance boards and processes. This direct contact allows for Student Life to be responsive about student requests for campus needs. Students also hold a lunch with members of the President's Cabinet each semester at which students can ask questions, make observations, and identify needs.

## APPRAISAL

### ADMISSIONS

Despite limited staffing and funding, Admissions maximizes its resources effectively to attract and convert students to matriculation. GBCC has become an option for more NH First-Time Freshmen because of its strengthened relationships with and responsiveness to local guidance counselors' requests for application events. However, because NH has several local college options, GBCC is not always the college of choice for all who apply. As shown in the Data First Form 5.1, applications and acceptances are increasing without comparable increases in enrollments. The Admissions Team's goal is to maintain application and acceptance momentum, particularly given declining NH demographics for traditional-age college students. Admissions would like to expand recruitment activities to a broader audience through targeted events and communications, with the intent of increasing the number of students who enroll. For example, CCSNH has purchased the list of NH students who recently completed the SAT and distributed names and tests results among the 7 colleges; Admissions could then reach out to prospective students with information about GBCC that aligns with their indicated academic interest. However, to expand Admissions' outreach, GBCC needs to build human capacity in that area.

Admissions uses reports on applications and acceptances to plan time at sending high schools, with added attention to those with high and low sending rates, and for outreach to prospective students with incomplete applications. The Admissions staff projects and maintains an annual calendar of outreach events including the high school visits, College Fairs, Open Houses, and information Sessions. The calendar provides insight from past years on number of visits to high schools, and dates of previous College Fairs and on campus events to assure consistent and continued attention to all schools, and to distribute outreach efforts equitably among the limited Admissions Staff. If a school's application rate drops off, previous years' efforts can be assessed. (See [Admissions Calendar](#).) Admissions runs other non-public events. The annual Partners in Education Breakfast, which is geared towards high school guidance counselors, Principals, Superintendents, and Adult Education partners, has been instrumental in keeping them current on new practices, programs, admissions requirements, and other important GBCC happenings. Camp College, another successful outreach program, was initially offered to one local middle school in 2011 to expose 8<sup>th</sup> graders to college in general, and specifically to GBCC programs. Admissions now has other middle schools requesting to participate, and the program is offered to 4 or 5 schools annually. This program has been mutually beneficial: it includes career exploration, interest assessments, and college interview skills for students, and GBCC saw an increase in applications and enrollments from the first of the participating schools in 2016 and 2017, when the first program participants would be college age. Admissions will continue to collect data to determine if the increase is long term and extends to the more recently participating schools.

In addition to building brand awareness, the College's Marketing staff supports enrollment efforts by planning specific strategies designed to increase engagement and movement from inquiry to enrollment of prospective students, 89% of whom come from Strafford and Rockingham counties in NH. (See [College Profile 2016 Report](#).) Integrated Admissions and Marketing campaigns include the traditional vehicles (direct mail, e-mail marketing, radio, TV, cinema, and print advertising) that direct people to the [Admissions Open House/registration page](#) and social media strategies that have been implemented over the past few years, including Facebook, Twitter, Instagram, and LinkedIn. With these efforts, there has been an increase in views and click-throughs to the Open

House registration pages. GBCC recognizes the need to effectively utilize social media applications and analytics; however, fiscal issues have impacted its ability to do more than maintain its current social media presence.

Admissions enrollment planning is primarily focused on applicants and facilitating the admissions process. However, the Staff is knowledgeable and able to provide all needed information about the College to undecided prospective students. A recent improvement to the onboarding process allows students to log into the Student Information System (SIS) prior to acceptance. Admissions has developed individual program requirement checklists in SIS where students can view their application status and be proactive about next steps. Admissions also carefully manages the selective programs' admissions processes, each with different admissions criteria, assuring the objectivity and equity of the process for each applicant. File review is based on a ranking system without consideration of external factors. Even the Recommendation Form is a 1-5 ranking system, written recommendations are not considered nor included in the applicant's admissions packet. (See [Admissions Ranking Reports.](#)) The Director of Admissions consults with selective Program Chairs each year to evaluate and address any changes to the criteria, process, or materials needed for application and admission.

The collaborative work of Admissions and the Advising Center is strong and supports onboarding and first semester registration for all new students. Admissions and Advising are frequently the first points of contact and referral to the services that will support the success of all students admitted. Students can, therefore, initiate services and support prior to registration. One hole in connecting students with services is the Running Start population. Since Running Start students are registered on-site at the high schools, they are not comprehensively made aware of the range of free services available to them through the College, including Disabilities Services. CAPS Staff does ACCUPLACER testing on-site at the high schools for this population. Therefore, an information sheet about services could be developed and provided to Running Start students at this point in the registration process to address this need.

While there are no specified goals for graduation except to increase completion rates, actions have been taken to increase timely progress toward graduation through the Full-Time First Initiative and [Complete College America](#) components. The College is aware of the need to enhance guidance on completion for its predominant part-time student population. Students Services and faculty are working on identifying Milestone Courses for each program that will keep students on track for completion; students will develop individualized pathways through Advising. (Also Referenced in Standard 4.)

#### STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

In alignment with the CCSNH initiatives of Guided Pathways and the [65 by 25](#) vision, GBCC's 2016-20 Strategic Plan incorporates a focus on increased student retention, persistence, and completion. (See [2016-20 Strategic Plan.](#)) Student Services has made improvements in communication with students, shifting from lengthy mail communication to more effective electronic communication that contain links to SIS, Missing Forms Information, Financial Aid Documentation, etc. As part of the Guided Pathways Initiative, a local GBCC team made up of several representatives from departments involved in the onboarding process is implementing communication options to achieve a quicker turnaround time for students to move through the process from inquiry to enrollment. Several individual departmental improvements that are noted in this Self-Study are the result of this ongoing effort. (See [GBCC Communication Plan for Onboarding Template.](#))

Under the leadership of the VPSA, the Directors from all Student Service areas (CAPS, Advising, Registrar and One-Stop, Financial Aid, Admissions, Marketing, IT, Business Office, Student Life, and the Library) meet monthly and systematically to review enrollment numbers, processes and policies, tuition and fees, and marketing and publications. Over time, this group recognized the need for a more operational group, the Enrollment Council, which was intended to empower the frontline Staff to assess the impact of projected policy and practice changes. Regular updates are provided in the meetings, and as a result, communication has improved among the service areas, and the group has been able to identify some issues and resolutions related to their respective areas. For example, the internal process for the Gainful Employment Initiative, which impacted several departments, was established. Given



the infancy of the Council, the full potential of the groups' charge and process has not been realized. (See [Enrollment Council Minutes](#).)

All new students are encouraged during their advising sessions to attend New Student Orientation, which has undergone many modifications and iterations to generate attendance and a successful experience for students, and to support a successful transition to college. (See [Orientation Program Schedule Examples](#).) GBCC promotes Orientation, but does not rely on it as the sole source of transitional information for students, since participation is not mandatory. As students are accepted, they get information about support services in their acceptance packets, and the advising for new students includes more detailed information for their specific needs. A lot of information and access to supports services, resources, and College Life opportunities are parceled throughout the Website; however, GBCC needs to explore options for consolidating initial college success information into an Online Orientation Model. A growing number of programs have developed their own dedicated mandatory orientations: Nursing, Surgical Technology, Veterinary Technology, Welding, Advanced Composite Manufacturing, and most recently, Automotive and Motorcycle Repair, all of which include general College information to varying degrees. (See [Specific Program Orientation Agenda and Material Examples](#).) GBCC is continually reexamining and changing its orientation model, most currently through the work of the TRIP committee. (See [TRIP 2017-18 Committee Focus Area Grid and Orientation Goals and Implementation Plan](#).)

As seen on the 5.3 Data First Form, approximately 60% of GBCC students graduate with debt; however, the average amount of debt has increased. As a result, the Financial Aid Office has added language to its standard communications with students encouraging them to borrow the minimum amount necessary. (See [Financial Aid: Next Steps Letter](#).) GBCC has made progress in reducing the default rate. The current GBCC official 3-year cohort default rate for FY14 is 9.8%, down from the FY13 rate of 12.4%. (Also referenced in Standard 8.) Financial Aid Literacy services are strengthening and being integrated into New Student Orientation and college success curriculum. Current resources have delayed the launch of online presentations; however, the Financial Aid Office has identified strategies for online content delivery to "meet students where they are." Targeting the graduating students' need for direction on loan repayment, Financial Aid is planning to offer live sessions presenting loan repayment and other financial success strategies, which will augment the current mail notification system. Some improvements have already been realized. As part of CCSNH, GBCC hired a cohort management outreach service to call delinquent borrowers to help them get back on track regarding payments, starting with a grace period. Advising and the Financial Aid Office work closely together to help students plan a degree completion schedule that maximizes their Financial Aid resources. Community outreach includes on campus assistance with Financial Aid filings, visits to local "target" high schools to talk with students and/or their families about how to fill out the FAFSA, and participation in Open House and other events to answer questions. Student Services departments work with area high school guidance counselors, Vocational Rehabilitation counselors, social workers, and other community leaders that have a vested interest in the success of local students. An area that needs to be addressed is academic follow up with students on Financial Aid Probation. Warning letters to students include CAPS academic support referral, but there is no follow up mechanism. There is a need to formalize the interaction and intervention processes, as well as develop criteria to identify those students at highest risk for suspension with debt.

In Student Services, fiscal issues have reduced staffing and hours of services; nevertheless, staff in all enrollment areas are continually looking for ways to manage operations to minimize the impact on students. As one example, the Banner Revitalization Project, which necessitated the need for manual identification of GBCC students who need a transcript evaluation, coupled with short staffing has necessitated the Advising Center staff to step in and assist with transcript evaluation for students to receive timely and accurate information for registration. (Also referenced in Standard 7.) Another consequence of short staffing is although students who are proactive and reach out get excellent support, outreach to all students has been challenging.

GBCC makes sure that students have access to advisors, though advising loads among faculty have been inequitable. The College is strained to provide on-demand advising, which is a model that could accommodate the varied needs and schedules of community college students. There are several one-person programs who advise a disproportionate number of students as compared to fledgling programs and departments with more faculty. (Also

Referenced in Standard 6.) Nevertheless, those faculty make the effort to be available at times when their students are on campus the most, and, furthermore, reach out to students electronically. The development of more Liberal Arts Degrees is slowly alleviating some inequities in faculty advising loads.

The Advising Center provides new student advising for consistency of transitional information and supports returning students in programs with high advisee/low faculty ratios and all programs in the summer months. Advisors prepare a New Student Advising Packet annually. Each year's revisions to this packet are based on the feedback received from students, campus policy, procedures or practice changes, and the observations made when reviewing the contents of the packet with each new student during their initial advising meeting. Students can refer to this information as needed after their initial advising session. (See [New Student Advising Packets](#).)

The College has a large Transfer Fair each fall, which is very popular. A variety of transfer events have been tried in the spring, none of which have been well-attended; however, students can access a schedule of individual 4-year college transfer counselor visits and set up individual appointments for transcript evaluation and other transfer advice. The schedule of 4-year college campus visits is advertised by the Advising Center. Transfer counseling has made good strides in guiding student registration toward courses that meet both GBCC program and transfer requirements. One of the Advising Center's positions has a specialty focus on transfer; however, the need for transfer counseling has grown exponentially due to the increasing number of articulations agreements. The Advising Center and faculty collaborate to assure that new courses have been vetted for transferability and that students are meeting transfer criteria. This joint work of faculty and advisors to minimize credit loss also benefits students who are undecided on a major or change majors within the first couple of semesters. Unfortunately, the good work that is being done on the ground is not fully reflected on the transfer page on the Website. Among other Transfer Page improvements, Website information should be more complete and not solely located under the menu tab of Graduation and Beyond, and instead be more visible under the Student Services tab, since it is recommended that students who want to transfer begin planning at matriculation.

Student Services has been proactive in addressing retention issues. There has been increased communication with students who have missed a payment deadline informing them of their options, and more personal and timely notifications of class cancellations to help students reregister. Enlisting the aid of faculty who notify the VPSA of student no-shows in the first class of each semester, staff are able reach out to those students personally and direct them accordingly. This strategy has yielded a 28% increase in retained students and 32% increase in students who are able to get a refund. (See [No-Show Data Report](#).) These efforts have enabled students to maintain their academic status and saved them from unproductive debt. Prior to the start of classes each semester, faculty are provided with "Lost Lists" of matriculated students who have not yet registered. Recently, the College has benefitted from a USNH grant-supported Online Enrollment Center (OEC), whose initial project was working with the recruit list to generate more applications, and that service has expanded to include follow up calls to the Lost Lists and Financial Aid Applicants with Missing Documents. (See [OEC Yield Reports to GBCC Admission](#).) Parallel to OEC, and since its grant funding expires in June 2018, Work Study money has been allocated to eligible students to create a local call center.

For several years, Student Services has been requesting that students who withdraw from courses complete a Withdrawal Checklist, which is a quick survey of possible withdrawal reasons. (See [Withdrawal Checklist](#).) The Directors of Student Services and the TRIP committee review the reasons provided to determine if there are factors that can be controlled by the College; some factors have also been disseminated to other appropriate College committees, such as Academic Department Chairs or the Distance Learning Committee, for any possible adjustments or attention needed. Each semester, the Institutional Researcher has provided a designated staff member with the names of students who have fully withdrawn by semester. These students are called to find out reasons for leaving and how to help them get reconnected. This personalized outreach has been instrumental in getting some students back on track academically. (See [College Withdrawal Data Report](#).) All findings are presented to various appropriate committees throughout the College.

The TRIP Committee's function and composition has made it effective for reporting and generating enrollment and retention data, with the intention of identifying next step strategies and improvements to policy or processes. The work of TRIP has led to more clear communication with Probation students, more training of faculty advisors, the development of more Liberal Arts Degree pathways, increased focus to retain students who stop out close to degree completion, and the implementation the "Purpose First" initiative leading to the development of a course to help students explore career choices. During the summer of 2017 at the Guided Pathways retreat, it was decided that TRIP will oversee the Guided Pathways implementation at GBCC. All the above efforts would benefit from a systematic assessment of outcomes.

The CCSSE surveys show GBCC rates highly on "Providing the support you need to help you succeed at this college," primarily referring to CAPS services. (See [CCSSE Reports](#).) In its 2012 CAPS Program Review, the external visitors' report stated, "The CAPS facility is the crown jewel of the Community College System's Academic Support Programs." CAPS staff work diligently to maintain the level of service and support to students on both campuses, despite a staffing capacity that has not kept up with academic need. Annual report stats show that the use of CAPS services fluctuates based on changes in staffing and trends. For examples, when new student advising moved to the Advising Center in 2011, usage decreased and one CAPS advisor transitioned into the Advising Center to address transfer needs. In CAPS increased its role with suspended students, providing academic coaching for students in the CPA program; subsequently, appointments with staff members has seen an overall 73% increase since 2012. CAPS, the Advising Center, and Admissions, meet periodically throughout each semester to review joint services practices and policies for both Portsmouth and ATAC. The CPA program began in the 2012-13 academic year with a success of 23.5% of participating students. In 2013-14, Academic Coaching was added to the program requirements, resulting in a success rate of 32%. Since that time, the success rate has steadily climbed to 2017's 53% success rate. (See [Academic Suspension Recovery Program 2017 Report](#).)

To support retention and persistence, CAPS' [Academic Alert System](#) has been promoted more among faculty, and has seen an increase of 255% over the last few years (from 47 referrals in 2012-2013 to 277 referrals in 2016-17). Unfortunately, not all students respond to the referrals and outreach from CAPS. Referral statistics show that less than half of referrals pass the course overall, but of those who work with CAPS to create and follow a recovery plan, approximately 75% pass or end up with an auxiliary grade (W/WP) that does not negatively impact their GPA. While CAPS is gathering some relevant data, more consistent research on student success in future semesters is needed to effectively measure outcomes. CAPS has provided its research on Academic Alerts and other updates on its services to the College Community and to various committee initiatives as needed. (See [Example of CAPS Research and Updates PowerPoint](#).) CAPS, like other departments, must evaluate the time and human resources weighed with the return on investment. Frequent staffing changes, training new hires, and retraining existing staff are also barriers common to a largely part time staffing model. When staffing was cut in 2014, CAPS reduced hours based on a review of CAPS usage, which identified lesser utilized times. This change allowed coverage in fewer open hours, while retaining time for individual appointments with students. CAPS stopped doing workshops in the classroom at this time. The Center for Teaching and Learning has been able to pick up some of those workshops. ATAC has a full-time counselor who addresses both advising and academic support. This is currently sufficient for that facility.

Fiscal issues challenge CAPS' ability to provide updated technology to meet the needs of students, such as having the software students are using in their classes available in the computer lab; maintaining the assistive technology station, where software and equipment for students with disabilities might be critical to their success; and in providing language software for international students. The department evaluates which programs are a priority based on enrollment needs. Usage statistics drive renewal decisions for electronic resources. Known or anticipated needs are shared with IT Services for solutions such as group purchases across the System where feasible.

CAPS uses information from the Admissions Department and IR to offer services that meet the diverse needs of the students. For example, Admissions reported an increase in international student applications; therefore, CAPS made requirements for international admission clearer in our catalog, added a grammar workshop to tutor offerings, added an on-campus ESL class beginning spring 2017 taught by Portsmouth Adult Education, and planned an International Student Orientation. Another earlier and ongoing example of responding to the needs of the student

population resulted from institutional research on the students requiring Developmental coursework. Even though Standard 5.3 Data First Form shows a decreasing percentage of First-Time Freshman placing into Developmental courses, these students are significantly less likely to complete. Therefore, the efforts of CAPS, the Math and English Departments, and the TRIP Committee to increase the success rate of Developmental students remain a priority. CAPS and faculty review placement scores as changes in curriculum occur. CAPS disseminates this information College-wide and to local Adult Education partners in a timely way. Advising developed an ACCUPLACER guide that students receive after testing to better understand their scores. Parents have expressed the helpfulness of that document. (See [ACCUPLACER Guide](#).) GBCC has been proactive in preparing for upcoming changes to ACCUPLACER testing by developing a cross-representational taskforce, researching best practices in placement testing, cut off scores, and the use of multiple measures. The taskforce will continue to work through the 2017-18 academic year with the goal of updating policies and practices. A study was done in 2017 to assess student and instructor perception of placement accuracy. (See [Placement Research Study Results](#).) Over 80% of both students and instructors felt students were accurately placed in Developmental and Gateway Math and English courses.

The Library prioritizes both one-on-one research/reference support and class customized workshops despite understaffing. Anecdotally, faculty members attending Library information workshops report they themselves learn something new each time, and find value in including the Library workshops as an integral part of their class schedules. A faculty feedback survey on library services is not in place right now. However, the graduation survey and CCSSE feedback indicate strong student satisfaction with Library services. There is an assessment method of student learning from the FYE Library sessions which is administered in the FYE classes themselves. However, the Librarian does not receive student scores, and, therefore, cannot assess if the student learning outcomes were achieved. With many changes to the college success courses and the recent inclusion of Information Literacy in the Core Attributes, academic departments and the Library need to plan for a continued approach to Library orientations for students and building in information literacy content. There are excellent resources and training materials online for both faculty and students, and the Director handles many research questions via email and by phone. However, the trainings provided for live classes are not available online, partially because they are tailored to each class' individual needs. Online and Running Start students do not receive the same level of training and support for research needs. If an online student is not also taking a live course, then he/she may not be made aware of the resources available. To offer more online support, the Library staff would have to increase.

GBCC offers a wide range of student services, but it does not currently offer mental health services, and as a non-residential college, there are no physical health care services. A mental health counselor was contracted for 4 semesters; in that timeframe, the counselor was used very few times by students. When students are in crisis, they might go to the Advising Center or CAPS for help. The staff members do their best to provide a supportive, confidential space for students to gather their thoughts and determine their next steps. Faculty and staff may also refer students to these departments. CAPS provides a list of referral resources to faculty and staff, which includes mental health resources. (See [Community Resource Referral List](#).) The College does have an MOU with a local agency for students affected by sexual or domestic violence. (See [Haven MOU](#).) Concerns that require more immediate attention, such as students with suicidal thoughts or disruptive/aggressive behavior, are referred to the college's Behavior Intervention Team (BIT) through an incident report. The team assesses the needs and makes referrals or takes action as appropriate. BIT has been effective in addressing a variety of issues since its inception in spring 2015. Though the more serious incidents have been infrequent, the team recognized the need for an immediate response protocol and on-site mental health first aid training. The protocol is under development and training was provided for interested faculty or staff in June 2017, generating a few employees who could be considered first responders in mental health crisis situations.

The Athletic Program uses Portsmouth Physical Therapy for its athletic training needs. In addition to the athletic training, Portsmouth Physical Therapy coordinates free physicals for student athletes through Martin's Point Health Services. The Director of Student Life has partnered with Convenient MD, which sponsors an App designed to communicate events and important information to students. As part of this sponsorship, Convenient MD provides 75 free physicals for student athletes and students in health care programs that require physicals prior to clinical assignments. Additionally, they provide 300 free flu shots to be split between students and faculty/staff. GBCC

offers CPR classes and First Aid Classes to the faculty and staff, and subsequently several members of the College Community are designated and listed as College First Responders in a medical emergency situation, which is noted in the [College Directory](#). While the first contact in an emergency would be Campus Safety and/or 911, a College First Responder can also be called.

As a public community college with numerous points of entry to both the Portsmouth and Rochester campuses, it is impossible to provide absolute protection, but the College does pay careful attention to safety and security, and as noted in the [Campus Safety Report](#), annual incidents are minimal. Nevertheless, appropriate precautions are taken. Campus Safety officers are stationed at the Portsmouth campus Front Desk to monitor traffic coming into and exiting the building, respond to any safety concerns that may arise, and provide an escort service for those students, faculty, and staff who would like to be accompanied to their vehicles. [Safety Information](#) and [Victims' Services](#) can be found on the Website.

GBCC has agreements with the Portsmouth and Rochester Police Departments detailing how we will jointly deal with any crimes on campus or sexual assaults on/off campus. (See [Sample MOUs with Local Police Departments](#).) Separate trainings for Shelter-in-Place/Active Shooter and self-defense have been done for staff and faculty. A survey was sent out to faculty and staff to assess the usefulness of the trainings and provide input for further trainings. (See [Campus Safety Training Surveys](#).) Campus Safety has developed a monthly training calendar. (See [Fall 2017 Campus Safety Training Calendar](#).) The Emergency Preparedness Committee has taken many proactive steps to better prepare our community for various types of emergencies that could happen. The College has recently developed a proactive partnership with the Seacoast Emergency Response Team (SERT) allowing them to conduct their full-scale trainings and drills on the Portsmouth campus for faculty/staff and students. The benefit to GBCC is local law enforcements' familiarity with the campus. Plans include running drills for the benefit of GBCC staff and students. The Emergency Preparedness Team has developed a script for faculty to read the first day of classes explaining what students should do in an emergency. The President's Cabinet will decide how this script will be implemented. (See [Emergency Procedure Safety Script](#).) Posters have been placed in all the classrooms and public spaces that provide quick reference for emergency situations. All rooms have had room number labels placed in windows to allow quick location identification from the outside the building. Full scale drills at ATAC need to be implemented. The College has enlisted the aid of the BeSafe Company for both Portsmouth and ATAC to develop digital maps that can be used by emergency responders. The maps will include pictures of all entrances/exits, maps of all the floors and where emergency devices are located, pictures of utility shut off locations, etc.

New Hampshire is not a racially diverse state, and as a commuter college; GBCC's enrollments tend to reflect its geographic area. GBCC does not recruit specific populations other than limited athletic recruitment. Through a change in CCSNH policy, GBCC has recently been allowed to charge in-state tuition across bordering states for some programs, which may increase diversity. Scholarships and book awards for non-traditional gender students encourage gender equity in Perkins-approved career and technical programs. The International Club holds a variety of activities on campus to promote learning about different cultures. In response to campus interest, a Diversity Committee was recreated, whose purpose is enhancing the institutional capacity to respond effectively and respectfully to all students, staff, and community members. There are seats for student members on this committee.

Students Highlighting Outstanding Work (S.H.O.W.) is an opportunity for students to demonstrate the quality of their academic work. Students who participate can interact with faculty on developing their presentations, as well as gain experience in public speaking skills. In the 6 years since the event began, participation has been low and dominated by Science and Nursing students. The S.H.O.W. Committee has tried several incentives to generate more student interest, including more flexibility in how projects can be presented and working with faculty on building some S.H.O.W. presentation criteria into the assignments' initial parameters. However, the most recent iteration of faculty nominations of students and judged scholarship awards have proven to be the most effective in increasing the number and the range of classes and disciplines represented. Though participation is still not at the level the S.H.O.W. Committee and administration envision, there is a commitment to continue with the event with ongoing efforts to improve participation and the components of the event each year.



Student Life hosts club and organization fairs every fall and spring to demonstrate the range of engagement opportunities available. In the past few years, there has been a trend toward more involvement in clubs and organizations than in the Student Government Association (SGA), which generated a review of SGA membership. SGA organized a group of students to reassess the strengths and challenges of SGA models, and revisit the SGA Mission and Vision in relationship to a new membership structure. In 2014-2015 recommended changes were identified and these were implemented in 2015-2016. The changes were too complex and, therefore, not successful, prompting a return to the previous structure in 2016-2017. An infusion of new students over this time helped to move away from what had developed into an exclusive environment, and SGA had a more successful year. SGA is now re-growing and has a goal of increasing by 7-10 active members in the 2017-2018 academic year. Strong attention to the leadership of SGA is needed to get the desired engagement from students, but this has been difficult given rapid changes within Student Life and at the College. To address this, in 2017, SGA will be overseen by 2 staff members in a co-advisor model.

Since the opening of the Student Success Center in 2015-16, Student Life has experienced a decrease in student participation in community activities that had previously been held in the more heavily trafficked atrium and main lobby. Although there is a student population that does use the Fitness Center and open facilities of the Student Success Center, and a contingency who will participate wherever an activity is held, most students coming in for classes and congregating in the atrium have not been inclined to impromptu participation in events, food, and activities that are not situated on their regular path into and out of the College. With a few trial runs returning some events to the lobby in 2016-17, it became clear that to provide more access and generate more community engagement among students, that the majority of activities will be held where the students tend to be more present. Communication to students remains challenging. Student Life has increased text messaging, Apps, emails, and social media, but there is no one source that all students utilize. An additional issue related to the College's use of communication vehicles is that they were broadly used for all campus announcements and information from Advising, CAPS, S.H.O.W. etc. Trying to provide all campus areas' content has resulted in excessively lengthy announcements that students just do not read. The College anticipates implementing Educational Advisory Board (EAB) software which should allow for each department/program to send out their own communications. Students can then identify each area's resources, events, and opportunities more specifically.

GBCC has high standards for students who participate on athletic teams and maintains that a student's athletic endeavors are secondary to academics. Athletes are not permitted to miss class to attend practice. Athletic program scheduling adapts to academic and course scheduling. Per the [Student Athletic Handbook](#), they must be enrolled in 12 academic credits during a game season semester (fall/spring). They are required to complete 24 academic credits in a calendar year to maintain athletic eligibility. Athletes that don't meet minimum 2.0 GPA in a semester are placed on athletic probation, and are referred to CAPS for athletic support. The Athletic Program has instituted a study hall requirement for all athletes to support their academic success. Despite the minimum 2.0 GPA requirement, GBCC's athletic GPA is lower than the national athletic average. GBCC needs a dedicated advisor for athletes or an Athletic Director to support the goals of the Athletic Program, including academic achievement. The Student Life initiatives such "Heron Pride," emphasizes personal development through athletics. The Student Athlete Handbook needs to be revised to include these goals, and a Coaches' Handbook will be developed. Eventually, Heron Pride could move beyond Student Life to represent the entire institution, bringing the Core Attributes and Code of Ethics under this umbrella.

Measurable outcomes, with reflective components, are under consideration for Athletics and the various Mentorship and Leadership Development programs. (Also referenced in Standard 8.) Advisory Boards are in place for some of the Student Life programs. The current Leadership Development Retreat is a strong comprehensive program that needs to be expanded beyond a weekend retreat into a yearlong engagement model. The Executive Mentor Program has seen more success because of new promotional efforts; however, it is very time consuming for a program that attracts mostly highly motivated students, and the challenge is providing oversight and administration. The Women's Mentorship Program meets monthly, and typically starts out strong, then decreases second semester because students' schedules change. A new model is being developed to generate wider

participation in individual sessions, with a certificate for those who attend all sessions. The CareerSmart program, a partnership with a local staffing agency and GBCC's Business Administration Program, began in 2016-17, offering a variety of career topics, including resume writing, LinkedIn for professional networking, interview skills, etc. These have not been well attended. Student Life is revising the program with a more limited schedule that is open to the public as well as students. The sessions will be planned for targeted times when student job searches are likely to be underway. (See 2017 CareerSmart Workshops.) Student Mentorship programs are not well represented on the Website, but have instead been advertised through flyers, posters, emails, and the greatbayhappenings App. As they open to a broader audience, Website links will need to be updated as programs develop. Currently, the separate Athletics Website at [www.gogreatbay.com](http://www.gogreatbay.com) and the Get Involved [Club and Org Webpage](#) are up-to-date. The [Institute for Civic Engagement](#) page needs updating, as does the [Student Leadership Institute](#) page.

ATAC now has a student Advanced Technology and Manufacturing Club open to all the manufacturing programs and any student who takes a course at ATAC. This has helped promote student engagement and involvement at ATAC. Student Life continues to offer monthly activities, though those tend more to be "passive activities" such as food related or give away events, which align better with most of the ATAC students' day-long class schedules. Digital signage and other event promotions have been increased, and Student Life continues to explore ways to build ATAC involvement. For example, one Student Life event a month is held off campus at locations that are relatively equidistant from both campuses.

GBCC provides many student services and opportunities that support student achievement and retention from pre-enrollment to graduation. Even with limited resources, all areas of Student Services work very hard to assure that students are adequately served. The need to accommodate 2 campuses continues to be a struggle.

### PROJECTIONS

- The Vice Presidents of Student and Academic Affairs and the Transition, Retention, Intervention, Persistence Committee will develop a comprehensive plan for documenting and assessing the impact of all student outreach and retention efforts by 2023, to include the work generated by the Guided Pathways for Success initiative.
- The Financial Aid office will identify resources to be able to complete the following:
  - Develop loan repayment small group workshops for graduates by May 2019;
  - Work with CAPS to develop a follow up strategy for SAPFA referrals by 2019;
  - Develop YouTube video content on Financial Aid Literacy for online access and delivery by 2021;
  - Develop a strategic institutional aid awarding practice which supports the Guided Pathways Initiative and reduces overall student borrowing by 2022.

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
<b>Freshmen - Undergraduate</b>	?	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Completed Applications	?	624	665	685	838	838
Applications Accepted	?	569	580	618	733	733
Applicants Enrolled	?	389	348	393	404	404
% Accepted of Completed Applied		91.2%	87.2%	90.2%	87.5%	87.5%
% Enrolled of Accepted		68.4%	60.0%	63.6%	55.1%	55.1%
Percent Change Year over Year						
Completed Applications			6.6%	3.0%	22.3%	0.0%
Applications Accepted			1.9%	6.6%	18.6%	0.0%
Applicants Enrolled			-10.5%	12.9%	2.8%	0.0%
<b>Transfers - Undergraduate</b>	?					
Completed Applications		516	513	452	516	516
Applications Accepted		391	387	356	371	371
Applications Enrolled		306	278	237	265	265
% Accepted of Completed Applied		75.8%	75.4%	78.8%	71.9%	71.9%
% Enrolled of Accepted		78.3%	71.8%	66.6%	71.4%	71.4%
<b>Master's Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>First Professional Degree - All Program</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>Doctoral Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
*“Current Year” refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with						
Source: Banner Admissions/Applicant table in data warehouse						
Above statistics are for completed applications for unique individuals. If a student applied to Nursing, was not accepted and then applied to Surgical Technology where she was accepted, this student would only have the latest application counted.						



Standard 5: Students						
(Enrollment, Fall Census Date)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year*</b>	<b>Next Year Forward (goal)</b>
<b>UNDERGRADUATE</b>		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First Year	Full-Time Headcount	306	315	326	312	312
	Part-Time Headcount	429	424	368	392	392
	Missing full time or part time	2				
	Total Headcount	737	739	694	704	704
	Total FTE	600.8	609.6	590.7	602.9	602.9
Second Year	Full-Time Headcount	261	295	284	282	282
	Part-Time Headcount	857	754	733	676	676
	Missing full time or part time	3				
	Total Headcount	1,121	1,049	1,017	958	958
	Total FTE	790.3	763.1	752.0	708.6	708.6
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	359	557	473	414	414
	Total FTE	90.4	148.7	114.5	110.0	110.0
Total Undergraduate Students						
	Full-Time Headcount					
	Part-Time Headcount					
	Noncredit					
	Total Headcount					
<b>Total Headcount</b>		2,217	2,345	2,184	2,076	2,076
<b>Total FTE</b>		1,481.5	1,521.3	1,457.2	1,421.5	1,421.5
% Change FTE Undergraduate			2.7%	-4.2%	-2.4%	0.0%
*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.						
Please enter any explanatory notes in the box below						
Source: SZRHNC5 Fall Census Files. First Year = First Time Freshmen & First Time Transfers/Transfers. Second Year = all others. Unclassified = Early College, e-Start, Running Start, NonMatric, Cont Ed.						

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
<p>Where does the institution describe the students it seeks to serve?</p> <p>GBCC College Catalog; GBCC Program Sheets</p>					
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	
	2010-2011	2011-2012	2012-2013	2014-2015	
	(n=406)	(n=553)	(n=619)	(n=638)	
Three-year Cohort Default Rate	10.5%	7.9%	12.2%	10.0%	
	(n=293)	(n=505)	(n=590)	(n=673)	
Three-year Loan repayment rate (from College Scorecard)	58.7%	61.1%	58.8%	58.2%	
<a href="https://collegescorecard.ed.gov/school/?183150-Great-Bay-Community-College">https://collegescorecard.ed.gov/school/?183150-Great-Bay-Community-College</a>					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year (Projected)	Goal (specify year)
	(FY 2015=2014-2015)	(FY 2016=2015-2016)	(FY 2017=2016-2017)	(FY 2018=2017-2018)	(FY 2019=2018-2019)
Student Financial Aid					
Total Federal Aid	\$9,017,447	\$8,644,212	\$7,357,291	\$7,357,291	\$7,357,291
Grants	\$2,661,229	\$2,580,355	\$2,183,300	\$2,183,300	\$2,183,300
Loans	\$6,312,369	\$6,033,876	\$5,137,692	\$5,137,692	\$5,137,692
Work Study	\$43,849	\$29,981	\$36,299	\$36,299	\$36,299
Total State Aid	\$209,935	\$208,154	\$201,725	\$201,725	\$201,725
Total Institutional Aid	\$377,191	\$268,067	\$202,686	\$202,686	\$202,686
Grants	\$377,191	\$268,067	\$202,686	\$202,686	\$202,686
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$77,384	\$67,722	\$179,924	\$179,924	\$179,924
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$77,384	\$67,722	\$179,924	\$179,924	\$179,924
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	63%	66%	58%	58%	58%
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$16,646	\$16,427	\$18,205	\$18,205	\$18,205
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	not available				
Graduate Students					
First professional students					
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)*					
	Fall 2013	Fall 2014	Fall 2015**	Fall 2016	Fall 2017
	(n=477)	(n=412)	(n=369)	(n=422)	(in process)
English - Reading	15%	7%	9%	8%	
English - Writing	35%	27%	25%	22%	
Math	49%	44%	47%	42%	
Other					
**revised					
Please enter any explanatory notes in the box below					
* Source: First time freshmen data from census files; Developmental placement data pulled manually.					

**STANDARD SIX: TEACHING, LEARNING, and SCHOLARSHIP****DESCRIPTION**

## FACULTY AND ACADEMIC STAFF

GBCC currently has 34 full-time faculty and approximately 167 active adjunct faculty. The composition of full-time faculty is based on programmatic needs and institutional priorities, which to date have emphasized Science and Health Care. In some cases, a program's national accreditation establishes the number of faculty required for the achievement of program outcomes or continued accreditation, i.e. Business Administration, Surgical Technology, and Veterinary Technology.

Full-time faculty are assigned to a 10 month (2 semester) academic year, which begins approximately 2 weeks before the start of fall semester classes and ends no later than May 31, with due allowances for semester breaks, authorized holidays, and use of accrued leave, and includes non-instructional time before and after each semester. Advanced Composites Manufacturing (ACM) faculty, because of 6-month long programming, and the Director of Nursing are the exceptions to 10-month faculty.

Full-time faculty responsibilities are outlined from the point of hire according to the rank of the faculty member. The CCSNH defines the following full-time faculty rankings: Instructor, Assistant Professor, Associate Professor, and Professor. Generic job descriptions for each rank outline the general scope of work, accountabilities, qualifications, work traits, etc., and describe increasing leadership expectations from Instructor to Professor, particularly regarding curriculum development and assessment. [Per Section 690.01 of CCSNH Academic Policy](#), academic credentials and prior teaching and/or industry experience are established for each faculty rank within each of 3 areas: (1) General Education/Certain Allied Health/Non-Technical; (2) Professional Technical; and (3) Occupational Technical. The CCSNH Vice Presidents of Academic Affairs developed a CCSNH Defined List of Academic Program Areas for which each college must identify each program as falling into one of these categories. (Also referenced in Standard 4.) [\(See CCSNH Defined List of Academic Program Areas.\)](#) Faculty are hired and assigned within the guidelines of each category, which are also based on accreditation and industry standards.

As seen in Data First Form 6.2, most full-time faculty hold a minimum of a Master's Degree in their disciplines; many have Doctorates. Some technical fields allow for Baccalaureate or Associate Degrees as appropriate, and all faculty meet or exceed the minimum degree level required. Teaching and industry experience is preferred and established for each faculty rank level. Generic descriptions are further delineated for each specific position by a Supplemental Job Description (SJD). The SJD identifies the areas of instructional responsibility and any qualifications and accountabilities unique to a given position, and may be modified as needed through collaboration among the faculty supervisor, the VPAA, and both the GBCC and CCSNH Human Resources Offices. Supplemental Job Descriptions (SJDs) are revised as faculty are promoted to reflect new accountabilities.

When the decision is made to fill an open full-time faculty position, the SJD is carefully reviewed by the Department Chair, the VPAA, and the Director of Human Resources in consultation with CCSNH Human Resources Staff. Once the CCSNH Office has approved the SJD, the position is posted internally to all CCSNH employees for 7 calendar days; covered candidates wishing to be considered "internal candidates" must apply during this period, [per Article XIV of the Collective Bargaining Agreement \(CBA\)](#). The CBA requires that the College must act on internal candidates prior to external posting. As an [equal opportunity employer](#), GBCC follows the federal and [CCSNH policies](#) and practices in recruiting and hiring. The [Faculty](#), [Staff](#), and [Adjunct](#) CBAs also guide hiring and other employee relations processes. The diversity of faculty and staff is representative of the community served by the College and the locations from which it is feasible to commute. Open positions are posted on the [CCSNH Website](#), Indeed, Simplyhired, Glassdoor.com, and Linkup, and other websites, as needed, to attract a wider pool of applicants. (Also referenced in Standard 7.) Both internal and external postings include links to the SJD, application and contact information, and a non-discrimination statement. Applications are submitted to a Human Resources Website for

review. All applicants are required to answer the following question at the time of applying for any open position, "Have you ever been convicted of a crime (felony or misdemeanor) that has not been officially annulled by a court?" In addition, all candidates are cross-checked with New Hampshire's Sex Offender Registry, and for some positions, a criminal background check is required.

The VPAA and/or CCSNH Human Resources staff certify each candidate according to the published job qualifications for a given faculty rank. Faculty and staff come from a wide range of backgrounds, but experience must be certified by Human Resources as meeting the minimum criteria identified in the SJD. Most Technical and Allied Health faculty have industry experience in addition to an academic background. Certified applications are forwarded to the "Search Committee," which will typically consist of the Department Chair, faculty, and appropriate staff who review the certified applications and select candidates to interview. The College has recently employed the use of Clear Company as a tool to post, review, and evaluate applicants. Most interviews are structured, asking each candidate the same questions and graded on the same scale. The Search Committee recommends its preferred candidates to the VPAA and the President, who must approve both the candidates. Then the final candidate receives a written offer regarding the terms of the position, including the approved salary. Upon acceptance, a new hire is given a letter of appointment, the SJD, a list of CCSNH policies, information on direct deposit, and health benefits plans, etc. (See [New Hire Checklist](#).) Salaries and benefits are set at the CCSNH level in conjunction with the [CBA](#). The CCSNH processes salary increments in step increases for employees within their established labor grades, provided satisfactory work performance is documented by the annual performance evaluation. Benefits, including retirement, are available to all full-time covered employees and their eligible dependents via a network health benefit plan chosen by the CCSNH and include employee cost sharing and CCSNH contributions. (Also Referenced in Standard 7.)

Full-time faculty roles and workloads, as defined in the CBA, are developed within the departments and programs, in consultation with and approval by the VPAA. Each semester, faculty receive a letter that summarizes their teaching responsibilities for the subsequent semester. (See [Workload Letter Example](#).) Faculty typically carry 15-18 contact hours each semester, and should have no more than 3 course preparation assignments. Faculty may be assigned additional preparations to achieve the contact hour load. Faculty may be assigned overload contact hours based on the need to run certain classes requiring specific expertise or credentials. There is never compulsory overload for faculty, but they can elect overload on a voluntary basis, not considered part of their assigned workload. All faculty have advising responsibilities and serve on at least one committee. It is the VPAA's responsibility to balance each faculty's teaching assignments with workload release projects, if adjustments should be made for student load, program projects, or other inequitable factors. Contact hours are defined as follows for Workload and Overload purposes: 1 Lecture, Laboratory, Seminar, Studio, or Clinical hour equals one Contact Hour. A contact hour is 50 minutes, except in the case of Clinical Instruction, which is calculated at 60 minutes. Online courses credit calculations are equivalent to face-to-face instruction in same course. Practicum hours are calculated at .3 per student and Internships at .5 per student.

Per the CBA, the VPAA recommends the Department Chair and Program Coordinator nominees to the President, and annual appointment letters are sent. Department Chairs receive one course release as well as an additional stipend for directing all operations of the department and assisting the VPAA in oversight of academic matters, as appropriate, including the development and management of both full-time and adjunct faculty within their departments. Some Department Chairs have several programs within their purview, and Program Coordinators may be designated for the oversight responsibilities of an academic program within the department. Program Coordinators receive a stipend, but most are not authorized for a course release. Recently, 2 full-time Program Coordinator positions were added: one to manage several Technical Certificates that are held off-site and do not align organizationally with other departments, and the other to manage a combination of related credit and non-credit Allied Health Certificate Programs.

GBCC recognizes, acknowledges, and supports the significant role of GBCC's adjunct faculty in its ability to offer and deliver instruction. All adjunct faculty report to their respective Program Coordinators and Department Chairs, and the VPAA. Adjunct faculty have unionized, and hiring and course assignment practices are in accordance with the [Collective Bargaining Agreement for Covered Adjunct Faculty](#) (Adjunct CBA). The bargaining unit consists of all adjunct faculty who are employed by the CCSNH and who have taught at least 5 semesters in the last 5 years. Teaching assignments are given on a semester by semester basis. The GBCC Department Chair or Program Coordinator assigns the courses based on appropriate credentials, experience, and availability. The VPAA approves all appointments. According to Article 8, any covered adjuncts can submit an availability and interest list for each upcoming semester. By January 2 and June 1 of each year, Academic Affairs sends out a list of all potential course assignments for the forthcoming semester. Adjunct faculty are limited to 12 credit hours per semester to maintain compliance with CCSNH policy related to the Affordable Care Act, per the [updated Adjunct CBA effective 10-25-2017](#). Adjuncts sign new contracts each semester that indicate the teaching assignment(s) for that semester. (See [Adjunct Contract Example](#).) Adjuncts are sometimes given short-term contracts for curriculum development work related to their areas of expertise and credentials.

GBCC has one contractual arrangement with Seacoast Helicopters to offer an Associate Degree in Aviation Technology, with most Aviation courses provided through a Memorandum of Understanding with Seacoast Helicopter. However, the College is responsible for all Aviation courses, approves all instructors, and hires and compensates instructors directly for 3 courses. Aviation Instructors are considered adjunct faculty for these courses, with all regular assumptions that apply to adjunct faculty. The same level system used for compensation of all other faculty, based on credentials and experience, is followed. The same is true for instructors in other off-site programs.

Faculty are reviewed in a schedule that is outlined in [Article 12.1.1 through 12.1.3 of the CBA](#) and [Section 690.05 of CCSNH Academic Policy](#). The performance review process for probationary faculty will be conducted once each semester in the first year of employment, and they are subsequently evaluated annually for 3 more years. Faculty with more than 4 years of service are moved to an evaluation cycle of every 2 years. In addition to general performance observations and assessments, faculty evaluations include classroom/teaching observations and professional assessment completed by the faculty's immediate supervisor, who, in the case of Department Chairs is the VPAA. Student Course Evaluations are reviewed each semester. CCSNH has standardized the Performance Evaluation process and forms. [Categories of review](#) include Teaching and Learning Effectiveness; (2) Academic Contributions; (3) Service to Students; (4) Service to the Department/System/Community; and (5) Professional Growth and Development. Feedback from reviews and from student evaluations may generate instructional modifications and methodologies.

Adjuncts are reviewed by Department Chairs once per academic year. Per [Article 11 of the Adjunct CBA](#), the evaluation process is informal and is handled predominantly by Department Chairs and Program Coordinators who evaluate as they deem relevant through a variety of means: classroom observation, review of syllabi, assessments or other teaching materials, student evaluations, evidence of student learning, etc. All adjuncts are asked to send their syllabi to their Department Chairs/Program Coordinators prior to the start of the semester. There is no formal schedule for evaluation; however, there is an expectation that adjuncts will be reviewed consistently, especially prior to their eligible coverage by the CBA. The VPAA asks Department Chairs to provide individual adjunct with brief, written feedback on strengths and areas to develop during their respective periods prior to CBA coverage. Classroom observations (generally using the same form as for full-time faculty) and other review methodologies used are documented. Department Chairs/Program Coordinators are provided with regular updates on the number of semesters that new adjuncts have been assigned to classes. Department Chairs will determine with documented evidence if each adjunct is a good match for the assignment, the program, and the Department. In addition, Department Chairs review Student Course Evaluations each semester. There are 3 possible levels for adjunct salaries, per [Article 16 of the Adjunct CBA](#). Adjunct promotion through the levels is based on repeated course assignments for 6 semesters, which is tracked by Academic Affairs. Upon reaching Level III, there is no opportunity

for further advancement nor “Step” increases, as there is for full-time faculty reaching the rank of Professor. Some Adjuncts are hired at Level III, and, therefore, never earn a pay increase. Adjuncts do not receive benefits.

The peer review promotion process for full-time faculty is outlined in the [CBA Article XI Faculty Promotion and Section 690.04 of CCSNH Academic Policy](#). Upon the successful completion of the probationary period and initial appointment, a faculty member may be eligible to apply for promotion to the next highest faculty rank within the third year of service. To qualify for promotion, a faculty member must show evidence of effective performance and sustained activities since his/her last appointment or promotion in several categories that are similar to the performance evaluation. The peer review team, consisting of faculty of a higher rank called Master Teachers, is responsible for conducting a careful review and evaluation of each candidate’s portfolio, teaching effectiveness, and performance in correlation with the qualification criteria established for the upper rank. The review involves class visits; interviews with students, peers, Department Chairs, and individuals outside the institution where appropriate; a review of class materials, including syllabi and exams; an interview with the candidate regarding teaching philosophy and approach; and non-instructional activities. The Master Teacher team typically generates a standard set of interview questions asked to each candidate and their respective Department Chairs for equity and consistency. (See [Promotion Interview Question Samples](#).) The Master Teacher team assigns point values to each of the 5 evaluative criteria identified with the “General Qualifications for Promotion,” develops a written evaluation, and provides recommendations for improvement and mentorship at the end of the process, where appropriate. The review team’s evaluative findings and decision to recommend or deny promotion is submitted to the VPAA, who also conducts a class observation and reviews the candidate’s promotion evidence. The Review Team will suggest a remediation plan for faculty who is denied promotion. Appeals of denial for promotion must be made in accordance with the [Administrative Rules of the NH Division of Personnel](#).

Academic staff are evaluated in accordance with the [2015-2017 Covered Staff Collective Bargaining Agreement](#), which provides Appeal, Grievance, and Arbitration procedures. Academic support area staff are evaluated by their respective Directors, and the Directors are evaluated by their respective Vice Presidents. The review provides opportunities to document strengths and challenges and plans for performance improvement.

GBCC does not have a systematic process to assess the sufficiency and support of academic staff. To assess the effectiveness of service, individual service departments request survey feedback from students, which is shared within the department. Some Directors ask for feedback from other departments and programs. This information is used to make improvements and assures alignment with the [College’s Mission and Vision](#).

The VPAA meets monthly with Department Chairs to exchange information and to receive important feedback from departments for decision-making on policy and practice. All full-time faculty serve on Governance Committees. For committees such as Department Chairs, Faculty Forum, and Student Service Directors, participants attend based on their roles at the College. Other committees’ memberships are combinations of faculty and staff whose roles/positions will support each committee’s intended purpose. (See [2017 Governance Committee Handbook](#).) Adjunct faculty can volunteer to be on committees; however, they are not compensated for their time, so few do. All College meetings, which cover College information and initiatives, are a forum for community feedback, open to all faculty and staff, and streamed to the faculty and staff at ATAC. There is a non-mandatory New Faculty Orientation held both fall and spring semesters to acquaint new and returning adjunct with information on the policies and procedures, resources and support services at the College, and provide initial training in Blackboard and the Student Information System. This orientation is predominantly geared to adjuncts; however, new full-time faculty have also attended. Adjunct faculty are invited to Department and Program Advisory Board meetings. All full-time and adjunct faculty are enrolled in the GBCC Governance Organization, the GBCC Online Community, and the Center for Teaching and Learning Organizations found in the Learning Management System. There is an all-College email distribution list, which includes all staff, full-time and adjunct faculty; all College announcements or notifications are made via this email distribution. The entire community is notified weekly of College Community events via the Campus Happenings email. (See [Campus Happening Examples](#).)



Professional Development and Tuition Reimbursement policies and forms are found on the [Human Resources](#) pages of the CCSNH website. Each college follows its own process for Professional Development approvals, and there is a line item in the GBCC Budget Request Process for Professional Development. (See [Budget Request Process and Forms](#).) Limited fiscal resources have impacted external professional development funding for most full-time faculty and staff. Faculty in Technical programs can attend professional development activities using Perkins Grant funding. Perkins funds 10 to 12 requests per year. (See [Perkins Professional Development Expenditures Example](#).) During the Faculty Work Weeks in the fall and spring, there are some in house professional development opportunities at the College and informational workshops related to services at the College, in addition to meetings. (See [Examples of Works Weeks' Schedules](#).) There is an annual CCSNH symposium at which there are System-wide meetings, relevant speakers, and sessions on System initiatives. (See [CCSNH Symposium Program](#).) Adjunct faculty are invited to attend both local and CCSNH sessions.

GBCC added a 10-15 hour per week position to reestablish a Center for Teaching and Learning (CTL). The Coordinator's role includes helping faculty with program and curriculum development, assessment, and research and implementation of best practices in instruction, all of which support the consistent quality of programs and curriculum. (See [CTL Blackboard Site](#).) The current staff member in this position is also instrumental in the development of many transfer articulation agreements. The CTL office is inside of the current adjunct office, offering accessibility for adjunct faculty to seek CTL support and engage in discussions on teaching and learning. The CTL provides some guidance in the External Program Review process, along with the Institutional Researcher, who provides the data resources needed for external reviews and to implement quality improvement changes. (See [External Program Review Process](#).)

In 2014-2015, the CTL launched a series of open discussions on What Rigor Means at GBCC. The summaries of discussions were compiled into 3 categories (Components of Rigor, Instructional Strategies that Support Rigor, and Recurring Themes) and distributed to all faculty and staff. Those who participated in these discussions provided a composite picture that included specific assessments and strategies. Other observations and questions that came up were sent to Department Chairs for more follow up discussion. One area of interest to Department Chairs was to review the differences between 100 and 200 level courses across different disciplines. The Guided Pathways initiative has generated some discussion on course levels as related to potential equivalencies between CCSNH and USNH courses, which has launched the course level assessment here at GBCC.

Though Science Department faculty maintain and develop their own labs, a Biotechnology Lab Technician, whose position is funded by a grant, provides laboratory and equipment training and administrative support. The ACM Program has added lab support staff to assure faculty can focus on instruction, while the support staff help students with equipment use and safety compliance. Safety is a priority concern, and specialty equipment is expensive to repair; thus, the program is vigilant with student operators. Lab Instructors in Surgical Technology are technically faculty rather than assistants or technicians; they coordinate lab instruction to align with course theory.

In April 2012, the NEASC Commission on Institutions of Higher Education accepted GBCC's Substantive Change Report on Distance Education and recommended that Distance Education be included in its accreditation. The planning for this Substantive Change resulted in the reactivation of a Distance Learning Committee and enhanced online support for faculty and students for technical issues with email, Blackboard, and SIS available through the [Helpdesk](#). The College had a Learning Management System (LMS) Coordinator for a short time to assist faculty not only in the utilization of technology, but also to enhance teaching effectiveness. This position is currently vacant with plans to reestablish the position as soon as fiscally possible. The Helpdesk Coordinator has stepped in to provide training at New Faculty Orientation, and offers some workshops and individual support as requested.

GBCC is a "teaching college"; faculty research is not required. Faculty responsibilities include student advising, maintaining 5 office hours per week for advising and accessibility to students in their courses, and committee

involvement through shared governance and ad hoc committees. The Curriculum Committee's and the Distance Learning Committee's voting membership is primarily faculty. The Transition, Retention, Intervention, and Persistence Committee (TRIP), another committee whose work impacts teaching and learning, has strong faculty representation. (See 2017 Governance Handbook.)

Teaching and learning is supported by the Library, the Center for Academic Planning and Support (CAPS), and the Advising Center. The [Library](#) assists faculty with research instruction and provides direct research services to students in the form of group workshops and individual requests from students. The Library Director works directly with some faculty who request support designing assignments integrating research and citations. [CAPS](#) delivers a wide range of academic support services on both campuses, including [Alternative Testing](#). Some professional [tutors](#) are hired on a semester by semester basis to staff the Math and Writing Centers, and to accommodate some tutoring requests. CAPS works with the CTL to cover some in-class workshop requests from faculty. [The Advising Center](#) staff works with new students initially, and has ongoing responsibility for general Liberal Arts advising, and had taken on Aviation student advising. Advisors have additional responsibility for the Pre-Veterinary and Pre-Surgical Technology students, who have not met the pre-requisites for admission to the programs. The Advising Center advises returning students in the summer months because not all faculty are not on campus at that time. Each advisor has another focus area/responsibility to cover the extent of support needed: Career and Transfer; Suspension Recovery and Retention; and Portsmouth Naval Shipyard Outreach.

GBCC Faculty and Staff abide by the [CCSNH Academic Policy](#) (Section 690.06) for ethical standards as set forth by the American Association of University Professors, the Association of American Colleges, the Association for Higher Education, and the National Education Association. Section 690.09 contains Protocols for Research in the Classroom. When faculty are hired, they must sign a document stating that they have read and understood the ethics policy and the state's policies: Drug-Free Workplace, Domestic Violence in the Workplace, and Sexual Harassment. [Section 730.06 of CCSNH Student Affairs Policy](#) outlines the Student Code of Conduct and Judicial Process which clarify ethical and fair procedures regarding professional conduct in the evaluation of student work (e.g. the Grade Appeal Policy), as well as other steps related to student concerns, grievances, and judicial appeals. These are incorporated in to the [Student Handbook](#). The Grade Appeal Process is published in the Catalog. Faculty/Staff Performance Evaluations include professional conduct criteria. These criteria for faculty apply to both their performance in the classroom and within the larger community.

Many professional, career, and technical programs have ethical standards specific to their disciplines that are typically provided in program policy and procedures manuals distributed and reviewed with the students prior to participation in experiences involving patients/clients. Several programs' ethical standards align with workplace, national organization, and accreditation standards. For example, the Early Childhood Education (ECE) Program follows the National Association for the Education of Young Children's Code of Ethical Conduct, especially as it relates to confidentiality within practicum, lab experiences, and courses that require observation. All ECE syllabi have a statement about confidentiality. The Surgical Technology Program adheres to the Surgical Technology Code of Ethics adopted by the Association of Surgical Technologists (AST), and emphasizes the "Surgical Conscience" throughout the program. (See [Surgical Technology Handbook](#).) Surgical Technology Faculty emphasize ethical responsibility in their classes. The Advanced Composites Manufacturing (ACM) Program of study includes a course in Manufacturing Ethics as part of the curriculum. Nursing introduces the American Nurses Association Code of Ethics in lecture as a component of the Nursing I course and incorporates the moral, legal, ethical and regulatory principles of the field throughout the Nursing Program. (See [GBCC Department of Nursing Correlation between Program Learning Outcomes and Course Learning Outcomes](#).)

[Section 690.06 of CCSNH Academic Policy](#) establishes the guidelines of academic freedom as set forth by the American Association of University Professors, the Association of American Colleges, the Association for Higher Education, and the National Education Association, and as endorsed by the Board of Trustees. GBCC, by virtue of its Mission, has a responsibility to prepare students for transfer or direct career entry; therefore, each program has



developed standard Master Syllabi to assure the consistency of course content and assessment across all sections of a course taught. The individual faculty member does have substantial control over the delivery and instructional methodologies used, with some additional content or assessment flexibility.

### TEACHING AND LEARNING

The content and methods of instruction at GBCC reflect its Mission of access and transformation. *Academic Leadership Expectations for Integrity of Course Delivery* is a set of statements established by Department Chairs, intended to provide a learning centered infrastructure for all courses. This document is part of the Faculty Resources posted in all courses' Blackboard sites and is distributed at New Faculty Orientation. (See [Academic Leadership Expectations for Integrity of Course Delivery](#).) A *Principles of Instruction* concept was presented to all faculty and staff at an All-College event and adopted. It includes the components of clear, organized, interactive and integrative instructional methodologies with an emphasis on rigor and cognition to improve learning. (See [Principles of Instruction PowerPoint and Pyramid on CTL Blackboard Site](#).) It is present on the CTL Blackboard site and is introduced to new faculty members by the VPAA during work weeks.

GBCC's transfer agreements, which include review of curricula content and methods of instruction and assessment for course equivalency, are a measure of GBCC's academic rigor. Faculty work with both in-state and out-of-state transfer partners on program, curricular, and assessment development to assure that students are challenged and prepared for upper level courses at their transfer institutions. Professional scientific methods are taught and developed in all science labs at the College. Through the Network of Biomedical Research Excellence (INBRE) and Experimental Program to Stimulate Competitive Research (EPSCoR) Grants, Science faculty instruct and supervise students in the completion of assigned pieces of scientific research projects at 4-year institutions; therefore, GBCC students generate data that is critical to the larger project. Interactions between GBCC faculty and faculty at the partner institutions support the integration of current best practices in the laboratory curriculum and in research projects. Technical courses use methodologies and assessments that are appropriate to the field. Courses in the ACM program are taught to prepare students for success on the job. Student performance evaluations are modeled after industry standards and expectations. The Information Systems Technology (IST) Program prepares students to take 12 certification tests which assure the professional standards of the field, and the Fiber Optic Certification test can be offered through GBCC's IST200 course. Nursing, Surgical Technology, Veterinary Technology, and Massage Therapy curriculums are approved by their respective accrediting and licensing agencies and prepare students for national certifications and licensures, i.e., NCLEX, NBSTSA, MBLex.

In all courses, instruction connects theory to practice via several methodologies: lecture, discussion, case studies, projects, research essays, and hands-on laboratory activities. Corresponding laboratory sections of Technical, Health Care, and Career-track courses augment lecture topics and include hands-on problem solving, analysis, design, and troubleshooting exercises that are authentic to the career fields. Science laboratory assignments are designed to support student understanding and application of the scientific method, execute a wide variety of laboratory techniques, analyze and draw conclusions from generated scientific data, and present findings both orally and in formal laboratory reports.

Clinical courses provide direct practice that supports the development of the cognitive, psychomotor, and affective skills needed for career success. Practicum courses allow students to perform observation and progressively assume the responsibilities of the profession. (See [Practicum Course Master Syllabi from: ECE, SURG, Nursing](#).) A small number of courses require a Service Learning component, and some programs include Internship courses, all of which offer students the opportunity to gain industry knowledge and accumulate evidence of their workforce abilities. (See [Master Syllabi Examples: HOSP280, NATR100, CIS281, CRMJ270](#).) The standard assessments for these experiential opportunities are employer surveys and corresponding academic assignments to demonstrate achievement of the courses' objectives.

Course assessments reflect the nature of the course, i.e., lecture, lab, practicum/internship, or clinical. For example, a course that is primarily lecture in nature may be assessed using traditional paper-and-pencil or electronic homework, quizzes and examinations, research or reaction papers, or group presentations. Lab courses may require summary lab reports, practical exams, or projects. The Computer Technologies and Digital Media Communications Degrees require a portfolio to compile evidence of the skills sets accrued throughout the program. Art courses may require the development of a portfolio. Internships, clinical experiences, etc., are assessed through direct observation of demonstrated skills by faculty and/or on-site clinical supervisors who work closely with program faculty. Students in clinical programs often must provide self-assessments of their learning and performance, which is compared to the faculty evaluation and discussed with the student directly. Many courses, regardless of discipline, include methodologies and assessments that support the development and practice of workforce “soft skills,” such as communication, working collaboratively, planning, reporting, and decision making.

CAPS’ [Academic Counseling, Tutoring](#), and the [Academic Alert System](#) help faculty maintain an appropriate balance of rigor and support through intervention and [workshops](#). CAPS partners with the [Library](#) on the Research and Writing Workshop Series. The [Library](#) offers class instruction and individualized reference guidance, and several faculty regularly schedule an Information Literacy session for their classes. Faculty are made aware of all support services through the Faculty Handbook, the Library and CAPS tabs in Blackboard, and on the Website, New Faculty Orientations, the Library Facebook page, as well as email announcements. Each course’s Blackboard site has a Faculty Resources Menu item that provides easy access to information, materials, and forms.

Gbcc serves its under-prepared students. Developmental courses’ methodologies mirror those of the college-level courses to raise students’ skill levels and prepare them for 100 and 200 level courses. The Developmental Math courses use MyMathLab, the online interactive system that accompanies Math textbooks. The Math Department has developed 2 Math co-remediation courses, in which relevant review topics are included. The English Department has 2 levels of Developmental coursework; one offered through Adult Education and one as part of Gbcc course offerings. Outcomes for both courses include a full research essay with citation documentation and gradually increasing expectations for research analysis integration to prepare students for college level composition and subsequent research essay requirements in other courses. The Life Science Department offers Developmental courses in Chemistry and Biology in preparation for further study in Health Care and the Life Sciences. These courses do not have lab credit hours; however, both incorporate hands-on activities and basic lab techniques as well as measurement and analysis exercises to prepare the students for working in a lab environment and to carry out more complex experiments in future Science courses.

Faculty use feedback from many sources to make appropriate instructional changes to their courses. Program Review and National Accreditation requirements and evaluations provide external feedback on pedagogy in addition to programmatic content. (See [External Program Review Handbook](#).) The CTL regularly sends out instructional suggestions based on researched best practices. Instructional changes are generated through reviewing Student Course Evaluations and classroom observations as part of regular performance evaluations. Programs’ annual Advisory Board meetings may include assessments of and advice on instructional methodologies and program content, particularly related to industry and transfer standards.

All online courses are overseen by the respective Department Chairs and the VPAA. Department Chairs have the responsibility to monitor teaching effectiveness in both face-to face and online classes. The decision to offer a course 100% online or hybrid is based on the ability to achieve the course’s outcomes and to meet the academic needs of the target population. Many face-to-face courses employ an online component as a supplement to instructional activities in class. Whether the format is online, hybrid, or face-to-face, instructors are encouraged to integrate multi-media strategies, such as podcasts, videos, etc.

The Distance Learning Committee has developed an [Online Course Rubric](#) that sets expectations for course delivery and provides an evaluation tool for online courses in 5 categories. There is an [Online Course Approval Form](#) that

requires description of the design and delivery of a proposed online course for the purpose of approval and feedback. The Committee provides access to [Best Practices Guidelines](#). The CCSNH Distance Learning Chair and Helpdesk Coordinator collaborate at the CCSNH level with each college's Distance Learning representative and the Vice Presidents of Academic Affairs to plan for LMS resources for both [faculty](#) and [students](#). (See [Online Rubric and Best Practices Documents](#).)

Through the Running Start Program, faculty from academic departments receive stipends to work with high school teachers delivering the approved GBCC courses to assure consistency of outcomes and methodologies. The approval and evaluation process of the Running Start course is based on the high school's willingness and ability to deliver the equivalent of GBCC's course for which college credit will be given. (See [Running Start Evaluations and Approval Forms](#).) The CCSNH conducted research on how Running Start students performed when they came to CCSNH vs. their counterparts who were not enrolled in any Running Start courses in high school. Overall, the research showed that Running Start students attempted and completed more credits and had higher graduation rates than those who did not participate in the program. (See [CCSNH Running Start vs. Non-Running Start PowerPoint Graphic](#).)

## APPRAISAL

### FACULTY AND ACADEMIC STAFF

There is currently not a systematic way by which GBCC approaches the sufficiency and support for faculty and academic staff. The [2016-20 Strategic Plan](#) includes objectives to assess, prioritize, and hire new faculty in various departments and disciplines. However, at this point, departmental needs assessments have not been formally done. While the process for hiring is transparent and thorough, the departmental allocation of positions has sometimes been unclear. The Annual Budget Process includes a Personnel Request/Justification form and process. Due to the last few years' fiscal challenges, it seemed futile to continue having departments request positions annually through this process. (Also Referenced in Standards 7 and 8.) (See [Personnel Request Form and Process](#).) The President's Cabinet recognizes its need to focus on more systematic and long-term personnel planning rather than a reactive approach to filling vacancies and developing new positions for both faculty and academic staff.

The College recognizes the need for more full-time faculty to be addressed as fiscal resources allow. There are several one-person departments and a disproportionate full-time to adjunct ratio across departments. (See [Data First forms 6.4, 4.3, and 4.6, and the Proportion of Faculty/Adjunct/Students by Department](#).) GBCC usually replaces existing faculty who have left or retired within individual departments; however, sometimes those positions are allocated to other programs. Except for the Life Science Department, which has had grant support, Liberal Arts had not been prioritized for additional faculty until 5 years ago, when Math and English were each able to bring on another faculty member, bringing English to 3 full-time faculty and Math to 2 full-time faculty. Math remains particularly inadequate at this point, given recent program expansion in Engineering areas and Data Analytics. The Social Sciences, which include several disciplines, has not had more than 1 dedicated full-time faculty member in any discipline for many years.

The 2016-20 Strategic Plan also includes a prioritized staffing plan for an additional full-time Librarian, which will increase the Library's ability to respond to student and faculty information resources and literacy needs, and reestablishing the Learning Management System (LMS) Coordinator position to assist faculty in providing online instruction. The current Helpdesk Coordinator tries to support faculty with workshops and technical help; however, typically the high-volume time for faculty needs coincides with those for students. There are workshops offered as much as possible before and during the semester, yet there is limited capacity for online instructional design support, especially for faculty who are new to online instruction or instructing new or different online courses. There are CCSNH-wide plans to implement trainings across the campuses on how to use a new LMS, Canvas, which will be implemented by fall 2018. Unfortunately, this will not include instructional design or best practices for online

teaching. Furthermore, at GBCC, there is not consistent oversight of online instruction among the programs. Therefore, regardless of its ability to provide an LMS Coordinator, GBCC must plan for not only increased support for faculty teaching online and ensure a consistent standard of oversight.

GBCC has a strong full-time faculty hiring process and is diligent in assuring that all faculty have or exceed the minimum qualifications. Potential faculty are adequately vetted through a selection process; their credentials and experiences are scrutinized to determine a good fit for the department and the organization. The interview process always includes a teaching demonstration. Adjuncts are recruited and assigned classes based on the same credentials and criteria as full-time faculty, and the interviews include questions on teaching strategies and experience; however, a teaching demonstration is not required. The same qualifications and credentials apply for Running Start faculty approval. (See [Running Start Course Approval Process](#).)

GBCC does its best to attract a broad pool of faculty applicants, but there are several challenges. Salaries are not always commensurate with those of other colleges, businesses, and industries. There are no specific goals for diversity among faculty and staff. Goals are reflective of finding the best candidate for the position from what sometimes is a limited pool. Full-time faculty positions frequently attract candidates from the existing pool of excellent and qualified adjuncts seeking full-time positions. The recruitment and hiring process is generally effective for the engagement of qualified faculty, though it can be difficult to attract appropriate candidates in Technical, Business, and Healthcare fields, where, as previously noted, the industry salary norm is much higher than in education. As a result, the initial rank at which new faculty in those disciplines are brought in is sometimes higher than those in General Education fields, thus creating an inequity in both full-time and adjunct hires. Another related issue to faculty hiring is in some programs, new faculty do not have extensive teaching experience. For example, though the ACM Program has been grant-supported, finding instructors is especially challenging. It takes at least 6 months of training in the curriculum, and those who have the required technical skills to teach some specialized courses often require professional development in areas of teaching and learning. GBCC would benefit from a comprehensive approach to addressing the professional development needs of its faculty.

The process for orienting new faculty (and the same is true for staff) at GBCC predominantly lies within departments. Human Resources provides all the necessary new hire information and paperwork regarding benefits, CCSNH policies, etc. However, the new hire meets and works with the Department Chair and VPAA on assigned workload, other responsibilities, familiarization with College and departmental practices, etc. Typically, a new faculty member is given a reduced course load and responsibilities for as long as an academic year to support effective integration into GBCC's teaching and learning community. This orientation process works well for collegiality; however, there is no comprehensive checklist of everything that a new program or department member might need to know to do their job effectively. There is a Faculty Handbook and there are many resources online that all faculty use and refer to, but these do not cover all the responsibilities and situations a new faculty member might encounter, and they are not introduced or accessed consistently. GBCC would benefit from an organized program that would assure that all new hires, including adjuncts, have the same comprehensive orientation experience.

Department Chairs and Program Coordinators have demonstrated effective management of quality instruction and adjunct support. However, there is no doubt that the disproportionate number of full-time to adjunct faculty impacts full-time faculty's overall workloads, especially for Department Chairs and Program Coordinators. The recent addition of a Technical Programs Coordinator will support more effective oversight and unify several smaller off-site programs which had no clear departmental affiliation. Although the CBA establishes workload for faculty, there are inequities regarding advising loads, other committee responsibilities, and program administrative responsibilities. One-person departments are responsible for all adjunct oversight and advising. Per the [CBA](#), appointed Program Coordinators do not get a course release and receive a lesser stipend, yet their program responsibilities are equal to those of Department Chairs, with the exception of required participation in the Department Chair Governance Committee. The Advising Center does support Liberal Arts' advising, as well as other programs' as needed, and some of the advising inequities may be mitigated by the development of new Liberal Arts

discipline degrees. Nevertheless, the unequal number of program faculty per student and adjunct remains problematic in bringing more balance to faculty workloads.

In July of 2017, the CCSNH and Adjunct Faculty SEA agreed to accept a fact-finding report that recommended a salary increase. Adjuncts have automatic levels of promotion, which offer increased pay. Though adjuncts continue to be evaluated and provided with feedback on their performance, there is no financial reward that supports a regular review process once the highest level has been achieved. Some adjuncts are hired at this level initially. With approximately 166 adjuncts, some departments employing more than 12, a regular formal process of evaluation is problematic to maintain, especially for one-person departments.

The recent revision of the governance system included an analysis of the previous system and recognized the need for emphasizing communication between and among committees for more inclusive and effective planning. All faculty and staff are enrolled in the Governance System Organization on Blackboard, where all committees are required to post minutes of meetings. Most committees' memberships are cross-departmental, which supports interdepartmental perspectives in decision-making. Active engagement in committee work gives faculty substantive input into matters of curriculum and policy. The revitalization of the Faculty Forum has been effective in identifying and articulating the academic interests of faculty. (See [Faculty Forum Minutes.](#)) However, many faculty find themselves on several committees because of the number of faculty in comparison to the number committees and committee responsibilities.

The Adjunct Advisory Group is chaired by the VPAA and meets once per semester. Members of the group are a cross section of adjunct faculty from various disciplines on both campuses. The purpose of the group is to solicit ideas from adjunct faculty to make their teaching experience at GBCC better, help better the educational experience for students, and address common student issues and needs. (See [Adjunct Advisory Board Minutes.](#)) A specific result of the group was the implementation of additional resources in the adjunct faculty room including upgrades to computers, information posted on boards, and furniture needs. An Adjunct Survey was conducted to inform this Self-Study. (See [Adjunct Survey.](#)) While the response rate was low, most of the respondents said they feel connected to their programs and the College. GBCC has established an annual adjunct award in recognition of the adjunct contribution. Department Chairs and Program Coordinators submit nominations with justifications, and Department Chairs vote.

GBCC does not have explicit scholarly expectations for faculty; however, currency in one's field is a critical component of evaluations. All faculty SJDs contain an expectation to remain current in one's field. [CCSNH Academic Policy 690.04](#) on Faculty Promotion states that promotion candidates demonstrate that they are technologically and pedagogically current in their respective fields and outlines several options for how one would demonstrate continued professional development. Faculty engage in research, the pursuit of higher degrees, and other scholarly work related to their discipline, field, and pedagogy. For examples: A Nursing Educator's Ph.D. capstone was to create and then evaluate the use of Video Interactive Role Play in teaching students about therapeutic communication. Another scholarly project is a co-edited book by an English faculty, which incorporates an array of active learning strategies that are mutually exploratory for both instructors and students. Participation in partnership research training grants (EPSCoR and INBRE) provide the opportunity for GBCC students to be part of meaningful scientific projects at 4-year institutions such as the UNH and Dartmouth College; thus, GBCC Science faculty mentoring students remain updated in current ongoing research.

Professional development among faculty and staff is frequently self-initiated, self-directed, and self-funded. There is limited College funding for professional development, particularly for continuing education, which, most recently, when awarded has not been part of the established Budget Request Process. Faculty are resigned to this and rarely even bother to request professional development funds, thinking they will be the first cuts made and the last to be approved in a challenging fiscal environment, unless a program is eligible for Perkins funding. (Also referenced in St. 7.) While ACM partner companies, Perkins' Funding, and other grants have supported technical training and

professional development for some programs, many departments must depend on the annual budget process for monetary support to remain current in pedagogical and student service strategies. Academic and Student Services staff participate in webinars and podcasts, which are cost effective options open to several participants per session. During a period when resources are limited, it would benefit the College to develop a mechanism by which those who have participated in professional development could share the knowledge and strategies they have accrued. This would provide not only recognition, but expand internal professional development opportunities and community engagement.

#### TEACHING AND LEARNING

Most full-time faculty teach a range of courses within their respective programs, and the industry experience and subject area expertise brought by many adjuncts is an asset, bringing various perspectives and teaching styles to students' educational experiences. Programs like Computer Technologies or Information System Technology (IST) assign courses based on faculty's predominant experience/certifications. Clinical, practicum, and internship courses provide direct interaction with those actively working in the field. There are many external demonstrations of confidence in the quality of faculty and instruction. 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 Physicians' 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 except through 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 and areas for improvement. 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, for example Program-specific FYE courses, Bioinformatics instruction, Data Analytics curriculum, CIS curriculum and instructional upgrades.

While Master Syllabi are used by all programs, and sets clear standards of instruction, the Principles of Instruction are not as widely adopted. Their initial presentation to the College Community generated agreement that this document was relevant. The Principles were intended to be descriptive of effective instruction. The VPAA serving in 2014-15 did a series of workshops on them, but only for ACM faculty because many lacked teaching experience. Workshops were not conducted for other faculty, and further integration beyond sporadic reference and some prominent presence on the CTL Blackboard site has faded. Another document in similar need of review is the Academic Leadership Expectations for Integrity of Course Delivery. Department Chairs should determine to what degree both these documents need to be integrated within the teaching and learning process.

The CTL supports faculty in 3 ways: teaching and learning effectiveness, curriculum development, and articulation agreement development. Faculty and staff communicate and/or meet with the Coordinator for support with individual needs, and those needs are always accommodated. While faculty predominantly make use of the CTL for curriculum and articulation agreement development, it is difficult to assess the impact of outreach efforts on teaching and learning support. In 2013, the CTL Coordinator conducted a survey to identify topics and prioritize ways that the CTL could support instructional effectiveness. Those areas became the menu items of the CTL Blackboard site. The survey showed that the preferred method of CTL support was electronic dissemination; therefore, the Coordinator sends out several articles and ideas on best practices in instruction and assessment, first, via email, then posts the material in the CTL Blackboard forum for future access. It is time that the CTL conducts another survey to establish and prioritize topics as well as obtain feedback on its ability to provide support to faculty. The VPAA and CTL offer in-house workshop sessions during faculty work weeks each semester; however, they are not required and are often poorly attended due to competing demands on faculty time. Statistics show that CTL Blackboard site usage is low. Although there are usually only a few responses to the email communications, they serve as a marketing tool for available CTL services which faculty then access as needed.



Beyond the classroom and full-time faculty office hours, faculty are accessible to students via email. Faculty who teach online provide extra assistance through Blackboard and email, and many will meet with students on campus as well. Faculty advising emphasizes transfer and career guidance in addition to registration for program completion. Faculty are responsive to students and their needs. Advisors suggest and refer students to academic support resources as needed, and they provide appropriate direction on College policies and practices. Even though adjuncts don't formally advise, many are very generous with their time, skills, and informal career guidance for students.

Faculty make robust use of the LMS, which currently is Blackboard, as another way to support students. Even all live courses are provided with a Blackboard shell in which faculty can post extra resource materials and hold discussion forums that make it convenient for students to ask questions and get clarification on course content and assignments. One example is science faculty's posting of supplemental exam practice questions that students may use to evaluate their comprehension of the material. They post supportive video links to YouTube and audio files that help students to clarify topics. Other faculty also use Blackboard for posting all related course materials (syllabus, assignments, projects, rubrics, PPTs...), as well as sending e-mail/announcements related to course events, program activities, and for maintaining up-to-date course grades.

More full-time faculty are needed to build current and grow new degree tracks. Nevertheless, existing faculty and academic staff are well qualified for the courses they teach and positions they hold, and dedicated to providing an effective teaching and learning environment.

### **PROJECTIONS**

- The President's Cabinet, in consultation with faculty, will establish a plan for assessing departmental faculty needs and reestablish a position request process by spring 2020. As part of this plan, the President and the Vice President of Academic Affairs will integrate the consideration of faculty to student advising ratios and full-time to adjunct ratios when developing a hiring plan.
- The President's Cabinet will implement the following actions regarding professional development:
  - Assess faculty and staff interest in a professional development funding plan which would require sharing acquired knowledge in some form with the community by 2019.
  - Find ways to document and honor faculty and academic staff for the professional development work they do by 2019.
  - Establish a plan and possible funding source for increasing faculty and staff development for non-Perkins eligible programs by 2020.

Standard 6: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>Number of Faculty by category</b>				
Full-time	41	35	34	34
Part-time				
Adjunct	132	154	151	157
Clinical	12	10	10	10
Research				
Visiting				
Other; specify below:				
Total	185	199	195	201
<b>Percentage of Courses taught by full-time faculty *</b>				
	40%	33%	27%	31%
<b>Number of FULL TIME Faculty by rank, if applicable</b>				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Professor	31	26	24	23
Associate	6	5	6	8
Assistant (not at GBCC)				
Instructor	4	4	4	3
Other; specify below:				
Total	41	35	34	34
<b>Number of Academic Staff by category (Full time &amp; Part time)</b>				
Librarians	1	1	1	1
Advisors	5	5	5	5
Instructional Designers				
Other; specify below:				
CAPS staff	5	5	5	5
Total	11	11	11	11
Please enter any explanatory notes in the box below				
*Source: Banner SZRRMCP files. This does not include the following types of classes: Running Start, e-Start, Workforce, or Directed				



Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)					
		3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017
<b>Highest Degree Earned: Doctorate or Highest Degree (DVM)</b>					
<b>Faculty - Full time</b>	Professor	12	11	9	8
	Associate	1	1	1	1
	Assistant (Not at GBCC)				
	Instructor				
	No rank				
	Other				
	<b>Total</b>	13	12	10	9
<b>Academic Staff</b>	Librarians				
	Advisors				
	CAPS				
Other; specify*					
<b>Highest Degree Earned: Master's</b>					
<b>Faculty - Full time</b>	Professor	19	15	15	15
	Associate	3	2	2	3
	Assistant (Not at GBCC)				
	Instructor				
	No rank				
	Other				
	<b>Total</b>	22	17	17	18
<b>Academic Staff</b>	Librarians	1	1	1	1
	Advisors	5	5	5	5
	CAPS	3	3	3	3
Other; specify*					
<b>Highest Degree Earned: Bachelor's</b>					
<b>Faculty</b>	Professor				
	Associate	2	2	3	4
	Assistant (Not at GBCC)				
	Instructor	3	3	3	2
	No rank				
	Other				
	<b>Total</b>	5	5	6	6
<b>Associate's</b>	<b>Total</b>	1	1	1	1
	<b>Total</b>	41	35	34	34
<b>Academic Staff</b>	Librarians				
	Advisors				
	CAPS	2	3	2	2
Other; specify*					
<b>Highest Degree Earned: Professional License</b>					
<b>Faculty</b>	Professor				
	Associate				
	Assistant (Not at GBCC)				
	Instructor				
	No rank				
	Other				
	<b>Total</b>				
<b>Academic Staff</b>	Librarians				
	Advisors				
	CAPS				
Other; specify*					
* Please insert additional rows as needed					
	<b>totals</b>	41	35	34	34

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years Prior		2 Year Prior		1 Year Prior		Current Year	
		Summer 2014-Spring 2015		Summer 2015-Spring 2016		Summer 2016-Spring 2017		Summer 2017-Spring 2018	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>Full Time Faculty Only</b>									
<b>2</b>	<b>Number of Faculty Appointed</b>								
	Professor			1		2		2	
	Associate	1				1		1	
	Assistant (not at GBCC)								
	Instructor	2				1		1	
	No rank								
	Other								
	Total	3		1		4		4	
<b>2</b>	<b>Number of Faculty in Tenured Positions</b>								
	Professor								
	Associate								
	Assistant (not at GBCC)								
	Instructor								
	No rank								
	Other								
	Total								
<b>2</b>	<b>Number of Faculty Departing</b>								
	Professor	3		1		1		2	
	Associate							1	
	Assistant (not at GBCC)								
	Instructor					2		1	
	No rank								
	Other								
	Total	3		1		3		4	
<b>2</b>	<b>Number of Faculty Retiring</b>								
	Professor	3		2					
	Associate								
	Assistant (not at GBCC)								
	Instructor								
	No rank								
	Other								
	Total	3		2		0		0	
<b>Fall Teaching Load, in credit hours</b>									
	Professor	Maximum	16.00	18.00	16.60	16.40			
		Median	15.00	15.00	14.00	15.00			
	Associate	Maximum	16.00	16.00	16.00	16.00			
		Median	15.00	15.00	15.00	15.00			
	Assistant (Not at GBCC)	Maximum							
		Median							
	Instructor	Maximum	17.00	12.00	17.00	17.00			
		Median	8.50	10.00	12.00	12.00			
	No rank	Maximum							
		Median							
	Other	Maximum							
		Median							
Explanation of teaching load if not measured in credit hours									

Standard 6: Teaching, Learning, and Scholarship								
(Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	FT	ADJ	FT	ADJ	FT	ADJ	FT	ADJ
<b>Number of Faculty by Department (or comparable academic unit) (includes Clinicals)</b>								
Advanced Comp Manufacturing	3	5	3	4	3	4	2	3
Allied Health		11		10		8		8
Business (Acct, Admin, Mgmt, Mtkg)	4	8		18	1	16	2	20
Computer Science	1	8	1	9	1	11	1	10
Criminal Justice	1	4	1	6	1	5	1	5
Digital Media/Fine Arts	1	6	1	6	1	5	1	4
Early Childhood Ed/ Education	2	3	2	4	2	3	1	4
First Year Seminar		8		9		9		5
Hospitality	1	2	1	2	1	4	1	3
Humanities	3	19	3	21	3	22	3	21
Information Systems Tech	2	1	2	2	2	1	2	1
Life Sciences	9	9	8	12	8	11	8	12
Math	2	17	2	16	2	16	2	16
Nursing	8	8	8	7	7	8	7	7
Social Science	1	20		26		26		30
Surg Tech	1	5	1	4	1	3	1	2
Technical Studies		1		1		1		9
Vet Tech	2	9	2	7	1	8	2	7
Total	41	144	35	164	34	161	34	167
				164		161		167
Please enter any explanatory notes in the box below				-		-		-
Some faculty teach in multiple departments. Only one department is noted for each one.								



**STANDARD SEVEN: INSTITUTIONAL RESOURCES****DESCRIPTION****HUMAN RESOURCES**

The CCSNH [Board of Trustees Policies](#) govern the broad areas of Operations/Administration; Human Resources; Finance; Academic Affairs; and Student Affairs. [System Policies](#), which are more specific, provide policy and process for Human Resources, Finance, Facilities, Academics, Student Affairs, and Risk Management. Human Resources policies, procedures, systems, and employee benefits are all coordinated through the Chancellor's office. Within CCSNH, there are 4 primary employee groups: executive officers and other non-covered/confidential personnel exempt from the collective bargaining process, full-time faculty, full and part time staff, and adjunct faculty. Adjunct faculty and full and part-time staff are separate bargaining units of covered employees represented by the State Employees Association of New Hampshire (SEIU) Local 1984. The full-time faculty are now represented by the New Hampshire Higher Education Union (NHHEU)/IBEW 2320. CCSNH and the covered units [collectively bargain](#) wages, benefits, and other terms and conditions of employment. The CCSNH Board of Trustees (BOT) establishes employee wages, benefits, and policies for executive officers and non-covered personnel. [Sections 330 and 340 of CCSNH policy](#) establish policy regarding benefits and compensation, including statements promoting the following factors: hiring, retention, motivation of a qualified and diverse workforce, and fair and non-discriminatory practices, etc. Policies for Professional Development Assistance and Educational Leave are in the Human Resources section of the CCSNH Website: [Professional Development & Training](#).

GBCC's 94 full-time faculty and staff and 20 part-time staff are organized to support the College's Mission and Purpose, and serve approximately 4,000 students (unduplicated number – includes matriculated and non-matriculated students). (See [Organizational Chart](#).) There are approximately 160 adjunct faculty teaching per semester. All adjuncts teach when they are available, based on courses offered each semester.

Employment Opportunities are posted internally within the [CCSNH Community](#), and then externally through [CCSNH Employment Opportunities](#) on the CCSNH Website, as well as other hiring sites, such as Indeed, Simplyhired, glassdoor.com, etc. A Supplemental Job Description (SJD) for each position outlines the minimum qualifications required, and there is a certification screening process of all applicants. Faculty Rank and Position classifications are in [CCSNH Academic Policy 690.01](#). All personnel possess the minimum (and in many cases, beyond) qualifications and credentials for their positions, and are certified by both the College and the CCSNH prior to candidacy. GBCC sets salary levels within the allowable range per rank and level of its faculty and staff, and assures that each employee has comprehensive benefits. The CBA governs the compensation for positions based on Labor Grade and Step, as outlined in the job descriptions. All new employees receive documents outlining compensation and benefits policies and procedures at the time of hire in accordance with NH state employment law. There are CCSNH standardized checklists to assure all new hires receive the same documentation in the process. (See [New Hire Checklists](#).)

Personnel evaluations are conducted in accordance with the respective CBAs. Faculty evaluation is outlined in [Section 690.05 of CCSNH Policy](#). Grievance and Arbitration procedures in the CBAs are consistently applied. As part of the performance review process, faculty and staff can comment in writing on their valuations; if there is non-concurrence, the employee can provide the reasons and explanations as part of the review. There is a provision for evaluation of adjunct in their CBA, albeit it is not as formally outlined a process as full-time faculty and staff evaluations. Department Chairs review course evaluations, do periodic classroom observations, and provide written feedback on strengths and concerns during the first 4 semesters of teaching, and then continue monitoring on a less formalized schedule. Per the Adjunct CBA, adjuncts can respond to points from Classroom Observation form or written feedback, and their comments are included as part of the documentation. Performance evaluations of administrative, confidential positions are managed by the President in accordance with the [Handbook for Personnel Exempt From The Collective Bargaining Process](#), using the CCSNH Confidential Staff Performance Review forms. The

President serves at the pleasure of the BOT, and is evaluated by the CCSNH Chancellor in accordance with [Section 252 of Board Policy](#). (Also referenced in Standard 3.)

Beginning in 2013, a perfect storm of conditions affected GBCC: declining high school graduates, an improving economy (both of which effected enrollments), decreasing NH state appropriations, the CCSNH reduction/freeze of tuition (both of which effected revenue), and increasing health and benefits costs. GBCC's location on the border of Maine and Massachusetts is also detrimental to revenue: area NH students can attend nearby out-of-state community colleges at a lower than in-state tuition. GBCC took many measures to avoid a reduction in force, including reduction in hours for some services, budget freezes, limited approval of Improvement Budget and Professional Development requests, and elimination of non-essential spending. Level service budgeting became the norm. The last measure was the implementation of reductions in force in October 2014 and May 2015. At the same time, regulations of the Affordable Care Act (ACA) caused a reduction of part-time personnel hours from 29 hours/week to 25 hours/week. All reductions and layoffs were in accordance with the guidelines set forth in the [Collective Bargaining Agreements for each covered unit](#). Finally, the TAACCT Grant ended, which forced changes in Grant funded staff.

GBCC experienced personnel reductions that included 12 full-time layoffs. Included were 4 faculty and 8 staff in IT, Enrollment Services, the Business Office, and the Library. 2 full-time and 2 part-time positions were eliminated. There were 6 reductions of full-time positions to part-time (Banner Coordinator, Marketing, Library Technician, CAPS Lab Coordinator, Disability Support Coordinator, ACM Teacher's Aide), and 1 part-time position's hours were reduced (Center for Teaching and Learning). Positions vacant due to attrition or reorganization that were not filled include the Blackboard Coordinator, the Portsmouth Campus Receptionist, the Plant Maintenance Engineer, the part-time Account Services Representative for the Business Office and One Stop, and the ACM Lab Assistant. Recently, GBCC combined 2 vacant positions with 2 filled positions: The Director of the ATAC Campus was combined with the ACM Program Director/Designer, and the Associate Vice President of Academic Affairs with the Director of Advising on an interim basis. Several services had reduced hours of service because of fewer personnel.

#### FINANCIAL RESOURCES

In accordance with the provisions of [Section 410 CCSNH Board Financial Policy](#), the BOT is invested with the "...management and control of the properties and affairs" of the CCSNH, such as the acceptance of legacies, gifts, and funds from all sources (including Financial Aid and grants); preparation of biennial operating and capital budgets; receipt, expenditure, allocation, and transfer of funds; investment of current and reserve funds; establishment and collection of tuition and other fees; authority to enter into contracts and leases; acquisition of supplies, materials, and services; and acquisition of land, buildings, and equipment. [Section 422](#) establishes the Chancellor's delegation of authority to each President for developing and managing each college's budget.

The Chancellor's Office and each CCSNH college are separate budgetary units. The BOT approves the biennial operating budgets created by each college, per [Board Policy Section 421](#). The Executive Committee of the BOT develops and coordinates strategic planning, and the Finance Committee of the BOT oversees fiscal policies related to long range planning and budgeting. The Chancellor administers financial policies and creates studies and recommendations as necessary to exercise the BOT's fiduciary responsibilities. CCSNH and its colleges continually assess whether revenues and expenses are sufficient to meet goals. The BOT are then advised and adjust policies, procedures, and/or practices to provide for fiscally responsible operations. For each biennium budget cycle, the Presidents provide an analysis of the financial landscape at their respective colleges, which includes enrollment, credits sold, and expenses and drives the revenue projections. CCSNH uses these plans to determine system-wide decision making and for planning advocacy with the state legislature. The individual colleges then create 2-year budget requests that become part of the larger CCSNH request for state allocation, submitted at the same time as state agencies.

GBCC develops its plans for new construction, major renovations, and/or critical maintenance projects to be included in the CCSNH Capital Budget Proposal each biennium for BOT approval. The Chancellor develops and maintains the CCSNH 6-year Capital Projects Plan that incorporates all BOT-approved capital facilities projects, property development, and maintenance improvement projects on each Campus' Master Plan. Per [Section 572 of Board Policy](#), this plan is approved every 2 years by the BOT. The colleges prioritize their requests; critical maintenance and safety items are the first priorities, then items that will enhance new and ongoing programs. All construction projects go out to bid. Most processes include a posting on the CCSNH Website, a general information meeting on campus, sealed bids, and an interview process with the finalists. The colleges work with the winning bid contractor and state and local officials to obtain all the legal paperwork for the project. All new construction must be ADA compliant.

The last Capital Budget Project approved for GBCC was the state's supported construction of the Student Success Center with a 20-year \$5M State of NH bond. Student fees and other operating budget revenues support payment for the bond. Between the Student Center and the original bond for campus renovation when GBCC consolidated at Pease, the College pays more than \$1M per year in principal and interest. \$16 of the \$22 Student Comprehensive Fee is for bond payment. In addition, the Associate Vice President of Student Life and Operations (AVPSLO) does fundraising in the form of an annual Golf Tournament and the sale of sponsorships to support necessary items that the \$5M did not cover.

GBCC manages its own financial resources in accordance with BOT and System policies and operates in conjunction with the CCSNH's financial management personnel to ensure its financial stability. Student [Tuition](#) and [Fees](#), set annually by the BOT, are the primary sources of revenue supplemented by a percentage of the state's General Fund allocation to the CCSNH. GBCC currently receives approximately 12.3% of what the CCSNH gets from the state; this varies based on the CCSNH request to the Legislature and subsequent Legislative approval. The CCSNH uses multiple factors including prior student Full-Time Equivalents (FTEs) and operating expenses to determine what percentage each college receives.

Each CCSNH college determines a [Student Comprehensive Fee](#) for each academic credit sold. GBCC's Comprehensive Fee covers various charges related to student activities as well as the aforementioned bond debt. Students in lab and clinical courses pay an Academic Instruction Fee and students in clinical courses pay a Clinical Surcharge, both to help defray the extra costs associated with instruction in those courses. Per policy, the CCSNH Senior Leadership Team discusses and presents new fee requests to the BOT for approval in May or June of each year. When a College Department Chair adds value to a course which will result in additional costs, such as the cost of supplies or testing fees, the fee is considered a "Pass Through" fee, which must be discussed with the CFO and approved by the President; this fee is then added to the students' required program costs.

GBCC receives approximately \$150K annually as its portion of the Carl D. Perkins Grant funds from the NH Department of Education for Career and Technical Education Programming. This provides program improvement equipment funding and professional development for eligible Career and Technical programs. The Perkins Grant funds eligible positions for 3 years, so the college must have a plan for sustaining the positions. CCSNH manages the Perkins Grant for the entire System, though GBCC prepares its own grant proposal to the CCSNH and is responsible for implementation.

In 2011, the CCSNH, as part of a state initiative led by the NH Department of Resources and Economic Development (DRED) to boost Advanced Manufacturing, received a TAACCCT Grant. The total appropriation for the state was \$19,974,792. GBCC was responsible for the management of the entire CCSNH grant, with the President named as Principle Investigator. Performance of the Grant was from October 1, 2011 through September 2014, with a no cost 1-year extension. A special state appropriation from DRED supplemented the TAACCCT Grant with \$8M, \$2M per year FY12 through FY15. The unused funds carry forward through FY18. \$2M of the funds are for training reimbursements to Safran USA and Albany Engineered Composites, GBCC's industry partners. The other \$6M was

for construction, consultants, payroll, marketing, and supplies for ATAC. A provision of the Grant was that ATAC would transition from a grant-funded operation to a self-sustaining tuition and fee operation within 3 years. (See [ATAC Income Statement, which shows the integration of the State Appropriation with the TAACCCT funding.](#)) Therefore, a sustainability plan was developed. (See [ATAC Sustainability Plan.](#)) (Also referenced in Standard 2.) An earlier partnership in 2011 between CCSNH, DRED, and the NH Department of Employment Security, funded through the NH Job Training Fund, created the [WorkReadyNH](#) program. This program allowed GBCC to offer specialized training for unemployed or underemployed individuals that is characterized by assessment, instruction, and credentialing in key skill areas identified by employers as essential to workplace success. GBCC integrated WorkReadyNH Training into a few Certificate programs, such as Medical Assistant and Computerized Numerical Control, to increase students' employability.

Within CCSNH, research for grant funding opportunities comes from various levels, such as the Chancellor's Office, the Presidents, department heads, or faculty and staff. [Section 432 of Board Policy](#) delegates to the President the responsibility and authority for approval, oversight, and management of grants \$50,000 and under. CCSNH has developed a Pre-Award Grant Administration Document, which outlines the process and necessary CCSNH information for developing and applying for grants, and helps grant applicants and administrators understand the roles and responsibilities of coordinating grants within the CCSNH. (See [Pre-Award Grant Administration Document.](#)) This process assures that grant applications align with both CCSNH and each college's priorities and strategically fit within the CCSNH mission. Most importantly, the process avoids unplanned duplication among the CCSNH colleges and the Chancellor's Office, and confirms that the college is aware of and can assume any matching funds or cost share funds from its operating budget.

Other than Perkins and TAACCCT, the grants which have impacted the operating budget the most are the INBRE and EPSCoR Grants. (Also referenced in Standard 6.) These Grants have supported positions and equipment, which otherwise would not have been possible. For example, while GBCC does eventually assume grant-funded positions as much as possible, grant funding has allowed the Environmental Studies program to develop and grow to a self-sustaining position and support critical faculty capacity for developing research projects for students. GBCC has primary responsibility for grant program implementation, and CCSNH supports the financial processes and compliance issues.

In 2012, the President initiated fundraising activities with the largest event, the Distinguished Leaders Awards event, raising between \$150K-400K annually. These funds have been largely used to support student scholarships through a process administered through the Financial Aid Office. Additionally, in recent years a percentage of the funds raised have been allocated to a GBCC endowment fund at the Community College Foundation. Finally, another percentage is allocated to an unrestricted fund managed through the president's office to fund operational or college-wide projects. In 2016, the President allocated \$25K for new lab computers and \$20K to support athletic programs, and some professional development. These funds are allocated by the president based on priorities that may not be covered or planned into the budgetary process or are of urgent or emergency purpose that impact instructional delivery, student support, or the general mission of the College. There is a private donor who donates up to \$10K annually to a GBCC emergency student need fund. CCSNH has a separate [Foundation](#) for managing scholarship funds and endowments.

A potential source of new revenue comes from new program development. The BOT approval for new programs includes the projection of revenue primarily from enrollment (tuition and fees) and expense (new facilities, equipment, supporting materials, and instruction) for the first and second years. (See [Section 640.02-640.05 and Appendix A1 and A5 of CCSNH Academic Policy.](#)) GBCC's curriculum approval practices include an examination of the fiscal implications of all curriculum development and changes, even those changes that do not require CCSNH level approval. The [Business and Training Center](#) (BTC) creates and markets non-credit programs and works with companies on customized contract training. The BTC is self-sustaining, and receives no funding from the College.



However, the difference between its gross revenue and the net revenue contributes to GBCC's operational budget. (See [BTC Cost Analysis Sheet](#).)

Financial management is ultimately the responsibility of the President and the President's Cabinet with fiscal coordination, organization, and advisement residing with the CFO. The CFO, who reports directly to the President and who meets the requirements set forth in the CCSNH job description, leads the Business/Bursar's Office. (See [CFO Supplemental Job Description](#).) The primary responsibilities of the CFO are the management of the College's finances and overseeing the Business Office. The CFO works closely with the CCSNH Finance Office.

The budget process includes input from Department Chairs, Program Coordinators, Student Service Directors, and other departmental budget controllers to their respective Vice Presidents, Associate Vice Presidents, or Directors, allowing them the flexibility to make fiscal decisions that affect their areas directly. Budget requests are organized by category and line item, and departments are asked to make itemized requests under 2 headings in each spending category: one is Level Service/Maintenance, which reflects needs that keep the programs/departments operating at a level comparable to the prior year, and the other is Improvement/Investment Budget, which reflects the program's/department's plans to build or improve its programs or services. Typically, the latter requests will be considered if funds are available for the second half of the fiscal year (spring semester). A Position Request form is also available, which each Department can use to request and justify needed new positions. (See [Payroll Position Request and Allocation Process](#).) All budget request justifications relate to departmental strategic planning objectives, recommendations and feedback from program accreditation boards and the College's local program review evaluations, and program or service currency. (See [Budget Process](#).)

The CFO does a detailed analysis of transactions using Banner Finance to project revenue and overhead expenses, including payroll projections. Once a final budget request from each department is settled, the CFO enters them all into a spreadsheet; all the requests are submitted for the President's approval. Because there has been comprehensive scrutiny of budget requests during the submission process, most level funding requests are approved depending on the current financial situation and revenue projections, or they are deferred to the Improvement category to be considered mid-year. Departments track their expenses throughout the year, and can request reports as needed from the Business Office. The Coordinator of Campus Technology confirms all technology requests to assure compatibility with computers, software, and software related services. IT provides guidance on appropriate, affordable technology and minimizes duplication. The Chairs and Coordinators of eligible programs simultaneously consult with the GBCC Perkins Coordinator for technology, equipment, and professional development requests that Perkins Grant may fund. The VPAA prioritizes the requests, and the Perkins Coordinator submits them into the subsequent year's Perkins Plan.

GBCC tries to end with a reserve every year. When necessary, GBCC uses reserves for projects, contingencies, or to balance the budget. CCSNH invests excess cash not needed for current expenses to earn interest to use as a safety net. The CFO reviews budget projections throughout the year to determine if they are in alignment with actual income and enrollments. Meeting or exceeding each year's enrollment projections is critical to GBCC's financial stability. Current and historic enrollments drive the enrollment projections. The President, in consultation with President's Cabinet, reviews credits sold and determines the number of credits to use for the projection. Allocations of financial resources for responsible and appropriate spending are adjusted when there is a projected budget shortfall. In FY18, GBCC is using a portion of the reserves to balance the budget. The CFO prepares monthly budget updates for the President, and they meet periodically to evaluate budget revenue and expenses. If budget adjustments are required, measures include reallocation of resources, delayed purchases, cuts in service hours, and reductions in force as a last resort. GBCC makes every effort to review and analyze the data related to the impact of any remedial measures taken on the educational quality of programs and services. For example, when it reduced service hours in the One Stop, the number of students served in the eliminated hours was analyzed and considered. If a full-time faculty member is laid off due to a reduction in force, the number of students in the program along with options for alternative uncompromised instructional delivery are considered.

The budgets prepared by the CFO clearly identify sources of revenue and expense categories. GBCC uses revenues to further its academic, co-curricular, and community-related mission and purposes. Approximately 75-80% of operating expenses are for personnel salaries and benefits. To cover the costs of centralized support for shared services, GBCC allocates approximately 7.56% to support the central structure of the Chancellor's office. CCSNH uses the Integrated Postsecondary Education Data System (IPEDS) to show the breakdown of education, research, and service programs. GBCC's expenditures by category (tracked in Banner) and assets and liabilities are annually submitted to IPEDS via the Chancellor's Office. (See [Data First Sheets](#), and [IPEDS](#).)

In the 2008-13 Strategic Plan, the intent was to connect planning to budget and costs were associated with action items. However, implementing those action plans used the time and effort of existing resources. A 2013-17 Strategic Plan included the same intent to connect cost to action items; however, that plan did not materialize, and was replaced with a second attempt at a more robust 2016-20 Strategic Plan with no budget connections explicitly included in the Plan.

[Section 423 of Board Finance Policy](#) requires the Chancellor and the BOT Chair to issue a joint report annually on the proposed use and distribution of Federal Vocational and Financial Aid funds. All Financial Aid audits are coordinated through the CCSNH System Office, including the annual Federal Financial Aid Audit, also known as the Single Audit. The CCSNH colleges' Financial Aid Directors meet with appropriate CCSNH representatives, including the Grants and Student Revenues Supervisor, an Interim Development Administrator, and a Financial Aid Analyst to develop and administer policies that ensure compliance with all regulations governing the acquisition, disbursement, and reporting of Financial Aid funds and to create the written and/or electronic documents needed to standardize these processes. The CCSNH Financial Aid Directors operate as a cohesive and collaborative unit, reviewing Financial Aid policy multiple times per year, ensuring that each institution meets the goals and federal compliance standards. Discussion and review of institutional and other non-federal funds awarding practices takes place at least quarterly, and usually centers on the needs of students in specific degree or certificate programs.

[Sections 711](#) and [750](#) of Board Student Affairs Policy provide CCSNH's authority for the BOT, the Chancellor, and the System Leadership Team to plan and develop policy and practice in the areas of acquisition, disbursement, compliance, and reporting in accordance with federal and state law. The BOT maintains ethical oversight through delegation to the Chancellor and Presidents for all financial resources and practices; CCSNH and GBCC are jointly responsible for the internal control structure. [CCSNH System Policies Section 421.61 – 421.63](#) establish strict code of ethics guidelines for the institutions' Chief Financial Officers, a Conflict of Interest Policy for Grant Sponsored Project Administrators, and for Segregation of Financial Duties, which is adhered to in the College's Banner access limitations on forms or reports.

Adherence to ethical practices is ensured by using both internal and external audits as authorized in the BOT and System Policies. The BOT has an Audit Committee whose role is to ensure integrity of financial statements, effectiveness of internal controls, compliance with legal and ethical requirements, and to ensure a yearly external audit, conducted by the firm, BerryDunn. [Section 460 of Board Policy](#) establishes Internal/External Audit and Compliance policies. If there are audit findings, the CCSNH Internal Auditor tracks the audit recommendations through an action grid with items and responsible parties to ensure they are addressed. Financial procedures ensure that transactions are in accordance with management's authorization and are recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. The CCSNH is currently developing an Accounting Manual to ensure consistency and accuracy. As of the end of FY16, the Chancellor's Office did not disclose financial statements for each college separately. For FY17, the colleges' financial data will be separated out within the CCSNH Financial Statements.

CCSNH's Chancellor's Office Grant Staff, in conjunction with the colleges, manages grant funds. Additionally, the CCSNH Foundation states its [high standards](#) for management of funding and is audited annually by an independent

CPA firm. The CCSNH Foundation manages endowments and donations, which provide for student scholarships, program development, and enhancements to facilities. Donated scholarship funds are held in the CCSNH Foundation and managed according to the [Investment and Spending Policy](#) approved by the CCSNH Foundation Board of Directors. Scholarship examples are the Ruth and Emerson McCourt Trust, which typically fund \$40-60K annually for Nursing and Allied Health students; 75% of the Distinguished Leaders Awards (DLA) donations; the GBCC Student Government Association Star Scholarship endowment. The Foundation adheres to all applicable state and federal tax requirements and observes the principles of the Financial Accounting Standards Board (FASB). GBCC adheres to the CCSNH Foundation's Code of Ethics, Donor Bill of Rights, and Conflict of Interest Policy. GBCC does not pay the CCSNH Foundation for administration of the funds.

#### INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

Both campuses provide the classroom space to meet the needs of the academic programs. (See [Campus Facilities Maps](#).) The main Administrative Services are housed in Portsmouth, as are most student enrollment and support services for Admissions, Advising, CAPS, and the Library. ATAC houses consolidated service areas. Both campuses are fully Wi-Fi accessible. All classrooms are equipped with computer/projector stations. Both campuses prioritize making study space available to students. Quiet study rooms are available in the Library and in CAPS. Conference rooms on both campuses also serve as classroom space for smaller classes. Many conference rooms and general classrooms are also used as meeting spaces as needed (also available to local businesses for rental). The Student Success Center boasts the new gymnasium with locker rooms, a concession stand, a Fitness Center, Student Government Offices and Student Life Staff Offices, and a student lounge with seating and games.

CAPS in Portsmouth has a 20-station open computer lab (including 1 MAC), an 11-computer training/testing room, a partitioned testing room with 9 computers, 4 quiet testing rooms (1 with a computer). It also has an Assistive Technology room with computer, printer, scanner, and various software to support students with disabilities. Open floor space provides tables for studying and tutoring. CAPS has set up 2 physical centers for drop-in tutorial support (Math, Writing). The Library in Portsmouth has open space and furnishings conducive to both group and individual study and research, as well as 2 quiet rooms, and a 20-station open computer lab (including 1MAC). The Student [Help Desk](#), established to support and facilitate students' use of the GBCC technology, is accessible for students on the Portsmouth campus and online. In addition to open computer labs and responsive technological support, the College offers [on campus printing](#) options for students in CAPS and the Library. ATAC's Student Study Lounge has a laptop bank of 30 computers that are available for student use to assure that students have access to the many online resources and connection to services available. One of these laptops is loaded with assistive technology software for students with disabilities.

CAPS provides assistive technology and software specific to students with disabilities (Zoomtext, Dragon Naturally Speaking, and Read and Write Gold). Other technological resources for students include ACCUPLACER, CLEP, LASSI, Inspiration: Graphic Mapping Software, PLATO Web-based tutorials in many subjects including ACCUPLACER Preparation. As much as possible, the open computer labs mirror the software being used in the Computer and Digital Media Technologies Programs so that students can have access to the software outside of the classroom. In addition to physical tutorial centers, CAPS offers Online Tutorial Support and SmartThinking: Web-based Tutoring available 24-7 in many subjects. CAPS also uses LMS Technology to post study skills links and other resources for both students and faculty.

The [GBCC Library](#) is guided by the [CCSNH Library Mission Statement \(640.10\)](#) to support all programs. The Director and Library staff hold degrees appropriate to their positions. The Library provides access to a range of both print and electronic materials that are of interest, educationally, professionally, and personally. The Library provides the following: iPads for students use (in-house), laptops available for checkout, and 3 media carts with computers and projectors. The extensive electronic resources include multiple [journal databases](#) and [eBooks](#), providing access to users at their convenience. Additionally, the Library offers workshops and Information Literacy Instruction for

classes, and has both online tutorial and live [support to users](#). The Library also offers interlibrary loan services, and a consortium agreement with USNH libraries which allows GBCC students to access their resources. There are no physical Library resources at ATAC; however, ATAC faculty can make appointments for on-site Information Literacy and research support in classes or as workshops. Students can also seek Library support via email or phone, and make appointments for themselves at the Portsmouth campus or the Director will drive to ATAC to meet them. The Coordinator of Campus Technology oversees the College Website for ADA 508 Compliance, using style guides provided by Pixel Media who built the Website. It is also a responsive Website set up for all types of electronic devices. All students have a Blackboard Portal, whether they are taking online courses or not, from which they can access tabs to [Library](#) and [CAPS](#) resources. These include research and study skills strategies as well as links to emails to request individualized support. The College outlines [Information Technology Acceptable Use Policies](#) for both students and employees online.

The BOT's Safety and Risk Management Committee is charged with promoting safety and health communication and training. GBCC adheres to the Health and Safety requirements outlined in the Collective Bargaining Agreements. In addition to calling for the establishment of a Safety Committee, the CBA charges the Committee with working with the administration to analyze all the circumstances and conditions of its environment and for making well-considered written recommendations regarding safety practices, equipment, and personnel.

All required state Inspections are maintained, documented, and up-to-date on both campuses, including the Fire Alarm System, Fire Extinguishers, Sprinkler System, Elevators, Back Flow Preventers, Boilers and Pressure Vessels. Semi-annual cleaning is done on the kitchen exhaust hood and suppression system of the Green Bean, and the grease trap is cleaned on a regular basis. Several security measures are in place on both campuses. The College has also been mindful of its responsibility to environmentally friendly enhancements in its construction and in every day operations. (See [Campus Security and Environmentally Friendly Measures Charts](#).) The Disabilities Coordinator and Director of CAPS are consulted when questions arise, such as the purchases of listening devices for the gym and an evacuation chair. The Disabilities Coordinator handles individual requests/needs as they arise.

GBCC has implemented a 4-pronged operational system to assure all aspects of safety and well-being are being addressed for the entire College Community. The Safety Committee focuses on workplace safety to determine any workplace hazards or if current policies and training are adequate to keep employees safe, or if policy changes or additional trainings are required. The Emergency Preparedness Committee focuses on preparing for any potential emergency that may take place from a chemical leak to an active shooter. This Committee is charged with (among other tasks) coordinating with local law enforcement and emergency services, planning emergency drills, and developing emergency procedures. The Behavioral Intervention Team reviews and develops timely responses for student behaviors that raise concern. Title IX provides policy and processes for non-discrimination. The Website provides [safety information](#), including an evacuation map, as well as Clery reports, for both campuses.

CCSNH and the 7 colleges have specific policies for Records Management and Retention outlined in [Section 562.04 of CCSNH Policy](#). Each college is responsible for the retention, disposal, and transfer of records generated by its institution. GBCC's students' academic records are stored in a locked room. Physical Student files are disposed of 5 years after graduation or last date of attendance, whichever comes later, and shredded off-site. Banner is updated to reflect the disposal of items that the student may have provided, and shared drives are updated to reflect the disposal of electronic versions, such as transcripts and references.

FERPA policies are outlined in the [Student Handbook](#). New faculty/staff employees meet with the HR coordinator who explains FERPA, gives them the policy, and obtains their signature acknowledging that they understand the policy. Adjunct faculty get the policy/training through Academic Affairs, and the HR Coordinator schedules periodic FERPA training for staff. All faculty have access to FERPA Guidelines, among other resources, through Blackboard. The Registrar periodically sends FERPA reminders to student services staff in the One Stop. To release their academic records, students must complete and sign the [Authorization for Release of Student Information Form](#).

Personally identifiable information is heavily protected according to the Information Usage and Access Policy as outlined in [Section 321.02 of CCSNH policies](#). Each faculty, staff, and student is provided with a unique username and password that the College sets up initially, and the password can be changed to protect access to students' information and grades. Institutional research and program data collection is done with attention to ethical use of personal data as outlined in the CCSNH policies, [Section 321.05 Guiding Principles of Institutional Research](#). To protect the privacy of individuals, the Library does not save patron data once the student returns the materials. The student files on computers in the Library, CAPS, and classrooms are scrubbed every night, thus preventing student files from being retained. Employees are supposed to lock their screens when they are not at their computers. The Coordinator of Campus Technology periodically sends out email reminders about locking screens and how to avoid phishing scams and data hackers. Access to the Banner system, which houses student records, is strictly regulated. Banner users must have their manager fill out a Systems' form justifying their need to use Banner. Furthermore, Banner is broken down into user classifications that allow specific users (e.g. admissions, registrar, financial aid, advising, etc.), to have access to Banner data appropriate to their needs.

Virtually all CCSNH policies, procedures, and Employee Relations' documents are [accessible online](#), eliminating the need for policy manuals. The [Website](#) provides information and online interface for most important services and functions, from Admissions to Graduation, including ATAC content. Everything on the Website is open to public viewing. GBCC uses Blackboard as a central online hub for all faculty and students independent of class format. Face-to-face courses have Blackboard shells that can be used for access to class documents such as syllabi and other resource materials, class discussions, questions, instructor communication, and private assignment submission and access to grades. Faculty and students also use the College email for communication. A recent survey conducted for this Self-Study showed that several faculty use email and Blackboard to support student advising. (See [Faculty and Adjunct Surveys](#).) The College Governance System has a Blackboard organization, in which all faculty and staff are enrolled, to house committee meeting minutes and Governance actions. Many committees have individual Blackboard sites to maintain their documentation and, in fact, conduct some online meeting business and communication.

CAPS, the Library, and the Advising Center use ACCUTRAK to track student usage of services for both campuses, thus, allowing them to react to trends, plan service hours, etc. Usage Statistics are published in the [College Factbook](#). In CAPS, ACCUPLACER reports allow analysis of enrollment trends, placement trends, and identify various populations of students in need of services. CAPS also conducts an annual survey to assess its performance and services. In the Library, electronic resource vendors provide usage data. There is a gate counter at the Library entrance to monitor patron traffic. The Advising Center, Admissions, and some faculty use [Flash Appointments](#) for scheduling purposes and can track the number of appointments through reports. Students can use [Flash Appointments](#) to schedule Placement testing.

Course evaluations were administered electronically in the last few years, but recently, the College has reverted to hard copy evaluations for most face- to- face courses to increase the response rate. Whether the evaluation is done in class or online, the results are disseminated electronically. The College's Institutional Researcher compiles the results and sends them out after the semester. (Also referenced in Standard 8.)

## APPRAISAL

### HUMAN RESOURCES

CCSNH and individual CBAs have clear and easily accessed policies and procedures for Human Resource Management. The transition from a state agency to a political subdivision of the state has allowed some flexibility regarding HR practices. From a positive perspective, the policies assure consistency between and among the colleges. However, the limitations restrict each individual college from establishing its own autonomy.



In fulfillment of projections and NEASC recommendations from the 2007 Reaccreditation process, GBCC developed a process to request and review staffing needs within the annual budget request cycle. (See [Position Request Process](#).) As a result, until 2014, gradual increases in staffing were achieved, particularly in the areas of Student Services and Student Life. The increase in positions allowed for a more student-centered operating model. However, the loss of positions in 2014 had a significant impact on the revised model, resulting in workload reallocation, cut backs on services, and a reduction to service hours (i.e. CAPS, One Stop) to make the changes manageable. For example, the opening of One Stop, upon the move to the Pease Tradeport, streamlined and provided enhanced convenience for students' general and registration processes, but still required staffing to maintain sufficient levels of service. However, because of the reduction, One Stop has had to reduce its evening hours to one night a week, and Saturday service was also eliminated.

GBCC had been able to add new faculty in Liberal Arts disciplines to not only support GBCC's General Education offerings, but also to support new Liberal Arts Degree development with an eye toward increased revenue from relatively inexpensive program growth. Full-time faculty numbers, though low, remained intact until the layoff in 2015. Initially, 6 faculty were laid off; subsequent resignations/retirements enabled 3 positions to be restored within 9 months.

Layoff decisions were made with careful thought as to how they would least affect program quality and service to students, and GBCC has been creative in addressing some voids created by the reduction and unfilled positions. Some changes resulted in a position synergy. For example, Academic Affairs created a combined credit/noncredit position to address Allied Health Program needs in both areas. Creative Services was merged with Marketing providing a more collaborative structure for messaging and promotion. However, there are many examples of the domino effect that the reduction in force and the inability to refill positions have had on the existing workloads. For example, the Help Desk Coordinator's increased responsibilities to include those of the Blackboard Coordinator's have impacted the ability to provide sufficient support to faculty. Many other departments and personnel step in to fill gaps and do their best to ensure continuing academic quality, compliance with state and federal regulations, and that services to students are minimally impacted.

Despite some reduction in faculty during the layoffs, GBCC has still been able to respond to demand: No classes have been cancelled because there was not an instructor; class sizes have remained the same; no faculty have had to take on extra instructional loads, and the number of offerings has been consistent. The neutral impact on instruction is largely due to a highly qualified and dedicated adjunct faculty. A resulting realignment of departments brought Computer Technologies and Information System Technology together, which strengthened the curriculum of both, provided increased advising capacity, enhanced transfer agreements, and exposed students to more career and degree opportunities.

The most significant issue related to the reduction in faculty has been the impact on Advising and other non-instructional accountabilities. The increase in the number of adjunct means more supervisory oversight and instructional support is required of all Department Chairs and Program Coordinators, which is especially burdensome for the full-time one-person departments. There was already an imbalance in faculty advising loads because of the ratio of full-time faculty to students enrolled in the programs. This was further exacerbated with the loss of 3 full-time faculty. The Advising Center does attempt to supplement the advising capacity for all programs, especially in the summer time when full-time faculty are not on campus, with the focus on one-faculty programs. The development of more Liberal Arts Degrees (Psychology, History, English and Fine Arts) will shift more of the Liberal Arts advising from the Advising Center to Liberal Arts faculty. However, it will not alleviate the advising load for the programs with only one full-time faculty member. The one-person departments also cannot divide responsibility for participation in recruitment activities, i.e. Open House events.

The College Receptionist position, which has remained vacated, was a welcoming, visible resource as one entered the building and provided both physical and phone direction and service. Currently, Campus Safety is located at the main desk area, and while it has been positively received from multiple constituencies, it adds a layer of responsibility to Campus Security Officers. Not only are they not trained and prepared to provide that type of service, they have accountabilities away from the reception desk throughout the day. They also do not answer the phone, and callers still reach an automated menu. Many of those calls initially went to the Advising Center, which took time away from their already overloaded responsibilities. The College adjusted the phone message to direct the majority of calls to the One Stop. Nevertheless, there has been some dissatisfaction related to calls not getting to the correct department/person and, therefore, messages go unanswered or are not routed to the correct source and answered in a timely way.

Another example of the effect of the reduction in force on Student Services is the number of positions that have been reduced or are replaced on a part-time basis. While the part-time staff are as effective in their respective roles as their full-time counterparts: however, several part-time staff have left for full-time position and filling those positions has been problematic due to a healthy economy. A recent example of this is in ATAC's part-time admissions counselor search, going through many rounds of interviews only to lose the top candidate to a full-time position.

The reduction of the Banner Coordinator's hours along with the introduction of Banner Revitalization and the implementation of Degree Works, a product that integrates with the Student Information System, contribute to the strain on many departments as they rally to serve students better and more efficiently. The implementation of Degree Works has been slowed because of lack of personnel to code all the degree variables for each program, requiring more of a time commitment than the part-time Banner Coordinator can provide. While Degree Works continues to be built, Degree audits necessarily remain a manual process, which is time and labor intensive. Another example of a compromised process is that Banner Revitalization has made it difficult to separate GBCC data from the other colleges'. Without added personnel time to manually pull out GBCC students, the Registrar cannot efficiently identify those in need of transcript evaluation. The Advising Center, which handles registration for all incoming students, including transfer students, has stepped in to develop reliable processes for transfer review as students come in to register. However, in taking on that additional service to students, other tasks have been relegated to a lower priority.

Both the Library and CAPS have been primarily operating with a part-time staffing model. The Library Director struggles with accommodating the many requests for Information Literacy workshops and student appointments for research assistance, and expansion plans to address the needs of Running Start and Distance Learning students cannot be implemented. CAPS has experienced reduced hours which limit availability of services, including academic coaching, computer lab use, testing, and tutoring. In-class workshop capacity has been cut. However, some workshops have been picked up by the Center for Teaching and Learning. Though online resources are excellent and easily accessible to both students and faculty, for many, a face-to-face meeting is not only preferred, but more effective.

Since the last NEASC evaluation, BTC has experienced significant growth in terms of program offerings, revenue generation, and staffing. The BTC has begun sending quarterly updates of highlights, initiatives, financial results, upcoming programs, classes etc... "BATCH". (See [BATCH Quarterly Updates](#).) While the current BTC staff continues programs and services, there is limited time in their schedules to expand business and program development in response to many opportunities in the region. This could limit future non-credit growth potential.

Student Life staff had grown with comprehensive program development, and was sufficient until the creation of the Associate Vice President of Student Life and Operations (AVPSLO) position, which brought additional responsibilities that also affected other staff. The AVP's time is now divided between Campus Operations (including but not limited to IT, Campus Safety, and facilities) and Student Life. Therefore, the other 2 staff members have had to assume

more responsibilities. The addition of stipends for coaches greatly supports the athletic program. However, projected future growth in athletics will require a long-term staffing solution.

The relocation of the Marketing/Public Relations Coordinator and the Graphic Designer has proved effective in that they are located in one large office, which has enhanced communication, collaboration, and planning. However, reducing the Marketing position to part-time has not reduced the amount of responsibilities, particularly with the growth of programs and initiatives and increased reliance on social media and Digital Marketing. In addition to strategies to provide overall branding and promote Admissions activities, new programs and other initiatives now require additional targeted efforts. The addition of a freelance journalist and access to the CCSNH Public Relations firm (Cookson Strategies) has been positive and allowed GBCC to circulate more content in more places (social media, profiles on the website and course schedules, newsletters, press releases), adding to GBCC's exposure and more timely promotion.

The IT staff are competent and skilled, but layoffs and unfilled vacancies have impacted service. The Faculty Blackboard (Bb) Coordinator position has not been refilled. The IT Helpdesk Coordinator now trains faculty on the use of Bb as well as troubleshooting technology issues for students. While there is sufficient IT support for the campuses, the Coordinator of Campus Technology finds there is little time to do technology research or attend to other college responsibilities as required of his managerial role. Video production, which was one function of the laid-off Mediated Technology Specialist, is a loss that Great Bay would like to fill in the future. This function was very popular for instructional purposes, program promotion, and highlighting College events and students' achievements. Current IT staff rallies to provide limited similar services for events like All-College meetings, the Distinguished Leaders Awarded Fundraisers, and S.H.O.W., but even collectively, they do not have the time, nor the full skill sets to adequately replace the Mediated Technology Specialist.

When considering adding or replacing new faculty/staff or refilling previously laid off positions, the President has the final decision, and, at times, consults with the various departments, including but not limited to the CFO, the President' Cabinet, the Human Resources Coordinator, or other arbitrary personnel to determine the most critical need and budget availability. One example is the recent hire of a Technical Programs Coordinator, which was budgeted and filled to appropriately manage 4 off-site technical programs. This position filled a critical need for advising, program management, and the oversight of adjunct faculty. The fees generated by these programs help to sustain the Coordinator's position. However, while this turned out to be beneficial to the well-being of those programs, it was not the result of a longer term strategic and transparent hiring plan connected to curriculum development, resources, and equitable departmental needs. (Also referenced in Standard 6.)

Non-Grant funding for professional development has been limited for the last few years. The Perkins Grant has been able to fund all professional development requests for CTE faculty. Last year, 11 people were funded for 14 events through Perkins. Cumulative from FY15 through FY17, Perkins provided \$26,437 toward professional development. Most faculty and staff provide for their own professional development needs and make every effort to remain current in their fields. (Also Referenced in Standard 6.) There is Professional Development Request Process for workshops and tuition reimbursement; some College-funded professional development has been awarded. However, there is a lack of clarity about whether professional development funds are available to be requested, as well as who is awarded funds and through what means. (Also referenced in Standard 6.)

## FINANCIAL RESOURCES

Strategic planning and fiscal planning have been asynchronous, although GBCC has been working to align them. In the 2008-13 Strategic Plan, the intent was to connect planning to budget and costs were associated with action items. However, the recent fiscal crisis further disconnected the budgeting process from strategic planning. A 2013-17 Strategic Plan included the same intent to connect cost to action items; however, that plan did not materialize, and was replaced with a second attempt at a more robust 2016-20 Strategic Plan, which was informed by a realistic



budget. Given the current fiscal conditions, GBCC is focused on retention, persistence and completion initiatives that can be accomplished without additional resources.

The approval process for Program Development includes questions on potential macro revenue and expenses. The Curriculum Committee, the President's Cabinet, and the Board of Trustees review proposals to ensure that the College has the capacity to support the proposed program and the students who enroll. In the current fiscal climate, new program development is now aimed at programs which will meet a need, but require few resources and can be self-sustaining. However, within GBCC's local examination the fiscal implications of all curriculum development and changes, some aspects are overlooked such as library resources, need for adjunct or additional staff, appropriate computer software, etc.

Prior to 2014, any operational purchase at any level was controlled by CCSNH using State of NH purchasing processes. The previous process involved several steps with paperwork going back and forth between a college's personnel and the CCSNH Business Office. The new process comprises more efficiency as well as more local control for purchases under \$25,000. The Business Office has endeavored to find even more efficiencies in processes, like mailing out postcards instead of bills which direct students to their account on SIS where they can get balance information and pay bills or set up automatic payment plans.

Although the budget process itself is largely driven by the financial situation, Department Chairs and Directors are involved in the process and empowered to be more in control of their program/service area budgets and needed expenditures, once approved. The CFO manages and oversees the process, which allows Department Chairs and Directors to use Procurement Cards (P Cards) for approved purchases of under \$25,000. Weekly reports are submitted to the Business Office with attached receipts and statements of the purchases with justifications. Approximately 99% of all payments are made at the individual college level as opposed to a previous process of 100% done at the CCSNH level. The new process saves time for personnel, and vendors get paid more quickly.

The [TAACCCT Grant](#) has allowed GBCC to support local companies through employee training in technical areas, helping to develop a skilled workforce and attracting industry to our region. Graduates of the programs at ATAC have been able to get jobs and continue in high demand career pathways. (See [ACM Student Employment Report](#).) The TAACCCT Grant has allowed the College to expand its program offerings, particularly in the field of manufacturing. The greatest challenge to ATAC's sustainability is enrollment. GBCC has been able to use some of the state allocation Grant for advertising and recruitment. Yet the enrollment numbers are still below what is needed for sustainability. Another challenge is finding instructors with the specific qualifications to teach the courses in high tech areas. Rent, cost to deliver technical training, and cost of salaries continue to create financial concerns as ATAC moves into the post Grant years. It is estimated that 9 cohorts per year are required to sustain programming. The College is trying to build other program offerings at ATAC, and ACM is working on innovative projects to get composites manufacturing into courses at some local high schools to create feeder programs to GBCC.

The Perkins Grant has been instrumental in funding Professional Development and helping to purchase equipment, keeping programs up to date by industry standards. However, funding is only available for Career and Technical Faculty and Staff that support Career and Technical Education (CTE). Also, it is difficult to take advantage of long term purchasing items like subscriptions because all funds for those items can only be funded for the Grant year. An example is a desirable subscription to Lynda.com, which has thousands of online tutorials for computer programs and software, which may not be guaranteed beyond one year given the Grant parameters and the GBCC's fiscal situation. Sometimes programs and departments must make difficult decisions regarding what software programs can be purchased to serve students. Similarly, Perkins will fund a position that supports Perkins-approved special populations for only 3 years, then the College must be able to fund or eliminate it, and the work of that position must be redistributed to other staff. The Perkins Coordinator is adroit in developing the scope of positions to assure compliance, yet meet the need for student services. (See [Perkins Staff Positions' SJDs](#).) An example is the

“Coach/Mentor” position in CAPS overseeing specific Perkins programs that include incentives of book awards and tuition assistance for eligible students. Because of the success of that position’s ability to serve a small segment of special populations, it was adjusted to include all special populations. CAPS will need to assess the future viability of the position if monetary incentives are eliminated.

A GBCC Life Science faculty member is the lead on grants for the CCSNH from the National Science Foundation and the National Institutes of Health, which have provided approximately \$60,000 over the years for research fellowships for GBCC students. The EPSCoR grant made it possible to hire a faculty member to develop and implement the Environmental Studies program, in addition to supplementing the Biotechnology Program’s capacity to develop research projects for students. GBCC is careful to assure that its matching fund contributions can be fulfilled, and salaries can be sustained in accordance with the Grants’ parameters. Substantial equipment has been purchased through INBRE: an FPLC and HPLC (used in protein separation work), an RT PCR, a "deli-style" refrigerator (needed to keep the FPLC cool when it is working), and 4 iWORX physiology experimentation units (for updating the A&P lab curriculum), all of which can be used both for student research projects and for classroom work. The main challenge in building Science grants is that CCSNH does not have an Office of Sponsored Programs, and GBCC’s Principal Investigator’s work is in addition to other faculty responsibilities. The compliance issues are very complex for federal grants, and System Office personnel assigned their administration have limited time for comprehensive support to GBCC. Thus, GBCC looks for grant opportunities in which to partner with institutions that have professional level grant support, such as the UNH.

The BOT has recently recommended that colleges create and maintain a 5% reserve annually. Sound fiscal management by College leaders, departmental budget managers, and increased revenue in the BTC have allowed GBCC to actualize a reserve in FY15, FY16, and FY17 for a cumulative value of approximately \$1.7m. Initially, pre-recession, reserves were used to hire additional faculty/staff, but leadership discovered that this was not sustainable in economic downturns. Post-recession reserves generated from past budget cycles are set aside to cover unexpected expenses going forward. In recent years, Great Bay has led the way within CCSNH in instituting differential tuition which has assisted the College in additional revenue generation and alleviated the concern that certain programs cost more to run than the revenue they bring in. Most of these are technical certificate programs such as Welding, Automotive, Advanced Composites, and Motorcycle Technology. All these programs are either revenue neutral or serve as additional revenue generators.

Financial Audits are available about 6 months after the fiscal year, ending June 30th. The CCSNH Foundation is a separate entity and has its own financial statements and annual audit. The most recent audit showed no findings. (See Foundation Audit.) The most recent CCSNH audit in FY16 showed no material weaknesses; the only deficiency found pertained to the Chancellor’s Office Payroll staff, which does not affect GBCC directly. Financial Aid Audits are included in the CCSNH Audited Financial Statements. The Financial Aid Analyst/Compliance Officer works in partnership with the Financial Aid Directors and CCSNH IT programmers to ensure Banner is set up and working to uncompromisingly deliver aid to students.

GBCC maintains ethical standards in its assignment of Banner user classifications, which limits access to Banner Forms and Reports not pertinent to individual departmental functions. A related ethical business practice is the separation of duties in the registration/payment process. Staff that register students are allowed to process credit card payments, but Accounting Technicians take cash and check payments to mitigate the potential for fraud.

#### INFORMATION, PHYSICAL, AND TECHNICAL RESOURCES

A Master Plan that was intended to guide (per [Section 511 of BOT Facilities Policy](#)) the physical development of the institution for 10 years or more was last updated in 2009 because GBCC had just finished the renovation of and relocation to Portsmouth. The Master Plan included a garage and an additional parking lot, a Student and Community Center, Science and Technology Center, exercise facility and athletic fields. (See 2009 Master Plan.)

GBCC accomplished leasing additional land for parking and adding pervious pavement parking spaces to the existing lot, and built a smaller than envisioned Student Center that included a fitness room. Although not able to complete all items in the plan, GBCC added an Atrium to enhance the physical appearance of the building. The CCSNH has decided to engage one college at time on Mastering Planning with the CCSNH Director of Capital Planning and Development; GBCC Master Plan is scheduled for the future.

The Student Success Center has had a positive impact on the College, most importantly on enrollment and student engagement. It has allowed GBCC to build an on-site athletics program and offer intramural sports. In addition to the gym, the fitness center provides easy access to exercise equipment, and there are group exercise programs, promoting health and fitness for the entire College Community. There is also space for Student Government Offices and meetings. More conference space is available for rental to local business for meetings and trainings, which brings in revenue. Still overall space at the College is at a premium, especially during peak hours.

The Atrium/Gateway Gallery represents a focal point for the campus and provides additional space for special events. This area also functions as an art gallery displaying the work of local artists and student artwork. The Atrium provides an open, welcoming, attractive, and comfortable place for the entire College Community to enjoy. Students can study, relax, and otherwise engage with each other. Admissions meets with prospective students; clubs hold fundraisers; Administration, Faculty, and Staff have informal meetings with both internal and external colleagues and constituencies.

GBCC began a comprehensive assessment of all mechanical and cosmetic maintenance to determine which work can be done in house to save money. The AVPSLO is developing a Preventative Maintenance Plan for the physical infrastructure, including upgrading the software controlling the HVAC System, which is old and no longer manufacturer supported.

Using a tool called "FM Audit" and user research, the IT department analyzed printer usage and locations to assess the previous system, including the processes, labor, and resources needed to handle the print environment and improve the end-user experience. In fall 2016, GBCC implemented a more efficient, cost effective, and environmentally friendly print solution contract that uses Paper Cut software with Toshiba Multi-Function Printers. Additionally, the company took on service for the old printers and put them under the service agreement. The College can now monitor printing with PaperCut. Credit students benefit greatly from the new printing applications. They are now given \$40 dollars a semester worth of printing/copying (scanning is free), accessed via their student IDs, and they have printing options including color and multiple paper sizes. They can purchase more printing capacity in \$5 increments. An unplanned challenge was lack of printing access for non-credit students (BTC and WorkReady), for which a solution is currently being addressed.

In 2016, GBCC purchased new room scheduling software. To replace the previous system which presented challenges with real time scheduling and staff efficiency issues. The new scheduling software Yarooms provides significant savings, real time scheduling/viewing, and improved staff efficiency. Faculty and staff have Yarooms accounts, which enable them to go in and schedule rooms for meetings and events.

A Technology Master Plan is currently not in place. The Director of IT requests new and updated technology for both campuses in the Improvement Budget, which typically is funded mid-year (if funds are available). In FY17, the President approved the use of unrestricted funds from the Distinguished Leaders Fund to pay a rebuilt computer lab. Some classroom technology has been paid by the Perkins Grant. Both funding sources allowed for the redistribution of used computers/ equipment in other areas of the College. The Level Service Budget covers the cost of keeping existing computer repairs and updates current and allows for needed new computers or computer replacements.

The use of Social Media and apps as better ways to reach students is improving. GBCC uses a variety of social media platforms including Facebook, Twitter, and Instagram. In addition, Student Life has begun to use text messaging and a mobile app to engage with students. There are 413 current users of the mobile app and 254 users of text messaging; a steady flow of new users signs up on a weekly basis. GBCC had the first responsive designed Website in the System. However, there are some areas of the Website that could benefit from a content review and update. When the Website was redesigned, a content management system provided managers with the ability to update the Website in real time to make sure that content was current and accurate. The software was used early on, but has not been universally adopted and the College has reverted to a Webmaster model, which is problematic because the Webmaster responsibilities need to be assumed by the Director of IT. The current Website is 5 years old, and many end users report it is not user friendly. There is a need to refresh or redesign it to address current shortcomings. (Also referenced in Standard 9.)

The Safety Committee, the Emergency Preparedness Committee (EPC), and the Behavioral Intervention Team (BIT) have cross-representation, which improves communication and effective coordination of initiatives among the teams. In partnership with the Title IX Coordinator, these committees work proactively to provide a safe and secure environment. All incidents are submitted and tracked through the same "Incident Tracker" software, which provides for a comprehensive assessment of patterns and intersecting issues. CCSNH monitors the software, which provides another level of risk assessment. Overall, few incidents rise to a high level, and safety walk-throughs reveal a very secure and safe physical environment. The BIT team has clear guidelines for reporting incidents and priority levels of intervention. (See BIT PowerPoint.) The BIT Team works consults with CCSNH Legal Counsel on aspects relevant to student behavior. The BIT Team's monthly meetings assure a thorough review of cases and subsequent strategies for resolution. Responses to incidents are timely, especially in the case of higher-level incidents, which prompt immediate action upon notification. The cross-functional team is effective in working closely with faculty and staff to set up prescribed behavioral plans.

The Emergency Preparedness Committee (EPC) has expanded its scope and membership to include facilities, campus security, IT, faculty, etc., thus targeting and completing many of its initiatives. (See Emergency Preparedness Initiative Report.) Safety checks on both campuses are done regularly, including testing panic buttons and the PA system. Evacuation drills are done in conjunction with both the Portsmouth and Rochester fire departments. The EPC has run an Active Shooter presentation at both campuses. Emergency equipment is regularly maintained.

As of January 1, 2016, GBCC established its own Campus Safety Department consisting of 4 part-time officers who report to the AVPSLO. The decision to maintain its own Safety staff rather than continue with contracted services has improved our ability to be responsive to the needs of our College Community. The Campus Safety Staff is better able to understand the level of confidentiality that is required to work in an educational environment. The level of confidence that the College Community now has in the new staff is considerably higher than previously; additionally, GBCC can now direct and guide the work of the Safety staff without having to go through a vendor's management. The number of part-time Safety staff employed provides greater flexibility in covering more shifts and high-volume needs. Though there are no Safety staff at ATAC, there is a weekend and evening supervisor who has safety responsibility. Any behavioral issues are handled by the senior-most staff person on-site and the evening/weekend supervisor. ATAC's Protocol for other safety issues include calling Portsmouth Safety staff, President's Cabinet, and 911 as needed. Security from Lilac Mall, located adjacent to ATAC will support investigating outside incidents. There are MOUs with both the Portsmouth and Rochester Police Departments, which outline the partnerships. (See Portsmouth and Rochester MOUs with Police Departments.)

CAPS has updated computers and added new furniture. Some recent resources for students with disabilities include adjustable workstations, ergonomic chairs and keyboards, and portable public-address system. However, budget cuts and spending freezes have kept CAPS from updating assistive technology and making other software/license purchases. In 2016, CAPS had to forego purchasing Rosetta Stone licenses to purchase some needed reading assistance software specific to students with disabilities, including Zoomtext, Dragon Naturally Speaking, and Read

and Write Gold. Some of the products CAPS uses have been in place for many years. Issues with technology compatibility sometimes arise, but the IT department helps to identify strategies to address these. CAPS does not have the funding to duplicate all assistive technology in Rochester and some students may have to access needed technology in Portsmouth. Nevertheless, access to support service resources remains very strong for a small college with limited staff and budgetary constraints.

FERPA Laws are strictly adhered to. Student privacy is strictly maintained as previously noted. The CCSNH Information Technology recently underwent a security risk assessment conducted by BerryDunn. (See [BerryDunn IT Audit.](#)) Findings included that encryption is not used to protect data at rest on mobile devices. It was also noted that there is no back-up generator on-site to protect the data in the event of a power outage. However, in such an event there is enough reserve power in the system to run for at least an hour. The CCSNH colleges cannot afford to address the encryption issue individually. The Coordinator of Information Technology participates on a CCSNH Technology Committee to address such issues and engage in planning. Additionally, the new shared database presents a FERPA challenge. Except for Financial Aid information, all other student information is viewable across all the colleges. The System-wide Student Banner Revitalization Task Force (now referred to as the System Advisory Council) is working to resolve the problems of the shared database. GBCC is using its best judgement to maintain a high level of privacy and acceptable data use.

GBCC attempts to maximize resources, and many employees go beyond their assigned responsibilities and creatively step up to fill gaps left by a human resource shortage. There are areas that more efficient processes would benefit the economic situation of the College and would result in a more equitable distribution of workload among personnel.

### PROJECTIONS

- The President and Cabinet will research and recommend a position request, approval, and hiring process tied to budget, curriculum development, and Strategic Plan Goals with a focus on transparency by spring 2019.
- The President's Cabinet will conduct a facilities utilization study of both the Portsmouth Campus and ATAC by 2019 to provide an analysis of space usage and develop a plan, policies, and procedures for room scheduling to maximize facilities use, build outside rental revenue, provide more dedicated space for BTC trainings and programming, and determine potential space for program development.

Standard 7: Institutional Resources												
(Headcount of Employees by Occupational Category)												
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.												
If your institution does not submit IPEDS, visit this link for information about how to complete this form: <a href="https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf">https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf</a>												
	3 Years Prior = 2014-15			2 Years Prior = 2015-16			1 Year Prior = 2016-17			Current Year*		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	41	186	227	35	247	282	32	167	199			0
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	2		2	1	2	3	1	2	3			0
Library Technicians	1	1	2			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	38	44	82	31	44	75	33	31	64			0
Management Occupations	4		4	8	1	9	6		6			0
Business and Financial Operations	7	1	8	6		6	6		6			0
Computer, Engineering and Science		1	1	4	2	6	4		4			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0			0
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	6		6	6		6	5	5	10			0
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	12	7	19	7	3	10	7	5	12			0
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
<b>Total</b>	<b>111</b>	<b>240</b>	<b>351</b>	<b>98</b>	<b>299</b>	<b>397</b>	<b>94</b>	<b>210</b>	<b>304</b>			
Please enter any explanatory notes in the box below												
Source: CCSNH System Office												
*2017 Data will be compiled in February 2018.												
2015-2016 - PT Instructional Staff - This high number may be due to the completion of the Adjunct Activation list occurring after these data were pulled for IPEDS.												

Standard 7: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (06/30 )	2 Years Prior	1 Year Prior	Most Recent	Percent Change		
	(FY 2015)	(FY 2016)	Year (FY 2017)	2 yrs-1 yr prior	1 yr-most recent	
	Summer 2014- Spring 2015	Summer 2015- Spring 2016	Summer 2016- Spring 2017			
<b>ASSETS (in 000s)</b>						
?	Cash and Short Term Investments	\$2,485,728	\$6,847,897	\$14,563,764	175.5%	112.7%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net				-	-
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments				-	-
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$19,548,458	\$21,217,069	\$18,299,592	8.5%	-13.8%
?	Other Assets				-	-
	<b>Total Assets</b>	<b>\$22,034,186</b>	<b>\$28,064,966</b>	<b>\$32,863,356</b>	<b>27.4%</b>	<b>17.1%</b>
<b>LIABILITIES (in 000s)</b>						
?	Accounts payable and accrued liabilities	\$3,321,034	\$1,859,139	\$2,033,627	-44.0%	9.4%
?	Deferred revenue & refundable advances				-	-
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$17,084,078	\$17,217,341	\$18,067,983	0.8%	4.9%
?	Refundable government advances				-	-
?	Other long-term liabilities				-	-
	<b>Total Liabilities</b>	<b>\$20,405,112</b>	<b>\$19,076,480</b>	<b>\$20,101,610</b>	<b>-6.5%</b>	<b>5.4%</b>
<b>NET ASSETS (in 000s)</b>						
Unrestricted net assets						
	Institutional	\$0	(\$6,144,307)	\$1,812,295	-	-129.5%
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>(\$6,144,307)</b>	<b>\$1,812,295</b>	<b>-</b>	<b>-129.5%</b>
Temporarily restricted net assets						
	Institutional	\$1,629,074	\$14,787,176	\$10,599,980	807.7%	-28.3%
?	Foundation				-	-
	<b>Total</b>	<b>\$1,629,074</b>	<b>\$14,787,176</b>	<b>\$10,599,980</b>	<b>807.7%</b>	<b>-28.3%</b>
Permanently restricted net assets						
	Institutional		\$345,617	\$349,471	-	1.1%
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>\$345,617</b>	<b>\$349,471</b>	<b>-</b>	<b>1.1%</b>
	<b>Total Net Assets</b>	<b>\$1,629,074</b>	<b>\$8,988,486</b>	<b>\$12,761,746</b>	<b>451.8%</b>	<b>42.0%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$22,034,186</b>	<b>\$28,064,966</b>	<b>\$32,863,356</b>	<b>27.4%</b>	<b>17.1%</b>
Please enter any explanatory notes in the box below						



Standard 7: Institutional Resources (Statement of Revenues and Expenses)						
Fiscal Year ends - month& day: ( 06 / 30 )	3 Years Prior (FY2015 )	2 Years Prior (FY2016 )	Most Recently Completed Year (FY 2017 )	Current Year (FY 2018 )	Next Year Forward (FY 2019 )	
<b>OPERATING REVENUES (in 000s)</b>						
⌵ Tuition and fees	\$10,344,243	\$10,919,215	\$10,894,394	\$12,485,443	\$12,485,443	
⌵ Room and board						
⌵ Less: Financial aid						
Net student fees	\$10,344,243	\$10,919,215	\$10,894,394	\$12,485,443	\$12,485,443	
⌵ Government grants and contracts	\$590,465	\$441,780	\$404,428	\$454,715	\$454,715	
⌵ Private gifts, grants and contracts	\$57,750	\$57,472	\$61,919	\$31,220	\$35,000	
⌵ Other auxiliary enterprises (Student Government)	\$188,784	\$176,911	\$183,764	\$181,000	\$182,000	
Endowment income used in operations						
⌵ Other revenue : Commissions, Room Rentals	\$79,204	\$98,733	\$80,465	\$109,881	\$109,881	
Other revenue: Miscellaneous and Indirect	\$80,074	\$286,853	\$362,426	\$294,735	\$350,000	
Net assets released from restrictions						
<b>Total Operating Revenues</b>	<b>\$11,340,520</b>	<b>\$11,980,964</b>	<b>\$11,987,396</b>	<b>\$13,556,994</b>	<b>\$13,617,039</b>	
<b>OPERATING EXPENSES (in 000s)</b>						
⌵ Instruction	\$9,927,058	\$7,410,581	\$6,981,254	\$7,791,079	\$7,791,079	
⌵ Research	\$256,914	\$180,969	\$112,893	\$125,989	\$125,989	
⌵ Public Service	\$3,404	\$1,510	\$521	\$581	\$581	
⌵ Academic Support	\$1,287,940	\$1,037,535	\$923,960	\$1,031,139	\$1,031,139	
⌵ Student Services	\$1,733,863	\$1,438,192	\$1,491,451	\$1,664,459	\$1,664,459	
⌵ Institutional Support	\$10,208,610	\$6,625,365	\$5,703,028	\$6,364,579	\$6,364,579	
Fundraising and alumni relations						
⌵ Operation, maintenance of plant (if not allocated)		\$2,390,357	\$1,169,016	\$1,304,622	\$1,304,622	
⌵ Scholarships and fellowships (cash refunded by public institution)	\$3,005,626	\$2,971,535	\$2,582,280	\$3,047,327	\$3,047,327	
⌵ Auxiliary enterprises (Student Government)	\$133,000	\$279,609	\$175,485	\$175,485	\$175,485	
⌵ Depreciation (if not allocated)						
⌵ Other expenses (specify):						
Other expenses (specify):						
<b>Total operating expenditures</b>	<b>\$26,556,415</b>	<b>\$22,335,653</b>	<b>\$19,139,888</b>	<b>\$21,505,260</b>	<b>\$21,505,260</b>	
<b>Change in net assets from operations</b>	<b>-\$15,215,895</b>	<b>-\$10,354,689</b>	<b>-\$7,152,492</b>	<b>-\$7,948,266</b>	<b>-\$7,888,221</b>	
<b>NON OPERATING REVENUES (in 000s)</b>						
⌵ State appropriations (net)	\$4,412,201	\$5,377,356	\$5,104,606	\$5,729,363	\$5,729,363	
⌵ Investment return						
⌵ Interest expense (public institutions)						
Gifts, bequests and contributions not used in operations						
⌵ Other (specify): Federal Grant	\$5,222,970	\$3,518,002	\$2,413,026	\$3,047,327	\$3,047,327	
Other (specify):						
Other (specify):						
<b>Net non-operating revenues</b>	<b>\$9,635,171</b>	<b>\$8,895,358</b>	<b>\$7,517,632</b>	<b>\$8,776,690</b>	<b>\$8,776,690</b>	
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$5,580,724</b>	<b>-\$1,459,331</b>	<b>\$365,140</b>	<b>\$828,424</b>	<b>\$888,469</b>	
⌵ Capital appropriations (public institutions)	\$3,575,706	\$425,525		\$450,000	\$450,000	
⌵ Other (specify):						
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>-\$2,005,018</b>	<b>-\$1,033,806</b>	<b>\$365,140</b>	<b>\$1,278,424</b>	<b>\$1,338,469</b>	



Standard 7: Institutional Resources (Statement of Debt)						
FISCAL YEAR ENDS month & day ( 06 / 30 )		3 Years Prior (FY2015 )	2 Years Prior (FY2016 )	Most Recently Completed Year (FY 2017 )	Current Year (FY 2018 )	Next Year Forward (FY 2019 )
	<b>Debt</b>					
	Beginning balance	\$3,684,503	\$3,551,056	\$4,037,518	\$7,218,619	\$6,548,165
	Additions		\$1,397,713	\$3,602,287	\$0	\$0
	Reductions	(\$467,505)	(\$910,951)	(\$421,186)	(\$670,454)	(\$672,053)
	Ending balance	<b>\$3,216,998</b>	<b>\$4,037,818</b>	<b>\$7,218,619</b>	<b>\$6,548,165</b>	<b>\$5,876,112</b>
	Interest paid during fiscal year	\$292,367	\$266,688	\$288,456	\$349,090	\$317,440
	Current Portion	\$467,505	\$467,505	\$421,186	\$670,454	\$672,053
	<b>Bond Rating</b>					
<p><b>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.</b></p> <p>Total Bond Debt \$10,000 (one \$5M in 2009, and one \$5M in 2015), each payable over twenty years to the State of New Hampshire. The State can refinance at any time without notice and change our payment schedules.</p>						
<p><b>Line(s) of Credit: List the institutions line(s) of credit and their uses.</b></p> <p>GBCC does not have a line of credit.</p>						
<p><b>Future borrowing plans (please describe)</b></p> <p>GBCC has not future borrowing plans.</p>						
<p><b>Please enter any explanatory notes in the box below</b></p>						

Standard 7: Institutional Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day ( 06/30 )	3 Years Prior (FY2015 )	2 Years Prior (FY2016 )	Most Recently Completed Year (FY 2017 )	Current Year (FY 2018 )	Next Year Forward (FY 2019 )	
<b>NET ASSETS</b>						
Net assets beginning of year	\$11,910,964	\$1,629,074	\$8,988,486	\$9,353,626	\$8,995,838	
Total increase/decrease in net assets	(\$10,281,890)	\$7,359,412	\$365,140	\$1,278,424	\$1,338,469	
Net assets end of year	\$1,629,074	\$8,988,486	\$9,353,626	\$10,632,050	\$10,334,307	
<b>FINANCIAL AID</b>						
Source of funds						
Unrestricted institutional	\$177,690	\$211,273	\$192,932	\$212,000	\$212,000	
Federal, state and private grants	\$2,958,376	\$2,971,535	\$2,674,560	\$3,047,327	\$3,047,327	
Restricted funds	\$47,250					
Total	\$3,183,316	\$3,182,808	\$2,867,492	\$3,259,327	\$3,259,327	
% Discount of tuition and fees	5.6%	6.6%	6.7%	6.5%	6.5%	
<b>P</b> % Unrestricted discount						
<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>						
<b>P</b>	N/A	N/A	N/A	N/A		
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below						
FY17 was complete as of 6/30/17, but is in the process of being audited. Audited financials will not be complete until the end of November 2017.						

<b>Standard 7: Institutional Resources</b>					
<b>(Information Resources)</b>					
	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>Most Recently Completed Year</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
	<b>(FY 2015=2014-2015)</b>	<b>(FY 2016=2015-2016)</b>	<b>(FY 2017=2016-2017)</b>	<b>(FY 2018=2017-2018)</b>	<b>(FY 2019=2018-2019)</b>
<b>Total Expenditures</b>					
Materials	\$101,300	\$94,900	\$99,628	\$99,650	\$99,650
Salaries & wages (permanent staff)	\$242,987	\$179,975	\$179,317	\$187,230	\$187,230
Salaries & wages (student employees)	\$7,702	\$8,606	\$3,487	\$4,000	\$4,000
Other operating expenses	\$1,000	\$1,000	\$565	\$550	\$550
<b>Expenditures/FTE student</b>					
Materials	\$68	\$62	\$79	\$70	\$70
Salaries & wages (permanent staff)	\$164	\$118	\$143	\$132	\$132
Salaries & wages (student employees)	\$5	\$6	\$3	\$3	\$3
Other operating expenses	\$1	\$1	\$0	\$0	\$0
<b>Collections</b>					
Percent available physically	9%	8%	8%	8%	8%
Percent available electronically	91%	92%	92%	92%	92%
Number of digital repositories	0	0	0	0	0
<b>Personnel (FTE)</b>					
Librarians - main campus	2	1	1	1	1
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	2	1.50	1	1	1
Other library personnel - branch/other locations	0	0	0	0	0
<b>Availability/attendance</b>					
<b>?</b> Hours of operation/week main campus	60	48	48	48	48
Hours of operation/week branch/other locations	n/a	n/a	n/a	n/a	n/a
<b><b>?</b> Consortia/Partnerships</b>					
*The 6 other CCSNH Libraries					
*The University System Libraries (UNH, Plymouth, Keene)					
*Any NH Library lending through the State Library's ILL system					
<b>URL of most recent library annual report:</b>	<a href="#">Information about the Library is updated annually in the College Factbook.</a>				
Please enter any explanatory notes in the box below					

Standard 7: Institutional Resources (Technological Resources)					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>Course management system</b>	Blackboard	Blackboard	Blackboard	Bb & Canvas	Canvas
Number of classes using the system	47	47	51	50	50
<b>Bandwidth</b>					
On-campus network Ports.	250Mbps	250Mbps	500Mbps	500Mbps	500Mbps
On-campus network Rch.	90Mbps	90Mbps	90Mbps	90Mbps	90Mbps
Off-campus access					
commodity internet (Mbps)	100Mbps	100Mbps	100Mbps	100Mbps	100Mbps
high-performance networks (Mbps)	NA	NA	NA	NA	NA
Wireless protocol(s)	A,B,G,N,AC	A,B,G,N,AC	A,B,G,N,AC	A,B,G,N,AC	A,B,G,N,AC
<b>Typical classroom technology</b>					
Main campus	Computer, Projector/TV/Smartboard, Audio, Wifi Internet, and Phone				
Branch/other locations	Computer, Projector/TV/Smartboard, Audio, Wifi Internet, and Phone				
<b>Software systems and versions</b>					
Student Access	o365 Email, Windows & MAC, MS Office 2016, Adobe CC, SIS, GBCC Alerts,				
Student Access by Staff	Banner by Ellucian				
Finances	Banner Finance 8.11.1				
Human Resources	ADP, Banner 8.6.4, Clear Company				
Advancement	NA				
Library	Library Solutions from TLC, CREDO Reference, Ebrary, EBSCO Ebooks,				
Website Management	Drupal Content Management 8.4.3				
Portfolio Management	NA				
Interactive Video Conferencing	Zoom.org				
Digital Object Management	Banner BDMS				
Institutional Research	Banner; Rapid Insight Veera; SPSS				
<b>Website locations of technology policies/plans</b>					
Integrity and security of data	<a href="#">CCSNH 321.02: Information Security and Access Program</a>				
Privacy of individuals	<a href="#">CCSNH 321.02: Information Security and Access Program</a>				
Appropriate use	<a href="#">CCSNH 321.01: Information Technology Acceptable Use</a>				
Disaster and recovery plan	CCSNH Information Technology Policies - Local Policies in Development				
Technology replacement	CCSNH Information Technology Policies - Local Policies in Development				
Ethical Use of the Data Warehouse	<a href="#">CCSNH 321.05: Guiding Principles of Institutional Research in the Ethical Use of the</a>				
Shared File Space Guidelines	<a href="#">CCSNH 321.06: Shared File Space Guidelines</a>				
Please enter any explanatory notes in the box below					

Standard 7: Institutional Resources						
(Physical Resources)						
Campus location	Serviceable Buildings	Assignable Square Feet (000)				
Main campus	Portsmouth	(Approximately) 142,689 sq ft				
Other U.S. locations	Rochester	(Approximately) 27,000 sq ft				
International locations						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
<b>Revenue (\$000)</b>		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Capital appropriations (public institutions)		\$3,561,119	\$1,429,315	\$9,737	\$0	*
Operating budget		\$417,324	\$342,193	\$362,418	\$335,208	*
Gifts and grants						
Debt		-\$332,751	-\$334,058	-\$464,710	-\$670,453	-\$760,621
Total		\$3,645,692	\$1,437,450	-\$92,555	-\$335,245	-\$760,621
<b>Expenditures (\$000)</b>						
New Construction		\$3,544,406	\$1,145,707	\$0	\$0	\$0
Renovations, maintenance and equipment		\$16,713	\$283,608	\$9,737	\$0	*
Technology		\$135,703	\$155,433	\$193,122	\$171,422	*
Total		\$3,696,822	\$1,584,748	\$202,859	\$171,422	\$0
<b>Assignable square feet (000)</b>	Main campus	Main	ATAC	Total		
Classroom	avg 529 sq ft	41	10	51		
Laboratory	between 500-1,000 sq ft	26	4	30		
Office	avg 123.5 sq ft	110	10	120		
Study		0	0	0		
Special		0	0	0		
General		0	0	0		
Support		0	0	0		
Residential		0	0	0		
Other		0	0	0		
<b>Major new buildings, past 10 years (add rows as needed)</b>						
Building name	Purpose(s)	Assignable Square Feet (000)		Cost (000)	Year	
Rochester - ATAC	Academic Program	17,000 sq ft		\$2,380,547	2012	
Portsmouth - Student Success C	Gym/Fitness center	20,000 sq ft		\$4,990,113	2014-2015	
<b>New buildings, planned for next 5 years (add rows as needed)</b>			<b>None Planned</b>			
<b>Major Renovations, past 10 years (add rows as needed)</b>						
The list below includes renovations costing [ ] or more						
Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year	
Portsmouth-Atrium	Gateway Gallery	10,000 sq ft		\$1,228,410	2010	
Rochester - Classrooms	Classroom	10,000 sq ft		\$1,001,500	2016	
Portsmouth Campus	Entire Campus	142,689 sq ft		\$9,978,523	2008	
<b>Renovations planned for next 5 years (add rows as needed)</b>			<b>None Planned</b>			
Please enter any explanatory notes in the box below						
* These numbers will not be available until April or May 2018.						



**STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS****DESCRIPTION**

Each degree/certificate program is clearly described in the [Catalog](#), as are the CCSNH distribution requirements for all degree types. Individual program requirements are published on the Website for all [Degrees](#) and [Certificates](#). All published statements of degrees and certificates include Program Outcomes and Technical Standards. General degree information, including credit assignment, definitions, and policies, precedes the program descriptions in the Catalog. Program Sheets for each degree and certificate have been developed for students to track their progress toward program completion and can be accessed from the [College Resource Library](#) on the Website. There is also a [Liberal Arts Electives](#) list to help students make accurate choices of elective options that fulfill General Education requirements.

Program Objectives are required for new program development and approval at both the GBCC and CCSNH levels. Each course's objectives are a required part of the syllabus. A Master Syllabus system was adopted over 20 years ago, initially to assure that the same objectives, content, and levels of assessment were integrated into each course regardless of the instructor or delivery format, and now Master Syllabi are instrumental in transfer evaluation. Transfer institutions can be assured that GBCC's courses' content and assessments are comparable and prepare students for upper level coursework. The Curriculum Committee requires course developers to identify required assessment measures in an *Assessment Addendum* and link those measures to the course's objectives. (See the [Curriculum Committee Handbook, Master Syllabus, and Examples of completed Master Syllabi](#).) (Also referenced in Standard 2.)

Academic Affairs attempts to bring more focus to ongoing review of the achievement of program outcomes through its Annual Planning and Reporting process. Programs are asked to work incrementally on an E-series-like analysis of Learning Outcomes; the goal of which is to develop a more intentional and ongoing approach to outcomes assessment by engaging in a concentrated review of one or more program objectives per year. Few programs have implemented this. (See [Hospitality's and Early Childhood Education's Annual Planning and Reporting with E-Series](#).)

Faculty use multiple methods of assessments through which students demonstrate learning outcomes specific to the course material and the larger program objectives, such as tests, essay exams, essays, presentations, service learning projects, and written reflections, research and problem-solving projects, portfolios and hands on performance assessments relevant to the field. Clinical, Practicum, and Internship assessments employ external instructors/ preceptor systems to focus on students' growth in field experiences, which increases a program's ability to identify areas of educational effectiveness and improvement. Student evaluation forms for off-campus sites are prepared by program faculty to assure achievement of the program objectives. For example, in Veterinary Technology (VET), clinical sites provide midterm and final evaluations of students' performance. The evaluation forms are created by VET faculty and ask specific questions regarding students' ability to perform individual tasks. The clinical supervisors then score students in each of those tasks. Some are physical tasks such as placing an IV catheter, others are less specific, such as their ability to work as part of a team. The program gets an overall understanding of how clinical sites view VET students' performance, and, therefore, how the program can improve students' learning or skills before they go to the clinical site. Another example is the Massage Therapy Program, which has an on-site clinic. There is always an instructor present who asks students to outline plans for the clients' massages. After each session, clients are given feedback forms. The questions range from customer service skills to technical skills. Recently added to the Massage curriculum are opportunities for off-site clinical experiences. Student are assigned to mentors at the off-site clinics, and off-site clients fill out the same client feedback forms. There are weekly evaluative meetings between GBCC's Massage Clinical Supervisor and the Off-site mentors. (See [Clinical, Practicum, and Internship Evaluations Forms](#).)

As seen in the [GBCC Factbook](#), the overall course completion rate is higher than 90%; success rate is higher than 70%. This is also seen in online courses and courses at ATAC as shown on the Data First Form 8.4. Cumulative Grade Point Averages (CGPA) are reviewed each term to determine qualitative academic progress. Students who fall below 2.0 for the semester get a letter of academic probation standing, which encourages them to use CAPS services. Research was conducted for Fall 2103-Fall 2015, and it was noted that approximately 11% of Probation 1 students and 6% of Probation 2 students do access support services after getting the letter. Updated research for spring 2016-fall 2017 shows that CAPS service usage has increased, averaging 27% of registered Probation 1 students and 23% for Probation 2. (See [Probation Letters, Suspension Letters, and CAPS Outreach Letters.](#)) Students experiencing difficulty during the semester may be referred to CAPS via the [Academic Alert System](#). The goal of this retention strategy is to prevent students from entering probation or suspension status. CAPS data shows that of the approximately 150 alert notices sent out each year, 30% of students who respond improve their academic performance. (Also referenced to in Standard 5.)

[Section 670.05 in CCSNH Academic Policy](#) establishes that each college can develop its own Academic Appeal Process for students not meeting the CCSNH criteria for Satisfactory Progress. GBCC has developed a Suspension Recovery Program, called a Continued Participation Agreement (CPA) for students who are not matriculated in Selective Programs; students receive notification of status and process letters. (See [Probation and Suspension letters to Students and CPA Contract.](#)) The success rate of the CPA program has steadily increased over the past 5 years. For the first time since its inception, the 2016-2017 academic year's success rate was 51%; in 2015-16, the success rate was 36%, and in 2012-13, the success rate was 23.5%. The goal is to increase the success rate each semester. The program is constantly reviewing what does and does not work to improve support. Students are made aware that the CPA program is their "support program," but that their academic success depends on their own efforts and decision making. (See [CPA Outcome Report.](#))

GBCC believes that maintaining the quality of faculty contributes to educational effectiveness. One component is the evaluation of faculty in both face-to-face and online classes. Performance reviews for full-time faculty include a review of instructional strategies and evaluation methodologies. (See [Faculty Performance Evaluation and Class Observation Form.](#)) The Class Observation form, which also has an assessment category, is used for adjunct faculty review along with observation notes. (Also referenced in Standards 2 and 6.) Follow up discussion may involve revisions of tests, assignments, and other measurements to more accurately assess student learning. Another evaluative component is student perception of course quality. Each term student course evaluations are done on all courses, either online or via paper and pencil. While there are no specific questions on assessment measures, there is a question on the relevancy of assignments to learning outcomes. (See [Course Evaluation Forms for Live Classes and Online Classes.](#)) These course evaluation forms are standardized across the CCSNH colleges, though each college can add individualized questions. Also, instructors may ask additional questions on their own, though anonymity is not assured, and they may develop and administer their own midterm evaluations, and are encouraged and provided with models to do so. (See [Center for Teaching and Learning Blackboard Site for Assessment Models.](#))

Every program completes either a GBCC-developed process for external review or a national accreditation review within a 5-year cycle that includes appraisal of the curriculum and assessments used in the program. The GBCC model includes the following data: Course Success/Grade Distribution, Graduation and Transfer Rates, Retention Statistics, and Developmental placements. The data compilation also includes a 5-point rating scale of course quality based on Student Course Evaluations. The totality of data included establishes a student profile and program context for the external evaluation team and documents student achievement in their programs. National Accreditations requires some of the above data and include student satisfaction surveys. (See [Nursing Survey & Surgical Technology Survey Results.](#)) This information can be analyzed to measure educational effectiveness as part of the Program Review process. (See [External Program Review Handbook.](#)) Each program identifies the documentation and evidence that will demonstrate the assurance of outcomes related to program quality and currency. (See [Samples of Program Accreditations, Samples of Program Review Reports.](#)) (Also referenced in Standard 4.)



Nursing, Surgical Technology, and Veterinary Technology students sit for National Licensure examinations. Pass rates are reviewed and compared to the national mean, and are used to inform curriculum and assessment. For the past 5 years, the Nursing pass rate has consistently exceeded the US pass rate (For example, 2016: GBCC: 91.4%; US: 84.6%). Surgical Technology graduates have also surpassed the national pass rate (2016: GBCC: 100%; National: 77%). The Veterinary Technology Students pass rates have improved from a 48% pass rate in 2014 to a 69% pass rate in 2017. The Information System Technology program prepares students for the following certification tests done via a third party like Pearson Vue: Microsoft MTA and MCSE, CISCO CCNA and Security Certification, EMC2 Storage, Fundamentals of A+, and Entry level VMsphere. GBCC Faculty's certification in Fiber Optics allows students to obtain certification through the IST200 course's test process; the final exam is the certification test provided by the Fiber Optic Association (FOA.org).

GBCC is a member of [NHTransfer](#) through which courses are reviewed for equivalency with courses at colleges in the University System of New Hampshire (USNH) and other New Hampshire private colleges. GBCC has several 2+2 and 2+3 pathway articulation agreements to specific programs at the 4-year institutions in NH and other states. (See [List of Articulation Agreements.](#)) The scrutiny of determining transferability is a reliable measure of GBCC's curriculum standards. To determine programmatic success and institutional effectiveness, GBCC requests transfer information from the National Student Clearinghouse (NSC) and annually receives USNH enrollment and retention data, which are published in the [College Factbook](#). The fact that many students continue their education without first earning a degree or certificate is seen in the University System of NH data for FY16 in which 54% of the GBCC students who transferred to UNH with credits, not degrees. (See [USNH Report.](#)) This is particularly true for some Liberal Arts majors for which articulated pathways have not been formalized yet. The transfer numbers for fall 2017 show GBCC has the highest number of CCSNH applicants to UNH, but more importantly, the highest admit rate of 83.56%, which is up from the fall 2016 rate of 81%. Educational effectiveness is also demonstrated by the increased number of 2017 acceptances into the following highly competitive programs: Peter T. Paul College for Business and Economics (12), the College of Engineering and Physical Science (11), and the College of Life Sciences and Agriculture (8). (See [UNH Transfer2017CCSNH Report.](#)) Across the 5 USNH colleges or universities, the admission rate for GBCC was 88% for FY2016. (See [USNH Report.](#))

In addition to more formal external review processes, programs and departments use their transfer, business and industry connections, and Advisory Boards to gain perspectives on the career field skills and qualities to be incorporated into curriculum and to get feedback on GBCC student success. An example is 9 of 10 local childcare administrators sent a 2016 survey responded affirmatively that they saw evidence of students' applying their learning to their work in the childcare setting. (See [ECE Administrators 2016 Survey Results.](#)) Nursing and Veterinary Technology systematically do Employer Surveys, which include questions on appropriate learning outcomes and student achievement in the field. In the past 7 years, 3 attempts have been made to survey all GBCC graduates after graduation. In 2010, surveys were mailed to over 400 students; the response rate was 10%. The second attempt in 2016 was by phone with a 28% response rate. Though the response rate was low, the majority of those students were Satisfied or Very Satisfied with how well GBCC prepared them for additional education and employment. (See [GBCC 2015 Graduates Phone Survey Results.](#)) In summer 2017, GBCC began a working relationship with the UNH Online Enrollment Center (OEC). The OEC called all GBCC students but the nursing students with a 15% response rate. Similar to the results from the 2016 calls, the majority of the graduates reached were Satisfied or Very Satisfied with how well GBCC prepared them for additional education and current or most recent employment. (Also referenced in Standard 5.) Other anecdotal information on student placement and employment comes from Advisory Board members and business and industry partners who employ current students and graduates.

The Graduate Survey, done at Commencement rehearsal, captures information related to matriculation, engagement, and satisfaction, and it provides the Transfer and Career Field Employment status at the time of graduation. This survey has been completed by graduates since 2008. In May 2017, 137 (55%) of the potential

graduates finished the survey. The majority of the graduates reported they had found employment in a field related to their degree or training. 90% of the students rated GBCC as 'Excellent' or 'Good' in meeting its vision. (See [Graduation 2017 Survey.](#))

Potential employment sites and industry Advisory Board members give feedback and provide benchmarks of professional standards that help measure and improve educational effectiveness. For example, industry representatives on the Computer Information Systems and Digital Media Technology Programs' Advisory Boards indicated that they wanted to see actual projects which students completed. Therefore, assessment of learning outcomes in these programs now focus on Project Development and Portfolio Preparation. From the feedback Surgical Technology has received from its Program Advisory Board, another clinical day was added, and the number of cases the students needed to graduate was increased. A laparoscopic simulator for the lab was purchased through Perkins funding so that the students could gain laparoscopic practice before going into clinicals. Clinical feedback on student performance also resulted in new skill stations being added to the Instrumentation, Supplies, and Equipment courses, which enable students to practice additional procedures before going into clinical sites.

The Budget Allocation process provides structure for the allocation of funds to support educational improvement. This process requires departments to make budget requests in 2 areas: Maintenance and Improvement. (See [Budget Request Form.](#)) Programs frequently cite the External Program Review process, National Accreditation evaluations, Advisory Board feedback, and Strategic or Annual planning objectives as justification for Improvement Budget requests. (Also referenced in Standard 7.) Outside accreditation bodies frequently drive budgetary planning for nationally accredited departments.

Perkins funding provides budgetary support for career and technical programs that support educational effectiveness; approval for funding must be supported by concrete measures per Perkins criteria. Perkins Grant data for eligible programs is annually organized into 6 Indicators that are used to compare and measure success: Technical Skill Attainment, Credential, Certificate or Diplomas awarded, Student Retention or Transfer, Student Placement, Nontraditional (by gender) Participation, and Nontraditional Completion. (Also referenced in Standard 2.) (See [Perkins Quality Ratings Sheet, Samples of Programs' Rating Sheets.](#))

Student Life has had stated goals for co-curricular activities since 2008, which have evolved as student life programming has grown. Beginning with the Student Leadership Initiative in 2009, goals included broader skill categories such as Self-Knowledge, Leadership Competence, and Active Citizenship. The Student Success Initiative has revised learning outcomes for each area of student development programming based on business and industry input. (See [Student Success Initiative Learning Outcomes.](#)) Student Development Programming includes the following categories of co-curricular learning opportunities: Leadership Development, Mentor Programs, Civic Engagement, Campus Involvement, and Intercollegiate Athletics. A program, club, or activity will not be offered within any of these areas unless it targets at least one of the categories. (See [Student Development Programs.](#)) (Also referenced in Standard 2.)

All Athletes are held to high standards. The Student Athlete Orientation highlights credit and academic requirements, as well as tutorial support services and other academic resources. (See [Student Athlete Handbook.](#)) Students must be full-time during the semester of their played sport. The national standard for academic progress for athletes is a CGPA of 1.7; at GBCC, it is 2.5. Because the Intercollegiate Athletics Program holds the philosophy that it is the students' responsibility to give back to the community, student athletes also have a community service expectation.

Students Highlighting Outstanding Work (S.H.O. W.) is an event that demonstrates and celebrates student research and the quality of assignments and academic inquiry done as part of GBCC coursework. Projects from all courses and disciplines are encouraged. Research and Project Presentations are accompanied by a poster or other visual display that captures the essence of the work and highlights key features of the project. The projects and research

have been assessed per the standards of the individual courses for which they were done, and there are further guidelines for the Poster and Multimedia presentations. (See [S.H.O.W. Poster Guidelines](#); See [Judging Rubrics](#).) Recently, a panel of faculty and external representatives have been added to judge and award scholarships to the Research, Multi-Media Presenters, and Art based on a set of criteria appropriate to the spirit of S.H.O.W. These criteria include points on content, the depth of research and problem solving incorporated into the project, and presentation skills. (See [S.H.O.W. Judging Criteria](#).)

Students in the Biological Sciences, Biotechnology, Bioengineering, and Environmental Studies programs at GBCC are eligible to participate in extracurricular research opportunities funded through the [IDeA Networks of Biomedical Research Excellence \(NH-INBRE\)](#) of the National Institutes of Health and [Experimental Program to Stimulate Competitive Research \(NH-EPSCoR\)](#) of the National Science Foundation grant programs. Students are selected by department faculty based on interest, motivation and classroom performance. Opportunities are offered in both part-time school year and full-time summer formats, and all students are paid a stipend for their participation. All participating students must present their work in the form of either a seminar or a research poster at the annual meeting of the sponsoring grant program. Assessment is based on demonstrated research skills and methods contributing to scientific knowledge generation.

Default and loan repayment data are monitored. The current official 3-year cohort default rate for FY2014 is 9.8%, down from the FY2013 GBCC rate of 12.4%. By comparison, nationwide public institutions (2-3 year programs) generated default rates significantly higher than GBCC's – 18.3% for FY2014, 18.5% for FY2013 AND 19.1% for FY2012. In 2016, a third-party partner was hired through Great Lakes Higher Education to perform outreach to the repayment cohort. (See [GBCC Cohort by Default Rate FY12, 13, 14; FY 2014 Official CDR Briefing by Institution Type 12, 13, 14](#).)

Every 3 years GBCC participates in the Community College Survey of Student Engagement (CCSSE), a key indicator of student engagement and potential for retention. The percentage of full-time students evaluating their experience at GBCC as Good or Excellent has risen over the 3 CCSSE administrations (2008, 2011, 2014). In 2014, at least 78% of full-time students evaluated their entire experience at GBCC as Good or Excellent and would recommend it to a friend or family member. (See [CCSSE Chart](#).) Almost 73% of the full-time students in 2014 reported that GBCC had contributed quite a bit or very much to their acquiring a broad general education. CCSSE was also administered in spring 2017.

## APPRAISAL

GBCC's curriculum development processes and approvals do not include a required linkage of course objectives to program objectives. However, a few programs do establish this alignment and, further, connect program outcomes to industry and field standards. Early Childhood Education aligns Program Outcomes with the standards of the National Association for the Education of Young Children. Nationally accredited programs align the program outcomes and standards with their respective accrediting agencies'. For example, Nursing connects *End of Program Student Learning Outcomes* (which are nursing industry and Accreditation Commission for Education in Nursing standards) and course learning outcomes. Academic Affairs needs to determine whether all programs will be required to demonstrate the connections of course outcomes to program outcomes and/or industry standards, if relevant.

The Master Syllabus template itself has been used for several years without much review until recently when it was determined that the Assessment Addendum would remain part of the required content. Department Chairs still need to determine a plan for more ongoing review to assure that the template continues to provide the relevant and appropriate information for its multiple purposes: to assure course consistency, to provide appropriate information needed for Curriculum Committee approval, and to demonstrate transfer equivalency when evaluated by 4-year colleges. The Assessment Addendum part is one important area for review and more clear expectations.

Faculty currently submit the Assessment Addendum section of the Master Syllabus with varying depths of information and sometimes incomplete connections to course objectives. Nevertheless, the Assessment Addendum does provide an initial focus on how faculty know if students are learning and the need to align assessment measures with intended learning outcomes. Many faculty are unsure of how to respond to the form. The form itself needs updating for clarity and directions to assure consistent documentation of assessment measures. There is little training provided, though some support comes from the VPAA or the Center for Teaching and Learning, when requested. Review of the Master Syllabi may be a first step for integrating a more consistent and comprehensive campus-wide assessment program. Furthermore, some courses use rubrics for specific assignments; however, rubrics are not used to assure consistency of grading criteria across course sections with similar assignments. There is not a wide-spread understanding of the use and effectiveness of rubrics among all programs, and training all faculty is particularly difficult with the high number of adjunct instructors.

The E-Series shows that many programs cite external expertise in the evaluation of students' achievement of program outcomes. (See E-Series Appendix B.) Changes are made based on this feedback. For example, the 2011 Association for College and Business School Programs' Accreditation Reaffirmation of GBCC's Business Administration Program suggested the department needed to develop a more formal, systematic process to assess student learning outcomes. As a result, the Hospitality Department integrated 3rd party testing, using industry certification exams for assessment in several courses which enhance the direct Career Track of the Hospitality degree. The Math Department derives its assessment standards for Statistics courses from Guidelines for Assessment and Instruction in Statistics Education (GAISE), which has received endorsement from the "American Mathematical Association of Two-Year Colleges." The Center for Academic Planning and Support (CAPS) adheres to the College Reading & Learning Association's (CRLA) standards for Tutor Training. CAPS' External Program review, Tutor Training was revised to address some concerns about tutor quality and advanced content knowledge.

Though Departments appreciate and benefit from the individual approaches to measuring effectiveness within the External Program Review process, there is not a required systemic analysis of presented data metrics beyond providing a program profile for the reviewers and determining if that information generates specific questions for the team. Programs rely more on the feedback that comes from the qualitative individual questions that programs ask. While this does generate actionable outcomes, there needs to be more use of the quantitative data to assess programmatic effectiveness.

Integration of the E-Series into the departmental annual planning and reporting process has been met with mixed results, in part because of lack of understanding and training on the expectations. As a result, the integration of the plan has not had the ongoing focus that was originally intended. Complicating this challenge is the turnover in program chairs, coordinators, and the VPAA. In fall 2017, the departmental strategic planning process was recharged with the appointment of an Interim VPAA and a plan is being developed to refocus on the ongoing assessment of program outcomes. Despite implementation challenges, some departments have demonstrated that they are assessing learning outcomes on an ongoing basis and using data toward improvement. For examples, the Advanced Manufacturing Program's feedback from employers post hiring resulted in instructors' working with industry technicians to improve instruction related to specific job requirements; the Teacher Preparation Program's External Review resulted in assignment revisions and further rubric development; in the Criminal Justice Program, Employment Placement Data, Practicum Observation, and Internship Agency Surveys generated a revision of program outcomes and assignment rubrics.

GBCC recognizes its need for a systematic approach to collecting, analyzing, and reviewing data that will integrate into strategic planning. The CCSNH has recently hired an Associate Vice Chancellor for Finance and Strategic Planning to assist CCSNH colleges in collecting and measuring data to support institutional effectiveness. One initiative has been the development of much needed Key Performance Indicators (KPIs) to guide effective use of the data. This will allow GBCC to establish benchmarks and identify trends over time which will inform subsequent

planning to improve educational effectiveness. (See [Key Performance Indicators Chart](#).) One outcome of this initiative is a Student Success Dashboard sent to each college weekly. (See [Student Success Dashboard](#).) NEASC recently requested information on why less than 15% of GBCC's full-time, first-time freshmen in the 2010 cohort graduated within 3 years (150% time). The VPSA and IR presented a report showing many factors about this cohort including that full-time, first-time freshmen represent approximately 11% of the student population, and, in addition to those who graduate, many transfer without graduating. From this point forward, GBCC will include the Transfer Out rate in addition to the Graduation Rate to give a more accurate picture of outcomes. (See [2017 Graduation Report to NEASC](#).) Work in the TRIP Committee has suggested that the graduation rate is underreported as some students complete their programs, but do not file an Intent to Graduate form and are never awarded their certificate or degree in Banner. Welding is an example of this, as seen in the 8.3 Data First forms. Assessment of this issue found that the Website information on petitioning to graduate is limited, unclear, and difficult to find; this is being rectified. Another change to the graduation fee payment process has removed a barrier for students to identify as graduates; students are now able to file their [Intent to Graduate Form](#) without simultaneously making payment. This is important because the submission of the form generates a degree audit. An explanation of this process is available in the [Catalog](#); however, it needs to be easily located on the Website.

Evidence of GBCC's educational effectiveness is seen in the two charts in Data First Form 8.2. GBCC's 6-year graduation rate (original institution) of 37.2% is higher than the 26.5% rate from the recent National Student Clearinghouse SNAPSHOT report. (See [GBCC & NSC Comparison](#).) Data from the University System of NH shows that over 80% of our students transferring to UNH are retained from the first fall to the second.

Attempts are made to track levels of achievement beyond GBCC; the graduation rehearsal survey generates a higher response rate than post graduate surveys. The 2017 survey showed that 41% of students attending graduation rehearsal were employed in their field and 54% indicated plans to continue their education within 6 months. (See [2017 Graduation Survey](#).) However, not all students attend graduation rehearsal, and there is a significant student population who transfer or leave prior to completion whose goal achievement is not documented.

GBCC's ability to track employment data and employment satisfaction have not been fruitful. In many programs' cases, GBCC is, to date, unable to find out where many students are employed, and, therefore, cannot send out employer surveys. Of the surveys that are sent, most are not returned. Specially accredited programs do send out employment surveys to employers and students. The Nursing Department's response to surveys from employers has historically been low. However, the Nursing student response to the Alumni Survey for the past 2 years has been above 50%. Over the past 3 years, an average of 96% of the responding graduates stated their level of preparation was the same as or better than other RNs with whom they are working. Similarly, in 2 of the past 4 years, the response rate for Surgical Technology graduates taking the graduate survey was above 50%. All responses indicated 100% satisfaction in the program. (See [Surgical Technology ARC/STSA Annual Reports](#).) The plan for the CCSNH colleges is to work with NH Employment Security to gather more data on student employment.

Currently, the most reliable source of data on students' achievement in their fields is the anecdotal feedback received from faculty's connections to industry, albeit the College has not found a way to compile and report this feedback. For example, the Advanced Composites Manufacturing (ACM) Certificate program tracks employment of students completing the 6-month certificate. For year 14/15, 26 of 39 completers were employed full time because of the program. Individual faculty in Nursing, Surgical Technology, and Veterinary Technology have access to students' employment because of ongoing associations with clinical sites. In 2017, the President requested that specific Department Chairs gathered success rates of their graduates. As seen in the 8.3 Data First Form, these Chairs indicated at least 64% of their most recent graduates were employed upon graduation.

GBCC students transfer to a range of colleges and universities both in and out-of-state. As seen in the Factbook, each year between 3 – 6% of first time freshmen transfer to other colleges with UNH being the most frequent choice. Similar to tracking employment data, GBCC needs a systematic process for capturing subsequent enrollment,



transfer, and graduation information on GBCC students. Currently, student transfer data is tracked through the National Student Clearinghouse (NSC), but not in a systematic way. CCSNH plans to incorporate this data into the new Data Warehouse for all CCSNH colleges to access and review trends, which will provide a more accurate picture of GBCC's students' progress to other degree completion. Outside of NSC data, most of the data on GBCC's students comes from the University System of New Hampshire (USNH). Most students attending UNH after GBCC do so with credits only, not with degrees or certificates (FY16, FY15, FY14). However, an indicator of the quality of GBCC's academic programs is reflected in the 83.56% fall16 acceptance rate of GBCC students who apply to UNH, many in competitive programs, such as the Peter T. Paul School of Business. The retention rate for GBCC students at UNH is consistently above 80%. (See USNH Report.)

GBCC continues to be represented as part of the CCSNH/USNH [STEM](#) and Humanities initiatives to identify and align core learning objectives in the first 2 years of college in the Humanities, Sciences, and Social Sciences. Based on the number of students who transfer into the UNH's College of Liberal Arts (COLA), it is anticipated that as the Humanities and Social Science initiatives move forward, there will be an increased opportunity for students to transfer to UNH in articulated pathways. This will provide a measure of the effectiveness of GBCC's lower level classes as a foundation for success in upper level classes upon transfer.

GBCC has been concerned about the less than 50% success rates in students moving from English and Math Developmental classes through the first college level course, from both educational effectiveness and retention/persistence standpoints. As a result, the Math Department explored and implemented Co-remediation in Math. There is initial data to begin to assess if the model has been effective for success and retention in subsequent math classes. Because of the Guided Pathways Initiative, English was encouraged to consider co-remediation models. After reviewing the co-remediation reports from other community colleges, the English department has researched Composition Developmental models and is concerned that a co-remediation model may not support the appropriate level of rigor needed to prepare students for writing requirements in upper level classes across the curriculum. The English Department has determined that more internal and external data is needed prior to making a final decision. (See Guided Pathways (GPS) Summer 2016 Work.)

As seen in the 8.3 Data First Form, program licensure outcomes for Nursing and Surgical Technology indicate that GBCC students' pass rates exceed the total U.S. pass rates. Changes are made to increase the educational effectiveness of our programs from this data. The Veterinary Technician National Exam (VTNE) not only gives an overall score, but also scores in specific domains. Assessment results are compiled, examined, and compared from year to year. This data allows faculty to pinpoint where students fall behind or excel, and modify curriculum and assessment accordingly to improve scores. The Vet Tech Program implemented a Diagnostic Imaging course beginning in spring 2010 to improve scores in that domain. The Program has also added an additional hour of lecture to the Clinical Methods II course in 2014 which addresses the surgical nursing, anesthesia, and pain management domains. Pharmacology is a domain in which the students have shown difficulty; therefore, 2 additional credit hours have been implemented over the last several years to provide more instruction in this area. Another example of using national certification testing to increase educational effectiveness is HOS150 Hotel Operations for which the final exam is a 3rd party certification exam. Initially, students demonstrated poor scores on this exam. Weekly quizzes were integrated, additional class exercises were created, and more class time was devoted to focusing on the major areas of identified weaknesses. Test scores have improved, with several more students earning what is considered a passing grade.

Perkins funding for program improvement has been effectively measured by specific outcomes determined in each grant proposal. Funding allocation prioritizes programs that are identified as needing improvement per the program quality rating scales, industry standards, and accreditation finding and recommendations. Programs' rating scales have improved as a result. For examples, Biotechnology has been improved in the areas of technology that reflects industry norms, moving from a scale of 2 in Resources and Materials for an Adequate Learning Environment in 2015-16 to a scale of 3 in 2016-17. The purchase of Surface Tablets for Hospitality improved students' ability to perform

industry related tasks using technology, and building the Hospitality Lab room allowed them to perform tasks in a simulated environment. (See [Biotechnology and Hospitality Quality Ratings Sheets](#); See [Examples of Perkins Proposals](#).)

After a few years of trying to improve the 30% response rate with the online Student Course Evaluations, GBCC has determined that though more timely feedback could be available to faculty electronically, the low return rate could not provide a full picture of the students' perspectives of the class. With a return to course evaluations done by paper and pencil in the face-to-face classes, the response rate is now higher than 70%. Thus, there is a more representative sampling of student assessment of course quality that provides feedback to improve educational effectiveness. The issue of response rate needs to be addressed in the student course evaluations for the online classes. Another area of student course evaluations that needs to be addressed is that the evaluation does not include any specific questions on assessment measures. Faculty need to determine the possible insights about course and teaching effectiveness that could be gleaned from modifying the questions or constructing additional student evaluation vehicles.

In the past 9 years, Student Life has developed programs aimed at complementing students' learning in the classroom. In 2015, a Student Leadership Initiative was undertaken to determine what core competencies should be included in Student Life's co-curriculum programs. A committee of faculty, staff, and external business leaders used the U.S. Department of Labor's Competency Model and "Skills to Pay the Bills" Program as guides (See [Skills to Pay PDF](#)) to identify 7 competencies. (See [Student Success Initiative March 4, 2015](#).) The Student Leadership Initiative helped Student Life identify programs that contain competency development opportunities. An example of this is the transformation of the Alternative Spring Break into a monthly civic engagement program called the 100 Hour Club, resulting in more students participating in more hours of civic engagement activities. (See [GBCC Community Service Initiatives](#).) Student Life has been successful in developing and implementing at least one competency in each co-curricular program; an example is the intentional inclusion of communication skills and professionalism in campus activities such as the Student Government Association and Mentor Programs. The next important step is to develop an assessment plan.

In 2015, GBCC began to offer intercollegiate athletics. The athletic offerings have provided students with additional co-curricular opportunities, but the assessment of student athletes' GPA's after the first 2 years has been cause for concern. As a result of lower than expected/required GPAs, in fall17, Student Life revised the expectations and GPA requirements for Student Athletes. The changes include a mandatory 2.0 GPA to participate in sports, mandatory study hall for all student athletes with a CGPA under 2.5, and the implementation of mid-term progress reports. The initial assessment of the changes has been positive both in terms of study hall participation and mid-term grade results. The emphasis of academics over athletics was critical in the decision to cancel the 2017 men's and women's basketball seasons. This was done in large part because Student Life stood by its decision to enforce a mandatory 2.0 GPA.

The [Student Highlighting Outstanding Work](#) (S.H.O.W.) Committee has worked hard to generate participation in the event, which provides a forum beyond the classroom for students to present and be recognized for their work, abilities, and talent, and to demonstrate the quality of work expected at the College. Unfortunately, despite many attempts to promote the event and establish meaningful incentives, including judged scholarship awards, participation has been low. The S.H.O.W. Committee and Administration have persisted in attempting to build this event; in 2017, a new strategy of asking faculty to nominate students for S.H.O.W. did increase participation, but not to the extent hoped. Nevertheless, GBCC remains supportive of continued attempts to build S.H.O.W. as a way to demonstrate student achievement. Anecdotal feedback from students who have participated has noted the valuable experience of presenting and responding to questions, the development of scholarly thinking, and receiving feedback from others with different academic backgrounds and perspectives. The S.H.O.W. Committee needs to develop a more formal mechanism for assessing student learning outcomes through this event.

GBCC has worked steadily to reduce its federal loan default rate to 9.8%, and considers this a success, as it is below the corresponding national FY2014 cohort default rate of 11.5%. Monitoring loan default rates has encouraged the creation of materials to inform students about ways to manage or reduce debt. Because of the hiring of a third-party company to support outreach efforts, GBCC has set a goal of reducing its cohort default rates to 5%.

Although CCSSE is completed every 3 years, integration of the CCSSE data into program reviews and for general College improvement has not been systematized. Currently, CCSSE is used as a general indication of overall institutional effectiveness. In 2008, there was a focus on the CCSSE item of Diversity; in 2012, attention was given to the benchmark Academic Challenge by Department Chairs, and was continued in 2014-2015 as a College-wide discussion on What Academic Rigor Means to GBCC. (See [2008 CCSSE Planning Document](#) and [CTL Blackboard Site Reports on Rigor Discussion](#).) Initial key findings for 2017 show that 4 of the 5 benchmarks are scored at or above the standardized score of 50, the minimum score GBCC would accept, for full time students. The benchmark that is less than 50 – Support for Learners (46.8) – reflects student use of various support services offered by the College. The 2017 CCSSE results offer an opportunity to develop a systematic approach to using CCSSE data to improve effectiveness.

The College attempts to use multiple methods of evaluating educational effectiveness. This is evident in individual pockets of data used for program and service improvement. Most data analysis happens reactively, or as committee initiatives are identified. There is not a standardized plan, however, for what, when, and how data are reviewed; it is dependent on individual programs', departments' and committees' priorities and needs.

### PROJECTIONS

- The Math and English Department Chairs in conjunction with the VPAA and the Institutional Researcher will develop an evaluative annual process and criteria for measuring student success in Developmental courses, including those taught by Adult Education, and success in subsequent College Level courses beginning in spring 2018.
  - The President and Cabinet, in consultation with the Institutional Researcher, Department Chairs and Students Services Directors, and other appropriate Governance forums will develop a Data Initiative, establishing a comprehensive plan for what, when, and how all data available (KPI, Dashboards, Enrollment, Retention, Completion, CCSSE, and Satisfaction Surveys, etc.) will be reviewed for and used for decision-making purposes, by 2022.



<b>Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)</b>					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	to Fall 2014	to Fall 2015	to Fall 2016	to Fall 2017	to Fall 2018
<b>IPEDS Retention Data</b>					
Associate degree students - Full Time	57%	57%	67%	66%	66%
Associate degree students - Part Time	45%	46%	49%	49%	49%
Bachelors degree students					
<b>IPEDS Graduation Data</b>	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	thru Sum 2013	thru Sum 2014	thru Sum 2015	thru Sum 2016	thru Sum 2017
Associate degree students (150% of time)	10%	13%	10%	12%	12%
	thru Sum 2014	thru Sum 2015	thru Sum 2016	thru Sum 2017	
Associate degree students (200% of time)	16%	15%	17%	not available yet	
Bachelors degree students					
<b>IPEDS Outcomes Measures Data</b>	Fall 2007	Fall 2008	Fall 2009		
<b>First-time, full time students</b>	6=2013 & 8=2016	6=2014 & 8=2017	not available until fall 2018		
Awarded a degree within <b>SIX</b> years*	21%	18%			
Awarded a degree within <b>EIGHT</b> years**	22%	19%			
Not awarded within <b>EIGHT</b> years but still enrolled***	44%	44%			
Unknown within <b>EIGHT</b> years****	34%	37%			
<b>First-time, part-time students</b>					
Awarded a degree within <b>SIX</b> years*	15%	24%			
Awarded a degree within <b>EIGHT</b> years**	16%	26%			
Not awarded within <b>EIGHT</b> years but still enrolled***	39%	50%			
Unknown within <b>EIGHT</b> years****	44%	24%			
<b>Non-first-time, full-time students</b>					
Awarded a degree within <b>SIX</b> years*	33%	6%			
Awarded a degree within <b>EIGHT</b> years**	34%	7%			
Not awarded within <b>EIGHT</b> years but still enrolled***	47%	9%			
Unknown within <b>EIGHT</b> years****	19%	85%			
<b>Non-first-time, part-time students</b>					
Awarded a degree within <b>SIX</b> years*	34%	30%			
Awarded a degree within <b>EIGHT</b> years**	35%	31%			
Not awarded within <b>EIGHT</b> years but still enrolled***	30%	35%			
Unknown within <b>EIGHT</b> years****	35%	35%			
<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1					
<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1					
<b>Definition and Methodology Explanations</b>					
IPEDS Retention & Graduation data come from the IPEDS Data Feedback Reports (DFR).					
1	* Percent of adjusted cohort who received an award from GBCC by August 31 - 6 years later -(from IPEDS).				
2	** Percent of adjusted cohort who received an award from GBCC by August 31 - 8 years later (from IPEDS).				
3	*** Percent of adjusted cohort who did not receive an award but are still enrolled at GBCC or subsequently enrolled at other institution (from IPEDS).				
4	**** Percent of adjusted cohort whose subsequent enrollment is unknown (from IPEDS).				
<b>Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)</b>					

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)					
P	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering *	
		6 years ago	4 years ago	6 years ago	4 years ago
P		Fall 2011		Fall 2014	
		<b>First-time, Full-time Students</b>			
	Degree from original institution			28% (57)	29% (87)
	Not graduated, still enrolled at original institution			2% (4)	3% (10)
	Degree from a different institution			14% (29)	7% (21)
	Transferred to a different institution			17% (36)	20% (60)
	Not graduated, never transferred, no longer enrolled			39% (80)	40% (117)
	<b>Total</b>			100% (206)	100% (295)
<b>First-time, Part-time Students</b>					
	Degree from original institution			20% (56)	23% (102)
	Not graduated, still enrolled at original institution			4% (10)	5% (24)
	Degree from a different institution			10% (28)	6% (26)
	Transferred to a different institution			16% (43)	16% (74)
	Not graduated, never transferred, no longer enrolled			51% (140)	50% (223)
	<b>Total</b>			100% (277)	100% (449)
<b>Non-first-time, Full-time Students</b>					
	Degree from original institution			46% (140)	49% (131)
	Not graduated, still enrolled at original institution			1% (2)	2% (6)
	Degree from a different institution			17% (50)	9% (24)
	Transferred to a different institution			10% (29)	14% (37)
	Not graduated, never transferred, no longer enrolled			27% (81)	27% (72)
	<b>Total</b>			100% (302)	100% (270)
<b>Non-first-time, Part-time Students</b>					
	Degree from original institution			40% (313)	37% (267)
	Not graduated, still enrolled at original institution			3% (21)	6% (42)
	Degree from a different institution			12% (94)	5% (38)
	Transferred to a different institution			10% (78)	13% (95)
	Not graduated, never transferred, no longer enrolled			36% (286)	39% (279)
	<b>Total</b>			100% (792)	100% (721)
<b>% of students who graduated from GBCC, graduated from other college, transferred to other college, or were still enrolled at GBCC as of 12.2017.</b>				<b>63%</b>	<b>60%</b>
Measures of Student Achievement and Success/Institutional Performance and Goals					
		3 Years Prior	2 Years Prior	1 Year Prior	Latest Data
	<b>Fall to Fall Retention at subsequent 4 Year College **</b>	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015
<b>Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)</b>					
1	University of New Hampshire	91% (44)	81% (33)	90% (31)	88% (46)
2	Plymouth State University	78% (2)	78% (11)	75% (11)	100% (6)
3	Keene State College	100% (7)	100% (5)	100% (5)	83% (6)
4	Granite State College	NA	81% (32)	79% (28)	91% (38)
<b>Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)</b>					
1					
<b>Definition and Methodology Explanations</b>					
Source: Banner enrollment data via Veera with subsequent enrollment from National Student Clearinghouse (NSC). Fall cohort chosen by academic goal (matriculated in degree program); student type (2011=First Time Freshman or First Time Transfer; 2013=First Time Freshman or Transfer). 'Degree' = degree or certificate.					
** Source: University System of NH (USNH) CCSNH to USNH Transfer Reports					

Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)										
			3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
			2014		2015		2016		2017	
<b>P State Licensure Examination Passage Rates</b>										
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1										
2										
3										
4										
5										
<b>P National Licensure Passage Rates</b>										
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX-RN - National Council Licensure Exam *		51	44	42	38	50	47		
2	CST - Certified Surgical Technologist Exam **		11	10	13	13	9	9	6	5
3	VTNE - Vet Tech National Exam ***		23	11	18	12	29	20		
4										
5										
<b>P Job Placement Rates</b>										
	Major/time period		# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Nursing graduates *	For past 5 yrs 90% of survey respondents report they are employed in nursing within 1 year of graduating.								
2	Surgical Technology graduates **								6	6
3	Advanced Composites Manufacturing	Overall 59 (56%) of the 105 graduates in ACM were working after completion.								
4	Veterinary Technology	17 (71%) of 24 Vet Tech graduates in 2017 had jobs at the time of graduation.								
5	Hospitality	11 (100%) of 11 Hospitality graduates in 2017 had jobs in their major field of study upon graduation.								
6	Information Systems Technology	9 (64%) of 14 IST graduates in 2017 had jobs in IT.								
* Check this box if the program reported is subject to "gainful employment" requirements.										
Web location of gainful employment report (if applicable) <a href="http://greatbay.edu/admissions-aid/financial-aid/gainful-employ">http://greatbay.edu/admissions-aid/financial-aid/gainful-employ</a>										
<b>Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid</b>										
In accordance with the Gainful Employment instructions, graduating on time data are not given for programs with fewer than 10 students.					3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
					(FY 2015=2014-2015)	(FY 2016=2015-2016)	(FY 2017=2016-2017)	(FY 2018=2017-2018)	(FY 2018)	
<b>P Completion Rates - this was a new requirement as of 1.1.17 from the U. S. Department of Education.</b>										
1	Advanced Composites Manufacturing (24 weeks)				na	na	64%	TBD		
2	Welding **** (38 weeks)				na	na	36%	TBD		
3										
<b>P Placement Rates - Currently these data are not required.</b>										
1										
2										
3										
Please enter any explanatory notes in the box below										
* Nursing outcome info found at: <a href="http://greatbay.edu/courses/degree-programs/nursing-associate-in-science/outcomes">http://greatbay.edu/courses/degree-programs/nursing-associate-in-science/outcomes</a>										
** CST Results & job placement info found at: <a href="http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science/outcomes">http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science/outcomes</a>										
*** Individual year outcome available upon request. 3 year statistics found at <a href="http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science/outcomes">http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science/outcomes</a>										
**** Welding was the program that helped us to discover our potentially under-reported graduation rate. 100% of the first cohort completed but not all were awarded as they did not complete the Intent to Graduate paperwork. This has since been addressed.										

<b>Standard 8: Educational Effectiveness</b>					
<b>(Graduate Programs, Distance Education, Off-Campus Locations)</b>					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>Master's Programs (Add definitions/methodology in #1 below) - NA</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>Doctoral Programs (Add definitions/methodology in #2 below) - NA</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>First Professional Programs (Add definitions/methodology in #3 below) - NA</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>Distance Education (Add definitions/methodology in #4 below)</b>					
<b>Course completion rates</b>	95%	94%	93%	93%	93%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Course Success rates</b>	79%	78%	75%	72%	72%
<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates - na					
<b>Other campus - Rochester</b>					
<b>Course completion rates -ATAC</b>	97%	98%	97%	98%	98%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Course Success rates</b>	84%	82%	77%	76%	76%
<b>Definition and Methodology Explanations</b>					
Distance Education: The above % come from final grades of students in 100% academic online courses (not hybrids). All grades except W-Withdraw and WP-Withdraw Pass are used. Completers = all students with grades other than W or WP.					
1 Success = grade of C or better of completers.					
Branch Campus and Instructional Locations: Advanced Technology & Academic Center (ATAC). The above % come from final grades of students in courses at ATAC. All grades except W-Withdraw and WP-Withdraw Pass are used. Completers = all students with grades other than W or WP. Success = grade of C or better of completers.					

**STANDARD NINE: INTEGRITY, TRANSPARENCY, PUBLIC DISCLOSURE****DESCRIPTION****INTEGRITY**

GBCC represents itself to its constituencies with accuracy and consistency through its [Website](#) and printed materials such as the [Catalog and Semester Schedules](#), and [Student Handbook](#). The [College's Mission, Core Values, and Code of Ethics](#) present a foundation for integrity for all actions and decision making within an academic setting; these statements are posted in every classroom on both Campuses.

CCSNH and its leadership sets the standards for GBCC's ethical considerations, which are embedded throughout [Board Policies](#) and [System Policies](#), setting expectations, policy, and practice for governing and operating with integrity. [Section 210 of Board Operation/Administration Policy](#) includes compliance with the requirements for ethical behavior of BOT members as defined in State statutes. [CCSNH Human Resource Policies](#) include definitions, examples, and procedures related to Conflict of Interest situations. (Also referenced in Standard 7.) In addition to assigning the roles and responsibilities of the BOT, the Chancellor and Vice Chancellors, and the Presidents, [Board Policy Section 290 for Board Operation/ Administration](#) establishes the expectations and accountabilities of each college's Advisory Board. GBCC's Advisory Board Members are given a copy of this as well as a GBCC statement of Advisory Board Expectations and Goals when they are voted in as new members. (See [GBCC Advisory Board Member Roles and Responsibilities and GBCC Advisory Board Goals](#).)

In spring 2017, as part of an effort to measure the CCSNH's Strategic Goal of fostering an environment in which it is an employer of choice and works to continually improve employee engagement, the CCSNH colleges participated in "The Chronicle's Great Colleges to work For Program." Survey results have been shared at both the System and college levels, highlighting major areas of strength and concern, some related to integrity. Prior to this survey, the Audit Division of the Office of Legislative Budget Assistance of NH (LBA) conducted a performance review of CCSNH management. This Audit also included an employee survey, the results of which highlighted similar areas of employees' concerns. To support transparency, several efforts were made to disseminate results: The LBA results were distributed by the Chancellor via email, and a workshop was conducted at the System Symposium day. Meetings were held at each college throughout the System to discuss The Great Colleges' results for both the System and the individual college; also, a webinar was held reviewing the results. (See [LBA Audit Findings](#), [Great Colleges Results Webinar](#), [Great Colleges to Work for Survey PowerPoint](#).)

GBCC adheres to [non-discriminatory practices](#) in all areas. [Collective Bargaining Agreements](#) (CBA) for faculty, staff and adjunct emphasize high standards of professional conduct and integrity, which foster reliability and credibility with students. All 3 CBAs establish fair and ethical practices for each covered group in an academic setting, including Grievance and Arbitration procedures. In addition to adherence to the ethical standards inherent in the Board and CCSNH policies and practices, GBCC's Administration is also guided by Section 5, General Employment Expectations of the [Handbook for Administrative, Managerial, Professional and Operating Support Staff Exempt from the Collective Bargaining Process](#). [CCSNH Policies and Practices](#) for hiring faculty and staff are all non-discriminatory in accordance with, but not exclusive to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, the ADS Act of 1990, and Section 504 of the Rehabilitation Act of 1973. [Section 690.04 of CCSNH Academic Policy](#) assures a fair and consistent faculty promotion process, including an appeal process for denial of promotion. Grievance processes for faculty, adjunct, and staff are outlined in each of the respective CBAs, and include assistance from a union steward.

The Governance system establishes an atmosphere of open discussion and shared information. (See [2017 Governance Handbook](#).) Faculty and staff have their respective opportunities to engage in governance through committee membership and departmental meetings. Faculty and staff are expected to attend and participate in All College Meetings with the President. Faculty and Staff Forums provide further opportunity to discuss issues and

concerns directly related to the integrity of the institution. This representation gives voice to the College Community regarding ongoing operations and planning for the future. Department Chairs discuss the integrity of programs/curriculum as a stage in the curriculum approval process, and address integrity and ethics in the development and review of policy and practice. The Student Government Association (SGA) is a constituency group within the newly established governance system, which supports the integration of students' rights, interests, and opinions. (Also referenced in Standard 3.) Student Government and organizational leaders are apprised of their charge to represent the needs of the entire student body, not individual interests. Student Leadership workshops include sessions and materials on ethical decision making. (See [Student Leadership Retreat Workshop Templates](#).) If the Judicial Committee needs to be convened, the committee is apprised of its role and how to hold a fair hearing and assure the integrity of the process.

Faculty, working with Academic Affairs, maintain responsibility for ensuring the integrity of academic program offerings. The Curriculum Committee's processes and reviews serve as support for instructional integrity, addressing appropriate learning outcomes and ensuring that course development maintains a sequential framework that leads to achievement of the respective programs' competencies. As part of program development, Admissions Criteria, Transfer Credit Currency, Technical Standards, and Suspension and Readmission policies (if appropriate) are established and published for each program to allow prospective students to make informed academic and financial decisions about their abilities to complete their chosen program successfully. (See the [2017 Governance Handbook and Curriculum Committee Handbook](#).)

The Family Education and Right to Privacy Act of 1974 (FERPA) guides confidentiality practice in maintaining student educational records. Policies and procedures regarding avoidance of conflict, privacy rights, and fairness in dealing with students, faculty, and staff are clearly stated in the [Student Handbook](#), [Catalog](#), and [CBA Agreements](#). These policies and procedures are accessible to the public, prospective students, current students, employees. The Banner Student Database engine breaks down user access via a classification system, which assures integrity in the practice of data access and restriction. Each banner user of a different departmental class can only input or edit data that is related to their departmental job responsibilities. The primary departmental classifications are: Admissions, Account Receivables, Financial Aid, Disabilities Coordinator, and Registrar.

The Faculty Handbook recommendations procedures, and, among other useful information, contains Academic Honesty Policies and Procedures, FERPA Guidelines, Appeal Policies, and Academic Leadership Expectations for the Integrity of Course Delivery. During pre-semester workweeks, All College and other meetings may explicitly address some of these topics as the need arises. Implicitly, these topics will be covered in various training workshops, such as Academic Advisor Training. The New Faculty Orientation include some coverage of these policies and procedures. (See [Faculty Handbook](#).) The Handbook itself and many sections of it are pulled out and listed on a [Faculty Resources](#) page that is provided in all Blackboard course sites. There is section that addresses guidelines on Copyright, Fair Use and Plagiarism.

Intellectual property rights are defined in the CBAs for full-time and adjunct faculty. The CCSNH has developed [Protocols for Research in the Classroom](#) that are followed when appropriate. Though the colleges in the CCSNH are not Research Institutions, [Section 690.12 of CCSNH Academic Policy](#) does include policy and procedures for Research Misconduct. GBCC has an Academic Honesty policy, which is published in the Catalog, the Student Handbook, and on each course syllabus. The Student Handbook contains policy and practice for acts of academic dishonesty (both plagiarism and cheating), including sanctions faculty are authorized to impose. The English Department requests that all English instructors distribute a Plagiarism Handout/Contract which defines, discusses, and provides information to supplement research and citation instruction in the classroom and on avoiding plagiarism. (See [English Department's Plagiarism Handout](#).) Distribution and discussion of the plagiarism policy is standard in all writing classes, following up with more concrete instruction as part of writing and other courses that require research, including Library and CAPS workshops and materials.



Several Academic Programs have individual statements and policies related to integrity and ethical behavior in the career field. The Early Childhood Education (ECE) program has statements on each course syllabus about the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct and Confidentiality. Additionally, ECE Senior practicum students receive multiple pages for a binder that include expanded expectations about professional behavior, professional boundaries, and confidentiality. The Advanced Composites Manufacturing Program requires a 1 credit course on Manufacturing Ethics. The Nursing Program has a Policies and Position Statement section in each course syllabus, which includes Academic Honesty, Technology Acceptable Use Policy, Social Media and Blogging Policy, dress code, and student behavior. (See [Nursing Policy and Position Statement](#); See [ECE Binder Pages](#).) The Nursing program has Practicum Evaluation Criteria that includes assessment of ethical/legal standards in caring for patients and adherence to the Code of Ethics for Nursing. (See [Nursing Practicum Evaluation Tools](#).) The Surgical Technology Program Handbook includes all expectations associated with the program and clinical assignments and the Surgical Technology Code of Ethics. (See [Surgical Technology Program Handbook](#).) The Veterinary Technology Handbook begins with the Veterinary Technologists' Oath and Code of Ethics, which the students must sign. (See [Veterinary Technology Handbook](#).) The syllabi for the Veterinary Technology Program's clinical courses state the specific behaviors the students must adhere to, and the evaluation form that the clinical supervisors fill out includes grading on behavior, honesty, and integrity. (See [Veterinary Technology Clinical Course Syllabi and Evaluation Forms](#).) Students who participate in Internship programs are provided with handbooks or syllabi related to course requirements and include professional and confidentiality expectations and behaviors related to the industry. (See [Information Systems Technology Internship Handbook](#).)

In the Student Services areas, Staff adhere to the ethical and fair practice procedures and policies of their professional fields. CCSNH System Finance Policy contains the [Chief Financial Officer Code of Ethics](#). In addition to following Federal Guidelines for the Administration of Financial Aid, the CCSNH Financial Aid Directors follow [Lender Practices Code of Conduct](#) as outlined in CCSNH policy. The Disabilities Coordinator follows the guidelines developed in the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act. Individual service departments may find the need to address issues related to their respective services and roles. For example, CAPS and the Advising Center jointly worked with Employee Assistance Program in 2012 to create a Core Code of Respect in the work place, which is posted in CAPS, and supports fair practice among employees as well as provides a statement for the way students are to be treated. Admissions abides by the standards of Good Practice of the National Association for College Admissions Counseling (NACAC). Human Resources follows all NH and federal laws regarding hiring, non-discrimination, equity, and reporting.

The CCSNH endorses the principles and standards of academic freedom and academic responsibilities, professionalism, and freedom of expression generally and traditionally accepted in public institutions of higher education. Thus, the colleges subscribe to the statement authored by the Association of American University Professors (AAUP) reproduced in the [Section 690.06 in CCSNH Academic Policy](#) and to the "NEA Code of Ethics of the Education Profession." This includes the protection of the freedom to learn and teach. The [CBAs for Faculty, Staff, and Adjunct](#) all contain statements of the rights and responsibilities associated with free expression and professionalism appropriate to an institution of higher education. [The Student Handbook](#) contains statements of student rights and responsibilities in the classroom, on campus and off campus, including Freedom of Inquiry and Expression, Freedom of Association, and Editorial Freedom.

The policies and procedures for resolving student issues are outlined in the [Student Handbook](#), which are extracted from CCSNH Policies, as are mechanisms for appeal of both academic and conduct decisions. Policies are reviewed on a regular basis by CCSNH Legal Counsel and the CCSNH Vice Presidents for Academic Affairs and Student Affairs. Judicial procedures and policies are administered through Student Affairs if students violate the Student Code of Conduct and face non-academic sanctions. Students facing academic sanctions may appeal in accordance with policies published in the Academic Affairs Section of the Board of Trustees System Policy, the Student Handbook, and the catalog. (Also Referenced in Standard 5.)

All GBCC activities and events are approved by the President's office and/or designee, in accordance with CCSNH policies. CCSNH policies provide some [guidelines for political candidates' events](#); otherwise, each college develops their own practices for such approvals. [College Policies and Procedures in the Student Handbook](#) provides the approval process for student activities. Use of College facilities by state agencies and institutions, educational groups, and by community, regional or state organizations is determined on a case by case basis. Per [Section IV Student Life of the Student Handbook](#), all College sponsored student functions are coordinated in conjunction with the Associate Vice President of Student Life and Operations. There is an Activity Approval Form that all recognized student clubs and organizations must complete and submit to Student Life. (See [Activity Approval Form](#).) All activities are approved based on CCSNH and GBCC Statements of Non-Discrimination. [Section VI Student Judicial System](#) of the Student Handbook contains the Student Code of Conduct for all activities and events within the College's jurisdiction, whether on or off premises or inside or outside of the classroom. GBCC does not rent its facilities to outside groups. Approval of rentals is based on availability and the nature of the activity. A standardized [fee schedule](#) is used for room rentals by outside organizations.

All degrees and certificates at GBCC observe the academic requirements as set forth in [Section 620 of CCSNH Academic Policy](#). GBCC follows all standards set by the NEASC Commission on Institutions of Higher Education (CIHE) and the standards of specialized accrediting agencies for certain programs (Nursing, Surgical Technology, Business, Hospitality, and Veterinary Technology). Working consistently with each accrediting body, GBCC demonstrates institutional honesty and integrity in all communications, and submits appropriate reports, including Substantive Change Reports, and responds to all requests within the specified timeframe.

The College fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds. GBCC has recently revised a [Diversity Committee](#) whose purpose is to support GBCC's Mission, Vision and Values by promoting diversity awareness and a campus culture that values equity, fairness and respect for diversity. This committee has representation from CAPS, Student Life, academic departments, and current students. There are also several recognized student clubs and organizations that recognize and foster diversity.

## TRANSPARENCY

The [Website](#) provides a search bar that guides students to all College information needed, as well as provides many direct links to services. The Catalog and other [Consumer Information](#) links, including [Campus Safety](#), are provided in the lower portion of the Webpage. The Website section titled [Courses and Training](#) has several components that easily provide students with information for each of our degree and certificate programs. Each program page clearly lists course requirements, program outcomes, and information on trends, jobs, and salaries. The [Admissions Page](#) provides prospective students with information on the application process, documents needed, Dual Enrollment programs, and upcoming admissions events. Easily accessible from the Admissions and Financial Aid pages are links for [Financial Aid](#) and [Tuition and Fees](#). The Admissions Process is also clearly explained in the [Catalog](#).

Employment opportunities are available to the public on the webpage titled [Working at GBCC](#), which lists current job openings, links to information about each position, and an application form that can be submitted online. There is a direct link to the [CCSNH Website](#), which lists and provides information on all System [Employment Opportunities](#). Per [Faculty and Staff Collective Bargaining Agreements](#), non-confidential positions are typically posted within the CCSNH one week prior to being posted externally. Covered CCSNH employees within a CCSNH bargaining unit who meet the educational and experience requirements of a posted position are considered and acted upon before non-covered employees or external applicants. Once applicants are identified as prospective employees, the interview process is explained to them.

The [Catalog](#) publishes the Graduation Requirements, which include a minimum cumulative grade point average (CGPA) of 2.0, and the 4.0 Academic Quality Points Scale, in addition to other auxiliary grades a student may be



awarded within certain circumstances. The grading scale is included on many instructors' syllabi. All instructors must assign letter grades according to the grading scale published in the catalog. Program Outcomes are listed on each individual [program webpage](#) and in the [Catalog](#). Each Instructor's syllabus outlines course objectives and the methods the instructor will use to assess achievement. The [Catalog](#) provides information about student rights and refers students to the [Student Handbook](#). The Student Handbook covers the student code of conduct, discipline processes for academic and non-academic areas, and the student grievance process. Students are informed of the Handbook during orientation, and each semester a letter is emailed out to students, faculty, and staff with consumer information. (See [Consumer Information Email](#).)

GBCC provides information under the Right to Know law. Right to Know requests are submitted to the CCSNH legal team who ensure correct compliance. CCSNH releases information about RFP bids upon request. Financial Audit Statements are public documents and can be accessed on [www.ccsnh.edu](http://www.ccsnh.edu). Previously, CCSNH was audited as an entire entity, not as individual colleges. However, going forward financial statements will be separated by individual colleges. GBCC's financial statements are included in the Management and Discussion Letter (MD&A). (See [Management and Discussion letter for 2017](#).)

All [GBCC's Accreditations](#) are listed on the Website and in the Catalog. Accreditation certificates are hung in the main hall outside of the President's office. Accreditor's Reports are in the President's office. The [College Profile](#) lists our numerous Transfer Partners and Agreements, which speak to the confidence other colleges and universities have in GBCC's programs and curriculum outcomes. The [College's Factbook](#) publishes performance indicators such as Grades, Program Licensure Rates, Community College Survey of Student Engagement (CCSSE) Results, and Student Satisfaction Surveys, as well as Retention, IPEDS Graduation Rates, and transfer rates. The limited Placement information available is published in the College Factbook. (Also Referenced in Standard 5.) Gainful Employment Disclosure Statements for all Certificate programs as required are on the Website under each Certificate program; GBCC complies with the National Student Loan Data System (NSLDS) requirement of annual submission of program "completers".

#### PUBLIC DISCLOSURE

The [Catalog](#) contains an abbreviated table of contents to direct the public to main sections of the publication. The [Website](#) contains everything that is in the Catalog plus some extra features: campus descriptions, forms to download, (e.g., application, registration, transcript request, etc.), information session schedules, bookstore information, with links to the virtual bookstore, department websites, the Student Handbook, archived Catalogs, course schedules, and access to the Blackboard and Student Information System (SIS) websites. Announcements are posted on the Website, the Blackboard Portal home page, and social media pages (Facebook, Twitter, LinkedIn, Instagram) that alert students and potential students to information including school closings, advising schedules, and other events. The SIS home page is sometimes used for academic announcements. Lower links on the Website provide access to other [Consumer Information](#).

The Catalog is main source of information from which all other publications are generated to assure continuity of Information. Catalog content and revision is the responsibility of Academic Affairs, working with the VPSA and Coordinator of Campus Technology. Student Services has produced a curriculum development process and timeline to ensure a timely, consistent, and accurate publication of the annual catalog and subsequent marketing materials. (See [Catalog Revision Instructions and Catalog Revision Timeline](#).) The Curriculum Committee Handbook stresses that new degrees and certificate processes could take up to 6 months before being catalog-ready, and warns that Financial Aid Approval for Certificate programs may take longer. (See [Curriculum Committee Handbook](#).) Program curriculum planning can take this timeline into account to insure complete integrity of new program development. The College has not published a print catalog since 2015; nevertheless, Marketing still publishes a [Catalog Addendum](#) online to reflect and document any changes that occur in between annual revisions. The [Website](#) houses previous

catalogs dating back to 2008-09 and provides access to the current course schedules. The Registrar has and can refer to all catalogs since 1978.

The College's [Notice of Non-Discrimination](#) is stated in multiple places on the Website, Catalog, and course scheduler as well as in the GBCC Application and various other print Medias. The cost of attendance, fees and charges, and tuition payment options are published under the [Tuition and Fees section](#) on the website as well as in the [College Catalog](#) and [Course Schedules](#). Prices listed are for NH residents, New England Regional students, out-of-state and international students. The [Catalog](#) and [Website](#) provide a [list of other fees](#) and estimated costs that students could incur. Sources of Financial Aid and policy details are located on the Financial Aid section of the Website. There is helpful information for students and prospective students about how to apply for aid, how to get help with the aid application, and scholarships available. There are [links](#) to paying student tuition and the e-cashier program; there is also information and dates for the automatic payment plan, and a [cost comparison chart](#), comparing GBCC's costs to the other NH colleges' and universities'.

The process and policies related to Admissions and the transfer of credits between institutions is clearly listed on both the [Application and in the Admissions field](#) of the Website, and, again, in the Catalog. Many policies and forms are integrated relevantly throughout the Website; individual program policies are incorporated in the degree information. The Catalog presents all policies clearly in appropriately labeled sections. [The Student Handbook](#) provides several policies, including the student code of conduct, details on the judicial policy, and the student rights grievance process. It contains some general academic policies, but does not contain any specific individual program information. Services and resources are outlined in both the Catalog and the Student Handbook. There are bulletin boards for services, such as Admissions, Advising, CAPS and Financial Aid, and for club and organizations to post materials on both campuses.

The [CCSNH Website](#) contains information related to the [CCSNH Board of Trustees](#) and the System offices. [Members of the College Advisory Board](#) have their titles and business affiliations listed. The [Faculty/Staff Phone Directory](#) of the College on the Website provides position and department along with each name and extension. There is no policy requiring identification of College Personnel's role and authority at the GBCC. However, the CCSNH has the right to post names, positions, emails, phone numbers, and pictures of all employees. Most GBCC personnel have name plates on their offices, and their names, positions, and contact information on their emails. Some faculty and staff have pictures attached to their emails. Some Staff have identifying pictures on their respective department's area of the Website, such as [Admissions](#), [CAPS](#), [Library](#), and the [Advising Center](#). Many departments have direct email links to the contact or service area to avoid miscommunication with other departments.

GBCC publishes [Course Schedules](#) for fall, spring, and summer that are available both on campus and online. Course schedules contain course offerings for online courses and 8-week, 16-week, 12-week, and other time parts of term for both the Portsmouth and Rochester campuses. The Spring Schedule includes courses to be held during the *Winterim*, a 2-week period during which select courses are offered in an abbreviated timeframe. Exeter, Dover, and Portsmouth Adult Education are now offering Developmental courses at GBCC, and those courses are published in the schedules. The first few pages of the schedules contain general information about the College as well as an academic calendar. The information selected for publication serves dual purposes: (1) to inform the public about the College (location, mission, accreditation status, etc.) and (2) to provide key information to students, i.e., financial aid, tuition and fees, payment options, refund policy, bookstore hours, support services, and access to the Student Information System and Blackboard. [The Advanced Technology and Academic Center](#) in Rochester has a page on the College's Website highlighting its programs and services, as does the Business and Training Center and WorkReadyNH. The [Business and Training Center](#) publishes a separate schedule of non-credit courses, but advertises the services and courses that are offered on-site in the College Schedules. [WorkReadyNH](#) also publishes its tuition free training schedule in the College Schedules.

The [College Profile](#) duplicates information in the Catalog and other sections of the Website, and also publishes statistics on the student body including head count, full time enrollment, average age, percentage of male and female students, and much more. [The GBCC College Factbook](#) is updated annually and published on the Website. The Factbook contain enrollment statistics for the College as well as for each individual program, both by number and percentage. There is information on the grade performance of the students by number and percentage. The program licensure outcomes of the past 4 years for the Nursing (NCLEX-RN), Surgical Technology (CST), and Veterinary Technology (VTNE) programs are published in the Factbook. There are 2 Institutional Research bulletin boards located in high traffic areas, 1 with up-to-date Institutional Research information on the College and 1 with CCSSE results data.

## APPRAISAL

### INTEGRITY

GBCC has recently been engaged in the review and revision of its [Mission, Vision, and Core Values, and Code of Ethics](#) to assure their capacity to guide the priorities and future of the College. As part of that revision, important clarifying statements were added to the College's Code of Ethics. Shared Governance has always made the effort to garner many perspectives. In the last 2 years, the governance model has undergone extensive revision; the core intention of which has been to assure the integrity and inclusivity of shared governance. (See [2016 Governance Proposal and 2017 Revision](#).)

GBCC and CCSNH are acting with integrity in sharing both the Great Colleges to Work For Survey results and the LBA Audit findings. (See [LBA Audit Report](#) and [CCSNH Letter to LBA](#).) Strengths show CCSNH employees have a connection to their college missions; appreciate flexibility and autonomy; have good relationships with their supervisors, and strong relationships with colleagues. Concerns point to resource constraints in compensation, staffing, and facilities; the need for improved communication and participation in decisions that directly impact work; the need for strong cross-functional collaboration and alignment across individual colleges, and issues related to the perception of lack of transparency. In both surveys, the percentages of overall responses were low in comparison to the number of surveys sent out. Despite a low response rate, the CCSNH has determined the results warrant attention, and "Workforce Innovation Funding" will be awarded for ideas generated at the colleges to address areas of concern with an eye towards duplication across the System.

While faculty have the more substantive role in curriculum review processes, Student and Academic Support Services' feedback also provides valuable implementation and application perspectives. Curriculum Committee instituted a system of pre-meeting written feedback from Student Services as a result voting membership revision. Specifically, changes were designed to return primary oversight and curriculum approval to the hands of faculty, while still providing ample opportunity for Student Services feedback on implementation considerations. Student Services representatives attend meetings as non-voting members, and both the VPAA and VPSA are ex officio members. (Also referenced in Standard 3.) The Committee recognized a need to differentiate between discussion issues related to academic integrity (which is the primary domain of Curriculum Committee) and issues related to implementation in an effort to have more focused, curriculum-centered discussions at meetings and to streamline the approval process.

Student records are well-protected in compliance with FERPA regulations. GBCC has made careful use of the Banner classification system to maintain record privacy. The user classifications are effective in limiting access to Banner Forms and Reports that are not pertinent to individual departmental functions. Sensitive student data is processed and viewed only by the appropriate Faculty and Staff. The human factor, however, related to FERPA, needs improvements. In the past 10 years, there have only a few FERPA trainings, though some FERPA resources are available online, and a brief discussion is held during each New Faculty Orientation. Since training has been

inconsistent and infrequent, in the fall 2017, a plan was developed to include FERPA training on an annual basis during Work Weeks and at Staff trainings.

Most policies and procedures are reviewed and revised on an as needed basis, or as recommended by Governance Committees whose work addresses or brings certain policies to the forefront. For example, the Transition, Retention, Intervention, Persistence Committee (TRIP) reviews issues and researches data related to policies and practices from student onboarding to completion, and has recommended policies and helped to implement procedures to support student persistence and success. Faculty Forum has reviewed, discussed, and made recommendations regarding the following policies and procedures: the GBCC plagiarism policy, the policy for delayed opening of school, distance learning policies, policies covering the behavior of students in the classroom. However, there is no follow up on compiling and documenting policies in one standard place nor is there a regular review schedule or process. A Faculty Resources page is loaded in all courses' Blackboard Shells which includes many policies and procedures. Although information is provided, there is no process to ensure that all faculty and staff are aware of and access this material. (Also Referenced in Standard 4.)

The Diversity Committee has begun to post faculty resources in addition to developing educational programming, a step in the right direction for recognizing and bringing to light diversity issues and topics. The resources are relevant for a college environment; however, there needs to be an initiative to promote these resources and inform the community of their location. Another difficulty is faculty and staff predominately comprise the Committee's membership, but activities are intended to be carried out by students, which results in lack of follow-through for the actual events. There are a number of officially recognized clubs and organizations that support diversity, such K-Pop (Korean Pop Music), LGBTQ, Christian Fellowship (CRU), Fellowship of Christian Athletes (FCA), and the International Club. Because student participation varies from year to year, clubs are recognized, but not active every year.

## TRANSPARENCY

GBCC employs multiple methods to provide information to the public, but the Catalog, Website and the Student Handbook are the primary sources. GBCC does a good job of providing current and prospective students with the information needed to make informed educational decisions including information on admissions, grading, discipline, assessment and more.

The Catalog is logically laid out which makes finding information easier. It provides sufficient information on policies and procedures, and assures that all programs show clear pathways to completion. Each program's semester layout of required courses is in the catalog, and GBCC is developing a predictive 2-year schedule for all courses, which will be published. Catalog review is done on an annual basis to ensure accuracy. The current catalog review process is much improved, but is still a time-consuming task. Ultimately, the process works, but the timeliness of the process needs to be improved in large part because changes in the Catalog drive changes to the Website and other publications. Currently, other than an in-house printed Catalog for academic advisors to use when meeting with students, the Catalog is only offered online. GBCC has not received any negative feedback from the lack of a printed catalog, but recognizes that it needs to find a way to ensure that students are aware of the Catalog and its purpose and where to find it. GBCC still maintains a yearly online [Addendum](#) to the Catalog to document changes to ensure that students, faculty, staff and prospective students have the most accurate information. One of the limitations of the online [Catalog](#), as well as the [Student Handbook](#), is the inability to conduct a keyword search in the actual online document.

Areas of the Website's strength include the amount of information available and that several options for online communications and submissions exist. When GBCC revised its Website in 2014, the inclusion of a content management system was deemed critical because there is no dedicated position responsible for updating the information to assure currency and accuracy. GBCC's content management system assigns permission to individuals

to update their departmental information on a regular basis. Trainings have been held on how to manage and update information; however, not all personnel assigned with Website responsibility have adapted to maintaining and managing their pages. This has resulted in information being out of date at times.

Although the current Website is an improvement over the previous version, the navigation process needs attention. The revised Website provides a search tool that was aimed at easing the task of finding information. However, users may not know the standardized language to search for a desired topic, which makes finding information more difficult and frustrating at times, and could be perceived as a lack of transparency. (Also referenced in Standard 7.)

#### PUBLIC DISCLOSURE

The primary resources for public disclosure include, but are not limited to, the Factbook and a Consumer Information post/email that is sent out once each semester. The Website has a [Disclaimer Statement](#), and the [“About” page](#) and [Consumer Information section](#) provide required public disclosure information. Other public disclosure information is not organized effectively and consistently. For example, information on student success is found in the Factbook on the [Institutional Research Page](#); however, this is not easily accessible via a word search. GBCC also has not decided what other reports and documents should be public.

GBCC does a good job of providing a variety of ways for students, faculty, staff, and prospective students to access information on programs, instructors, courses and policies, and took steps to provide a list of advisors through the [Advisor Directory](#), which is accessible to students on the Website and available by print in the Advising Center. Since the majority of first-time students are advised through the Advising Center, this list becomes good resource for the transition to faculty advisors in the programs.

GBCC makes good efforts to provide students with as much financial and employment information as possible; there is limited ability to collect job placement data. (Also referenced in Standard 8.) To support students and prospective students in their understanding of Financial Aid, the College [Website](#) and Admissions Department provides information and assistance on all aspects of applying for Aid, including a [Financial Aid Handbook](#) and a [net-price-calculator](#) on the Website. Per Federal guidelines, Gainful Employment Disclosures can be found on the Website under each specific certificate program and under the Financial Aid section, and in marketing materials that promote Certificate programs, links to Gainful Employment Information are included. A link to the Bureau of Labor Statistics is included on program sheets for all degree programs. GBCC would like to add Gainful Employment statistics to every degree; however, current resources prohibit expansion to degrees.

GBCC strives for integrity and transparency in its relationship with the students, the College Community, and the public. The Website and technology are primary tools used to provide information and to present an image of trustworthiness and authenticity. Staffing and fiscal resources sometimes limit its ability to update content and modify the Website’s structure for ease of access to information.

#### PROJECTIONS

- The Vice Presidents of Academic Affairs and Student Affairs will take the following steps to assure that students are aware of and know where to find policies and procedures:
  - Develop a comprehensive publication that combines the College Catalog and relevant information from the Student Handbook into one resource for students by spring 2021.
  - Develop an annual process that documents students’ receipt of information about the Catalog and policies and procedures.
  - Develop an annual process to review and update the comprehensive document.

- The Associate Vice President of Student Life and Operations and the Coordinator of Campus Technology will review and modify the Website through the following steps by fall 2022:
  - Develop a Public Disclosure Page and its full content.
  - Develop a list of internal content experts for each webpage and assign a content manager for each page.
  - Work with content managers to assure information is in the most logical section of the Website for both prospective and current students.
  - Develop a plan for assuring that Website content is current and accurate.

Standard 9: Integrity, Transparency, Public Disclosure					
(Integrity)					
Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee		
Academic honesty (Plagiarism)		Student Code of Conduct - Plagiarism (pg 50)	GBCC Academic Affairs		
Intellectual property rights		GBCC Student Handbook -	CCSNH IT		
Conflict of interest	CCSNH Board	<a href="#">Board Policy - Section 223</a>	CCSNH Board of Trustees		
	Exempt Staff	Handbook for Administrative,	CCSNH Board of Trustees		
Privacy rights	Students	FERPA - pg 11 of Student			
Fairness for students		Board Policy - Section 700 -	CCSNH Board of Trustees Policies		
Fairness for faculty		Board Policy - Section 300 -	CCSNH Board of Trustees Policies		
Fairness for staff		Board Policy - Section 300 -	CCSNH Board of Trustees Policies		
Academic freedom	Board	Board Policy - Section 600	CCSNH Board of Trustees Policies		
	CBA	Academic Freedom &			
Research					
Title IX	Portsmouth	What is Title IX?	CCSNH Board of Trustees Policies/GBCC Title IX		
	Rochester	What is Title IX?	CCSNH Board of Trustees Policies/GBCC Title IX		
Other _____					
<b>Non-discrimination policies</b>					
Recruitment and admissions		Listed in GBCC College	CCSNH Board of Trustees Policies		
Employment		Listed in GBCC College	CCSNH Board of Trustees Policies		
Evaluation					
Disciplinary action					
Advancement					
Other _____					
<b>Resolution of grievances</b>					
Students		Board Policy - Section 700 -	CCSNH Board of Trustees		
Faculty		Board Policy - Section 300 -	CCSNH Board of Trustees		
Staff		Board Policy - Section 300 -	CCSNH Board of Trustees		
Other _____					
Other	Last Updated	Website location or Publication	Responsible Office or Committee		
Please enter any explanatory notes in the box below					



<b>Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)</b>	
Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://greatbay.edu">http://greatbay.edu</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="http://greatbay.edu">http://greatbay.edu</a>
Processes for admissions	<a href="http://greatbay.edu/admissions-aid/admissions/how-to-apply">http://greatbay.edu/admissions-aid/admissions/how-to-apply</a>
Processes for employment	<a href="http://greatbay.edu/about/working-at-gbcc/job-openings">http://greatbay.edu/about/working-at-gbcc/job-openings</a>
Processes for grading	<a href="#">Student Handbook &amp; GBCC Catalog</a>
Processes for assessment	<a href="#">Student Handbook</a>
Processes for student discipline	<a href="#">Student Handbook</a>
Processes for consideration of complaints and appeals	<a href="#">Student Handbook</a>
<b>List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.</b>	
Statement/Promise (Some examples)	Website location and/or publication where valid documentation can be found
The Accounting program is accredited by the Accrediting Council of Business Schools and Programs (ACBSP). "The accreditation provides assurance the program offers a high-quality degree and the courses studied are seamlessly transferred to many four-year institutions.	<a href="http://greatbay.edu/courses/degree-programs/accounting-associate-in-science">http://greatbay.edu/courses/degree-programs/accounting-associate-in-science</a>
"Upon completion (of Analytics program), students will be in strong position to complete the Bachelor of Science degree with 2 years of additional study."	<a href="http://greatbay.edu/courses/degree-programs/analytics">http://greatbay.edu/courses/degree-programs/analytics</a>
"This program (Bioengineering) improves upon the prior Liberal Arts concentration degree in the following ways: Students may transfer with true Junior status upon completion of this degree, subject to GPA requirements."	<a href="http://greatbay.edu/courses/degree-programs/bioengineering">http://greatbay.edu/courses/degree-programs/bioengineering</a>
"Developed in consultation with the Hospitality Management Department at the Peter T. Paul College of Business and Economics at the University of New Hampshire, this degree is designed to enable students to seamlessly transfer over 60 credits into the Bachelor of Science in Hospitality Management program at UNH or another university."	<a href="http://greatbay.edu/courses/degree-programs/hospitality-management-associates-in-science">http://greatbay.edu/courses/degree-programs/hospitality-management-associates-in-science</a>
GBCC pass rate on the Nursing Licensure Exam: NCLEX-RN has consistently exceeded the NH pass rate for the past 5 years.	<a href="http://greatbay.edu/courses/degree-programs/nursing-associate-in-science">http://greatbay.edu/courses/degree-programs/nursing-associate-in-science</a>
"The program (Surgical Technology) is accredited by the Accreditation Review Committee on Education in Surgical Technology – a collaborative effort of the Association of Surgical Technologists and the American College of Surgeon, under the auspices of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and approved by the Association of Surgical Technologists (AST)."	<a href="http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science">http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science</a>
"The program (Veterinary Technology) has maintained full accreditation with the AVMA (American Veterinary Medical Association) since 1998."	<a href="http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science">http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science</a>
Gainful Employment Disclosure Statements are found online for all certificates. (Accounting certificate one example)	<a href="http://greatbay.edu/sites/default/files/GE/accounting/52.0301-Gedt.html">http://greatbay.edu/sites/default/files/GE/accounting/52.0301-Gedt.html</a>
Date of last review of:	
Print publications	Catalog & the View Book are updated annually. Course schedules are updated each semester. Program sheets are updated as needed.
Digital publications	Digital publications are pdfs of the catalog, program sheets, View Book, and course schedules and are updated as noted above.
Please enter any explanatory notes in the box below	

<b>Standard 9: Integrity, Transparency, and Public Disclosure</b>	
<b>(Public Disclosure)</b>	
<b>Information</b>	<b>Website location</b>
Institutional catalog	<a href="#">GBCC 2015-2016 Catalog</a>
Obligations and responsibilities of students and the institution	<a href="#">GBCC Student Handbook - 2015-2016 and GBCC College</a>
Information on admission and attendance	<a href="#">General Admission Information</a>
Institutional mission and objectives	<a href="#">Mission, Vision &amp; Core Values</a>
Expected educational outcomes - Degrees	On webpage for each program, for example: Computer Technology at <a href="http://greatbay.edu/courses/degree-programs/computer-technologies-associate-in-science/outcomes">http://greatbay.edu/courses/degree-programs/computer-technologies-associate-in-science/outcomes</a>
Expected educational outcomes - Certificates	Gainful Employment Disclosure Statements are listed on the webpage of each certificate, for example: Advanced Composites Manufacturing at <a href="http://greatbay.edu/sites/default/files/GE/adv-comp/14.1801-Gedt.html">http://greatbay.edu/sites/default/files/GE/adv-comp/14.1801-Gedt.html</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="#">Statement of Accreditation by New England Association of Schools and Colleges (NEASC)</a>
Requirements, procedures and policies re: admissions	<a href="#">General Admission Information</a>
Requirements, procedures and policies re: transfer credit	<a href="#">College Catalog 2015-2016 pg 33</a>
A list of institutions with which the institution has an articulation agreement	<a href="#">Agreements with Local Schools</a>
Student fees, charges and refund policies	<a href="#">Tuition and Fees</a>
Rules and regulations for student conduct	<a href="#">GBCC Student Handbook - 2015-2016-pg 49</a>
Procedures for student appeals and complaints	<a href="#">GBCC Student Handbook - 2015-2016-pg 67</a>
Other information re: attending or withdrawing from the institution	<a href="#">College Catalog 2015-2016 pg 22</a>
Academic programs	<a href="#">Degree Programs</a> <a href="#">Certificate Programs</a>
Courses currently offered	<a href="#">Current term course schedule</a>
Other available educational opportunities	<a href="#">Educational opportunities at Business and Training Center</a>
Other academic policies and procedures	<a href="#">In College Catalog 2015-2016 online(pg. 23-44); in individual Program of Study pages online</a>
Requirements for degrees and other forms of academic recognition	<a href="#">General Degree Requirements and Program of Study pages in College Catalog online</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="#">College Catalog 2015-2016 online (pg 218 - 235)</a>
Names and positions of administrative officers	<a href="#">College Catalog 2015-2016 online (pg 221-222)</a>
Names, principal affiliations of governing board members	<a href="#">Board of Trustees listed online and in College Catalog 2015-2016 online (pg 219)</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="#">Rochester's ATAC Short Term Programs &amp; Courses</a>
Programs, courses, services, and personnel not available in any given academic year.	Not applicable
Size and characteristics of the student body	<a href="#">College Profile sheet online</a>
Description of the campus setting	<a href="#">College Factbook online</a>
Availability of academic and other support services	<a href="#">Student Services</a>
Range of co-curricular and non-academic opportunities available to students	<a href="#">Campus Life</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="#">Center for Academic Planning &amp; Support (CAPS)</a>
Institutional goals for students' education	<a href="http://greatbay.edu/about/mission-vision-core-values">http://greatbay.edu/about/mission-vision-core-values</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="#">GBCC College Factbook online - licensure passage (pg. 12); Retention and Graduation Rates (pg. 28)</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="#">For Certificate Programs - found on each program page under Gainful Employment (example=Event and Meeting Planning Certificate)</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="#">College Cost Calculator</a>
Statement about accreditation	<a href="#">Accreditation</a>



## Appendices

Appendix A: Affirmation of Compliance

Appendix B: E-Series

Appendix C: Additional Considerations Without Dates

Appendix D: Preliminary List of Supporting Documents

Appendix E: Audited Financial Statements and Auditor's Management Letter



## AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://greatbay.edu/sites/default/files/media/GBCC_Catalog_1718.pdf">http://greatbay.edu/sites/default/files/media/GBCC_Catalog_1718.pdf</a> pages 71 Course Credit Hour Designation; pages 202-275 Course Descriptions
Print Publications	Online Catalog only – printed on request
Self-study/Interim Report Page Reference	Pages: 65, 67

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="http://www.greatbay.edu/catalog">www.greatbay.edu/catalog</a> pages 12, 14, 41, and 202-275 <a href="http://greatbay.edu/admissions-aid/admissions/how-to-apply/transfer-students">http://greatbay.edu/admissions-aid/admissions/how-to-apply/transfer-students</a>
Print Publications	Online Catalog Only – printed on request
Self-study/Interim Report Page Reference	Pages: 65, 66, 158

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<a href="http://www.greatbay.edu/studenthandbook">www.greatbay.edu/studenthandbook</a> > p. 11 Notice of Non-Discrimination and Compliance; pp. 36-37 Sexual Harassment Policy Statement; p. 65-67 Student Rights; p. 66 Student Rights-Grievance Procedures <a href="http://greatbay.edu/about/consumer-information">http://greatbay.edu/about/consumer-information</a>
Print Publications	Online Student Handbook Only
Self-study/Interim Report Page Reference	Pages 84-85, 88, 106, 159, 160-162

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Unique Student ID number and login for online courses. PIN and Password changed and updated by students when accessing
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	the Student Information System (SIS) for the first time and with required system Password change requests.
Self-study/Interim Report Page Reference	Page: 67

**5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation**

**Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	<a href="http://www.greatbay.edu">www.greatbay.edu</a> <a href="https://www.facebook.com/greatbaycc">https://www.facebook.com/greatbaycc</a>
Print Publications	The Public Notice Section of 2 Local Newspapers: The Portsmouth Herald and Fosters Daily Democrat
Self-study Page Reference	

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

Chief Executive Officer: *Arman D. Ahmad*

Date: 1/22/2018



## OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
Great Bay Community College	The College's Core Attributes are the essential competencies students are expected to achieve upon graduation from all degree programs. The competencies are mapped across various courses and programs, and assessed systematically.	Catalog and online Catalog <a href="http://greatbay.edu/admissions-aid/admissions/catalogs">http://greatbay.edu/admissions-aid/admissions/catalogs</a>  Attributes appear in various program outcomes and course syllabi.	All Associate degree students complete courses designed to provide opportunities to develop one or more of the following attributes: <ul style="list-style-type: none"> <li>• Human Relationship Skills</li> <li>• Communication Skills</li> <li>• Critical Thinking Skills</li> <li>• Global Perspective</li> <li>• Quantitative Reasoning</li> <li>• Scientific Processes</li> <li>• Technical skills</li> <li>• Study Skills</li> </ul>	Faculty interpret evidence of learning through course assessments, activities, assignments, practica, internships, clinical experiences, and capstones. Interpretations are ongoing and integrated into various courses at the College.	The College assessed Core Attributes in 2016 to ensure the Attributes are relevant and reflect the College's assumptions about the knowledge and skills students must demonstrate upon graduation.  The College is updating the curriculum map to reflect curricula that incorporate the Attributes, and updating the process by which the Attributes are assessed and documented.	NA
For general education if an undergraduate institution:						
	Course and discipline specific outcomes	Associate degree programs require specific distributions of general education courses. Distributions are published in the catalog and <a href="#">online catalog</a> (p. 28)  <a href="#">CCSNH Board Policies</a>	Refer to the general education courses that are included in	Faculty Program Review Process	Annual program review provided insights into aspects of general education, such as in Humanities and English. As a result, Humanities courses received new course prefixes to align better with	NA



		Individual course syllabi include outcomes for each course offered at the College.			department-specific outcomes.	
Degrees and programs:						
Accounting Associate in Science  Accounting Certificate	Yes	Program outcomes are published in the College's <a href="#">online catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/accounting-associate-in-science">http://greatbay.edu/courses/degree-programs/accounting-associate-in-science</a>  Individual course syllabi include outcomes for each course and are all published on blackboard	ACBSP Accreditation	Advisory Board reviewed program in 2015.	Reviewed degree and reduced credits required	ACBSP 2016
American Studies Associate in Arts degree	Yes	Outcomes are posted in the <a href="#">online College catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/american-studies-associate-in-arts-liberal-arts-american-studies-associate">http://greatbay.edu/courses/degree-programs/american-studies-associate-in-arts-liberal-arts-american-studies-associate</a>  Outcomes appear also in program sheets.	Successful completion of American Studies Seminar course that serves as a capstone course culminating in a major interdisciplinary project.  Successful completion of the curriculum  Graduation	American Studies faculty review and revise course work and program requirements on an ongoing basis and run changes through curriculum committee.	This program has remained fairly constant since its inception as there are only two courses designated as American Studies.  Changes have been made to the program course requirements to free up more electives and give the students more choice.	TBD
Analytics Associate in Science  Practical Data Science Certificate	Yes	Program outcomes are published in the college's online course catalog <a href="#">Catalog link</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/analytics">http://greatbay.edu/courses/degree-programs/analytics</a>	A 2-credit capstone course is used to measure student achievement toward program outcomes.  Program Advisory Board membership includes at least one faculty from a transfer institution; ongoing and annual reports received from 4-yr colleges are used to gauge	Annual Advisory Board meeting  Every 5 years a program review is conducted by 3 representatives of the community we serve – at least 1 representative from a local engineering firm and at least 1 representative from higher education	Spring 2017 NEW program allows students to fulfill 2 years of study with true “2+2” transfer to UNH-Manchester.  Annual reports to VPAA will include assessment of at least one program objective a year.	N/A

		Individual Course Syllabi include the outcomes for each course and are also published on Blackboard.	the success of students who transfer from the program.			
Aviation Technology Helicopter Associate in Science	Yes	Program outcomes are published in the college's online course catalog. <a href="#">Catalog link</a>  Individual Course Syllabi include the outcomes for each course and are also published on Blackboard.	Completion of all required FAA Airman certifications required by the curriculum. Prior to examination by FAA, acquired passing grade from instructor indicating all FAA Practical Test Standards (PTS) have been met and learning outcomes completed.	Annual audit by both the FAA and VA of all flight related courses. Annual review by Chief Flight Instructor of overall program.	Program has undergone minor changes ensure safety during flight training. Scheduling changes made to ensure timely course completion. No changes have been made since inception to any curriculum or syllabus.	TBD
Bioengineering Associate in Science	Yes	Program outcomes are published in the college's online course catalog (p. 108) <a href="#">Catalog link</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/bioengineering">http://greatbay.edu/courses/degree-programs/bioengineering</a>  Individual Course Syllabi include the outcomes for each course and are also published on Blackboard.	Program Advisory Board membership includes at least one faculty from a transfer institution; ongoing and annual reports received from 4-yr colleges are used to gauge the success of students who transfer from the program.	Annual Advisory Board meeting  Every 5 years a program review is conducted by 3 representatives of the community we serve – at least 1 representative from a local engineering firm and at least 1 representative from higher education	2016-2017 NEW program allows students to fulfill 2 years of course work included in Bioengineering/Chemical Engineering BS programs, with true “2+2” transfer to UNH-CEPS. Annual reports to VPAA will include assessment of at least one program objective a year.	N/A
Biological Sciences Associate in Arts degree  Biological Sciences Associate in Sciences degree	Yes	Program outcomes are published in the College's <a href="#">online course catalog</a> (p.131)  Website: <a href="http://greatbay.edu/courses/degree-programs/biological-sciences-associate-in-arts-liberal-arts-biological-sciences">http://greatbay.edu/courses/degree-programs/biological-sciences-associate-in-arts-liberal-arts-biological-sciences</a>  Outcomes appear also in syllabi, and program sheets	Tracking students who transfer to another academic institution. Students are evaluated after transfer and based on the strong articulations that have been established, those outcomes have indeed been met.	Program adviser and advisory board. The program is reviewed every five years.	Increase in student involvement with research based projects  Integration of more physiology in the Anatomy/Physiology courses	2014
Biotechnology Associate in Science degree	Yes	Program outcomes are published in the College's <a href="#">online course catalog</a> Website:	Tracking students who enter the workforce or transfer to another academic institution	Annual advisory board and program co-coordinators review the information. In addition, a	Increased partnerships with regional universities to allow for the incorporation of	2014

Biotechnology Advanced certificate  Biotechnology certificate		<a href="http://greatbay.edu/courses/degree-programs/biotechnology-associate-in-science">http://greatbay.edu/courses/degree-programs/biotechnology-associate-in-science</a>  Outcomes appear also in syllabi, and program sheets		review of the program is conducted every five years	bioinformatics in the curriculum  2+2 partnership with UNH Manchester	
Business Administration Associate in Science  Leadership & Management Certificate  Marketing certificate  Sales & Digital Marketing Certificate	Yes	Program outcomes are published in the College's <a href="#">online course catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/business-administration">http://greatbay.edu/courses/degree-programs/business-administration</a>  Individual course syllabi include outcomes for each course and are all published on blackboard	ACBSP Accreditation	Advisory Board reviewed program in 2015.	Developed an Associate of Science degree in Business Administration with 3 pathways: UNH-Paul transfer, Leadership & Management and Sales & Digital Marketing	ACBSP 2016
Chemistry Associate in Arts degree	Yes	Program outcomes are published in the College's <a href="#">online course catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/chemistry-associate-in-arts-liberal-artschemistry-associate-in-arts">http://greatbay.edu/courses/degree-programs/chemistry-associate-in-arts-liberal-artschemistry-associate-in-arts</a>  Outcomes appear also in syllabi, and program sheets	Tracking students who transfer to another academic institution	Program coordinator and advisory board review the data. The program is also reviewed every five years.	Course equivalency established for Organic and Biochemistry	2014
Computer Technologies Associate in Science  Linux certificate  Programming certificate  Software	Yes	Program outcomes are published in the <a href="#">College's online course catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/computer-technologies-associate-in-science">http://greatbay.edu/courses/degree-programs/computer-technologies-associate-in-science</a>  Outcomes appear also in syllabi, and program sheets	As a requirement for graduation, CT Students must complete a capstone ePortfolio course: CIS292. The process for evaluation involves students presenting their ePortfolios to a review panel consisting of both internal staff and/or faculty and members of the local business community. In addition, the CT Program is accredited by the ACBSP. Criterion 4.1: Student	Key program areas are reviewed annually by our advisory board. In addition, an ACBSP Quality Assurance (QA) Report is submitted every two years. The purpose of the QA Report is to update the ACBSP about changes to accredited programs to ensure programs are still in compliance with ACBSP accreditation standards. The	No changes, specific to the ACBSP accreditation standards, have been made to the CT Program. As a result of our most recent department advisory board meeting, course-specific changes have been made with respect to database course content.	Recent ACBSP Quality Assurance Report submitted Feb 2016. Dept advisory board meeting took place Nov 2015.

Development certificate			Learning Outcomes focuses on the student learning outcomes assessment process, student learning objectives, and student learning results, while Criterion 4.3: Student Assessment focuses on identifying student needs for developmental assistance, advanced placement, and the correlation between assessment scores and retention.	ACBSP Reaffirmation of accreditation (self-study) is due every ten years. Our next self-study report and visit are due in 2021.		Program review is scheduled for _____
Criminal Justice Associate in Science  Homeland Security certificate	Yes	<a href="#">Catalog</a> , <a href="#">College Website</a> Acjs.org Program Sheets	Written work, oral Presentations, Employment Placement Data Practicum Observation Internship Agency Surveys	Advisory Board will review, Criminal Justice and Homeland Security Faculty will collaborate to ensure outcomes are being met. Rubrics for faculty will be reviewed to ensure consistency in assignments provided to meet course outcomes.	Revision of Program outcomes, and or rubrics upon evaluation of collected data.	May 2016.
Digital Media Technology Associate in Science degree  Digital Design and Animation Certificate	Yes	Program outcomes are published in the <a href="#">College's online course catalog</a>  Outcomes also appear in course syllabi, DGMT Blackboard Course sites, program sheets on college website:  Website: <a href="http://greatbay.edu/courses/degree-programs/digital-media-communications/outcomes">http://greatbay.edu/courses/degree-programs/digital-media-communications/outcomes</a>	Passing grade required are in core courses to fulfill prerequisites for 200-level courses. Each class has a portfolio requirement with an associated rubric. Successful completion of the capstone portfolio course is required for graduation. There is an explicit, outcome matrix for the program and many of the courses. Additional rubrics are in development. The criterion are: technical skills, visual problem solving skills, creative thinking, critical thinking, workforce development skills, human relationship skills, visual communication skills, global perspective and self-assessment and reflection.	The program coordinator serves also as adviser for registration to guide students through successful completion of courses through graduation. Advisory board and program coordinator met annually to review changes to the program. Advisory board members evaluate student outcomes using industry-level standards.	The Game Design concentration was deactivated from the DGMT degree after determining that demand for graduates was limited in NH. If a student wished to transfer to a 4-year degree in Game Design or Game Programming, the advisory board recommended the student transfer into CIS degree and study programming. The Advisory board recommended each student take a design course, which resulted in ARTS124 Art, Design, and Color being added to the curriculum.  For Animation certificate, advisory board recommended DGMT 264 be redesigned to eliminate Adobe Flash, and focus on designing for dynamic web. The course was reengineered and renamed Expressive Web Animation,	Program Review completed in May 2017.

					and approved by the Curriculum Committee.	
<p>Early Childhood Education Associate in Science</p> <p>Early Childhood Education certificate</p> <p>Early Childhood Education Advanced certificate</p>	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/early-childhood-education-associate-in-science">http://greatbay.edu/courses/degree-programs/early-childhood-education-associate-in-science</a></p> <p>Outcomes are posted also in Room 416, on all ECE Blackboard course sites, some syllabi, program sheets on the web site:  <a href="http://greatbay.edu/sites/default/files/media/ProgramSheet_ECE.pdf">http://greatbay.edu/sites/default/files/media/ProgramSheet_ECE.pdf</a></p>	A minimum grade of C+ in ECE 112 freshman practicum course is required to advance to degree; a portfolio is required in each ECE course; successful completion of two senior practica courses with input from college instructor and site cooperating teacher.	<p>The program coordinator approves enrollment in all practicum/lab-based courses at registration time through Advising.</p> <p>The advisory board and ECE instructor meet annually to review changes to program. The review process revealed that some students coming into senior practicum were learning new material rather than applying what learned in previous course.</p>	ECE112 credits were increased to 4 from 3 and lab was reduced to 30 hours from 45. Students needed more classroom and less lab time to understand the material. Senior Practicum 1 lab reduce to 90 from 135 and class time increased from 1 hour to 2 to support complexity of the course. ECE202 course reduce to 3 credits.	2012
Engineering Associate in Science degree	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/engineering-science">http://greatbay.edu/courses/degree-programs/engineering-science</a></p> <p>Individual course syllabi include outcomes for each course and are all published also on Blackboard.</p>	Program advisory board membership includes at least one faculty from a transfer institution; ongoing and annual reports received from 4-yr colleges used to gauge the success of students who transfer from the program.	<p>Annual advisory board meeting</p> <p>Every five years, program review is conducted by three representatives of the community we serve – at least 1 representative from a local engineering firm and at least 1 representative from higher education</p>	<p>2016-17 program changed from A.A. to A.S. and allows students to fulfill more of 1<sup>st</sup> and 2<sup>nd</sup>-year coursework included in many BS programs.</p> <p>Annual reports to VPAA will include assessment of at least one program objective a year.</p>	2016
English Associate in Arts degree	Yes	<p>Program outcomes are published in the <a href="#">online College catalog</a>:</p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/english">http://greatbay.edu/courses/degree-programs/english</a></p> <p>Outcomes appear also in program sheets</p>	<p>Successful completion of the curriculum</p> <p>Graduation</p> <p>Transfer to four year programs in English</p>	<p>English faculty review and revise course work and program requirements on an ongoing basis and run changes through curriculum committee.</p> <p>Periodic program review provides an outside perspective, professional evaluation and suggestions for improvement or alteration.</p>	<p>The English major has just been created and the program is being watched carefully to see what adjustments need be made.</p> <p>Creation of the major led to the deletion of several courses, and the addition others to cater to both majors, and non-majors.</p>	2014

					A sequential progression of courses was not in place to prepare graduates to transfer easily to a four-year English program.	
Environmental Studies Associate in Arts degree	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/environmental-studies-associate-in-arts-liberal-artsenvironmental-studies">http://greatbay.edu/courses/degree-programs/environmental-studies-associate-in-arts-liberal-artsenvironmental-studies</a></p> <p>Outcomes appear also in syllabi, and program sheets</p>	Capstone course as well as tracking students who have transferred to another academic institution	Program coordinator and advisory board review the data. The program is also reviewed every five years.	Course sharing for higher level courses such as Ecology	2014
Fine Arts Associate in Arts degree	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Outcomes also appear in course syllabi, DGMT Blackboard Course sites, program sheets on college website:</p> <p><a href="http://greatbay.edu/courses/degree-programs/digital-media-communications/outcomes">http://greatbay.edu/courses/degree-programs/digital-media-communications/outcomes</a></p>	Passing grade required in core classes to fulfill pre-requisites for 200-level classes. Each course includes a portfolio requirement with an associated rubric for assessment.	The Program coordinator serves as academic advisor to help students assemble their portfolio for transfer or career placement. This program was implemented for the 2015-16 academic year and does not yet have an advisory board.	This program was implemented for the 2015-16 academic year and is still too new to have an advisory board or even outcomes to evaluate or interpret.	This program was implemented for the 2015-16 academic year and is therefore too new to have had a review.
History Associate in Arts degree	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/history-liberal-artshistory">http://greatbay.edu/courses/degree-programs/history-liberal-artshistory</a></p>	<p>Research Papers</p> <p>Presentations</p> <p>Exams/Quizzes</p> <p>Student Surveys</p> <p>Retention/Transfer Data Review</p> <p>Graduation Rates</p>	Annually by the Department Chair with the assistance of the Institutional Researcher	N/A	New Program (Fall 2016)
Hospitality Management Associate in Science degree	yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Outcomes appear also on program sheets and on website</p>	<p>ACBSP Accreditation</p> <p>HOS280 Internship site supervisor evaluations</p> <p>HOS150 &amp; HOS235: 3<sup>rd</sup> party AHLEI industry certification exams</p>	<p>HOS280: Employer /internship site supervisors evaluate intern performance based on 20 criteria using 5 pt. scale.</p> <p>HOS150&amp;HOS235: exams</p>	HOS280 Intern evaluations showed need for basic business etiquette practices, integrated professional development assessments including mock interviews, resume/ cover letter writing.	<p>ACBSP February 2016</p> <p>Hospitality Advisory Board April 2016</p>

Meeting Planning Management certificate Hotel/Restaurant Management certificate Spa Management certificate		<a href="http://greatbay.edu/courses/degree-programs/hospitality-management-associates-in-science/outcomes">http://greatbay.edu/courses/degree-programs/hospitality-management-associates-in-science/outcomes</a>	HOS235 TIPS 3 <sup>rd</sup> party Certification exam  HOS250 C-vent 3 <sup>rd</sup> party certification exam  Oral presentations  Faculty generated exams & finals  Written final projects & portfolios	developed & graded by AHLEI, 70% to pass  HOS235 TIPS exam graded by TIPS certified trainer  HOS250 C-vent Certification is taken online and graded by 3 <sup>rd</sup> party C-vent  Other tests, finals, projects,& portfolios graded by individual instructors  Advisory Board meets annually to re-evaluate outcomes based on industry demands.  ACBSP Quality Assurance report submitted and reviewed every 2 years.	HOS150: Based on low passing rates of the AHLEI exam, integrated weekly quizzes and test preparation session that increased passing rates significantly.	
Information Systems Associate in Science degree  Cybersecurity Infrastructure degree  Information Systems Technology certificate	Yes	Program outcomes are published in the <a href="#">College's online course catalog</a>  Outcomes appear also on program sheets and on <a href="#">website</a>  <a href="http://greatbay.edu/sites/default/files/media/ProgramSheet_IST.pdf">http://greatbay.edu/sites/default/files/media/ProgramSheet_IST.pdf</a>	Students must be able to demonstrate a thorough understanding of program and certification objectives and requirements. This understanding is demonstrated through the completion of hands-on assessment activities as dictated by the accrediting organization.	Cisco, EMC2, and the Fiber Optic Association provide course content and examination materials. In addition, Cisco provides online testing feedback.  Students must meet the organization's certification requirements.	Recent program change involved switching from Cisco (CNAMS) Cisco Networking Academy Management System to the Cisco NetSpace learning platform, which includes enhanced instruction and course customization through the use of social media options (chats, blogs, etc.).	Last program review was 2013-14; next review is scheduled for 2018-19.
Liberal Arts Associate in Arts degree		Program outcomes are published in the <a href="#">College's online course catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/liberal-arts-associate-in-arts">http://greatbay.edu/courses/degree-programs/liberal-arts-associate-in-arts</a>				
Nursing Associate in Science	Yes	End of Program Student Learning Outcomes are published in the	-Research Papers: Grading Rubrics -Presentations: Grading Rubrics -Exams: Faculty generated	-The Department of Nursing has an ongoing Program Evaluation Plan that includes evaluation of	-A Department of Nursing Strategic Plan was developed for the years 2013-2017 based	ACEN Continued



		<p><a href="#">College's online course catalog</a> (p. 181-182).</p> <p>End of Program Student Learning Outcomes are published on the College's website: Degree Programs/Nursing</p> <p><a href="http://greatbay.edu/courses/degree-programs/nursing-associate-in-science/outcomes">http://greatbay.edu/courses/degree-programs/nursing-associate-in-science/outcomes</a></p> <p>Individual Nursing Course Syllabi include End of Program Student Learning Outcomes as well as the learning outcomes for each course and are also published on Blackboard.</p>	<p>ATI Standardized Subject Exams with established benchmarks for student success</p> <ul style="list-style-type: none"> <li>-Clinical Evaluation Tool and specific required student learning outcomes</li> <li>-Student Journaling</li> <li>-Capstone Course: Nursing IV</li> <li>-Nursing Course completion grades of C+ or greater and a grade of a "pass" in clinical component to proceed to next Nursing core course</li> <li>-Student Feedback: Course, Instructor, Clinical agency, Clinical Instructor, and Textbook evaluations</li> <li>-Retention Rates</li> <li>-Graduation Rates</li> <li>-Licensure Exam: NCLEX-RN Graduate Pass Rates</li> <li>-Job Placement Rates</li> <li>-ACEN Continuing Accreditation: Standard 4 Curriculum: Criteria 4.1-4.11</li> <li>Standard 6 Outcomes: Criteria 6.1-6.4</li> <li>-New Hampshire Board of Nursing Continuing Approval</li> <li>-Graduate Surveys: 1 year</li> <li>-Employer Surveys: 1 year</li> <li>-Nursing Advisory Board Feedback twice annually</li> </ul>	<p>student learning outcomes and program effectiveness. This Program Evaluation Plan includes: Expected Level of Achievement, Time/Frequency of Assessment, Assessment Methods, and Person/Groups Responsible for each of the six ACEN Standards and Criterion.</p> <ul style="list-style-type: none"> <li>-An annual report is written to the New Hampshire Board of Nursing which documents applicant and student data including program retention rates and NCLEX-RN graduate pass rates; faculty performance; student performance; and curriculum updates</li> <li>-The Nursing Advisory Board meets twice annually and receive and provide feedback regarding program updates, curriculum changes, and data is reported for program retention rates, job placement rates, and NCLEX-RN pass rates by graduates.</li> <li>-ACEN Accreditation Report and site visit every 8 years</li> <li>-New Hampshire Board of Nursing continued approval report and site visit for every 5 years</li> <li>-Nursing Curriculum Meetings: Monthly</li> <li>-Department of Nursing team meetings: Weekly</li> </ul>	<p>on these various evaluations of program effectiveness in assisting students to meet course and end of program learning outcomes which included the following goals and outcomes:</p> <ol style="list-style-type: none"> <li>1. Build and expand Nursing's technological capacity to meet practice standards in regards to assessment, documentation, and evaluation of patient care.</li> </ol> <ul style="list-style-type: none"> <li>-The Department has met this outcome by choosing and integrating an electronic medical record documentation system for student use in the Simulated Learning Lab and Clinical environments.</li> <li>-We have also established a learning lab coordinator who has redesigned all learning lab activities, integrated current and varied learning modalities, and provided a consistent quality simulated lab learning experience.</li> <li>-New technology has been added to the Simulated Learning labs to expand and evaluate student learning in regards to patient assessment, intervention and care. This includes additional simulated manikins such as Nursing Anne, Nursing Kid, and Nursing Baby. Psych simulation has been expanded with the addition of the "Hearing Voices" tool which simulates schizophrenia.</li> <li>Maternal-Child/Pediatrics simulation has been expanded with the addition of Clinical Simulations for Maternal-Child/Pedi as well as the</li> </ul>	<p>Accreditation: Spring 2011</p> <p>New Hampshire Board of Nursing</p> <p>Continued Approval: Fall 2013</p>
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					<p>addition of fetal monitoring software. Tools have also been integrated to simulate Alzheimer's disease.</p> <p>2. Program Design provides opportunities for students to achieve the competencies necessary for nursing practice.</p> <p>-A curriculum review was conducted based on the Nurse of the Future and Institute of Medicine recommendations for Nursing Competencies. Faculty conducted a gap analysis of the nursing curriculum based on these competencies which led to: a revision of: the program philosophy and schematic design; end of program and course student learning outcomes; lecture mapping; and a revision and standardization of course content outlines and practicum evaluation tools for all 4 nursing core courses.</p> <p>-Best practices for graduate and employer surveys were also explored to maximize number of surveys that were returned to enhance the quality and efficacy of the data received. For 2015 graduates, surveys were sent by hard copy to home, by email, as well as with a survey monkey option. Announcements/reminders of this survey were also posted on the Nursing Alumni Facebook page with 60% of survey completion.</p> <p>3. On-going assessment and evaluation of student learning indicates that students have</p>	
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					achieved competencies consistent with professional standards. -Benchmarks were examined and established on ATI pre-admission and subject exams. -Revision of Graduate and Employer Surveys were also completed as identified above in Goal #2.	
Teacher Preparation Associate in Arts degree  Teacher Preparation Special Education certificate	Yes	<a href="#">College catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/teacher-preparation-associate-in-arts-liberal-artsteacher-preparation">http://greatbay.edu/courses/degree-programs/teacher-preparation-associate-in-arts-liberal-artsteacher-preparation</a>	Portfolio Review Observation Assignment Written Lesson Plans Thematic Unit Portfolio Review Student Surveys Retention/Transfer Data Review Graduation Rates	Annually by the Department Chair with the assistance of the Institutional Researcher	Assignment revisions Integration of technology Rubric development	Spring 2016-2017
Psychology Associate in Arts degree	Yes	<a href="#">College Catalog</a>  Website: <a href="http://greatbay.edu/courses/degree-programs/psychology-associate-in-arts">http://greatbay.edu/courses/degree-programs/psychology-associate-in-arts</a>	Research Papers Presentations Exams/Quizzes Student Surveys Retention/Transfer Data Review Graduation Rates	Annually by the Department Chair with the assistance of the Institutional Researcher	N/A	New Program (Spring 2016)
Surgical Technology Associate in Science degree	Yes	Great Bay Community College <a href="#">Catalog</a>  Theory/Lab/Clinical Syllabi  Website: <a href="http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science">http://greatbay.edu/courses/degree-programs/surgical-technology-associate-in-science</a>	Clinical preceptor evaluation sheets  Clinical evaluation tool  Competency Based Objectives (CBO's)  Student exams and finals  Passing CBO's  Advancing in clinical  Passing CST Certification Exam  Employment after graduation	The evidence will be reviewed and interpreted by:  Program Director  Clinical Coordinators  Lab instructors  Clinical Educators  Clinical Preceptors  Our Accreditation Agency: Accreditation Review Council in Surgical Technology and Surgical Assisting ARC-STSA through our annual Accreditation Report	N/A	2009

<p>Technical Studies Associate in Science degree</p>	<p>Yes</p>	<p>Program outcomes are published in the College's <a href="#">online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/technical-studies-associate-in-science">http://greatbay.edu/courses/degree-programs/technical-studies-associate-in-science</a></p>	<p>Successful completion of courses related to technical area of specialization; Feedback will be obtained from employers as appropriate for curriculum development purposes.</p> <p>For the ACM program, we used a day of classroom assessment in one of the advanced classes to determine knowledge and skills in specific areas that would be highly expected by employers. This was done at year four to check on how well the curriculum stayed as intended after four different teacher worked with it.</p> <p>Students are required to do presentations in multiple classes to assess learning.</p> <p>We check also with graduates to assess learning that has helped them in their jobs.</p>	<p>ACM students have not yet completed the Associate Degree. The goal is to assess student advancement on the job through conversations with primary employers.</p> <p>Areas to assess and interpretation of the data was done during a site visit by a technical advisor for the program who was involved in designing the coursework at the start of the program four years ago.</p> <p>The department chair assesses reports from graduates and passes results to faculty. This has been used primarily as an appreciative inquiry approach to be sure we keep curriculum that is most useful.</p>	<p>As a result of the assessment, course CCOs were updated to focus more attention on areas of need.</p> <p>As a result of student feedback, we have kept Tooling U online assignments in place for a class where we had questioned eliminating it.</p>	<p>2014-15</p>
<p>Veterinary Technology Associate in Science degree</p> <p>Veterinary Practice Management certificate</p>	<p>Yes</p>	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science">http://greatbay.edu/courses/degree-programs/veterinary-technology-associate-in-science</a></p>	<p>A minimum grade of C+ is required in each Veterinary Technology course before advancing in the program and before graduating.</p> <p>Students are required to complete an extensive list of essential skills throughout the program in order to graduate</p> <p>Students complete two clinical affiliations where they spend 424 hours in a veterinary hospital setting; essential skills must be completed and a satisfactory evaluation from the clinical supervisor is required to pass each clinical</p> <p>Graduates of the program are eligible to take the Veterinary Technician</p>	<p>Advisory Board meeting once to twice a year</p> <p>CVTEA (Committee on Veterinary Technician Education and Activities) with biennial reports and site visits every 6 years to maintain accreditation</p> <p>Program coordinator in collaboration with other faculty discuss student outcomes and proficiency with the essential skills</p> <p>Alumni surveys</p> <p>Evaluations from the area veterinary hospitals where students do their clinicals</p>	<p>We have made several curriculum changes to accommodate new information and changes within the profession and also to accommodate changes made to the structure of the VTNE; we have decreased credits from one course, added credit hours to another and created a new course in response to VTNE test scores and changes in the emphasis areas on the test</p> <p>We added an 8 week review course for graduates to help them prepare for the VTNE</p>	

			National Exam (VTNE); the program is required to maintain a minimum 3 year pass rate on the exam	Informal feedback from area hospitals	We have added components to the first clinical affiliation that give the students more hands on experience with an instructor present and we are in the process of adding more of these opportunities to another course – this is in response to feedback from students and clinical sites that the students are coming in very “green” to their clinical and are overwhelmed; it is also in response to the CVTEA’s desire that the students should be learning all the skills with an instructor versus during the clinical affiliations.	
<b>Certificate programs</b>						
Automotive Technology Certificate	Yes	<p>Program outcomes are published in the <a href="#">College’s online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/automotive-technology-certificate">http://greatbay.edu/courses/certificate-programs/automotive-technology-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Successful completion of the curriculum</p> <p>Demonstration of skills and knowledge required for passing Student Certification ASE exams, including inspection, diagnostics, maintenance and repair of vehicles.</p> <p>Human relationship skills demonstrating ability to work with others in the shop setting.</p> <p>Placement will be tracked.</p>	<p>Faculty interpret evidence of learning through class work, written assessments, lab journals, and demonstration of lab skills. Attendance and safety are tracked.</p> <p>Employers will be asked to provide feedback/assessment of skills of new hires from this program.</p>	New program	New program
Advanced Composite Manufacturing certificate	Yes	<p>Program outcomes are published in the <a href="#">College’s online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/advanced-composites-manufacturing-certificate">http://greatbay.edu/courses/certificate-programs/advanced-composites-manufacturing-certificate</a></p>	<p>Students must demonstrate successful completion of lab activities, courses, and the certificate program.</p> <p>The number of students moving on to the Technical Studies degree option from the ACM certificate is an indicator of program effectiveness, as is the number of</p>	<p>Instructors throughout courses and during practicum included in final exams; instructors teaching higher-level classes provide feedback regarding the abilities of students to apply learning from introductory-level courses; monthly meetings with two primary employers; hiring supervisors via surveys;</p>	<p>Students work in groups and individually; more individualized work was incorporated when practicum indicated students depended too heavily on team mates; instructors worked with Safran technicians to improve understanding of job requirements; measurement</p>	2016-17

			companies seeking to hire graduates of the program and feedback from employers post hiring, written feedback from supervisors of our graduates via a formal survey, and tracking employment outcomes upon completion of the certificate program.	employment data provided to Financial Aid and the Office of Institutional Research for Gainful Employment reports.  The program director reviews retention data and outcomes for each cohort three times per year.	skills were increased in introductory class to better prepare students for advanced classes; adjunct faculty in linked courses worked with faculty to link curriculum, such as an ACM faculty member who provided a demonstration and communication students who wrote work instructions for the BUS210 course; changes were made to course delivery based on student evaluations.	
Computer Numeric Control certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/computer-numeric-control-certificate">http://greatbay.edu/courses/certificate-programs/computer-numeric-control-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Successful completion of the curriculum</p> <p>Demonstration of skills and knowledge required for entry level positions in the field.</p> <p>Critical thinking skills to evaluate alternative approaches to problems.</p> <p>Human relationship skills demonstrating ability to work with others in the workplace setting.</p> <p>Placement will be tracked.</p>	<p>Faculty interpret evidence of learning through class work, written assessments, lab journals, and demonstration of lab skills. Attendance and safety are tracked.</p> <p>Employers will be asked to provide feedback/assessment of skills of new hires from this program.</p> <p>Program to be reviewed by external review team made up of employers every 5 years.</p>	New program	New program
Massage Therapy certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/massage-therapy-certificate">http://greatbay.edu/courses/certificate-programs/massage-therapy-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Research Papers</p> <p>Presentations</p> <p>Exams/Quizzes</p> <p>Student Surveys</p> <p>Retention/Transfer Data Review</p> <p>Application and enrollment data</p> <p>Graduation Rates</p> <p>Certification Outcomes: MBLEx and NCETMB</p>	<p>Faculty and program coordinator reviewed and interpreted data; enrollments were declining, although students who completed the degree program were generally successful; program was altered to maintain viability and increase enrollments</p>	Extensive review of previous program resulted in changes in total hours and credits to attract more students for higher enrollment.	

Medical Office Administrative Assistant certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/medical-office-administrative-assistant-certificate">http://greatbay.edu/courses/certificate-programs/medical-office-administrative-assistant-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Research Papers Presentations Exams/Quizzes Student Surveys Retention/Transfer Data Review Graduation Rates</p>	<p>Faculty interpret evidence of learning through class work, written assessments, computer lab assignments, weekly journals, and demonstration of computer lab skills.</p> <p>Employers will be asked to provide feedback/assessment of skills of new hires from this program.</p>	<p>Based on student evidence, engagement, and professional goals, the program has been maintained in current format; curriculum will be reviewed next year for modifications, based on survey and assessment of industry needs, and introduction of specific learning competencies</p>	
Motorcycle Maintenance and Repair certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/motorcycle-maintenance-and-repair-technology-certificate">http://greatbay.edu/courses/certificate-programs/motorcycle-maintenance-and-repair-technology-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Successful completion of the curriculum</p> <p>Demonstration of skills and knowledge to demonstrate specific competencies, including inspection, diagnostics, maintenance and repair of vehicles.</p> <p>Human relationship skills demonstrating ability to work with others in the shop setting.</p> <p>Placement will be tracked.</p>	<p>Faculty interpret evidence of learning through class work, written assessments, lab journals, and demonstration of lab skills. Attendance and safety are tracked.</p> <p>Employers will be asked to provide feedback/assessment of skills of new hires from this program.</p>	<p>New program</p>	<p>New program</p>
Non-Destructive Testing certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website: <a href="http://greatbay.edu/courses/certificate-programs/nondestructive-testing-certificate">http://greatbay.edu/courses/certificate-programs/nondestructive-testing-certificate</a></p> <p>Individual course syllabi include outcomes for each course and are all published on blackboard</p>	<p>Successful completion of the curriculum including ability to meet requirements of the American Society for Nondestructive Testing for theory.</p> <p>Ability to demonstrate proficiency to properly perform applicable test methods.</p> <p>Human relationship and professional skills demonstrating ability to work with others in the workplace setting.</p> <p>Placement will be tracked.</p>	<p>Faculty interpret evidence of learning through class work, written assessments, lab journals, and demonstration of lab skills. Attendance and safety are tracked.</p> <p>Employers will be asked to provide feedback/assessment of skills of new hires from this program.</p> <p>Program to be reviewed by external review team made up of employers every 5 years.</p>	<p>New program</p>	<p>New program</p>



Welding certificate	Yes	<p>Program outcomes are published in the <a href="#">College's online course catalog</a></p> <p>Website:  <a href="http://greatbay.edu/courses/certificate-programs/welding-technologies">http://greatbay.edu/courses/certificate-programs/welding-technologies</a></p>	<p>Successful completion of lab activities; instructor tracks hiring data; completion of certificate program.</p> <p>The Welding Program incorporates a competency-based approach with lab objectives to assess practical skills; written and oral examinations are conducted throughout the course allowing students to demonstrate comprehension of theoretical knowledge; competencies follow the New Hampshire State guidelines for welding courses; mock certification exams are provided to students at the end of each semester to demonstrate achievement of technical skills; mock exams adhere to industry standards established by the American Welding Society.</p>	<p>The instructor is responsible to interpret data on learning outcomes, and tracks hiring data; completion rates are evaluated by the instructor, program director, and institutional research coordinator; the Advisory Board for the program is comprised of industry leaders with current knowledge of the field and performance standards; Board members review the welding curriculum annually to ensure materials and equipment align with manufacturing standards in the field; the program coordinator reviews evidence frequently to ensure alignment of student learning.</p>	<p>Changes were made in the timeline of material covered, such as the order of the processes and time spent on each topic, based on student attainment of knowledge and skills, and industry needs; curriculum did not require for improvements.</p> <p>Welding is a new program and has not yet undergone program review.</p>	
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(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
ACBSP	2011 HOS accreditation/BUS reaffirmation	Feedback for BUS Dept from Feb 2014 Quality Assurance report, suggested measurable performance outcomes Opportunities for Improvement. This issue was addressed in recent Feb 2016 QA report.	1.) Strategic Planning, examples of evidence of improvements & updates in strategic plan 2.) Student/ Stakeholder Focused Results: how well program satisfies students & stakeholders needs & expectations. 3.) Student Learning & Performance: competency attainment. 4.) Faculty/ Staff- Focused: how GBCC creates & maintains positive, productive, learning-centered work environment 5.) Organization Performance Results: examines attainment of organizational goals.	QA report Feb 2018. BUS Dept's 10-year reaffirmation of accreditation 2021.

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<b>Computer Technologies</b>	ACBSP	The latest Quality Assurance (QA) report was submitted to the ACBSP as of February 9, 2016. We are still waiting for word back from the Board of Commissioners regarding the report.	As part of the feedback received from the prior Quality Assurance (QA) report, which was submitted February 2014, we received OFI's (Opportunities for Improvement) for a handful of standards. The OFI's focused primarily on the lack of measurable performance outcomes. This issue was addressed in the latest QA report. As previously stated, we are waiting for feedback from the ACBSP.	As noted within the ACBSP website, key performance indicators include: 1.) Strategic Planning, which requires one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans. 2.) Student- and Stakeholder-Focused Results, which examine how well our program satisfies students and stakeholders key needs and expectations. 3.) Student Learning and Performance, which measures specific competency attainment. 4.) Faculty and Staff-Focused, which examines how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. 5.) Organization Performance Results, which examines the attainment of organizational goals.
<b>Information Systems Technologies</b>	Cisco Academy	June 2015	According to the Cisco website, Cisco Certified Network Associate (CCNA) validates the ability to install, configure, operate, and troubleshoot medium-size route and switched networks, including implementation and verification of connections to remote sites in a WAN.	As stated on the Cisco website, CCNA curriculum includes basic mitigation of security threats, introduction to wireless networking concepts and terminology, and performance-based skills. This new curriculum also includes (but is not limited to) the use of various networking protocols. Students are assessed based on standardized exams and hands on implementation.
	Fiber Optic Association	February 2016	Per the FOA website, key issues for continuing accreditation include the following: 1.) use of both classroom sessions and hands-on labs, 2.) the ability to provide access to the necessary equipment, 3.) instructors must meet FOA instructor requirements (i.e. an experienced fiber optic/premises cabling	As noted on the FOA website, key performance indicators for certification include knowledge of: fiber optic terminology, optical fiber, fiber optic cable, termination and splicing, testing, fiber optic network design, fiber optic installation, etc. Assessment of this knowledge is done using written and hands-on testing. Examination materials are provided by FOA.

			instructor must be on staff), 4.) all FOA certification courses must meet FOA curriculum requirements.	
	EMC2 Academic Alliance	One-Time Enrollment. Per EMC2 guidelines, participating institutions will maintain their standing in the program by teaching the approved courses. The minimum requirement is one course per 24-month period.	Per EMC2, Academic Alliance members are required to report registration data (number of students per class) each term a course is taught. Faculty may also be requested to provide EMC with data and/or feedback about course implementation and delivery. Data/feedback requested may include, without limitation, promotion, instructor performance, feedback for improving EMC courses, and student evaluations.	According to the EMC2 website, Testing/Assessment materials are provided by EMC2. Performance indicators focus on students' understanding of industry-specific concepts and requirements. Students complete exam testing and hands-on assessments as dictated by the EMC2 Academic Alliance.

\*Record results of key performance indicators in form S3.

Professional, specialized or programmatic accreditation currently held	Date of Most recent Review	List Key issues for continuing accreditation identified in the accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board pass rates) Employment	Date and nature of next scheduled review
AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Education and Activities)	Full review and site visit: October 2014 – Full continued accreditation granted April 2015 Biennial report submitted: February 2016 – Full continued accreditation granted April 2016	Critical deficiencies: 1. Evidence exist that all required skills have been performed by all students and have been evaluated by program personnel using standardized criteria – to be addressed again in the 2018 biennial report	Graduates' 3 year Pass rates on the VTNE (Veterinary Technician National exam) must be at or above 50%	Biennial report 2018

### **Additional Considerations Without Dates**

GBCC has been committed to substantive reflection throughout the Self-Study process, initially generating an ambitious list of Projections. However, given the current situation of lean staff and 3 Interim leadership positions, including the President, the President's Cabinet has prioritized the Projections to be included in the Narrative of the Self-Study. Nevertheless, GBCC wants to preserve the entire original list as future initiatives to be addressed when realistically possible throughout the next 10 years, either through strategic planning or individual department program initiatives. The following "Additional Considerations" represent important work that, in some cases, has already begun, and, in some cases, will require more directed planning to achieve.

#### **Standard One: Mission and Purposes**

- The President and Cabinet, with input from the College Community, will reassess the purpose, plan, process, and timeline for each department and program to develop and publish its individual mission statements.

#### **Standard Two: Planning and Evaluation**

- The Extended President's Cabinet, which includes Governance Chairs, will align Projections from the 2017 NEASC Self-Study with the goals and objectives of both the 2016-20 Strategic Plan and the subsequent 4 or 5-year Plan.
- Student and Academic Services' Directors will identify which departments will undergo the External Review Process, and will develop a schedule and plan to assure cycles of review.
- The Vice President of Academic Affairs will collaborate with the Departmental Chairs and Academic Support Service Directors to develop a consistent action planning process following program reviews and special accreditation reviews, and establish a common repository for completed review and accreditation reports.
- The Vice President of Academic Affairs will collaborate with the Departmental Chairs and Academic Support Service Directors to refine the process of the Annual Planning and Reporting.
- The President's Cabinet will research and present a plan for more intentional processes to document outcomes and use data from various sources including Noabo.

#### **Standard Three: Organization and Governance**

- GBCC representatives on the CFAAC and CSCSS will work with the GBCC Faculty Forum and Staff Forum respectively to raise the profile of these CCSNH groups and develop a plan for disseminating information and soliciting feedback.
- The Extended President's Cabinet, which includes all Governance Committee Chairs, will develop a process and cycle for committees to assess themselves for effectiveness and the achievement of Strategic Initiatives based on each committee's function and purpose at the College.
- Academic Affairs will implement a plan for annual review of Articulation Agreements and timely updates with partner colleges when curriculum changes occur, or agreements expire.
- The President's Cabinet will investigate and determine the viability of virtual technology or other solutions that will allow the whole community to participate in College-wide activities.

#### **Standard Four: The Academic Program**

- Department Chairs and Program Coordinators that still require the FYE course as part of their curricula will be examining the elimination of this course, the inclusion of the FYE learning outcomes into their core courses, or the development of a program specific FYE course.
- Academic Affairs will assure that all existing programs have Advisory Boards and establish a requirement for new programs to include the creation of an Advisory Board as part of new program development.
- Academic Affairs and Student Affairs will complete the full-time course layout for the Guided Pathways for all programs, and will identify the “Milestone Courses” in each program of study to guide part-time and off-cycle students in developing program completion plans.
- Academic Affairs and the Registrar will develop a predictive schedule cycle and disseminate a plan to assure that students can project program completion based on when required courses and electives will be offered.
- Academic Affairs will lead the College in the following actions related to the Core Attributes:
  - Determine their relevancy and role in the students’ College experience;
  - Determine follow up actions to effect more explicit and measurable integration.
- The Vice Presidents of Academic and Student Affairs and Department Chairs will establish a manageable policy and practice that aligns with Student Judicial Policy for repeat academic honesty and plagiarism violators using the Incident Tracker.
- Department Chairs, and Program Coordinators will address the need for consistent requirements/standards for allowable research sources across all programs and assure more ongoing connection with the Library across all course delivery formats.
- Certificate Program Coordinators and the Library Director will identify a course in each Certificate in which to embed a Research, Citation, and Plagiarism module.
- Academic Affairs will identify all the necessary components of a comprehensive orientation for adjunct faculty, including elements of academic integrity, to be implemented.

#### **Standard Five: Students**

- The President and Cabinet will review the ability of the College to recruit from a broader market and determine a plan to augment Admissions staffing.
- Admissions, in partnership with Department Chairs, need to revitalize programmatic outreach to prospective students through customized communications.
- The Vice President of Student Affairs and the Marketing Director will develop a plan for utilizing social media analytics to guide marketing efforts and other marketing strategies.

- The Placement Task Force will establish new cut off scores for the next generation ACCUPLACER, determine how new SAT scores will be applied, and identify multiple measure to be used in addition to placement testing.
- The Transition, Retention, Intervention, Persistence Committee (TRIP) will reestablish an Orientation Committee charged with having a new orientation model or models in place following this timeline:
  - Integration of initial college success information into the existing New and Transfer Student Orientation Webpage.
  - Explore various orientation models, including an Online Version, to reach a greater number of students, and make implementation decisions.
- The Vice President of Student Affairs, the Banner Coordinator and the Registrar, will identify the enrollment services most impacted by short staffing and Banner Revitalization to determine possible remediation plans.
- The Vice Presidents of Student and Academic Affairs will decide on a more informative and useable design for the Transfer Webpage on the Website by spring 2019, and oversee implementation.
- The CAPS Director, the Library Director, and the Running Start Coordinator will develop an information sheet specifically designed for Running Start Students on support services available and determine dissemination strategies.
- The Library Director, Department Chairs, and FYE Coordinator will develop a plan to assure consistent Information Literacy instruction, materials, and assessment across all course formats.
- The President, the Library Director, the Vice President of Academic Affairs, and the Coordinator of Campus Technology will explore a new position which combines the needs for online Library resource support for students and instructional technology support for faculty, per the College's 2016-2020 Strategic Plan, to be hired as soon as fiscal resources allow.
- The Emergency Preparedness Committee will arrange for full scale emergency drills on both campuses.
- The Coordinator of Campus Technology, in collaboration with Directors and Department Chairs, will carry out the implementation plan for Success Navigator software through EAB to improve communication with students.
- Student Life will work with College leadership to implement, assess, revise, and broaden the scope of the "Heron Pride" program, including integrating Core Attributes and the Code of Ethics.
- Student Life will revise the Student Athlete and Coach's Handbook, and establish an Athletic Advisor position to support academic achievement and community service engagement for College athletes as resources allow.
- Student Life, in collaboration with its Advisory Boards and other key stakeholders in the College Community will:
  - Look at the range of offerings for Mentoring and Leadership Development and determine where to best spend limited resources of time and money.
  - Develop outcomes, assessment measures, trainings, and a timeline for assessment of programs. by

- Update the Website content for promotion of Mentorship and Leadership programming as it expands.

#### **Standard Six: Teaching, Learning, and Scholarship**

- The President's Cabinet, HR, Department Heads, and Directors will develop a comprehensive orientation program and materials for all new employees.
- Academic Affairs will develop a plan for supporting advising in one-person departments.
- The Vice President of Academic Affairs, Department Chairs, and the Center for Teaching and Learning will review the Academic Leadership Expectations for Integrity of Course Delivery and the Principles of Instruction to determine their relevance and how they will be disseminated and applied consistently.
- The Center for Teaching and Learning will continue to promote usage of the site and redistribute an updated survey to identify and prioritize topics of interest to faculty and staff.

#### **Standard Seven: Institutional Resources**

- Academic Affairs and the Curriculum Committee will address the need for closer examination of expenses tied to curriculum development or changes.
- The President and Cabinet in partnership with College Advisory Board will research and plan for a schedule of low cost in-house speakers that would engage and energize personnel.
- The President and Cabinet will develop a more transparent request and approval process for Professional Development and Continuing Education funding.
- The President and the CFO will develop future budget projections that will include planning for the preservation/development of reserves to allow for contingencies.
- The Associate Vice President of Student Life and Operations will conduct a comprehensive assessment of all mechanical and cosmetic maintenance and develop a preventative maintenance master plan schedule, bringing as much in-house as possible.
- CAPS will work the Coordinator of Technology to develop a 5-year plan for replacement and upgrades to assistive technology. The plan will include annual assessment of yearly usage, which will inform annual budget requests.
- The President's Cabinet will convene a taskforce to explore options and make recommendations for Website redesign as soon as fiscal resources allow. The new Website will address user and content management issues.
- The Coordinator of Campus Technology will work with the Associate Vice President of Student Life and Operations to develop a Technology Plan which projects optimal cycles and timelines for upgrades and replacements of computers and classroom hardware as part of a College Infrastructure Master Plan. Each year, the plan will be reviewed and modified for fiscal feasibility.



### **Standard Eight: Educational Effectiveness**

- The Department Chairs, in appropriate consultation with other relevant Governance Committees (per the Governance Decision Making Process), will decide and plan the following actions related to Program Outcomes:
  - Determine whether all program will be required to demonstrate an alignment of Course Objectives with Program Objectives.
  - Determined if and how this step could be integrated into cyclical Program Review processes.
- Department Chairs, in appropriate consultation with the Center for Teaching and Learning, will decide and plan the following actions related to Assessment:
  - Review and revise the Master Syllabus', including the Assessment Addendum for consistent clarity and connection to Learning outcomes, and provide trainings on completing the form.
  - Research and determine a comprehensive assessment initiative focusing on practices and systems for evaluating and understanding student learning, including the use of rubrics where appropriate.
- The Department Chairs will review the effectiveness of the integration of the E-series into Departmental annual planning and reporting and incorporate recommended changes.
- The Vice Presidents of Academic Affairs and Student Affairs and the Institutional Researcher will take the lead in developing a plan for consolidating the various information obtained to develop better data on GBCC students' job placement rates.
- Department Chairs, Students Services Directors, and other appropriate Governance forums will refine its program review processes in the following ways:
  - Review the existing External Program Review Processes for improvement in the following areas: the data analysis to be covered, to include a required review of assessments, and integrate follow up action planning with strategic planning.
  - Determine exactly which student support services program will develop and/or resume its program review cycle and process.
- Department Chairs, in consultation with Faculty Forum, will decide and plan the following actions related to Student Course Evaluations:
  - Review the current course evaluations to review and/or modify the unique GBCC questions based on the prioritized feedback sought;
  - Determine a plan for either requiring or promoting increased midterm evaluations.

### **Standard Nine: Integrity, Transparency, and Public Disclosure**

- The Coordinator of Human Resources will identify the federal and College policies that require annual updates and training, and will develop a plan that ensures accountability to implement identified updates and training.
- The Extended President's Cabinet will establish a process for documenting all policy and procedure development and revisions.

- The Associate Vice President of Academic Affairs will develop a plan to ensure that all full-time and adjunct faculty are aware of the Faculty Resources Page and how to access it.
- The Extended President's Cabinet (with Governance Chairs) will address the following items related to the Diversity Committee:
  - Review the role, function, and effectiveness of the Diversity Committee;
    - Determine a plan to promote and display diversity resource materials, potentially including online access.
- The President's Cabinet and Institutional Researcher will develop a dissemination plan for CCSSE result and actions items will be incorporated into the College's Strategic Plan.

## **Preliminary List of Electronic Workroom and Hard Copy Supporting Documentation**

Supporting Documentation is referenced throughout the Standards Narrative. Most will be accessed from a Visiting Team Blackboard Site, and many are available accompanying this electronic version of this Self-Study. In addition, direct links to several sites are embedded in the narrative. Hard copies can be provided upon request.

### **Electronic Links Throughout the Self-Study to Specific Pages in the Following:**

GBCC Website: <http://www.greatbay.edu/>

College Catalog: [http://greatbay.edu/sites/default/files/media/GBCC\\_Catalog\\_1718.pdf](http://greatbay.edu/sites/default/files/media/GBCC_Catalog_1718.pdf)

Student Handbook: <http://greatbay.edu/campus-life/student-handbook>

CCSNH Website: <http://www.ccsnh.edu/>

Financial Statements and All Audit Reports: <http://www.ccsnh.edu/AuditedFinancialStatements>

CCSNH Policies: <http://www.ccsnh.edu/about-ccsnh/board-policies-system-policies-and-fees>

The TAACCCT Grant: <https://webapps.dol.gov/DOLGrantData/GrantInformation.aspx?appid=13080>

### **Access to the Following Blackboard Sites**

Visiting Team's Electronic Workroom Organization

GBCC Governance Organization

Center for Teaching and Learning Organization

Program Review Blackboard Site Examples

## **Standard 1: Mission and Purpose**

### **Electronic Workroom**

Great Bay Community College's (GBCC) 2008-13, 2013-17, 20-16-20 Strategic Plans

All-College Self-Study Workshop Feedback and emails on Mission Revision and Strategic Plan

List of the Business and Training Center's (BTC) Company Clients

External Program Review Handbook

### **Hard Copies/Physical Workroom**

Great Bay Community College's 2008-13, 2013-17, 20-16-20 Strategic Plans

External Program Review Handbook

## **Standard 2: Planning and Evaluation**

### **Electronic Workroom**

Institutional Researcher's Job Description

2010, 2016, 2017 Governance Handbooks

President's Cabinet Meeting Minutes

External Program Review Handbook

2008-13, 2013-17, 2016 -20 Strategic Plans

Environmental Scans within the 2008-13, 2013-17 Strategic Plans

GBCC SWOT GROUP ANALYSIS -2015

2008-13 Strategic Plan Goals and Related Accomplishments

Academic Affairs Action Plan and Report Templates

Examples of Academic Affairs Annual Planning

Student Affairs 2015-16 Strategic Plan

Linked 2016-2017 Strategic Plan Annual Actions Items

Perkins 2016 Disaggregated College Reports

Curriculum Committee Handbook

SGA Agendas from 2009 to Present

Student Success Center Planning Document and Role of the Campus Center

TAACCCT Grant: Grant Application, Scope of Work, Budget and Quarterly Reports, MOUs, Lease Agreements, Meeting Minutes  
GBCC Budget Process Template  
GBCC Perkins Reports  
Academic Affairs External Program Review Documents: External Program Review Handbook, External Program Review Schedule, and Completed Program Review Documentation  
External Program Reviews for the Library and CAPS  
2010-11 Strategic Plan Year End Report  
Annual Planning and Report Examples  
Accreditation Self-Studies for Nursing, Surgical Technology, Business Administration, Veterinary Technology  
2017 Graduation Survey and results  
External Program Review Template within Handbook  
Center for Teaching and Learning CTL's Mid Term Assessment Strategies  
Chart of ATAC Company Partnerships  
ATAC's Sustainability Plans  
ATAC's SNAPSHOT Survey Findings  
2015 Governance Proposal  
ACM Data Spreadsheet  
Transition, Retention, Intervention, Persistence (TRIP) Committee: Interventions for Probation, Probation Talking Points, Advisor Script and Checklist  
Examples of Program Review and Accreditation Evaluation Reports and Program Action Plans  
Center for Academic Planning and Support (CAPS) Desired Outcomes  
Perkins Program Quality Rating Scale; Perkins Quality Rating Summary Sheet Indicator Detail Report

### **Hard Copies/Physical Workroom**

2010, 2016, 2017 Governance Handbooks  
External Program Review Handbook  
2008-13, 2013-17, 2016 -20 Strategic Plans  
Environmental Scans within the 2008-13, 2013-17 Strategic Plans  
GBCC SWOT GROUP ANALYSIS -2015  
Curriculum Committee Handbook

## **Standard 3: Organization and Governance**

### **Electronic Workroom**

Board of Trustees: Conflict of Interest Statement Form, RSA 15-A Form, and Interest Questionnaire  
2015 Board of Trustees' Self-Evaluation Questionnaire  
Presidents' Performance Evaluation Guidelines and Template  
See Advisory Board Roles and Responsibilities  
Organizational Chart  
BerryDunn IT Organizational Assessment  
Governance Documents: 2005-15 Governance Committee Handbook, 2016 Governance Proposal, 2017 Revised Governance Model  
Curriculum Committee Process Handbook  
Department Chair Meeting Minutes  
External Program Review Handbook  
Articulation Agreements Lists: GBCC Articulation Agreements by Program and GBCC Articulation Agreements by School  
Memoranda of Understanding (MOU): Aviation, Welding, Automotive, Motorcycles  
Technical Program's Coordinator Job Description

Aviation Technology Helicopters Program Documents: Aviation Substantive Change Report; Aviation MOU revised July 2016; Letter to Students on Program Closure and Teach Out Memoranda of Understanding: Adult Education MOU 2015, 2017 Board of Trustees July 18, 2017 Meeting Minutes  
IDG Research Services: Employee Engagement Survey  
Legislative Budget Assistant (LBA) of New Hampshire: LBA Audit Report  
President's Cabinet's Rules of Engagement  
Student Government Association (SGA) Minutes and Surveys years 2009-Present  
Student Government Association (SGA) By-Laws and Constitution  
Surveys for NEASC Self-Study that were sent to Faculty, Staff, and Adjunct

### **Hard Copies/Physical Workroom**

Governance Documents: 2005-15 Governance Committee Handbook, 2016 Governance Proposal, 2017 Revised Governance Model  
Curriculum Committee Process Handbook  
Department Chair Meeting Minutes  
External Program Review Handbook

## **Standard 4: The Academic Program**

### **Electronic Workroom**

Articulation Agreements: Academic Program/Degree/Agreement Chart  
Curriculum Committee Handbook  
Admissions Requirements Matrix  
Master Syllabi Template  
Running Start Documents: Running Start Handbook; Running Start Course Approval Form, Running Start MOU, Running Start Classroom Visitation Report and Running Start Partner Evaluation  
External Program Review Handbook  
Samples of Self- Study External Program Review Reports and National Accreditation Reports  
Clinical Site Memoranda of Understanding (MOU) Examples  
Information System Technology Manual  
Hospitality Internship Objectives and Assessment  
Substantive Change Reports: NEASC, the Veterans' Administration for the Aviation Program, and the State of Maine Request to Offer a Degree in State for the Portsmouth Naval Shipyard.  
Contracts: Seacoast Helicopters, Seacoast School of Technology, Creteau Center, Portsmouth Naval Shipyard, Seacoast Harley-Davidson  
Off-Site Programs' MOUs and Lease Agreements  
Examples of Master Syllabi and individual course syllabi  
FYE Master Syllabi  
CCSNH Defined List of Program Areas  
GBCC Credit for Prior Learning Form  
Technical Studies Articulation Agreements  
Distance Learning: Course Approval form and an Online Course Rubric  
Easy Transfer CCSNH Course Equivalencies  
GBCC Credit for Prior Learning Form  
Technical Studies Articulation Agreements  
Distance Learning Documents: Course Approval Form and Online Course Rubric  
Academic Leadership Expectations for Integrity of Course Delivery  
CAPS Workshop Lists  
UNH Discovery Requirements by Program Requirements  
Math Sequence Map

Elective Advising Sheets  
Advisory Board Meeting Minutes Examples  
**Hard Copies/Physical Workroom**  
Master Syllabus Template  
Running Start Documents: Running Start Handbook; Running Start Course Approval Form, Running Start MOU,  
Running Start Classroom Visitation Report and Running Start Partner Evaluation  
External Program Review Handbook  
Samples of Self- Study External Program Review Reports and National Accreditation Reports

## **Standard 5: Students**

### **Electronic Workroom**

Admissions Placement Scores Matrix  
GBCC Placement Test Results: "What Do the Scores Mean?"  
Advisor Training Materials  
Shopping Sheet Template  
Probation and Suspension Letters  
Continued Participation Agreement and Materials  
Roster Verification Process  
Financial Aid SAPFA Letters  
Job and Transfer Fair Notices  
"Living Advisor Manual" Example  
Faculty Friendly Guide to Enrollment Information  
Example of Campus Happenings  
Judicial Appeals Training PowerPoint  
CSAPP-NH Document  
Admissions Calendar  
College Profile 2016 Report  
2016-20 Strategic Plan  
GBCC Communication Plan for Onboarding Template  
Enrollment Council Minutes  
Orientation Program Schedule Examples  
Specific Program Orientation Agenda and Material Examples  
TRIP 2017-18 Committee Focus Area Grid and Orientation Goals and Implementation Plan  
Financial Aid: Next Steps Letter  
New Student Advising Packets  
No-Show Data Report  
OEC Yield Reports to GBCC Admission  
Withdrawal Checklist  
College Withdrawal Data Report  
CCSSE Reports  
Academic Suspension Recovery Program 2017 Report  
Example of CAPS Research and Updates PowerPoint  
ACCUPLACER Guide  
Placement Research Study Results  
Community Resource Referral List  
Haven MOU  
Sample MOUs with Local Police Departments  
Campus Safety Training Surveys  
Fall 2017 Campus Safety Training Calendar

Emergency Procedure Safety Script  
Diversity Coordinator Census Report  
2017 CareerSmart Workshops

**Hard Copies/Physical Workroom**

Examples of Print Admissions Literature  
“Living Advisor Manual” Example  
Faculty Friendly Guide to Enrollment Information  
Example of Campus Happenings  
2016-20 Strategic Plan

**Standard Six: Teaching, Learning, and Scholarship**

**Electronic Workroom**

CCSNH Defined List of Academic Program Areas  
New Hire Checklist  
Workload Letter Example  
Adjunct Contract Example  
Promotion Interview Question Samples  
2017 Governance Committee Handbook  
Campus Happening Examples  
Budget Request Process and Forms  
Perkins Professional Development Expenditures Examples  
Examples of Works Weeks’ Schedules  
External Program Review Process  
Surgical Technology Handbook  
2017 Governance Handbook  
GBCC Department of Nursing Correlation between Program Learning Outcomes and Course Learning Outcomes  
Academic Leadership Expectations for Integrity of Course Delivery  
Principles of Instruction PowerPoint  
Practicum Course Master Syllabi from: ECE, SURG, Nursing  
Master Syllabi Examples: HOSP280, NATR100, CIS281, CRMJ270  
Distance Learning Documents: Online Rubric and Best Practices Documents  
Running Start Evaluations and Approval forms  
CCSNH Running Start vs. Non-Running Start PowerPoint Graphic  
Personnel Request Form and Process  
Proportion of Faculty/Adjunct/Students by Department  
Faculty Forum Minutes  
Adjunct Advisory Board Minutes  
Adjunct Survey for in Preparation for NEASC

**Hard Copies/Physical Workroom**

2017 Governance Handbook  
Campus Happening Examples  
Budget Request Process and Forms  
External Program Review Process  
Master Syllabus Template  
Running Start Documents: Running Start Handbook; Running Start Course Approval Form, Running Start MOU,  
Running Start Classroom Visitation Report and Running Start Partner Evaluation

## **Standard 7: Institutional Resources**

### **Electronic Workroom**

Organizational Chart  
New Hire Checklists  
ATAC Documents: ATAC Income Statement, ATAC Sustainability Plan  
Business and Training Center Cost Analysis Sheet  
Chief Financial Officer Supplemental Job Description  
Payroll Position Request and Allocation Process  
Budget Process  
Campus Security and Environmentally Friendly Measures Charts  
Faculty and Adjunct Surveys Conducted for Self-Study  
BATCH (BTC) Quarterly Updates  
ACM Student Employment Report  
Perkins Staff Positions' Supplementary Job Descriptions  
CCSNH Foundation Audit  
Behavioral Intervention Team PowerPoint  
Emergency Preparedness Initiative Report  
Portsmouth and Rochester MOUs with Police Departments  
BerryDunn IT Organizational Assessment

### **Hard Copy/Physical Workroom**

Organizational Chart  
Payroll Position Request and Allocation Process  
Budget Process  
2009 Master Plan

## **Standard Eight: Educational Effectiveness**

### **Electronic Workroom**

Curriculum Committee Handbook  
Master Syllabus Template and Examples of completed Master Syllabi  
Hospitality's and Early Childhood Education's Annual Planning and Reporting with E-series  
Clinical, Practicum, and Internship Evaluations Forms  
Probation/Suspension Letters: Probation Letters, Suspension Letters, CAPS Outreach Letters, Continued Participation Agreement Contract  
Continued Participation Agreement Outcome Report  
Faculty Performance Evaluation and Class Observation Form  
Course Evaluation Forms for Live Classes and Online Classes  
External Program Review Handbook  
Samples of Program Accreditations, Samples of Program Review Reports  
List of Articulation Agreements  
University System of New Hampshire Transfer Report  
UNH Transfer 2017 CCSNH Report  
Early Childhood Education Administrators 2016 Survey Results  
GBCC 2015 Graduates Phone Survey Results  
Graduation 2017 Survey  
Budget Request Form  
Key Performance Indicators Chart



Perkins Documents: Perkins Quality Ratings Sheet, Samples of Programs' Rating Sheets, Biotechnology and Hospitality Quality Ratings Sheets; See Examples of Perkins Proposals  
Student Success Initiative Learning Outcomes  
Student Development Programs  
S.H.O.W documents: S.H.O.W. Poster Guidelines; Judging Rubrics  
GBCC Cohort by Default Rate FY12, 13, 14; FY 2014 Official CDR Briefing by Institution Type 12, 13, 14  
CCSSE Chart  
Student Success Dashboard  
2017 Graduation Report to NEASC  
Surgical Technology ARC/STSA Report  
Student Success Initiative March 4, 2015  
2008 CCSSE Planning Document  
GBCC Community Service Initiatives

### **Hard Copy/Physical Workroom**

Curriculum Committee Handbook  
Master Syllabus Template and Examples of completed Master Syllabi

## **Standard Nine: Integrity, Transparency, Public Disclosure**

### **Electronic Workroom**

GBCC Advisory Board Member Roles and Responsibilities and GBCC Advisory Board Goals  
2017 Governance Handbook  
Student Leadership Retreat Workshop Templates  
Student Leadership Retreat Workshop Templates  
Governance Proposals and Handbooks  
Curriculum Committee Handbook  
Faculty Handbook  
English Department's Plagiarism Handout  
Nursing Policy and Position Statement  
Nursing Practicum Evaluation Tools  
See ECE Binder Pages  
Surgical Technology Program Handbook  
Veterinary Technology Handbook  
Veterinary Technology Clinical Course Syllabi and Evaluation Forms  
Information Systems Technology Internship Handbook  
Student Life Activity Approval Form  
Consumer Information Email

### **Hard Copies/Physical Workroom**

Governance Proposals and Handbooks  
Curriculum Committee Handbook  
Faculty Handbook



(A Component Unit of the State of New Hampshire)

**COMPREHENSIVE ANNUAL FINANCIAL REPORT**

June 30, 2017 and 2016

With Independent Auditor's Report

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Reports on Audits of Financial Statements and Supplementary Information**

**June 30, 2017 and 2016**

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Statements of Cash Flows	220 - 221
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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Community College System of New Hampshire  
(A Component Unit of the State of New Hampshire)

We have audited the accompanying financial statements of the business-type activities and the discretely-presented component unit of the Community College System of New Hampshire (a Component Unit of the State of New Hampshire) (CCSNH) as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely-presented component unit. Those statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely-presented component unit, is based solely on the report of the other auditor. We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

***Opinions***

In our opinion, based on our audit and the reports of the other auditor, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely-presented component unit of CCSNH as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended, in accordance with U.S. generally accepted accounting principles.

***Emphasis of Matter***

As described in Note 10, the financial statements of CCSNH as of June 30, 2016 and 2015 have been restated to present investments and related activity previously presented under the discretely-presented component unit. Our opinion is not modified with respect to this matter.

***Other Matter***

U.S. generally accepted accounting principles require that Management's Discussion and Analysis on pages 3 through 12 and the required supplementary information on pages 40 and 41 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information, in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Berry Dunn McNeil & Parker, LLC*

Bangor, Maine  
November 28, 2017

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**INTRODUCTION**

The following Management's Discussion and Analysis (MD&A) includes an analysis of the financial position and operations of the Community College System of New Hampshire (CCSNH) for the fiscal years ended June 30, 2017, 2016 and 2015. This discussion is provided by the management of CCSNH and should be read in conjunction with the financial statements and notes.

The New Hampshire State Legislature, through the passage of Chapter 361, Laws of 2007, established CCSNH as a body politic and corporate for the purpose of providing a well-coordinated system of public community college education. Governance of CCSNH was placed with a single Board of Trustees which serves as its policy-making and operating authority.

CCSNH is a state-wide system of seven independently accredited institutions including White Mountains Community College, Lakes Region Community College, River Valley Community College, NHTI – Concord's Community College, Manchester Community College, Nashua Community College, and Great Bay Community College, as well as five academic centers in Keene, Littleton, Rochester, North Conway and Lebanon, New Hampshire.

It includes the Community Colleges of New Hampshire Foundation (the Foundation) as a discretely-presented, non-major component unit.

CCSNH offers associate degrees, certificates, workforce training, and transfer pathways to over 27,000 students.

The Foundation is a separate legal entity established as a 501(c)(3) corporation. The Foundation's mission is to provide greater access to educational opportunities through financial assistance for student scholarships, program development, and enhancements to college facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely-presented component unit. The MD&A includes information only for CCSNH, not its component unit. Complete financial statements of the Foundation can be obtained from CCSNH's system office.

**FINANCIAL STATEMENTS**

CCSNH reports its activity as a business-type activity using the full accrual basis of accounting. The accrual basis of accounting ensures that all amounts owed to CCSNH and all pending obligations are accounted for in the appropriate period.

**PRIOR PERIOD ADJUSTMENT**

The 2016 financial statements have been restated to present investments and related activity previously presented under the discretely-presented component unit. The restatement resulted in an increase to net position of \$12,199,217 as of June 30, 2016. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of \$984,674 and a decrease in the change in net assets for the Foundation of the same amount.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**STATEMENTS OF NET POSITION**

The statements of net position show the financial position of CCSNH at the end of each fiscal year and includes all assets and liabilities. The total net position is the difference between the assets, liabilities, and deferred inflows and outflows. Over time, an increase in net position is one indicator of an institution's financial health. Factors contributing to the financial health reported on the statement of net position include the value of depreciated buildings, equipment, and cash and cash equivalents, and current balances of related debt obligations and accrued liabilities. The condensed statements of net position for the past three years are shown below:

	<b>June 30,</b>		
	<b>2017</b>	<b>2016 (Restated)</b>	<b>2015</b>
<b>Assets</b>			
Current	<b>\$ 22,580,348</b>	\$ 21,086,491	\$ 20,440,581
Net capital	<b>119,330,044</b>	121,715,102	119,985,543
Other noncurrent assets	<b><u>18,124,201</u></b>	<u>15,640,572</u>	<u>15,209,260</u>
Total assets	<b><u>160,034,593</u></b>	<u>158,442,165</u>	<u>155,635,384</u>
Deferred outflows of resources	<b><u>20,060,746</u></b>	<u>6,992,021</u>	<u>7,648,806</u>
<b>Liabilities</b>			
Current	<b>11,968,455</b>	11,936,559	13,094,321
Noncurrent	<b><u>95,421,210</u></b>	<u>85,397,470</u>	<u>83,532,285</u>
Total liabilities	<b><u>107,389,665</u></b>	<u>97,334,029</u>	<u>96,626,606</u>
Deferred inflows of resources	<b><u>7,609,348</u></b>	<u>4,396,230</u>	<u>7,966,777</u>
<b>Net position</b>			
Invested in capital assets, net of related debt	<b>97,239,205</b>	102,031,934	99,906,311
Restricted nonexpendable	<b>12,873,853</b>	11,519,279	10,434,572
Restricted expendable	<b>4,041,565</b>	4,147,691	4,588,332
Unrestricted	<b><u>(49,058,297)</u></b>	<u>(53,994,977)</u>	<u>(56,238,408)</u>
Total net position	<b><u>\$ 65,096,326</u></b>	<u>\$ 63,703,927</u>	<u>\$ 58,690,807</u>

The major components of assets are cash and cash equivalents, investments, and net property and equipment. In 2017, overall assets increased by \$1,592,428 due to an increase in the amount due from the State of New Hampshire for capital appropriations, a strong market performance in the investments, net of depreciation on capital assets in excess of additions to those capital assets. In 2016, overall assets increased by \$2,806,781 driven by an increase in net property and equipment.

The major components of liabilities are accounts payable and accrued expenses, accrued salaries and benefits, deferred revenue, bonds payable and notes payable. In 2017, the overall liabilities increased by \$10,055,636 related primarily to the current year activity associated with the net pension liability. In 2016, liabilities increased by \$707,423 due to the net pension liability recorded in connection with the adoption of the new accounting standard during the year.

The change in deferred outflows of resources and the deferred inflows of resources is due primarily to changes in assumptions and other factors regarding the pension plan.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**Statements of Net Position**

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
<b>Assets</b>								
Current assets								
Cash and cash equivalents	\$ 9,955,625	\$ 2,450,863	\$ (3,440,818)	\$ 7,328,931	\$ (3,895,370)	\$ (1,705,135)	\$ 936,340	\$ 8,280,814
Other current assets	1,147,151	189,507	80,055	295,577	462,402	85,056	40,558	(6,004)
Current portion of notes receivable	133,268	9,462	8,929	39,954	10,541	26,147	19,444	18,791
Grants and contracts receivable	697,948	48,931	84,990	165,514	55,332	134,943	75,775	132,463
Operating investments	8,650,231	614,166	579,565	2,593,339	684,234	1,697,175	1,262,069	1,219,683
Due from state of NH for capital appropriations	<u>1,996,125</u>	<u>79,619</u>	<u>105,406</u>	<u>199,580</u>	<u>69,454</u>	<u>1,237,806</u>	<u>216,028</u>	<u>88,232</u>
Total current assets	<u>22,580,348</u>	<u>3,392,548</u>	<u>(2,581,873)</u>	<u>10,622,895</u>	<u>(2,613,407)</u>	<u>1,475,992</u>	<u>2,550,214</u>	<u>9,733,979</u>
Non-current assets								
Student loans receivable, net	546,375	37,128	53,580	192,025	25,063	116,822	91,230	30,527
Note receivable, net	1,623,514	115,269	108,775	486,730	128,420	318,534	236,871	228,915
Investments	15,954,312	1,132,756	1,068,939	4,783,103	1,261,986	3,130,236	2,327,734	2,249,558
Capital assets, net	<u>119,330,044</u>	<u>4,795,126</u>	<u>10,302,521</u>	<u>24,100,168</u>	<u>15,767,341</u>	<u>27,034,035</u>	<u>19,031,382</u>	<u>18,299,471</u>
Total noncurrent assets	<u>137,454,245</u>	<u>6,080,279</u>	<u>11,533,815</u>	<u>29,562,026</u>	<u>17,182,810</u>	<u>30,599,627</u>	<u>21,687,217</u>	<u>20,808,471</u>
Total assets	<u>160,034,593</u>	<u>9,472,827</u>	<u>8,951,942</u>	<u>40,184,921</u>	<u>14,569,403</u>	<u>32,075,619</u>	<u>24,237,431</u>	<u>30,542,450</u>
Deferred outflows of resources - pension	<u>20,060,746</u>	<u>1,424,313</u>	<u>1,344,070</u>	<u>6,014,212</u>	<u>1,586,805</u>	<u>3,935,918</u>	<u>2,926,863</u>	<u>2,828,565</u>



**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**Statements of Net Position (Continued)**

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Liabilities								
Current liabilities								
Accounts payable and accrued expenses	1,193,203	59,603	66,523	233,100	106,683	368,075	145,428	213,791
Accounts payable for capital assets	670,933	34,112	-	-	-	627,481	9,340	-
Accrued salaries and benefits	6,490,908	484,982	437,322	2,086,965	499,174	1,223,984	859,204	899,277
Deferred revenue and deposits	1,376,151	190,002	81,862	404,523	131,624	218,453	161,470	188,217
Current portion of bonds payable	2,122,925	72,128	-	459,540	-	427,859	492,944	670,454
Current portion of other long-term liabilities	<u>114,335</u>	<u>-</u>	<u>19,384</u>	<u>-</u>	<u>73,032</u>	<u>-</u>	<u>-</u>	<u>21,919</u>
Total current liabilities	<u>11,968,455</u>	<u>840,827</u>	<u>605,091</u>	<u>3,184,128</u>	<u>810,513</u>	<u>2,865,852</u>	<u>1,668,386</u>	<u>1,993,658</u>
Non-current liabilities								
Due to state of New Hampshire	6,438	-	-	-	-	6,438	-	-
Accrued salaries and benefits	3,882,090	291,265	237,595	1,416,722	428,421	611,464	408,899	487,724
Refundable advances	554,950	18,385	59,773	205,116	39,357	155,994	69,797	6,528
Net pension liability	72,213,216	5,127,142	4,838,285	21,649,522	5,712,065	14,168,233	10,535,906	10,182,063
Bonds payable	17,053,847	558,295	-	2,702,127	-	4,312,426	2,480,619	7,000,380
Other long-term liabilities	<u>1,710,669</u>	<u>-</u>	<u>1,546,851</u>	<u>-</u>	<u>158,099</u>	<u>-</u>	<u>-</u>	<u>5,719</u>
Total noncurrent liabilities	<u>95,421,210</u>	<u>5,995,087</u>	<u>6,682,504</u>	<u>25,973,487</u>	<u>6,337,942</u>	<u>19,254,555</u>	<u>13,495,221</u>	<u>17,682,414</u>
Total liabilities	<u>107,389,665</u>	<u>6,835,914</u>	<u>7,287,595</u>	<u>29,157,615</u>	<u>7,148,455</u>	<u>22,120,407</u>	<u>15,163,607</u>	<u>19,676,072</u>
Deferred inflows of resources								
Pension	7,191,217	510,576	481,812	2,155,927	568,825	1,410,917	1,049,198	1,013,962
Deferred gain from advance refunding of bonds	<u>418,131</u>	<u>13,782</u>	<u>-</u>	<u>193,550</u>	<u>-</u>	<u>6,064</u>	<u>203,596</u>	<u>1,139</u>
Total deferred inflows of resources	<u>7,609,348</u>	<u>524,358</u>	<u>481,812</u>	<u>2,349,477</u>	<u>568,825</u>	<u>1,416,981</u>	<u>1,252,794</u>	<u>1,015,101</u>
Net position								
Invested in capital assets net of related debt	97,239,205	4,117,034	8,737,022	20,743,122	15,536,565	21,660,845	15,844,789	10,599,828
Restricted nonexpendable	12,873,853	913,055	875,521	3,855,413	1,017,222	2,523,122	1,876,267	1,813,253
Restricted expendable	4,041,565	286,951	270,785	1,211,661	319,688	792,955	589,664	569,861
Unrestricted	<u>(49,058,297)</u>	<u>(1,780,172)</u>	<u>(7,356,723)</u>	<u>(11,118,155)</u>	<u>(8,434,547)</u>	<u>(12,502,773)</u>	<u>(7,562,827)</u>	<u>(303,100)</u>
Total net position	<u>\$ 65,096,326</u>	<u>\$ 3,536,868</u>	<u>\$ 2,526,605</u>	<u>\$ 14,692,041</u>	<u>\$ 8,438,928</u>	<u>\$ 12,474,149</u>	<u>\$ 10,747,893</u>	<u>\$ 12,679,842</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**

This statement reports total operating revenues, operating expenses, nonoperating revenue and expenses, and the increase in net position for the fiscal years ended June 30, 2017, 2016 and 2015, summarized as follows:

	<u>Years Ended June 30,</u>		
	<u>2017</u>	<u>2016 (Restated)</u>	<u>2015</u>
Operating revenues			
Net tuition and fees	\$ 47,931,119	\$ 47,074,334	\$ 49,467,599
Other revenue	<u>29,093,622</u>	<u>33,721,163</u>	<u>36,312,990</u>
Total operating revenue	<u>77,024,741</u>	<u>80,795,497</u>	<u>85,780,589</u>
Operating expenses			
Employee compensation and benefits	93,526,097	91,802,705	96,949,756
Other operating expenses	<u>34,501,951</u>	<u>35,486,621</u>	<u>34,236,792</u>
Total operating expenses	<u>128,028,048</u>	<u>127,289,326</u>	<u>131,186,548</u>
Operating loss	<u>(51,003,307)</u>	<u>(46,493,829)</u>	<u>(45,405,959)</u>
Nonoperating revenues (expenses) and other changes			
State appropriations - operating	43,775,000	42,500,000	42,155,000
State appropriations - capital	5,421,823	7,727,797	3,086,781
Capital grants and contracts	661,185	1,506,179	209,164
Write-down of note receivable	-	(398,310)	-
Loss on sale of capital assets	-	-	(2,174,382)
Investment return used for operations	616,433	481,301	(64,379)
Investment return net of amount used for operations	1,384,227	(848,639)	-
Nonexpendable contributions	1,385,195	1,425,313	-
Other nonoperating expenses	<u>(848,157)</u>	<u>(886,692)</u>	<u>(939,582)</u>
Nonoperating revenues and other changes, net	<u>52,395,706</u>	<u>51,506,949</u>	<u>42,272,602</u>
Increase (decrease) in net position	1,392,399	5,013,120	(3,133,357)
Net position, beginning of year	<u>63,703,927</u>	<u>58,690,807</u>	<u>61,824,164</u>
Net position, end of year	<u>\$ 65,096,326</u>	<u>\$ 63,703,927</u>	<u>\$ 58,690,807</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2017 and 2016**

**Statements of Revenues, Expenses and Changes in Net Position**

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Operating revenues								
Net tuition and fees	\$ 67,178,863	\$ 4,798,136	\$ 4,097,027	\$ 20,133,837	\$ 5,108,709	\$ 12,286,910	\$ 9,519,910	\$ 11,234,334
Less scholarships	<u>(19,247,744)</u>	<u>(1,459,460)</u>	<u>(1,389,705)</u>	<u>(5,636,430)</u>	<u>(1,508,776)</u>	<u>(3,609,917)</u>	<u>(2,911,511)</u>	<u>(2,731,945)</u>
Net tuition and fees	47,931,119	3,338,676	2,707,322	14,497,407	3,599,933	8,676,993	6,608,399	8,502,389
Grants and contracts	21,345,849	1,463,896	2,567,879	6,018,922	1,411,589	3,957,798	3,147,272	2,778,493
Other auxiliary enterprises	3,578,354	92,351	-	2,736,819	591,217	\$ -	157,967	-
Other operating revenue	<u>4,169,419</u>	<u>469,464</u>	<u>270,454</u>	<u>1,609,451</u>	<u>706,767</u>	<u>425,519</u>	<u>373,564</u>	<u>314,200</u>
Total operating revenue	<u>77,024,741</u>	<u>5,364,387</u>	<u>5,545,655</u>	<u>24,862,599</u>	<u>6,309,506</u>	<u>13,060,310</u>	<u>10,287,202</u>	<u>11,595,082</u>
Operating expenses								
Employee compensation and benefits	93,526,097	7,844,950	8,262,261	28,046,896	8,551,959	15,848,582	12,317,624	12,653,825
Other operating expenses	23,219,908	1,519,202	2,596,274	5,593,844	1,970,974	5,084,349	2,915,887	3,539,378
Utilities	2,898,154	151,501	198,788	764,633	409,811	500,306	437,559	435,556
Depreciation	<u>8,383,889</u>	<u>595,256</u>	<u>561,721</u>	<u>2,513,490</u>	<u>663,166</u>	<u>1,644,919</u>	<u>1,223,209</u>	<u>1,182,128</u>
Total operating expenses	<u>128,028,048</u>	<u>10,110,909</u>	<u>11,619,044</u>	<u>36,918,863</u>	<u>11,595,910</u>	<u>23,078,156</u>	<u>16,894,279</u>	<u>17,810,887</u>
Operating loss	<u>(51,003,307)</u>	<u>(4,746,522)</u>	<u>(6,073,389)</u>	<u>(12,056,264)</u>	<u>(5,286,404)</u>	<u>(10,017,846)</u>	<u>(6,607,077)</u>	<u>(6,215,805)</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

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**Statements of Revenues, Expenses and Changes in Net Position (Unaudited)**

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Nonoperating revenues (expenses) and other changes								
State appropriations - operating	43,775,000	4,771,912	5,152,158	11,653,557	5,078,845	6,482,630	5,346,637	5,289,261
Investment return used for operations	616,433	43,766	41,301	184,807	48,760	120,944	89,938	86,917
Investment return excluding amount used for operations	1,384,227	98,281	92,743	414,991	109,492	271,585	201,959	195,176
Interest expense on capital debt	<u>(848,157)</u>	<u>(27,797)</u>	<u>(57,145)</u>	<u>(124,106)</u>	<u>(19,625)</u>	<u>(203,369)</u>	<u>(124,662)</u>	<u>(291,453)</u>
Nonoperating revenues, net	<u>44,927,503</u>	<u>4,886,162</u>	<u>5,229,057</u>	<u>12,129,249</u>	<u>5,217,472</u>	<u>6,671,790</u>	<u>5,513,872</u>	<u>5,279,901</u>
Income (loss) before other changes in net position	<u>(6,075,804)</u>	<u>139,640</u>	<u>(844,332)</u>	<u>72,985</u>	<u>(68,932)</u>	<u>(3,346,056)</u>	<u>(1,093,205)</u>	<u>(935,904)</u>
Other changes in net position								
State appropriations - capital	5,421,823	116,394	442,225	540,731	135,354	3,617,752	469,063	100,304
Capital grants and contracts	661,185	46,945	44,299	198,223	52,300	129,724	96,467	93,227
Non-expendable contributions	<u>1,385,195</u>	<u>98,350</u>	<u>92,808</u>	<u>415,281</u>	<u>109,569</u>	<u>271,775</u>	<u>202,100</u>	<u>195,312</u>
Total other changes in net position	<u>7,468,203</u>	<u>261,689</u>	<u>579,332</u>	<u>1,154,235</u>	<u>297,223</u>	<u>4,019,251</u>	<u>767,630</u>	<u>388,843</u>
Increase (decrease) in net position	1,392,399	401,329	(265,000)	1,227,220	228,291	673,195	(325,575)	(547,061)
Net position beginning of year	<u>63,703,927</u>	<u>3,135,544</u>	<u>2,791,605</u>	<u>13,464,821</u>	<u>8,210,636</u>	<u>11,800,955</u>	<u>11,073,463</u>	<u>13,226,903</u>
Net position end of year	<u>\$ 65,096,326</u>	<u>\$ 3,536,873</u>	<u>\$ 2,526,605</u>	<u>\$ 14,692,041</u>	<u>\$ 8,438,927</u>	<u>\$ 12,474,150</u>	<u>\$ 10,747,888</u>	<u>\$ 12,679,842</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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The largest component of CCSNH's revenues is tuition and fees, which has continued to decrease on a gross basis in 2017, 2016, and 2015 due to overall decreased enrollment and a change in the mix of tuition credits from higher rate credits to lower rate credits. CCSNH, along with community colleges nationwide, generally operates counter-cyclically to the economy as a whole. With improving economic conditions over the past 6 years, there is less desire on the part of individuals to further their education. Other revenue includes grants and contracts and other auxiliary enterprises. Driven by grant activity, other revenue decreased in 2017 by \$4,627,541 and decreased by \$2,591,827 in 2016. Specifically, the U.S. Department of Labor H-1B Job Training Grant and U.S. Department of Labor Trade Adjustment Act – Community College Career and Training programs were in their final years at the campuses for 2016 and 2017. Overall, total operating revenue was down in 2017 by \$3,770,756 and down in 2016 by \$4,985,092.

Like many institutions of higher education, CCSNH is a labor-intensive organization, and operating expenses are primarily composed of employee compensation and benefits. These expenses were up in 2017 by \$1,723,392 due to an increase in the pension expense of \$2,717,000, netted against salary reductions primarily related to decreases in the workforce due to a decrease in grant funded programs and lower credits sold. Employee compensation and benefits decreased in 2016 by \$5,147,051 due to decreases in the workforce in relation to lower credits sold and the decrease in grant-funded positions.

Other operating expenses decreased by \$984,670 in 2017, primarily due to nonrecurring costs in 2016 related to software implementation and less maintenance fees. Other operating expenses increased by \$1,249,829 in 2016 due to increases in small equipment spending, off-site rental facilities for student housing at Lakes Region Community College, and software license and maintenance fees.

Nonoperating revenues and other changes in net position increased by \$888,757 in 2017 driven by strong market performance in the current year, which offset some decreased revenue in capital appropriations. In 2016 nonoperating revenues increased \$9,234,347 due to an increase in capital expenditures paid by the State of New Hampshire, nonexpendable contributions and an increase in the capital grant revenue, as well as a nonrecurring loss in 2015 on sale of capital assets of \$2,174,382. In addition, CCSNH recorded an allowance for loan losses on its note receivable of approximately \$398,000 during the year ended June 30, 2016.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**STATEMENTS OF CASH FLOWS**

The statements of cash flows summarize transactions involving cash and cash equivalents during each fiscal year. The statements provide an additional tool to assess the financial health of the institution and its ability to generate future cash flows to meet its obligations.

	<b>Years Ended June 30,</b>		
	<b>2017</b>	2016	2015
Net cash used - operating activities	<b>\$ (39,829,026)</b>	\$ (38,342,641)	\$ (41,031,313)
Net cash provided - noncapital financing activities	<b>45,160,195</b>	43,925,313	42,155,000
Net cash used - capital and related financing activities	<b>(3,734,746)</b>	(731,827)	(6,619,158)
Net cash provided (used) - investing activities	<b><u>(872,188)</u></b>	<u>125,173</u>	<u>33,273</u>
Net (decrease) increase in cash and cash equivalents	<b>724,235</b>	4,976,018	(5,462,198)
Cash and cash equivalents, beginning of year	<b><u>9,231,390</u></b>	<u>4,255,372</u>	<u>9,717,570</u>
Cash and cash equivalents, end of year	<b><u>\$ 9,955,625</u></b>	<u>\$ 9,231,390</u>	<u>\$ 4,255,372</u>

CCSNH maintains the cash position necessary to meet its obligations. The amount of cash on-hand fluctuates during the year due to the timing of tuition receipts and federal financial aid payments.

Cash and cash equivalents increased by \$724,235 during 2017 primarily due to an increase in the appropriations from the State of New Hampshire.

Cash and cash equivalents increased by \$4,976,018 during 2016 due to lower compensation and benefit expenses netted with a decrease of tuition and fees and grant revenue. In addition, net cash used by capital and related financing activities decreased as more projects, including the student center at GBCC and the automotive building at LRCC, were funded through State capital appropriations.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**CAPITAL ASSETS AND DEBT**

CCSNH receives significant funding as part of the State's capital budget. The funding has allowed for construction and renovation at all seven campuses over the past three years. These projects included major construction at River Valley Community College (Claremont renovations and additional Lebanon campus), Manchester Community College (student center and electrical building), Great Bay Community College (student center) and Lakes Region Community College (automotive building and health and science building). During the years ended June 30, 2017, 2016 and 2015, CCSNH paid \$5,622,915, \$10,521,993 and \$10,077,294 for capital asset additions, respectively.

Most of CCSNH's construction projects are paid for by the State through its capital budget. However, certain projects (i.e., dorms, student centers, etc.), while financed by the State through the capital budget, are paid for by CCSNH. Fees collected from students are used to pay the principal and interest on the bonds used to fund these projects. Other projects are financed through outside sources of funding, including federal loans.

During the year ended June 30, 2017, \$940,454 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of \$4,936,671.

During the year ended June 30, 2015, \$3,285,882 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of \$2,762,813 resulting in a gain from advance refunding of \$523,069. The gain from advance refunding has been recorded as a deferred inflow of resources and will be amortized as a component of interest expense over the life of the new bond using the interest method.

**ECONOMIC OUTLOOK**

After many of years of enrollment growth during the recession, CCSNH's credits sold remain below the 2011 peak as the economy and employment improve. Simultaneously, CCSNH continues to look for new markets for enrollment growth that align with the economic needs of New Hampshire's industries.

CCSNH is working to realign its organizational structure and operating expense base to meet new forecasts for revenue growth.

Over the past few years, CCSNH's non-student financial aid federal grant activity has increased significantly. Fiscal 2015 marked the end of the \$19.9 million U.S. Department of Labor Trade Adjustment Act – Community College Career and Training (TAACCCT) program grant, with smaller TAACCCT grant awards continuing over the next few years.

In 2015, CCSNH received a slightly higher appropriation from the State of New Hampshire to support a reduction in tuition to \$200 per credit from \$210 per credit. The CCSNH Board of Trustees froze tuition at \$200 per credit hour for the 2016-2017 academic year. The CCSNH Board of Trustees voted to increase tuition from \$200 per credit to \$210 per credit for the 2017-2018 academic year.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statements of Net Position**

**June 30, 2017 and 2016**

	<u>Community College System of New Hampshire</u>		<u>Community Colleges of New Hampshire Foundation</u>	
	<u>2017</u>	Restated <u>2016</u>	<u>2017</u>	Restated <u>2016</u>
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	\$ 9,955,625	\$ 9,231,390	\$ 139,716	\$ 1,009,299
Other current assets	1,147,151	1,164,170	50,113	3,774
Current portion of note receivable	133,268	121,401	-	-
Grants and contracts receivable	697,948	1,242,889	-	-
Operating investments	8,650,231	8,547,806	-	-
Due from State of New Hampshire for capital appropriations	<u>1,996,125</u>	<u>778,835</u>	<u>-</u>	<u>-</u>
Total current assets	<u>22,580,348</u>	<u>21,086,491</u>	<u>189,829</u>	<u>1,013,073</u>
<b>Noncurrent assets</b>				
Student loans receivable, net	546,375	611,488	-	-
Note receivable, net	1,623,514	1,845,195	-	-
Investments	15,954,312	13,183,889	3,732,741	15,616,385
Capital assets, net	<u>119,330,044</u>	<u>121,715,102</u>	<u>-</u>	<u>-</u>
Total noncurrent assets	<u>137,454,245</u>	<u>137,355,674</u>	<u>3,732,741</u>	<u>15,616,385</u>
Total assets	<u>160,034,593</u>	<u>158,442,165</u>	<u>3,922,570</u>	<u>16,629,458</u>
Deferred outflows of resources - pension	<u>20,060,746</u>	<u>6,992,021</u>	<u>-</u>	<u>-</u>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Accounts payable and accrued expenses	1,193,203	1,384,418	-	4,456
Accounts payable for capital assets	670,933	295,017	-	-
Accrued salaries and benefits	6,490,908	6,319,976	-	-
Unearned revenue and deposits	1,376,151	1,095,423	-	-
Current portion of bonds payable	2,122,925	1,818,111	-	-
Current portion of other long-term liabilities	<u>114,335</u>	<u>1,023,614</u>	<u>-</u>	<u>13,183,889</u>
Total current liabilities	<u>11,968,455</u>	<u>11,936,559</u>	<u>-</u>	<u>13,188,345</u>
<b>Noncurrent liabilities</b>				
Due to the State of New Hampshire	6,438	3,339,502	-	-
Accrued salaries and benefits	3,882,090	4,032,303	-	-
Refundable advances	554,950	684,253	-	-
Net pension liability	72,213,216	60,334,154	-	-
Bonds payable	17,053,847	15,180,554	-	-
Other long-term liabilities	<u>1,710,669</u>	<u>1,826,704</u>	<u>-</u>	<u>-</u>
Total noncurrent liabilities	<u>95,421,210</u>	<u>85,397,470</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>107,389,665</u>	<u>97,334,029</u>	<u>-</u>	<u>13,188,345</u>
Deferred inflows of resources				
Pension	7,191,217	3,940,397	-	-
Deferred gain from advance refunding of bonds	<u>418,131</u>	<u>455,833</u>	<u>-</u>	<u>-</u>
Total deferred inflows of resources	<u>7,609,348</u>	<u>4,396,230</u>	<u>-</u>	<u>-</u>
<b>Net position, as restated</b>				
Invested in capital assets, net of related debt	97,239,205	102,031,934	-	-
Restricted nonexpendable	12,873,853	11,519,279	1,545,356	1,498,475
Restricted expendable	4,041,565	4,147,691	1,985,184	1,553,223
Unrestricted	<u>(49,058,297)</u>	<u>(53,994,977)</u>	<u>392,030</u>	<u>389,415</u>
Total net position	<u>\$ 65,096,326</u>	<u>\$ 63,703,927</u>	<u>\$ 3,922,570</u>	<u>\$ 3,441,113</u>

The accompanying notes are an integral part of these financial statements.



**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statements of Revenues, Expenses and Changes in Net Position**

**Years Ended June 30, 2017 and 2016**

	<u>Community College System of New Hampshire</u>		<u>Community Colleges of New Hampshire Foundation</u>	
	<u>2017</u>	Restated <u>2016</u>	<u>2017</u>	Restated <u>2016</u>
Operating revenues				
Tuition and fees	\$ 67,178,863	\$ 68,943,700	\$ -	\$ -
Less scholarships	<u>(19,247,744)</u>	<u>(21,869,366)</u>	<u>-</u>	<u>-</u>
Net tuition and fees	47,931,119	47,074,334	-	-
Grants and contracts	21,345,849	26,451,403	-	-
Contributions	-	-	608,595	1,171,705
Other auxiliary enterprises	3,578,354	3,155,812	-	-
Other operating revenue	<u>4,169,419</u>	<u>4,113,948</u>	<u>-</u>	<u>-</u>
Total operating revenues	<u>77,024,741</u>	<u>80,795,497</u>	<u>608,595</u>	<u>1,171,705</u>
Operating expenses				
Employee compensation and benefits	93,526,097	91,802,705	-	-
Other operating expenses	23,219,908	24,414,546	710,711	792,875
Utilities	2,898,154	2,889,918	-	-
Depreciation	<u>8,383,889</u>	<u>8,182,157</u>	<u>-</u>	<u>-</u>
Total operating expenses	<u>128,028,048</u>	<u>127,289,326</u>	<u>710,711</u>	<u>792,875</u>
Operating (loss) income	<u>(51,003,307)</u>	<u>(46,493,829)</u>	<u>(102,116)</u>	<u>378,830</u>
Nonoperating revenues (expenses)				
State of New Hampshire appropriations	43,775,000	42,500,000	-	-
Write-down of note receivable	-	(398,310)	-	-
Contributions for long-term purposes	-	-	46,881	28,476
Investment return used for operations	616,433	481,301	121,241	69,233
Investment return excluding amount used for operations	1,384,227	(848,639)	415,451	-
Interest expense on capital debt	<u>(848,157)</u>	<u>(886,692)</u>	<u>-</u>	<u>-</u>
Nonoperating revenues, net	<u>44,927,503</u>	<u>40,847,660</u>	<u>583,573</u>	<u>97,709</u>
(Loss) income before other changes in net position	<u>(6,075,804)</u>	<u>(5,646,169)</u>	<u>481,457</u>	<u>476,539</u>
Other changes in net position				
State of New Hampshire capital appropriation	5,421,823	7,727,797	-	-
Capital grants and contracts	661,185	1,506,179	-	-
Nonexpendable contributions	1,385,195	1,425,313	-	-
Total other changes in net position	<u>7,468,203</u>	<u>10,659,289</u>	<u>-</u>	<u>-</u>
Increase in net position	<u>1,392,399</u>	<u>5,013,120</u>	<u>481,457</u>	<u>476,539</u>
Net position, beginning of year, as previously stated	63,703,927	46,491,590	3,441,113	15,163,791
Prior period adjustment	-	12,199,217	-	(12,199,217)
Net position, beginning of year, as restated	<u>63,703,927</u>	<u>58,690,807</u>	<u>3,441,113</u>	<u>2,964,574</u>
Net position, end of year	<u>\$ 65,096,326</u>	<u>\$ 63,703,927</u>	<u>\$ 3,922,570</u>	<u>\$ 3,441,113</u>

The accompanying notes are an integral part of these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statements of Cash Flows**

**Years Ended June 30, 2017 and 2016**

	<b>Community College System of New Hampshire</b>	
	<b>2017</b>	<b>2016</b>
Cash flows from operating activities		
Receipts from tuition and fees	\$ 48,078,384	\$ 46,720,364
Receipts from grants and contracts	22,136,326	27,882,703
Receipts from auxiliary enterprises	3,578,354	3,155,812
Payments to suppliers	(26,125,361)	(27,947,657)
Payments to employees	(91,444,221)	(92,570,010)
Other cash receipts	<u>3,947,492</u>	<u>4,416,147</u>
Net cash used for operating activities	<u>(39,829,026)</u>	<u>(38,342,641)</u>
Cash flows from noncapital financing activities		
State of New Hampshire appropriations	43,775,000	42,500,000
Contributions for long-term purposes	<u>1,385,195</u>	<u>1,425,313</u>
Net cash provided by noncapital financing activities	<u>45,160,195</u>	<u>43,925,313</u>
Cash flows from capital and related financing activities		
Appropriations from the State of New Hampshire for capital expenditures	4,204,533	10,314,834
Payments made to the State of New Hampshire for capital accounts payable	(3,333,064)	-
Capital grants and contracts received	661,185	1,506,179
Purchase of capital assets	(5,622,915)	(10,521,993)
Payments received on notes receivable	88,581	70,687
Proceeds from borrowing on other long-term liabilities	4,936,671	1,600,000
Principal on bonds payable and other liabilities	(3,783,878)	(2,758,288)
Interest on bonds payable and other liabilities	<u>(885,859)</u>	<u>(943,246)</u>
Net cash used for capital and related financing activities	<u>(3,734,746)</u>	<u>(731,827)</u>
Cash flows from investing activities		
Receipt of assets held by Foundation	13,757,410	-
Proceeds from sales and maturities of investments	-	1,483,194
Purchase of investments	(14,948,458)	-
Transfer of contributions to the Foundation	-	(1,425,313)
Interest and dividends received	<u>318,860</u>	<u>67,292</u>
Net cash (used for) provided by investing activities	<u>(872,188)</u>	<u>125,173</u>
Net increase in cash and cash equivalents	724,235	4,976,018
Cash and cash equivalents, beginning of year	<u>9,231,390</u>	<u>4,255,372</u>
Cash and cash equivalents, end of year	<u>\$ 9,955,625</u>	<u>\$ 9,231,390</u>

The accompanying notes are an integral part of these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statements of Cash Flows (Concluded)**

**Years Ended June 30, 2017 and 2016**

	<b>Community College System of New Hampshire</b>	
	<b>2017</b>	<b>2016</b>
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	<b>\$ (51,003,307)</b>	\$ (46,493,829)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation	<b>8,383,889</b>	8,182,157
Change in allowance	<b>121,233</b>	-
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		
Other current assets	<b>17,019</b>	119,481
Student loans receivable	<b>65,113</b>	57,567
Grants receivable	<b>544,941</b>	1,658,412
Deferred outflows of resources - pension	<b>(13,068,725)</b>	656,785
Accounts payable and accrued expenses	<b>(191,215)</b>	(542,457)
Accrued salaries and benefits	<b>20,719</b>	15,546
Deferred revenue and deposits	<b>280,728</b>	(341,310)
Net pension liability	<b>11,879,062</b>	2,074,357
Refundable advances	<b>(129,303)</b>	(215,357)
Deferred inflows of resources - pension	<b><u>3,250,820</u></b>	<u>(3,513,993)</u>
Net cash used for operating activities	<b><u>\$ (39,829,026)</u></b>	<b><u>\$ (38,342,641)</u></b>
Reconciliation of noncash activity		
Acquisition of capital assets	<b>\$ 5,998,831</b>	\$ 9,911,716
Less acquisition of capital assets included in accounts payable at year-end	<b>(670,933)</b>	(295,017)
Less acquisition of capital assets financed by capital leases	-	(279,734)
Add payments on short-term trade accounts used to finance acquisition of capital assets	<b><u>295,017</u></b>	<u>1,185,028</u>
Payments for the acquisition of capital assets	<b><u>\$ 5,622,915</u></b>	<b><u>\$ 10,521,993</u></b>

The accompanying notes are an integral part of these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Nature of Business**

The Community College System of New Hampshire (CCSNH or the System) is comprised of the following colleges:

- NHTI - Concord's Community College (NHTI);
- Manchester Community College (MCC);
- Nashua Community College (NCC);
- Great Bay Community College (GBCC);
- Lakes Region Community College (LRCC);
- White Mountains Community College (WMCC); and
- River Valley Community College (RVCC).

CCSNH's main purpose is to provide a well-coordinated system of public community college education. CCSNH is governed by a single board of trustees with 22 voting members appointed by the Governor and Executive Council and 2 voting members who are full time students enrolled within CCSNH and are elected by the student body. CCSNH funds its operations through tuition, room and board, fees, grants, legacies and gifts, and state appropriations.

Community Colleges of New Hampshire Foundation (the Foundation) is a separate legal entity established as a 501(c)(3) corporation. The Foundation is structured to seek and secure private funds and/or grants in order to supplement the traditional revenue sources of CCSNH. The Foundation's mission is to support CCSNH and make higher education more accessible by providing student scholarship assistance, facility and staff support programs and improved education facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely-presented component unit.

**1. Summary of Significant Accounting Policies**

**Basis of Presentation**

The accompanying financial statements have been prepared using the economic resources focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

CCSNH has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

CCSNH's policy is to define operating activities in the statement of revenues, expenses and changes in net position as those that generally result from exchange transactions, such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as nonoperating revenues (expenses). These nonoperating revenues (expenses) include CCSNH's operating appropriations from the State, contributions, gain (loss) from the sale of capital assets, net investment income (loss), gifts received by the Foundation restricted for long-term purposes, and interest expense.

**Cash and Cash Equivalents**

Cash and cash equivalents in the statement of cash flows include unrestricted cash which is either held in demand deposit or short-term money market accounts, and highly-liquid savings deposits and investments with original maturities of three months or less when purchased.

**Student Loans Receivable**

The Federal Perkins Student Loan Program has provisions for deferment, forbearance and cancellation of the individual loans. Principal payments, interest, and losses due to cancellation are shared by the College and the U.S. Government in proportion to their share of funds provided. Such funds may be reloaned by CCSNH after collection. Amounts advanced by the federal government under this program are ultimately refundable and are classified as refundable advances.

Student loans receivable are stated at their unpaid principal balances adjusted for charge-offs and the allowance for loan losses. Interest income on student loans receivable is recorded when received. CCSNH provides for probable uncollectible amounts through a charge to expense and a credit to the allowance for loan losses based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the allowance for loan losses and a credit to student loans receivable. Student loans receivable at June 30, 2017 and 2016 are reported net of an allowance for loan losses of \$524,473 and \$500,798, respectively.

Collections of the student loans receivable may not be used to pay current liabilities, as the proceeds are restricted for making new loans. Accordingly, the student loans receivable are recorded in the accompanying statements of net position as noncurrent assets.

**Investments**

CCSNH and the Foundation carry investments at their fair value. Fair value is estimated using the methods described in Note 8. Purchased and gifted securities are recorded at fair value on the date of the acquisition or gift, net of any brokerage fees. Realized and unrealized gains and losses in the investment portfolio are allocated on a specific-identification basis.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Capital Assets**

Capital assets are recorded at cost when purchased or constructed and at fair value at the date of donation. In accordance with CCSNH's capitalization policy, only equipment (including equipment acquired under capital leases), capital projects and internally-generated intangibles with a projected cost of \$5,000 or more are capitalized. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred. The costs of library materials are expensed as incurred.

Depreciation and amortization of assets acquired are recorded on a straight-line basis over the estimated useful lives of the related assets, principally as follows:

Buildings	40 years
Building and land improvements	20 years
Equipment and vehicles	5 years

When capital assets are retired or otherwise disposed of, the asset and accumulated depreciation accounts are adjusted and any resulting gain or loss is reflected in the statement of revenues, expenses and changes in net position.

**Note Receivable**

During the year ended June 30, 2015, GBCC sold its former Stratham New Hampshire Campus for \$2,750,000. The buyer paid cash of \$250,000 at closing and signed a note receivable to CCSNH for \$2,500,000. The note receivable is expected to be paid in monthly installments of \$13,865, including interest at 3%, through September 14, 2024. All outstanding principal and interest is expected to be repaid on October 14, 2024, which is expected to amount to approximately \$1,500,000. The note receivable balance as of June 30, 2017 and 2016 was \$1,756,782 and \$1,966,596, respectively. The balance at June 30, 2017 and 2016 is shown net of an allowance for loan losses of approximately \$520,000 and \$398,000, respectively.

Under the terms of an agreement with the State of New Hampshire (the State), the total proceeds will be repaid to the State in three installments of \$916,666. During the year ended June 30, 2016, CCSNH paid \$916,667 to the State. During 2017, CCSNH paid the final payment of \$916,667 to the State.

**Unearned Revenue and Deposits**

Unearned revenue and deposits consist primarily of deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year. Revenue from summer programs is recognized ratably over the applicable academic periods.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Compensated Absences**

Employees earn the right to be compensated during certain absences. The accompanying statements of net position reflect an accrual for the amounts earned, including related benefits ultimately payable for such benefit. A portion of this liability is classified as current and represents CCSNH's estimate of vacation time that will be paid during the next fiscal year to employees.

**Refundable Advances**

CCSNH participates in the Federal Perkins Loan Program, which is funded through a combination of federal and institutional resources. The portion of this program that has been funded with federal funds is ultimately refundable to the U.S. Government upon termination of CCSNH's participation in the program. The portion that would be refundable if the programs were terminated as of June 30, 2017 and 2016 has been included in the accompanying statements of net position as a noncurrent liability. The portion of this program that has been funded with institutional funds has been classified as restricted - nonexpendable since these funds can only be used on a revolving basis for loans during the time CCSNH participates in the Federal Perkins Loan Program.

**Net Pension Liability**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the New Hampshire Retirement System (NHRS) and additions to/deductions from the NHRS's fiduciary net position has been determined on the same basis as it is reported by the NHRS. Detailed information about the Pension Plan's fiduciary net position is available in the separately issued NHRS annual report available from the NHRS website at <https://www.nhrs.org>. NHRS's financial statements are prepared using the accrual basis of accounting. Both plan member and employer contributions are recognized in the period in which contributions are legally due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value. Investments in both domestic and non-U.S. securities are valued at current market prices and expressed in U.S. dollars. NHRS uses a trade-date accounting basis for these investments. Investments in non-registered commingled funds are valued at net asset value as a practical expedient to estimate fair value.

**Deferred Outflows and Inflows of Resources**

In addition to assets and liabilities, financial statements will sometimes report a separate section for deferred outflows and inflows of resources. Deferred outflows of resources represent a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense) until then. Deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Net Position**

GASB requires that resources be classified for accounting purposes into the following four net position categories:

**Invested in capital assets, net of related debt:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets, and increased or reduced by deferred inflows and deferred outflows related to those assets.

**Restricted - nonexpendable:** Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

**Restricted - expendable:** Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

**Unrestricted:** All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

**Net Student Fees**

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

**Contributions**

Contributions are recorded at their fair value at the date of gift. Promises to donate to CCSNH are recorded as receivables and revenues when the CCSNH has met all applicable eligibility and time requirements. Contributions to be used for endowment purposes are categorized as restricted nonexpendable. Other gifts are categorized as currently expendable. Pledges receivable, which are included in other current assets in the statements of net position, are reported net of amounts deemed uncollectible and after discounting to the present value of the expected future cash flows. Because of uncertainties with regard to their realizability and valuation, bequests and other intentions to give and conditional promises are not recognized as assets until the specified conditions are met.



**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Operating Revenues and Expenses**

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

**Income Taxes**

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State of New Hampshire and, as such, is generally exempt from federal income tax. The Foundation is exempt from income taxes because it is a 501(c)(3) organization.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2017 and 2016.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Use of Estimates in Financial Statement Preparation**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**New Accounting Pronouncements Not Yet Effective**

In June 2015, GASB issued Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions*. This statement establishes new accounting and financial reporting requirements for governmental entities whose employees are provided with other post-employment benefits (OPEB). In general, the provisions relating to reporting OPEB liabilities are effective for years beginning after June 15, 2017. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In June 2017, GASB issued Statement No. 87, *Leases*. This statement is effective for financial periods beginning after December 15, 2019, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

**Reclassifications**

Certain financial statement amounts in the 2016 financial statements have been reclassified to conform to the 2017 presentation.

**2. Cash and Cash Equivalents**

Custodial credit risk is the risk that, in the event of bank failure, CCSNH's deposits may not be returned. Deposits are considered uninsured and uncollateralized if they are not covered by depository insurance and are (a) uncollateralized, (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$9,580,000 and \$8,680,000, respectively. Deposits held in noninterest-bearing transaction accounts are aggregated with any interest-bearing deposits, and the combined total amounts are insured up to the first \$500,000, \$250,000 per financial institution.

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**3. Capital Assets**

Capital asset activity for the year ended June 30, 2017 is summarized below:

	Beginning Balance	Additions	Retirements	Transfers	Ending Balance
Land	\$ 924,340	\$ -	\$ -	\$ -	\$ 924,340
Construction-in-process	<u>2,542,562</u>	<u>4,664,378</u>	<u>-</u>	<u>(3,072,340)</u>	<u>4,134,600</u>
Total non-depreciable assets	<u>3,466,902</u>	<u>4,664,378</u>	<u>-</u>	<u>(3,072,340)</u>	<u>5,058,940</u>
Land improvements	6,726,714	27,496	-	-	6,754,210
Buildings and improvements	183,051,701	84,343	-	3,072,340	186,208,384
Equipment and vehicles	<u>17,840,767</u>	<u>1,222,614</u>	<u>(445,624)</u>	<u>-</u>	<u>18,617,757</u>
Total depreciable assets	<u>207,619,182</u>	<u>1,334,453</u>	<u>(445,624)</u>	<u>3,072,340</u>	<u>211,580,351</u>
Accumulated depreciation	<u>(89,370,982)</u>	<u>(8,383,889)</u>	<u>445,624</u>	<u>-</u>	<u>(97,309,247)</u>
Capital assets, net	<u>\$121,715,102</u>	<u>\$ (2,385,058)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$119,330,044</u>

Capital asset activity for the year ended June 30, 2016 is summarized below:

	Beginning Balance	Additions	Retirements	Transfers	Ending Balance
Land	\$ 924,340	\$ -	\$ -	\$ -	\$ 924,340
Construction-in-process	<u>12,404,071</u>	<u>7,119,810</u>	<u>-</u>	<u>(16,981,319)</u>	<u>2,542,562</u>
Total non-depreciable assets	<u>13,328,411</u>	<u>7,119,810</u>	<u>-</u>	<u>(16,981,319)</u>	<u>3,466,902</u>
Land improvements	5,838,983	830,600	-	57,131	6,726,714
Buildings and improvements	165,153,141	974,372	-	16,924,188	183,051,701
Equipment and vehicles	<u>17,360,775</u>	<u>1,068,284</u>	<u>(588,292)</u>	<u>-</u>	<u>17,840,767</u>
Total depreciable assets	<u>188,352,899</u>	<u>2,873,256</u>	<u>(588,292)</u>	<u>16,981,319</u>	<u>207,619,182</u>
Accumulated depreciation	<u>(81,695,767)</u>	<u>(8,182,157)</u>	<u>506,942</u>	<u>-</u>	<u>(89,370,982)</u>
Capital assets, net	<u>\$119,985,543</u>	<u>\$ 1,810,909</u>	<u>\$ (81,350)</u>	<u>\$ -</u>	<u>\$121,715,102</u>

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**4. Long-Term Liabilities**

Changes in long-term liabilities during the year ended June 30, 2017 were as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Accrued salaries and benefits	\$ 10,352,279	\$ 20,719	\$ -	\$ 10,372,998	\$ 6,490,908
Due to the State	3,339,502	-	(3,333,064)	6,438	-
Refundable advances	684,253	-	(129,303)	554,950	-
Net pension liability	60,334,154	11,879,062	-	72,213,216	-
Bonds payable	16,998,665	4,936,671	(2,758,564)	19,176,772	2,122,925
Other long-term liabilities	<u>2,850,318</u>	<u>-</u>	<u>(1,025,314)</u>	<u>1,825,004</u>	<u>114,335</u>
Long-term liabilities	<u>\$ 94,559,171</u>	<u>\$ 16,836,452</u>	<u>\$ (7,246,245)</u>	<u>\$ 104,149,378</u>	<u>\$ 8,728,168</u>

During the year ended June 30, 2015, CCSNH received \$1,854,293 from the State to fund a certain capital project. During the year ended June 30, 2016, CCSNH incurred \$1,485,209 of additional costs related to that capital project. During the year ended June 30, 2017, the amounts previously received from the State for the project were converted to a bond payable.

Changes in long-term liabilities during the year ended June 30, 2016 were as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Accrued salaries and benefits	\$ 10,336,733	\$ 15,546	\$ -	\$ 10,352,279	\$ 6,319,976
Due to the State	1,854,293	1,485,209	-	3,339,502	-
Refundable advances	899,610	-	(215,357)	684,253	-
Net pension liability	58,259,797	2,074,357	-	60,334,154	-
Bonds payable	18,774,928	-	(1,776,263)	16,998,665	1,818,111
Other long-term liabilities	<u>1,952,609</u>	<u>1,879,724</u>	<u>(982,015)</u>	<u>2,850,318</u>	<u>1,023,614</u>
Long-term liabilities	<u>\$ 92,077,970</u>	<u>\$ 5,454,836</u>	<u>\$ (2,973,635)</u>	<u>\$ 94,559,171</u>	<u>\$ 9,161,701</u>

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**Other Long-Term Liabilities**

Future minimum payments under other long-term liabilities, which include capital leases, a note payable to the State (as discussed in Note 1), and a note payable to U.S. Department of Agriculture (USDA), as of June 30, 2017 are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2018	\$ 114,335	\$ 72,158	\$ 186,493
2019	93,650	64,567	158,217
2020	67,462	59,851	127,313
2021	65,251	55,719	120,970
2022	22,404	53,436	75,840
2023 - 2027	125,031	254,169	379,200
2028 - 2032	149,835	229,365	379,200
2033 - 2037	179,561	199,639	379,200
2038 - 2042	215,183	164,017	379,200
2043 - 2047	257,873	121,327	379,200
2048 - 2052	309,032	70,168	379,200
2053 - 2055	<u>225,387</u>	<u>13,451</u>	<u>238,838</u>
	<u>\$ 1,825,004</u>	<u>\$ 1,357,867</u>	<u>\$ 3,182,871</u>

During 2016, RVCC entered into an agreement with USDA in the amount of \$1,600,000 to finance the purchase a building in Lebanon, New Hampshire. The note payable is to be repaid over 40 years at a fixed interest rate of 3.625%. As of June 30, 2017 and 2016, the balance due to USDA was \$1,566,234 and \$1,584,929, respectively.

The original cost basis of leased capital assets as of June 30, 2017 and 2016 was \$279,734. Accumulated depreciation includes \$111,894 and \$94,571 as of June 30, 2017 and 2016 for the leased capital assets, respectively.

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**Bonds Payable**

Bonds payable consisted of the following at June 30:

	<u>2017</u>	<u>2016</u>
2006 Series A General Obligation Bonds (original principal of \$1,703,059) Serial bonds maturing through 2021 with annual principal payments from \$17,185 to \$246,814 and interest rates from 4.00% to 4.25%. These bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	\$ -	\$ 778,856
2008 Series A General Obligation Bonds (original principal of \$7,732,622) Serial bonds maturing through 2027 with annual principal payments from \$309,305 to \$463,960 and interest rates from 3.375% to 4.00%.	<b>463,957</b>	927,915
2008 Series C General Obligation Bonds (original principal of \$2,141,678) Serial bonds maturing through 2028 with annual principal payments from \$0 to \$128,504 and interest rates from 4.00% to 5.00%.	<b>128,504</b>	257,007
2009 Series A General Obligation Bonds (original principal of \$5,000,000) Serial bonds maturing through 2029 with annual principal payments from \$200,000 to \$300,000 and interest rates from 4.00% to 5.50%.	<b>2,900,000</b>	3,200,000
2010 Series A General Obligation Bonds (original principal of \$1,996,995) Serial bonds maturing through 2025 with annual principal payments from \$0 to \$666,111 and coupon interest rates from 2.00% to 5.00%.	<b>1,790,892</b>	1,850,716
2010 Series B General Obligation Bonds (original principal of \$1,055,090) Serial bonds maturing through 2020 with annual principal payments from \$115,501 to \$150,526 and interest rates from 3.00% to 4.00%.	<b>434,476</b>	568,251
2012 Series B General Obligation Bonds (original principal of \$6,000,000) Serial bonds maturing through 2032 with annual principal payments from \$240,000 to \$360,000 and interest rates from 2.64% to 4.15%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	<b>4,320,000</b>	4,920,000
2013 Series B General Obligation Bonds (original principal of \$2,000,000) Serial bonds maturing through 2033 with annual principal payments from \$79,763 to \$133,446 and interest rates from 4.00% to 4.68%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	<b>1,439,458</b>	1,733,107
2014 Series A General Obligation Refunding Bonds (original principal of \$2,762,813) maturing through 2028 with annual principal payments beginning in 2018 ranging from \$34,564 to \$102,325 and interest rates from 1.50% to 5.00%.	<b>2,762,813</b>	2,762,813

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2016 Series A General Obligation Refunding Bonds (original principal of \$921,602) maturing through 2028 with annual principal payments beginning in 2018 ranging from \$36,734 to \$192,626 and interest rates from 1.88% to 2.50%.

**921,602** -

2017 Series A General Obligation Bonds (original principal of \$4,015,070) maturing through 2036 with annual principal payments beginning in 2018 ranging from \$160,464 to \$267,756 and interest rates from 2.25% to 4.80%.

**4,015,070** -  
**\$ 19,176,772**    **\$ 16,998,665**

During the year ended June 30, 2015, CCSNH issued \$2,762,813 in General Obligation Refunding Bonds with an average interest rate of 4.8% to advance refund \$3,285,882 of outstanding 2005 Series A General Obligation Bonds, 2008 Series C General Obligation Bonds, and 2008 Series A General Obligation Bonds with an average interest rate of 4.5%. The difference between the reacquisition price and the net carrying amount of the old debt of approximately \$523,000 was recorded as a deferred inflow of resources and will be recognized in the statement of revenues, expenses and changes in net position on an annual basis through the year 2028 using the effective-interest method. CCSNH completed the refunding to reduce its total debt service payments of the next 13 years by approximately \$552,000 and to obtain an economic gain (difference between the present values of the old and new debt service payments) of approximately \$380,000. At June 30, 2017 and 2016, the unamortized deferred gain from advance refunding of the bonds was \$418,131 and \$455,833, respectively.

Principal and interest payments on bonds payable for the next five years and in subsequent five-year periods are as follows at June 30, 2017:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2018	\$ 2,122,925	\$ 841,757	\$ 2,964,682
2019	2,160,870	737,822	2,898,692
2020	2,104,679	631,289	2,735,968
2021	1,571,612	542,589	2,114,201
2022	1,450,456	475,717	1,926,173
2023 - 2027	5,781,876	1,444,927	7,226,803
2028 - 2032	3,022,737	416,385	3,439,122
2033 - 2037	<u>961,617</u>	<u>58,741</u>	<u>1,020,358</u>
	<u><b>\$ 19,176,772</b></u>	<u><b>\$ 5,149,227</b></u>	<u><b>\$ 24,325,999</b></u>

Interest expense related to the bonds for the years ended June 30, 2017 and 2016 was \$768,390 and \$825,200, respectively.

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**5. Defined Benefit Pension Plan**

CCSNH participates in the NHRS, which, as governed by Revised Statutes Annotated (RSA) 100-A, is a public employee retirement system that administers a cost-sharing, multiple-employer pension plan (Pension Plan). NHRS is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the NHRS. The provisions of the Pension Plan can be amended only by legislative action taken by the New Hampshire State Legislature, pursuant to the authority granted it under the New Hampshire State Constitution.

The NHRS pension plan and trust was established in 1967 by RSA 100-A:2. The Pension Plan is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Although benefits are funded by member contributions, employer contributions and trust fund assets, NHRS computes benefits on the basis of members' Average Final Compensation (AFC) and years of creditable service. Unlike a defined contribution plan, NHRS benefits provided to members are not dependent upon the amount of contributions paid into the NHRS or the investment return on trust assets.

To qualify for a normal service retirement, members must have attained 60 years of age. However, a member who commenced service on or after July 1, 2011 shall not receive a service retirement allowance until attaining 65 years of age. The member may receive a reduced allowance after age 60 if the member has at least 30 years of creditable service. The allowance shall be reduced based on a formula, for each month by which the date on which benefits commence precedes the month after which the member attains 65 years of age, by  $\frac{1}{4}$  of one percent.

For members retiring prior to the age of 65, the yearly pension amount is 1.67% of AFC multiplied by years of creditable service. For members retiring at 65 or older, the yearly pension amount is 1.52% of AFC multiplied by years of creditable service. For members vested prior to January 1, 2012, AFC is based on the highest three years of creditable service. For members not vested prior to January 1, 2012, or hired on or after July 1, 2011, AFC is based on a member's highest five years of creditable service. At age 65, the yearly pension amount is recalculated with an appropriate graduated reduction based on years and months of creditable service that the member has at the time of retirement.

**Contributions Required and Made**

The Pension Plan is financed by contributions from the members, CCSNH, and investment earnings. Contributions required to cover that amount of cost not met by the members' contributions are determined by a biennial actuarial valuation by the Pension Plan's actuary. By statute, the Board of Trustees of NHRS is responsible for the certification of employer contribution rates, which are determined through the preparation of biennial valuations of NHRS's assets by NHRS's actuary using the entry-age normal cost method.



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Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll.

In terms of the employer share of contributions made to the Pension Plan, the pension contribution rate for Group I employees was 12.50% of covered payroll for the two-year period ended June 30, 2017. Effective July 1, 2017, the contribution rate decreased to 12.15% and will remain fixed through June 30, 2019.

For the years ended June 30, 2017 and 2016, employer contributions to the Pension Plan were \$5,080,526 and \$5,090,600, respectively.

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2017 and 2016, respectively, CCSNH reported a liability of \$72,213,216 and \$60,334,154 for its proportionate share of the net pension liability. The 2016 net pension liability is based on an actuarial valuation performed as of June 30, 2015 and a measurement date of June 30, 2016. The net pension liability was rolled forward from June 30, 2015 to June 30, 2016. CCSNH's proportion of the net pension liability was based on a projection of CCSNH's long-term share of contributions to the Pension Plan relative to the projected contributions of all participating employers, as actuarially determined. At June 30, 2017 and 2016, CCSNH's proportion of the net pension liability was 1.3580% and 1.5230%, respectively.

During the years ended June 30, 2017 and 2016, CCSNH recognized pension expense of \$6,913,814 and \$4,197,027, respectively.

At June 30, 2017, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 200,680	\$ 911,873
Changes in assumptions	8,887,151	-
Net difference between projected and actual investment earnings on pension plan investments	4,518,030	-
Changes in proportion and differences between employer contributions and share of contributions	1,374,359	6,279,344
Contributions subsequent to the measurement date	<u>5,080,526</u>	<u>-</u>
Balances as of June 30, 2017	<u>\$ 20,060,746</u>	<u>\$ 7,191,217</u>

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At June 30, 2016, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 1,323,973
Net difference between projected and actual investment earnings on pension plan investments	-	1,612,502
Changes in proportion and differences between employer contributions and share of contributions	1,901,421	1,003,922
Contributions subsequent to the measurement date	<u>5,090,600</u>	<u>-</u>
Balances as of June 30, 2016	<u>\$ 6,992,021</u>	<u>\$ 3,940,397</u>

Amounts reported as deferred outflows related to pensions resulting from CCSNH contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a decrease in pension expense as follows:

<u>Year ending June 30,</u>	
2018	\$ 1,439,520
2019	1,439,520
2020	2,863,237
2021	1,980,763
2022	<u>65,963</u>
	<u>\$ 7,789,003</u>

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2016 using the following actuarial assumptions, which, accordingly, apply to 2017 measurements:

Inflation	2.5%	
Salary increases	5.60% average, including inflation	
Investment rate of return	7.25%, net of investment expense, including inflation	

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2015 using the following actuarial assumptions, which, accordingly, apply to 2016 measurements:

Inflation	3.0%	
Salary increases	3.75 - 5.8% average, including inflation	
Investment rate of return	7.75%, net of investment expense, including inflation	

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Mortality rates were based on the RP-2014 employee generational mortality tables for males and females, adjusted for mortality improvements using Scale MP-2015, based on the last experience study.

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2010 to June 30, 2015.

**Long-Term Rates of Return**

The long-term expected rate of return on pension plan investments was selected from a best-estimate range determined using the building-block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

The following table presents target allocations and the geometric real rates of return for 2015 and 2016:

<u>Asset Class</u>	Target Allocation <u>2016</u>	Target Allocation <u>2015</u>	<u>Weighted Average Long-Term Expected Real Rate of Return</u>	
			<u>2016</u>	<u>2015</u>
Large cap equities	22.50 %	22.50 %	4.25 %	3.00 %
Small/mid cap equities	<u>7.50</u>	<u>7.50</u>	4.50	3.00
Total domestic equity	30.00	30.00		
International equities (unhedged)	13.00	13.00	4.75	4.00
Emerging international equities	<u>7.00</u>	<u>7.00</u>	6.25	6.00
Total international equities	20.00	20.00		
Core bonds	5.00	4.50	0.64	(0.70)
Short duration	2.0	2.50	(0.25)	(1.00)
Global multi-sector fixed income	11.00	11.00	1.71	0.28
Unconstrained fixed income	<u>7.00</u>	<u>7.00</u>	1.08	0.16
Total fixed income	25.00	25.00		
Private equity	5.00	5.00	6.25	5.50
Private debt	5.00	5.00	4.75	4.50
Opportunistic	<u>5.00</u>	<u>5.00</u>	3.68	2.75
Total alternative investments	15.00	15.00		
Real estate	<u>10.00</u>	<u>10.00</u>	3.25	3.50
Total	<u>100.00</u> %	<u>100.00</u> %		

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**Discount Rate**

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the pension plan's actuarial funding policy and as required by RSA 100-A:16. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity Analysis**

The following presents CCSNH's proportionate share of the net pension liability calculated using the discount rate of 7.25%, as well as what CCSNH's proportionate share of the pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage point higher than the current rate:

	1% Decrease <u>(6.25%)</u>	Current Discount Rate <u>(7.25%)</u>	1% Increase <u>(8.25%)</u>
CCSNH's proportionate share of the net pension liability	\$ 92,789,064	\$ 72,213,216	\$ 55,148,812

**6. Other Post-Employment Benefits**

Pursuant to RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b, NHRS administers four defined benefit, post-employment, medical-subsidiary healthcare plans designated in statute by membership type. The four plans are Group II Police Officer and Firefighters, Group I Teachers, Group I Political Subdivision Employees and Group I State Employees (collectively, the OPEB Plans).

The OPEB Plans provide a medical insurance subsidy to qualified retirement members. The medical subsidy is a payment made by NHRS toward the cost of health insurance for a qualified retiree, his/her spouse, and his/her certifiably-dependent children with a disability who are living in the household and being cared for by the retiree. Under specific conditions, the qualified beneficiaries of members who die while in service may also be eligible for the medical subsidy.

Plan members are not required to contribute to the OPEB Plans. CCSNH makes annual contributions to the OPEB Plans equal to the amount required by RSA 100-A:52, which was 1.6% of covered compensation during the years ended June 30, 2017 and 2016. CCSNH's contributions to NHRS for the OPEB Plans for the years ended June 30, 2017 and 2016 were \$694,802 and \$738,178, respectively, which were equal to its annual required contributions.

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**7. Contingencies and Commitments**

**Operating Lease Obligations**

CCSNH leases certain equipment and real estate under leases with terms exceeding one year. Future minimum lease payments under non-cancelable operating leases (with initial or remaining lease terms in excess of one year) as of June 30, 2017 are as follows:

<u>Year ending June 30,</u>	
2018	\$ 1,370,951
2019	1,130,975
2020	573,448
2021	362,602
2022	<u>188,999</u>
	<u>\$ 3,626,975</u>

Total expense related to operating leases (with initial or remaining lease terms in excess of one year) amounted to \$1,231,181 and \$901,837 for the years ended June 30, 2017 and 2016, respectively. CCSNH signed additional operating leases after June 30, 2017 with total commitments of approximately \$330,000 with various expiration dates ranging through the year ending June 30, 2019.

**Union Contracts**

Substantially all of CCSNH's employees are covered by a collective bargaining agreement, except for executive officers and confidential personnel. As of March 2017, CCSNH full-time faculty were represented by the NH Higher Education Union (NHHEU), which is part of the International Brotherhood of Electrical Workers (IBEW), 2320. CCSNH staff are currently represented by the State Employees' Association of New Hampshire, Inc. (SEA), which is part of the Service Employees International Union Local 1984, CTW, CLC (SEIU). The current collective bargaining agreement for full-time and part-time staff has a period of October 25, 2017 through September 30, 2019. The collective bargaining agreement for full-time faculty expired on June 30, 2015, however, the provisions of the collective bargaining agreement remain in place due to an evergreen provision. CCSNH and the NHHEU are currently engaged in contract negotiations for the full-time faculty bargaining unit.

Certain adjunct faculty of CCSNH are covered by a collective bargaining agreement, separate from the agreement described in the previous paragraph, and are represented by the State Employees' Association of New Hampshire, Inc., which is part of the Service Employees International Union Local 1984, CTW, CLC. The current collective bargaining agreement has a period of October 25, 2017 through December 31, 2018.

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**Contingencies**

CCSNH participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

CCSNH is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable but, in the opinion of management, the amount of ultimate liability would not have a significant impact on CCSNH's financial condition.

**Commitments**

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2017:

	<u>Expended through June 30, 2017</u>	<u>Committed Future Costs</u>	<u>Total Committed Costs of Project</u>
MCC	3,928,285	3,488,882	7,417,167
NCC	171,126	140,824	311,950
WMCC	<u>10,780</u>	<u>335,979</u>	<u>346,759</u>
Total	<u>\$ 4,110,191</u>	<u>\$ 3,965,685</u>	<u>\$ 8,075,876</u>

At June 30, 2017 and 2016, invoices related to construction projects of \$670,933 and \$295,017, respectively, were included in accounts payable.

**8. Investments**

**Fair Value Measurement**

GASB Statement No. 72, *Fair Value Measurement and Application*, establishes a fair value hierarchy for investments that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- Level 1: Inputs are unadjusted, quoted prices in active markets for identical assets at the measurement date. The types of assets carried at Level 1 fair value generally are securities listed in active markets. The Foundation has valued its investments, listed on national exchanges, at the last sales price as of the day of the valuation.

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- Level 2: Inputs are based upon quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets which are not active, and model-based valuation techniques for which all significant assumptions are observable in the market or can be corroborated by observable market data for substantially the full term of the asset or liability. The fair values are therefore determined using model-based techniques that incorporate these inputs.
- Level 3: Inputs are generally unobservable and typically reflect management's estimates of assumptions that market participants would use in pricing the asset or liability. The fair values are therefore determined using model-based techniques that include discounted cash flow models and similar techniques.

The inputs or methodology used for valuing investments are not necessarily an indication of the risk associated with those investments.

**CCSNH**

CCSNH operating investments consist of an investment in a short-term bond mutual fund. The fund targets a dollar-weighted average maturity of 0.75 years or less and invests in U.S dollar-denominated money market and high-quality, investment-grade debt securities, primarily in the financial service industry. The fund's investments in fixed-rate securities have a maximum maturity of two years and investments in floating-rate securities have a maximum maturity of three years.

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, CCSNH will not be able to recover the value of the investment or collateral securities that are in possession of an outside party. Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of CCSNH, and are held by either the counterparty or the counterparty's trust department or agency, but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's investments included in the statements of net position were exposed to custodial credit risk. The investments were held by the counterparty, in the name of CCSNH.

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Investments held by CCSNH were comprised of the following at June 30, 2017:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equity mutual funds	\$ 10,238,067	\$ -	\$ -
Fixed-income mutual funds	<u>14,366,476</u>	-	-
Total	<u>\$ 24,604,543</u>	<u>\$ -</u>	<u>\$ -</u>

Investments held by CCSNH were comprised of the following at June 30, 2016:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Assets held by Foundation	\$ 13,183,889	\$ -	\$ -
Fixed-income mutual funds	<u>8,547,806</u>	-	-
Total	<u>\$ 21,731,695</u>	<u>\$ -</u>	<u>\$ -</u>

A summary of fixed-income mutual fund maturities as of June 30, 2017 is as follows:

<u>Amount</u>	<u>Maturities</u>
\$ 4,202,850	5.4 years
315,543	3.5 years
179,276	3.0 years
<u>9,668,807</u>	Less than a year
<u>\$ 14,366,476</u>	

The maturities are the weighted averages of the debt securities in which the funds invest.

The System has not defined a limit in its investment policies regarding the amount that can be placed with one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. As of June 30, 2017, individual investments representing more than 5% of the System's investments were as follows:

	<u>Percentage of Investments</u>
Fidelity Conservative Income Bond	35.3 %
Strategic Advisors Core Fund	12.0
Strategic Advisors Growth Fund	5.6
Strategic Advisors Value Fund	5.7
Strategic Advisors International Fund	8.9
Strategic Advisors Core Income Fund	17.2

During the year ended June 30, 2017, certain investments previously managed by and held at the Foundation were transferred to the System.



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**Community Colleges of New Hampshire Foundation**

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment funds, while also maintaining the purchasing power of those endowment assets over the long-term. Accordingly, the investment process seeks to achieve an after-cost total real rate of return, including investment income as well as capital appreciation, which exceeds the annual distribution with acceptable levels of risk. Endowment assets are invested in a well-diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of 4% while growing the funds, if possible. Actual returns may vary from this amount. Investment risk is measured in terms of the total endowment fund; investment assets and allocation between asset classes and strategies are managed to not expose the fund to unacceptable levels of risk.

Investments held by the Foundation were comprised of the following at June 30, 2017:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equities	\$ 2,892,038	\$ -	\$ -
Fixed-income	<u>840,703</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 3,732,741</u>	<u>\$ -</u>	<u>\$ -</u>

Investments held by the Foundation were comprised of the following at June 30, 2016:

	<u>Level 1</u>	<u>Level 2</u>	Level 3
Equities	\$ 10,694,664	\$ -	\$ -
Fixed-income	1,671,093	1,513,162	-
Real estate - public real estate investment trusts	1,246,034	-	-
Tangible assets - commodities	<u>491,432</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 14,103,223</u>	<u>\$ 1,513,162</u>	<u>\$ -</u>

The fair value of a financial instrument is the current amount that would be exchanged between willing parties, other than in a forced liquidation. Fair value is best determined based upon quoted market prices. However, in many instances, there are no quoted market prices for the Foundation's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

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**9. Risk Management**

CCSNH is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; and natural disaster for which CCSNH carried insurance.

CCSNH has insurance coverage that includes automotive, crime, employment practices, fire, general liability, pollution, theft, and workers' compensation. There have been no significant changes in insurance coverage during the past fiscal year. Settlements did not exceeds coverage amounts during fiscal years 2017 and 2016.

**10. Prior Period Adjustment**

The 2016 financial statements have been restated to present investments and related activity previously presented under the Foundation as assets and net position of CCSNH, as the Foundation was the fiscal agent of CCSNH with respect to these investments. The restatement resulted in an increase in net position as of July 1, 2015 of \$12,199,217 for CCSNH and a decrease in net position for the Foundation for the same amount. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of \$984,674 and a decrease in the change in net assets for the Foundation of the same amount.

**REQUIRED SUPPLEMENTARY INFORMATION**

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
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**Schedule of Funding Progress (Unaudited)**

**June 30, 2017**

**Schedule of Collective Net Pension Liability** \*

	June 30,			
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Employer proportion of the collective net pension liability	1.3580 %	1.5230 %	1.5521 %	1.4834 %
Employer's proportionate share of the collective net pension liability	\$72,213,216	\$60,334,154	\$58,259,797	\$63,843,950
Employer's covered-employee payroll	\$39,462,000	\$38,603,000	\$47,442,000	\$43,413,000
Employer's proportionate share of the collective net pension liability as a percentage of the employer's covered employee-payroll	183 %	156 %	123 %	147 %
Plan fiduciary net position as a percentage of the total pension liability	58.30 %	65.47 %	66.32 %	59.81 %

\* Schedule is intended to show 10 years. Additional years will be added as they become available.

**Schedule of Employer Contributions** \*

	June 30				
	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Required employer contribution	<b>\$ 5,080,526</b>	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122
Actual employer contribution	<b>\$ 5,080,526</b>	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122
Excess/(deficiency) of employer contributions	<b>\$ -</b>	\$ -	\$ -	\$ -	\$ -
Employer's covered-employee payroll	<b>\$35,391,000</b>	\$39,462,000	\$38,603,000	\$47,442,000	\$43,413,000
Employer contribution as a percentage of the employer's covered-employee payroll	<b>14.36 %</b>	12.90 %	13.24 %	10.38 %	8.50 %

\* Schedule is intended to show 10 years. Additional years will be added as they become available.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**Schedule of Funding Progress (Unaudited) (Concluded)**

**June 30, 2017**

**Notes to the Required Supplementary Information**

Valuation date:                    June 30, 2009 for determining the Fiscal Year 2013 contributions  
   June 30, 2011 for determining the Fiscal Year 2014 contributions  
   June 30, 2013 for determining the Fiscal Year 2015 contributions  
   June 30, 2014 for determining the Fiscal Year 2016 contributions  
   June 30, 2015 for determining the Net Pension Liability

Changes of assumptions:            The roll-forward of total pension liability from June 30, 2014 to June 30, 2015 reflects expected service cost and interest reduced by actual benefit payments and administrative expenses.

Actuarial determined contribution rates for the 2012-2013 biennium were determined based on the June 30, 2009 actuarial valuation.

Actuarial determined contribution rates for the 2014-2015 biennium were determined based on the June 30, 2011 actuarial valuation.

Actuarial determined contribution rates for the 2016-2017 biennium were determined based on the June 30, 2013 actuarial valuation.

Actuarial determined contribution rates for the 2018-2019 biennium were determined based on the June 30, 2015 actuarial valuation.

For amounts reported in 2016 and later, the mortality table used was changed from RP-2000 Mortality Table projected to 2020 with Scale AA used in 2015 and 2014 to RPH-2014 Employee Generational Mortality Table adjusted for mortality improvements using Scale MP-2015.

For amounts reported in 2016 and later, the discount rate as well as the investment rate of return used to measure the total pension liability were decreased to 7.25% from the rates of 7.75% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed inflation rate used to measure the total pension liability was increased to 2.5% from the rates of 3.0% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed salary increase rate used to measure the total pension liability was changed to 5.60% from the rates of 3.75% to 3.8% used in 2015, and 3.75% to 5.8% used in 2014 and 2013.