

Great Bay Community College

320 Corporate Drive

Portsmouth, NH

October 16, 2020



Progress Report

The following report addresses four specific topics as a result of the report from the visiting team in December of 2018:

- 1) assessing learning in its academic, technical, and co-curricular programs with emphasis on the use of direct measures of student learning;
- 2) implementing its plans to enhance the effectiveness of its governance structures with attention to the consistency in the application of processes and procedures;
- 3) undertaking a strategic planning process, including the alignment of financial resources with strategic planning initiatives;
- 4) addressing the viability of the Advanced Technology and Academic Center; recognizing the projected operating budget deficits;

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Introduction

As a result of a visit from an accrediting team in March of 2018, Great Bay Community College was asked to prepare a progress report in 2020 that spoke to four specific topics: learning outcomes assessments; governance structures and their effectiveness; strategic planning; and the viability of the ATAC Center located in Rochester, NH. The report was developed by Lisa McCurley, the Vice President of Academic Affairs, Deanna Friedman, the Associate Vice President of Academic Affairs, and by Dr. Cathryn Addy, the Interim President. Minutes from various committee meetings were examined, recordings of All College meetings were reviewed, and written documents that had been filed addressing any of the four topic areas were reexamined.

Institutional Overview

What is now Great Bay Community College, so named in 2008, began as a state trade school in 1945. From that beginning the college evolved into various versions of a state trade and technical school and then a technical community college, first accredited by NEASC in 1975. In 1995, it became the New Hampshire Technical College Manchester/Stratham. By 2008, it had become Great Bay Community College, one of the seven colleges in the newly formed Community College System of New Hampshire.

Great Bay offers 63 Associate degree and certificate programs and maintains a robust Business and Industry Training division serving local employers and their employees seeking new skills. The College has two sites: its main campus in Portsmouth on the former Pease Air Force base, and a smaller site in Rochester that houses technical programs not found on the Portsmouth campus. Total headcount enrollment in credit courses in 2018-19 was 2,322. Growth opportunities in the current environment are limited, but the College does anticipate some emerging training needs at the Portsmouth Naval Shipyard as well as various industries located close to the College's main campus. GBCC is also participating in some system-wide initiatives to develop micro-credentials and to contribute to statewide economic development efforts. Its traditional Liberal Arts transfer programs remain strong, with the majority of transfer students choosing the University of New Hampshire, located only ten miles from the Great Bay Portsmouth campus.

Areas of Focus

Four specific areas of focus were identified in 2018 as important to be addressed in 2020:

- 1) assessing learning in its academic, technical, and co-curricular programs with emphasis on the use of direct measures of student learning;
- 2) implementing its plans to enhance the effectiveness of its governance structures with attention to the consistency in the application of processes and procedures;
- 3) undertaking a strategic planning process, including the alignment of financial resources with strategic planning initiatives;

4) addressing the viability of the Advanced Technology and Academic Center; recognizing the projected operating budget deficits;

Each topic is addressed separately and specific documents related to each topic are included in the appendix at the end of the report.

Assessing Learning

Learning and outcomes assessment is being addressed in five phases, each of which is outlined as follows. Adjustments are constantly being made, but there is an institutional commitment to make sure that assessment remains a priority.

Phase I: Fall 2017 Reinvigoration of Academic Department Strategic Planning, Annual Planning and Annual Reporting (which included the E-Series Assessment of Program Outcomes)

The need to develop a systematic assessment of student success and program effectiveness were already identified by the newly appointed Interim VPAA in the fall 2017 prior to the College's Spring 2018 NECHE Site Visit. In working with the Academic Department Chairs, Program Coordinators, and Directors of the Academic Student Support areas, the VPAA reinvigorated the Academic Departmental Strategic Planning, Annual Planning, and Annual Reporting processes with 100% of department compliance. Goals of Academic Strategic Plans were aligned with College's Strategic Plan, External Program Review/ Specialized Accreditation Outcomes, NEASC Projections, Enrollment Data, CCSSE data, and E-Series (Assessment of Program Outcomes). This provided the foundation for the next phases of the College's outcomes assessment journey.

Phase II: Academic Year 2018-19 Curriculum Mapping of Program Learning and Course Learning Outcomes to determine alignment

Fall 2018 all findings and recommendations from the NECHE Visitor's Report were reviewed by the Academic Department Chair Committee which is composed of all Department Chairs, Program Coordinators, and Academic Support Service Managers such as the Library, The Advising and Transfer Center and the Center for Academic Planning and Support.

Academic Affairs developed documents for each individual academic program that compiled Program Learning Outcomes as outlined in our College catalog as well as all Course Learning Outcomes as outlined in each core course syllabus. These were distributed to individual Department Chairs and Program Coordinators (see Appendix: Assessment Document A)

To determine if alignment existed between Program and Course Learning Outcomes, Department Chairs and Program Coordinators completed an Outcomes Assessment Curriculum Mapping Tool for their programs. In this tool, individual core Course Learning Outcomes were each mapped to the appropriate Program Learning Outcomes (see Appendix: Assessment Documents B1, B2, B3, B4)

Phase III: Academic Year 2019-20 Critical Evaluation of Program and Course Learning Outcomes

To kick off the Academic year and inspire faculty, the first Academic Department Chair Committee meeting in September 2019 discussed the “Why’s of Assessment”: Learning Outcomes assessment is designed to serve students, faculty, Departments, and administrators in achieving our academic vision. To establish a connection to “Outcomes Learning Assessment” to what faculty do every day in the classroom, the following items were discussed:

- Learning Outcomes Assessments at the course and program level help students see the connection of why they have to take particular courses, how it helps them to achieve their goals and what they will learn in a course or program or by attending a particular institution.
- Helps faculty make sure that the curriculum is coherent and builds toward common abilities, skills, or behaviors they would like to see in their students upon completion.
- Helps faculty understand whether their courses/programs are effective. Is the assessment data showing a course/program is functioning properly or needs to be redesigned?
- Collecting, analyzing, and reporting data from assessment activities helps faculty members, department chairs, VPAA/VPSA make data-based decisions that are designed to enhance student learning.
- It is already built into the Departmental Strategic Planning/Annual Reporting Process (E-Series Assessment of Program Outcomes
- Defining and assessing learning outcomes are required by NECHE

Using the completed Outcomes Assessment Curriculum Maps, Department Chairs and Program Coordinators could now determine not only alignment of Program and Course learning Outcomes but also begin the critical evaluation of the following: Are they measurable (student centered, specific, focused and clearly stated)? Do you have too many to realistically measure/assess? To aid Department Chairs/Program Coordinators in assessing/rewriting Program and Course Learning Outcomes, a guideline for writing effective and measurable learning outcomes was provided. This included standards of performance by which the student will be measured, tips for using the best action verbs for learning outcomes, Bloom’s Taxonomy for levels of cognitive behavior, and 3 domains of learning: cognitive, affective, and psychomotor.

Phase IV: Alignment of Program and Course Learning Outcomes and direct measures of student learning

Following the assessment/re-writing of the PLOs and CLOs, the next step was to identify assignments and assessment measures for each course learning outcome. How do you know that the students are meeting/achieving CLO’s and ultimately PLO’s?

The identification of the course learning outcomes assignments and assessment measures was to begin with the four programs that were undergoing review during the 2019-20 academic year (American Studies, Computer Information Systems, Biotechnology, and Engineering Science/

Bioengineering). Two of the programs, American Studies and Biotechnology, were able to fully complete their program review however the other two were interrupted with the Covid-19 pandemic and our need to quickly transition to remote teaching/learning and operations during the third week in March 2020. The two program reviews that were interrupted are on task to be completed fall 2020. The six programs that are scheduled for review during the 2020-21 academic year and all subsequent years will also be identifying assessment measures for each course learning outcome. (See Appendix: Assessment Documents C1 and C2)

Utilizing a program that had recently completed program review as a model, our Digital Media Technology program's Course Learning Outcomes were mapped to the Core Attributes to show where they are taught (See Appendix: Assessment Document D). This will serve as a working template moving forward for all other programs as they complete Outcomes Curriculum Map with Assessments as part of their Program Review. Once identified, this will lead to systematic assessment of student achievement of these Core Attributes.

Phase V: Academic Student Support Services Outcomes Assessment

In the Fall of 2018, the Directors of Academic Student Support Services (The Center for Academic Planning and Support, The Advising and Transfer Center, and the Library) began meeting to examine outcomes assessment templates that could be utilized.

During the Spring of 2019, staff from the Academic Student Support Service areas were consulted and asked to provide feedback on the outcomes assessment templates but identified that it was difficult to choose one tool that would work across all three areas.

In the Fall of 2019, it was determined that each Academic Student Support Service area could chose a template that works best to accomplish their goals. CAPS has been successful at data tracking and annual reporting for all CAPS Services. They had consistently established outcomes but had not always assessed them fully. They have done research projects where they assessed various aspects of CAPS services and had completed annual Tutoring, Student, and Faculty/Staff surveys. They track outcomes for Academic Alerts, grants, and VISTA, and do an Annual Report summarizing data and center highlights which is reported to Academic Affairs, their Advisory Board, as well constituencies internal and external to the College. Since CAPS was the furthest along with a version of outcomes assessment, the Director began working with the VPAA to simplify outcomes to make assessments more sustainable. By Spring of 2020, CAPS had developed a draft of their learning outcomes and assessment measures (see Appendix: Document E)

This Fall, 2020, the Director of the Advising and Transfer Center has worked with her staff to develop a draft of their version of the Outcomes Assessment Chart (see Appendix: Assessment Document F) .The Director of the Library had developed an initial draft of a student outcomes chart in the spring 2019 but is in the process of reassessing to narrow the scope of the outcomes and make assessment measures more realistic and manageable.

Next Steps:

- The identification of assessment measures for each course learning outcome will continue for all programs undergoing review. This will enhance the effectiveness of review process by providing a mechanism for direct assessment of student learning and program effectiveness.
- Outcomes assessment tools will be finalized for all Academic Student Support areas.
- Once assessment measures have been identified, data will then be collected, reviewed, and reported annually to make data-driven decisions to enhance student learning.
- Academic Year 2020-21: History, Psychology, and English general education courses are undergoing review. Identification of direct assessment measures for these courses will be part of the review process as well as Core Attributes.
- The vision for the future includes the formation of a new Assessment Committee/Academic Senate that will:
 - provide ongoing oversight and evaluation of learning outcomes assessment
 - create a culture of evidence that will inform curriculum, program and institutional planning, budgeting, and decision making
- The curriculum map of the Core Attributes has been in place for years for each academic program and identifies where these attributes are taught. Building on this and the work that the programs have and will be doing around student learning outcomes assessment, the assessment of Core Attributes will be integrated to provide a systematic assessment of student achievement of these attributes at the course, program and institutional levels.
- Due to the continued effect of the Covid pandemic and the necessity to continue to deliver a greater number of courses in online and remote formats, the College will need to develop a systematic, ongoing analysis of student success outcomes in online courses in comparison to face to face courses.
- Ongoing professional development in the area of outcomes assessment for faculty, staff and academic leadership will be important to support a continued culture of assessment and systematic documentation of improved learning opportunities and results for students.

Governance

At the time of the NECHE visit in March 2018, the amended/revised version of the Shared Governance model had only been officially in place for 7 months after assessment and feedback was applied to the model for the 2017-18 academic year. This Shared Governance model was outlined in an extensively detailed document which included all its components: Governance History at GBCC, Definitions, Guiding Principles, assignments, term limits, reporting/communication structure, and individual committees with membership constitution and purposes. Given the fact that this was a revised model that did not have the benefit of being fully trialed, re-evaluated, and amended based on feedback, it is not entirely surprising that there was a perceived lack of clarity and consistency regarding application of processes and procedures at the time of the March 2018 NECHE visit.

In response to the findings in the NECHE Visitor's Response and subsequent feedback from the College community, the President and members of the College's leadership team conducted two open governance forums with the college community in April 2019. The goals of these open forums were to discuss the NECHE Visiting Team's findings regarding governance processes and to hear feedback and suggestions on how the governance structure was working. These Forums were publicized in The Current (the College's weekly newsletter), email communications from the President's Office, and meeting invitations were sent to all members of the College community. A survey was sent out to the College community prior to each of the forums and the responses, questions, and suggestions were captured in a document that was shared during each of the forums. The survey questions were as follows:

- Considering our current Shared Governance model; what works well?
- Considering our current Shared Governance model; what does not work well?
- What suggestions do you have that would make our current shared governance processes work better?
- Do you see or experience communication obstacles within our shared governance processes?

These forum sessions were offered both in morning and afternoon times as well as conducted by Zoom for synchronous viewing and participation. They were also recorded for asynchronous viewing. Responses, suggestions, questions that came up during the forums was also captured and shared with the College Community. It was determined that the Shared Governance model needed a few tweaks based on the feedback:

- The reporting and the communication structure needed to be reviewed, clarified, streamlined, and communicated to ensure understanding and consistency.
- As a result, the President's Cabinet which was originally designed to have a representative from each of the 16 committees plus the President and members of the Senior Leadership team, was too large to be effective. A new President's Cabinet has been formed to include: The President, members of the College's Senior Leadership Team, 2 Faculty Forum representatives, 2 Staff Forum Representatives, Campus Safety, Student Life, and Student Support Services. The purpose of the President's Cabinet remains the same: provide day-to-day leadership for the College as well as council to the President; move forward the mission of the college through deliberative planning, research, and innovation; and provide oversight for both the strategic plan and the governance process. The President's Cabinet remains the place where the Chairs of the Committees move forward policy recommendations for review, ask questions, and provide feedback to the President. This Cabinet meets monthly.
- Some committees were seen as being redundant and the number of committees was large for a relatively small institution. Review of the purpose of each committee has already begun.

- A master list of governance committees, purposes, current membership, and available membership openings was requested to be shared with all members of the college community at the beginning of each academic year. The plan was to develop and distribute this list in preparation for the fall 2020 semester however this has been delayed due to emergency planning and remote operations related to the Covid-19 pandemic. We hope to have this in place for the spring 2021 semester although that may now be in question as remote operations will, more than likely, continue through spring semester.

With the exception of a few committees that are being reviewed for redundancy/purpose, all other Constituent, Standing, and Associated Governance Committees continue to meet on a frequent/regular basis. Each committee continues to be charged with a specific purpose and is expected to meet that purpose through a review of operations, improved practices, and/or policy recommendations. Also, the Strategic Planning Steering Committee reconvened; several of the sub committees met during fall semester, 2019; and a variety of ad hoc committees met around single topics.

In addition to the components of the governance system, a Senior Leadership Team meets weekly and consists of the President, the Vice Presidents, the Associate Vice Presidents, the Business Operations Consultant, and the Human Resource Officer. This team has actually been meeting twice a week since March, due to our largely remote operations. All College Meetings that are convened at least once per semester and are open to all faculty (Full-time and adjunct), staff, and members of the College's Advisory Board. These meetings are available for synchronous and asynchronous viewing. This fall, the decision was made to schedule an All College Meeting in August and again in October to enhance communications during this unprecedented semester.

As a result of the majority of faculty and administration working/teaching remotely for the fall semester, the ability to have informal and impromptu conversations with and among faculty that the campus has been so accustomed has been a challenge. Given that, the President, Vice President of Academic Affairs and the Associate Vice President of Academic Affairs developed an opportunity to have a regular time to virtually gather and have these informal conversations with interested faculty, share ideas, brainstorm, answer questions, etc. The overall goal is to try to maintain a sense of community with and among faculty and provide a platform where all faculty can feel like they have the opportunity to be heard. This monthly meeting is called "Collegial Conversations". This meeting does not and will not replace Faculty Forum which is an important part of our College's Shared Governance structure.

The structure briefly described is relatively common among higher education institutions and is designed to provide a variety of opportunities to share information and provide input. Nonetheless, a governance structure, shared or otherwise, is only effective if it is designed to allow for input and if decisions are communicated to all who are affected. The Great Bay structure is not perfect and there are still times when important voices are not heard, or when individuals feel they have not been heard.

The key to any governance system that is developed by an institution is communication, and Great Bay is no exception. It is not surprising that Great Bay faculty and staff have been feeling as though governance is an important topic to be addressed. Since January of 2018, there have been three presidents, two of whom are interim and one who was supposed to be permanent but left after barely a year. There have been financial challenges and personnel changes, which have both led to decisions that have resulted in changes to the administrative organizational structure—none of which were able to be widely shared before being implemented. And currently there is the necessity to operate remotely which has put many initiatives on hold and has complicated communication at every level of the organization.

Thus, the topic of governance is one that must continue to be addressed, not only during this remote phase but also when a return to campus is possible. There will be a new permanent president in place by July, 2021, which will be the perfect time to again address governance as it applied to Great Bay, and to continue to explore the myriad ways the current structure might be improved. Great Bay will continue to utilize, assess, and amend the shared governance structure to ensure improved communication across the college so that all members are equally informed and have a voice in the outcome.

Strategic Planning

In the Spring of 2019 after the accreditation visit, a strategic planning initiative was undertaken by the college community. Nine strategic goals were developed by a steering committee, composed of representatives from each administrative unit of the college. Subcommittees were then formed to develop the operational goals related to each strategic goal. By the end of the semester, the structure was in place and several subcommittees had met (see appendix).

In July of 2019, the President of Great Bay abruptly resigned his position, and an interim President was not identified and in place until the middle of August, arriving on campus in time for the beginning of the Fall semester of 2019. By that time, and given everything else going on, the Strategic planning process had lost momentum and direction, and was perceived as dormant.

In October of 2019, the Interim President reconvened the steering committee and tried to restart the planning process. After several very productive meetings and much discussion, the strategic goals developed in the spring were revised. It became apparent that four of the original goals were really operational and one was unachievable, so the list of strategic goals was narrowed to four, where it currently remains.

The updated strategic plan was shared at the All College Meeting held in January of 2020 and the subcommittees were reactivated at that point. However, because of what was happening in the country as a whole and the attention that the pandemic was taking at every level of the organization, the subcommittees did not have a chance to re-engage to any great extent prior to the College switching to a remote mode of operating on March 13, 2020. The College continues

with mostly remote operations for the fall semester with limited staff and lab-based or specialty courses on campus and expects to be operating similarly through the Spring semester of 2021.

It is impossible to overstate the impact that suddenly switching to a remote operation has had on every facet of the college. “Strategic” planning has taken a back seat to operational planning and problem solving in the traditional sense of those differentiations. The resources of the college, both human and financial, have been stretched taut; many have switched to more of a survival mode of thinking, and the biggest challenge even in good times, **effective communication**, certainly has been strained.

Nonetheless, as we look forward, the current plan is to re-engage, even remotely and from a distance, the subcommittees working on the four primary strategic goals:

1. Develop and implement a standard process for evaluating, adding, or eliminating programs to ensure GBCC has comprehensive and appropriate offerings.
2. Articulate a college identity and a plan to increase positive identity awareness and community engagement.
3. Invest in and utilize our human capital.
4. Refine institutional governance structure and optimize communication pathways to reflect the mission and values of the organization.

It is apparent to all at GBCC that these four goals are the keys to our remaining relevant and productive. We must be able to respond to the changing economic environment of New Hampshire and New England and offer the courses and programs that will benefit our communities; we must be able to present a consistent and accurate image to the public in order to engage the community in the work and aspirations of the college; we must be able to deploy our employee resources in ways that provide the most “return on our investment”; and we must make accurate and timely communication a priority by refining and revising our approach to governance.

Working on these goals while remaining in our remote structure will present some obvious challenges, but there are going to be other factors that govern our progress as well. It is not abnormal for changes in leadership to interfere with forward progress. At this writing, Great Bay will be facing two major changes in leadership in the coming months. First is that the CCSNH system is searching for a new Chancellor, and second is that Great Bay is launching a search for a permanent president. The Interim President was in place for approximately seven months before the necessary rapid switch to remote operations and course delivery in March in response to the Covid pandemic. Since that time, the College continues to operate in a largely remote manner. The original tenure of the Interim President was to be only until the spring of 2020 but again, the pandemic changed that timeline and the Interim likely will now be in place until the spring of 2021. It will be possible to develop some operational goals and strategies in that time frame, but the planning process as a whole is a bit of a luxury right now. We will get back to it, but it may be next year or even 2022. Currently the emphasis for Great Bay, and throughout the

CCSNH system is on enrollment and how to address the changes in instructional delivery necessitated by our remote operation. It is not clear how changes in enrollment patterns will impact various degree and certificate programs, so we will all be watching trends and making adjustments based on the most current information. One could argue whether or not that is “strategic” planning, but it is reality-based planning.

Meanwhile, the four subcommittees in place in 2019 **will** be asked to convene remotely to reengage, but there may not be a substantial “product” in terms of achievable goals and strategies until closer to the end of Spring semester, 2021, at the earliest. Much depends on whether or not the campus is able to resume any sort of “normal” functioning with less uncertainty.

Great Bay is by necessity linking all planning of any kind to the financial resources. The challenge of being strategic at this writing is the expectation that there will be budget challenges in FY22 because state revenue has been so severely impacted in the past year. We should have a better idea of where we will stand in January or February when the legislature convenes. If enrollment continues to decline and appropriations are reduced by the state of New Hampshire, then all planning for FY22 could be about how we continue to operate efficiently, not how we introduce new programs or initiatives.

The Senior Leadership team, which consists of the Vice Presidents, the Business Operations Consultant, the HR Director, and two Associate Vice Presidents, previously met once a week but since March have been meeting twice per week to make sure that communication is occurring, that the work being done now in off campus locations is coordinated and supported with the appropriate technology, and to review budgetary obligations. Three of the four strategic goals have not yet had an impact on the budget, whereas a fourth goal has required some investment as it relates to marketing and external communication. We are not yet at the stage of having agreed on specific operational goals and strategies to be able to ascertain any budgetary impact. These discussions will occur later in the spring when the full impact of enrollment revenue and appropriations from the state for FY22 are determined, and when the new President is able to have a say in what the institutional priorities should be going forward.

Thus, the response that we can make right now to the specific question about the strategic planning process is that was undertaken, it was interrupted, it was restarted, it was again interrupted, and that it likely will not be as comprehensive as necessary for at least another year.

Addressing the Viability of the Advanced Technology and Academic Center (ATAC)

When the acquisition of the TAACT grant in 2013 became a reality, Great Bay embarked on a very ambitious plan to establish a learning center in nearby Rochester that would house technical programs meeting the needs of area manufacturers and to the Naval base nearby. By the time the accrediting team visited in March of 2018, with state and grant support slated to end, it was clear that the programs at the Center were under enrolled and that the facility was over staffed, creating a financial burden that affected the entire institution. Steps were taken to reduce expenses by sending some staff back to the Portsmouth campus, and by adding a few new programs of study, all with an eye toward making the center at least a break-even proposition. Programs in Motorcycle Maintenance and Repair, in partnership with Harley Davidson, in Automotive Technology, offered at the local technical high school facility, a program in Non Destructive Testing, Computer Numeric Control and Advanced Composite Manufacturing have formed the base of all programming offered there.

In September of 2019 after the arrival of the Interim President, discussions were again held with the Board of Trustees Finance committee, the Chancellor and other members of the system staff, and relevant participants from Great Bay. There was great concern that the system, and the College, would not be able to support this remote operation in a fiscally responsible way. Concern was being expressed by the Board about the lower than expected enrollment and they questioned the opportunity for improvement in the short term.

However, after further discussion about how to market the opportunities there and confirmation from the Rochester community that the campus presence was important to Rochester's plans for its economic development, and because of steps already taken to close the financial gap and some new ideas already under development for expanding programming and K-12 partnerships, the Board and Chancellor were persuaded to give Rochester another chance instead of closing it.

The Chancellor subsequently was successful in renegotiating the lease with the owners of the building, including an option to buy the building at the end of the three-year lease, which reduced the financial burden immediately. The college already had been working with area technical schools, that housed the welding and automotive programs, but after additional discussion and analysis of the job market for welders, the college decided to make a capital investment and build its own welding labs at the center. That construction began in the spring of 2020 and is now complete. Enrollment in welding courses has mushroomed and is providing substantial revenue as well as opportunities for new partnerships. In addition, other new opportunities are beginning to appear: micro credential programs, pathways from non-credit to credit programs, potential program expansion beyond the highly technical fields, such as in fine and applied arts. The facility has been reconfigured to an extent so that it is more flexible and therefore more feasible to house a wider of variety of educational opportunities. The Advanced Composites Manufacturing program is being examined for a possible phase out due to a lack of

job opportunities in the immediate area. Promises made in 2013 about industry growth in this area simply did not materialize.

It is our belief at this time that the Great Bay Campus in Rochester is an important part of our identity and is serving many different needs in the coastal community. The immediate future holds much promise as offshore wind energy and exploration projects grow, as the Naval shipyard continues to need trained employees, and as other industries rebound and rebuild in the high tech sector. The campus is now staffed at a level that provides support for the programs that are housed there, there is a balance between expenses and income that did not previously exist, and new ideas are being generated constantly. The Rochester campus of Great Bay Community College, no longer referred to as ATAC, is finally being integrated into the totality of the college as it moves forward.

Conclusion

Great Bay Community College is a strong institution that has faced an uncharacteristic amount of change since 2017. Leadership changes at the presidential and vice-presidential levels has impacted continuity at the college and slowed down certain initiatives. Financial pressures have also led to some personnel decisions that have therefore resulted in organizational changes. It has not always been clear, therefore, who was responsible for what function or what decision.

That picture has started to change, however. The current leadership team in place as of this writing is strong, stable, and prepared to lead. With a new permanent president in place very shortly, Great Bay will be able to continue its work on behalf of the region and the state and be a leader in the Community College System of New Hampshire. The faculty and staff of the college are equally committed to its success and ready to participate in determining its future. Everyone is acutely aware of what is at stake and is ready to take on any challenges that arise without losing focus on its basic mission of expanding “intellectual and economic opportunity by providing affordable higher education in an environment that embodies excellence, innovation, and collaboration.”

APPENDICES

CHEMISTRY ASSOCIATE OF ARTS

Program Outcomes

Students graduating with the Associate of Arts degree in Chemistry will be able to:

- Understand and be able to apply principles of chemistry across the sub-disciplines.
 - Understand principles of mathematics, biology, and physics at a level appropriate to preparation for an undergraduate major in chemistry, biochemistry, or chemical engineering.
 - Understand and be able to apply the scientific method.
 - Understand and be able to execute a wide variety of laboratory techniques in chemistry and related fields.
 - Generate and maintain accurate lab documentation including a laboratory notebook.
 - Analyze and draw conclusions from generated scientific data, and present findings in a formal laboratory report.
 - Qualify for transfer to a four-year college or university.
-

CHEM115G GENERAL CHEMISTRY I

Course Objectives:

By the conclusion of the course, students shall be able to:

1. Understand the theoretical fundamentals of general chemistry.
 2. Appreciate the role and impact of chemistry in today's world.
 3. Exhibit problem-solving strategies.
 4. Perform general laboratory techniques.
 5. Analyze scientific data and draw conclusions based on that data.
 6. Present experimental results in both written and oral form.
-

CHEM116G GENERAL CHEMISTRY II

Course Objectives:

By the conclusion of the course, students shall be able to:

1. Understand the theoretical fundamentals of general chemistry in conjunction with CHEM115.
2. Appreciate the role and impact of chemistry in today's world.
3. Exhibit problem-solving strategies.
4. Perform general laboratory techniques.
5. Analyze scientific data and draw conclusions based on that data.
6. Present experimental results in both written and oral form.

Continued...

CHEM200G ORGANIC CHEMISTRY

Course Objectives:

By the conclusion of the course, students shall be able to:

1. Understand the theoretical fundamentals of organic chemistry.
 2. Understand the synthesis and interaction of different classes of organic molecules.
 3. Appreciate the role of organic chemistry in today's world.
 4. Exhibit problem-solving strategies.
 5. Perform laboratory techniques pertaining to organic synthesis and analysis.
 6. Analyze scientific data and draw conclusions based on that data.
 7. Present experimental results in both written and oral form.
-

CHEM205G BIOCHEMISTRY

Course Objectives:

By the conclusion of the course, students shall be able to:

1. Understand the theoretical fundamentals of biochemistry, including cellular metabolism and the structure and function of proteins, nucleic acids, carbohydrates, and lipids.
2. Understand the synthesis of and interactions between different classes of biological macromolecules.
3. Appreciate the role of biochemistry in today's world.
4. Exhibit problem-solving strategies.
5. Perform laboratory techniques pertaining to biochemistry.
6. Analyze scientific data and draw conclusions based on that data.
7. Present experimental results in both written and oral form.

Curriculum Map – Direct Career – Hospitality Mgmt.

What do you already have in place right now? Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program’s learning outcomes (published in the College Catalog). Let’s begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|-----------------|--|
| #1 Identify the fundamental components, historical developments, and current and future trends of the global hospitality industry. | 110 | 1 Identify the fundamental components, historical developments, and the current and future trends of the hospitality industry. |
| | 225 | 1. Gain a manager’s perspective of current laws and regulations and how they apply and affect the hospitality, travel, and tourism industry. |
| | 175 | 5. Analyze environmental threats and opportunities that affect the hospitality industry. |
| | 210 | 10. Understand customer relationship management and the importance of developing customer loyalty. |
| #2 Explain the significance of the guest-host relationship inherent to the hospitality industry and the strategies used to achieve service excellence. | 110 | 2. Explain the significance of the guest-host relationship inherent to all aspects of hospitality. |
| | 150 | 6. Create efficient reservation and check-in procedures that ensure the hotel’s profitability while meeting the needs of the guests. |
| | 175 | 2. Recognize the importance of identifying and understanding the needs, wants and behavior of consumers |
| | 210 | 7. Implement a service recovery strategy, and spot roadblocks to service recovery |
| | 280 | 1. Explain the significance of the customer/guest-host relationship, identifying current consumer trends and strategies used to achieve service excellence. |
| #3 Display the necessary written and oral communication skills required to be successful in the hospitality industry, including nonverbal techniques and an appreciation of cultural differences. | 110 | 10. Identify the skills necessary to be successful in the hospitality management field. |
| | 175 | 4. Develop strategic marketing plan which includes a mission statement, well-defined objectives, and specific strategies and tactics by which to achieve those objectives. |
| | 210 | 8. Recognize and appreciate cultural differences in order to provide better service |
| | 275 | 5. Develop valuable interpersonal skills through role plays, mock interviews, and professional networking events |
| | 280 | 2. Display the necessary written and oral communication skills required to be successful in the hospitality industry. |

Continued...

Curriculum Map – Direct Career – Hospitality Mgmt.

What do you already have in place right now? Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program’s learning outcomes (published in the College Catalog). Let’s begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|-----------------|--|
| #4 Realize and appreciate the importance of professional, ethical, legal, and social issues and responsibilities related to the hospitality industry. | 110 | 4. Understand the economic and sociocultural impact of tourism on a global perspective. |
| | 150 | 4. Analyze procedures for hotel security with emphasis on key control and emergencies |
| | 225 | 4. Explain the relationship between ethics and the law |
| | 275 | 2. Understand the basic laws and procedures related to workplace diversity, equal opportunity, recruitment, selection, evaluation, promotion, and termination. |
| | 280 | 4. Realize and appreciate the importance of professional, ethical, legal, and social issues and responsibilities related to the hospitality industry |
| #5 Demonstrate a solid understanding of effective hospitality sales, marketing, and management practices | 110 | 10. Identify the skills necessary to be successful in the hospitality management field. |
| | 150 | 8. Analyze data relevant to establishing room rates, forecasting room availability, budgeting for operations, and evaluating front office operations. |
| | 175 | 4. Develop strategic marketing plan which includes a mission statement, well-defined objectives, and specific strategies and tactics by which to achieve those objectives. |
| | 210 | 6. Recognize and adapt to specific customer behavioral styles. |
| | 275 | 1. Perform problem-solving, critical thinking, ethical reasoning, and conflict resolution as related to the workplace environment. |
| #6 Develop and apply problem solving, decision making, team building and critical thinking skills to practical hospitality management situations. | 110 | 4. Understand the economic and sociocultural impact of tourism on a global perspective. |
| | 150 | 7. Define and describe the functions of yield management and demonstrate basic front desk accounting procedures. |
| | 225 | 2. Analyze and evaluate legal situations that occur within the industry for the purpose of learning and developing methods for correction. |
| | 225 | 1. Gain a manager’s perspective of current laws and regulations and how they apply and affect the hospitality, travel, and tourism industry. |

Continued...

Curriculum Map – Direct Career – Hospitality Mgmt.

What do you already have in place right now? Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program’s learning outcomes (published in the College Catalog). Let’s begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|-----------------|--|
| #7 Broaden career perspectives and enhance personal and professional development opportunities for a successful career in the hospitality industry. | 110 | 10. Identify the skills necessary to be successful in the hospitality management field. |
| | 275 | 5. Develop valuable interpersonal skills through role plays, mock interviews, and professional networking events. |
| | 280 | 6. Develop a professional internship portfolio that represents academic achievement, work experiences and accomplishments, suitable for presentation during interviews with potential employers. |
| | 175 | 7. Develop effective sales action plans to reach decision makers in the major hospitality markets. |
| #8 Qualify for transfer to a four-year college or university having completed the necessary requirements in hospitality, business, and general education for upper level study in Hospitality Management. | 275 | 7. Reflect on his/her educational experience and prepare for a successful transition toward their next stage of career development. |
| | 280 | 5. Enhance personal and professional development in preparation for a successful career in the hospitality industry. |

Curriculum Map: Advanced Composite Manufacturing

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| ACM Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|-----------------|---|
| 1. Define the processes and materials used in advanced composites manufacturing. | ACM110 | Locate, understand, and apply information in written procedures, tables, charts, graphs, MSDS and technical data sheets. |
| | ACM110 | Demonstrate understanding of common composites manufacturing processes and composites part fabrication sequences including proper methods of od preparation and care. |
| | ACM110 | Identify relevant chemical and physical properties of materials used in the course. |
| | ACM110 | Given samples of composites materials, properly identify each using industry recognized terms/nomenclature |
| 2. Illustrate the flow of materials and resources within the manufacturing process for advanced composite materials. | ACM110 | Strive to minimize waste, and educe resource use |
| | ACM210 | Define and discuss continuous improvement methodologies including Six Sigma and Lean Six Sigma. |
| | ACM210 | Explain the cost of quality, including failure costs, appraisal costs, and prevention costs. |
| 3. Apply terminology used in aerospace, explain regulatory compliance, and describe quality concepts. | ACM110 | Understand and begin to use vocabulary related to composites, aerospace, and advanced manufacturing. |
| 4. Demonstrate the ability to solve mathematical problems that affect composite part design and manufacture. | ACM115 | Apply appropriate mathematic and problem-solving principles to manufacturing applications, demonstrating the use of proportions, ratios, percentages and fractions. |
| | ACM115 | Work as a team member to solve problems, share information, and support team members. |
| | ACM115 | Determine time, costs, resources, or materials needed to perform a work activity. |

Continued...

Curriculum Map: Advanced Composite Manufacturing

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| ACM Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|--|
| 5. Understand the fundamental science concepts behind composites manufacturing. | ACM210 | Demonstrate comprehension of basic physics of elasticity, tension, compression and shear and their application in structures such as beams and trusses built with anisotropic materials and polymer matrices. |
| | ACM210 | Demonstrate understanding of polymer structure and morphology. |
| | ACM210 | Demonstrate understanding of physical properties and the effect of processing on final mechanical properties of composites structures. |
| | ACM210 | Demonstrate knowledge of polymer chemistry required for manufacturing composite material products, including knowledge of curing methods. |
| | ACM110 | Describe, explain, predict scientific phenomena demonstrated in course lab work. |
| 6. Apply techniques for observing, gathering, and recording data. | ACM210 | Document technical information as it relates to lab activities and keep track of details to ensure work is performed accurately and completely. |
| | ACM254 | Record inspection or test data, such as weights, temperatures, grades, or moisture content, and quantities inspected or graded. |
| | ACM210 | Explain what is meant by Statistical Process Control, use terminology appropriately, read charts, and perform standard calculations; collect statistical data and present them in spreadsheet format. |
| 7. Anticipate or recognize the existence of a problem or nonconformity. | ACM254 | Discard or reject products, materials, or equipment not meeting specifications. |
| | ACM254 | Mark items with details such as grade or acceptance-rejection status. |
| | ACM254 | Compare colors, shapes, textures, or grades of products or materials with color charts, templates, or samples to verify conformance to standards. |
| | ACM210 | Understand and explain quality inspection methods; explain nonconformity control and provide examples. |
| 8. Demonstrate ability to recognize safety issues and to observe all safety procedures. | ACM110 | Operate tools and equipment in accordance with established operating procedures and safety standards; demonstrate and explain safe practices in the manufacturing environment; Identify potential hazards related to the use of tools and equipment. |

Continued...

Curriculum Map: Advanced Composite Manufacturing

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| ACM Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|------------------|--|
| 9. Demonstrate the ability to successfully meet the requirements of a machine operator position in advanced composites manufacturing. | ACM230 | Explain the importance of maintaining privacy and confidentiality of company information, as well as the of customers and co-worker, providing examples of how this will be done; comply with applicable laws and rules governing work and report loss, waste, or theft of company property to appropriate personnel, and locate applicable documents; |
| | ACM252 ACM253 | Demonstrate ability to consistently adhere to quality policies/procedures and produce quality work which meets or exceeds requirements. |
| | ACM254 | Demonstrate knowledge of composites materials, production processes and quality control through proper identification of defects. |
| | ACM255 | Be able to operate a milling machine on CNC FANUC or Siemens control, under the direction of an engineer or production supervisor. |
| | ACM110 | Demonstrate ability to work cooperatively and respectfully with others to complete work assignments; approach work in a methodical manner and apply effective organizational skills; Demonstrate initiative and dependability through attendance and appropriate participation; |
| | ACM115 | Demonstrate ability to accurately read and record readings from tapes, dial indicators, rules, gauge blocks, micrometers, calipers, and Vernier scales; |
| | ACM120 | All outcomes – must be able to read prints |
| | ACM210 | Describe compliance, record control, product substitution, traceability, configuration management, concession request, and foreign object debris; apply the basic elements of lean production in lab courses and describe how they are implemented on the job; Demonstrate processes of templating and kitting and explain relevance to quality; apply time management principles; Demonstrate ability to work in a team environment |
| 10. Demonstrate the ability to follow written instructions with particular attention to detail and quality. | ACM115 | Look up a formula and perform conversions within or between systems of measurement |
| | ACM110 | Locate, understand, and apply information in written procedures, tables, charts, graphs, MSDS and technical sheets |

Curriculum Map: English

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|--|
| Understand a comprehensive variety of stylistic periods and genres, as well as the scope and significance of literature written in English. | 127 | <ul style="list-style-type: none"> • Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations. |
| | 214 | <ul style="list-style-type: none"> • Understand vocabulary, infer thesis, and recognize and appreciate structure, tone, and style in a variety of nonfiction reading selections |
| | 223 | <ul style="list-style-type: none"> • Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social, philosophical, and cultural shifts in England from the Anglo-Saxon period through the Enlightenment and discuss their influences on writers; • Synthesize analyses verbally and in writing through class discussion, group work, presentations, written examinations, critical analyses, and papers; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analysis of texts from the period; • Understand the evolution of literary forms in Britain over the time period covered by the course; • Most importantly, gain a growing enjoyment of the literatures produced during this remarkable one-thousand-plus year span. |

Continued...

Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|----------|---|
| (continued) Understand a comprehensive variety of stylistic periods and genres, as well as the scope and significance of literature written in English. | 224 | <ul style="list-style-type: none"> • Read poetry, drama, narrative, and prose from the Romantic period through the present; • Analyze works in the context of their literary, cultural, and historical backgrounds; • Synthesize knowledge of genre, formal elements, and background material; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analyses of texts from the period; • Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span. |
| | 209 | <ul style="list-style-type: none"> • Examine the development of American Literature from its beginnings to the Civil War. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives. |
| | 220 | <ul style="list-style-type: none"> • Examine the development of American Literature from the Civil War to the present day. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives. |

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Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|--|
| Develop skills of analysis and interpretation using different theoretical approaches to study and analyze literature and language within the broad range of human experience. | 127 | <ul style="list-style-type: none"> • Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations. |
| | 223 | <ul style="list-style-type: none"> • Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social, philosophical, and cultural shifts in England from the Anglo-Saxon period through the Enlightenment and discuss their influences on writers; • Synthesize analyses verbally and in writing through class discussion, group work, presentations, written examinations, critical analyses, and papers; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analysis of texts from the period; • Understand the evolution of literary forms in Britain over the time period covered by the course; • Most importantly, gain a growing enjoyment of the literatures produced during this remarkable one-thousand-plus year span. |

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|----------|---|
| (continued) Develop skills of analysis and interpretation using different theoretical approaches to study and analyze literature and language within the broad range of human experience. | 224 | <ul style="list-style-type: none"> • Read poetry, drama, narrative, and prose from the Romantic period through the present; • Analyze works in the context of their literary, cultural, and historical backgrounds; • Synthesize knowledge of genre, formal elements, and background material; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analyses of texts from the period; • Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span. |
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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|----------|--|
| Examine how texts are written and received within literary, cultural, and socio-historical contexts while recognizing that literature and language reflect and impact cultural change. | 127 | <ul style="list-style-type: none"> • Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations. |
| | 223 | <ul style="list-style-type: none"> • Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social, philosophical, and cultural shifts in England from the Anglo-Saxon period through the Enlightenment and discuss their influences on writers; • Synthesize analyses verbally and in writing through class discussion, group work, presentations, written examinations, critical analyses, and papers; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analysis of texts from the period; • Understand the evolution of literary forms in Britain over the time period covered by the course; • Most importantly, gain a growing enjoyment of the literatures produced during this remarkable one-thousand-plus year span. |

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Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|---|
| (continued) Examine how texts are written and received within literary, cultural, and socio-historical contexts while recognizing that literature and language reflect and impact cultural change. | 224 | <ul style="list-style-type: none"> • Read poetry, drama, narrative, and prose from the Romantic period through the present; • Analyze works in the context of their literary, cultural, and historical backgrounds; • Synthesize knowledge of genre, formal elements, and background material; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analyses of texts from the period; • Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span. |
| | 209 | <ul style="list-style-type: none"> • Examine the development of American Literature from its beginnings to the Civil War. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives. |
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Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|--|
| Develop the ability to write effectively, persuasively, and analytically for a wide range of audiences. | 110 | <ul style="list-style-type: none"> • Develop and expand close reading skills which will help in the development of writing skills. • Incorporate problem-solving techniques (including discussion) to bring focus to the writing process and product. • Know and apply relevant prewriting strategies. • Use successive drafts as a specific function of the writing process. • Write papers based on a variety of rhetorical modes • Use the research process to explore a research question or hypothesis and develop a substantive presentation of analysis and conclusions. • Build vocabulary usage and composition skill through exposure to words, ideas, and organizational approaches in readings and subsequent application in writing. • Access, use, and document sources of information appropriate to the audience and purpose of the written product. |
| | 214 | <ul style="list-style-type: none"> • be able to recognize the skills they practice both in their own writing and the writing of others. • explore ideas and different ways of expressing them in writing • examine and experiment with the creative element in nonfiction writing • experience research as a complex, active, recursive process of planning, writing, searching, reflecting, and revising. • synthesize traditional sources and personal experience in order to combine insight and evidence • use and continue to develop understanding of effective writing skills and English language fundamentals • probe the relationship between personal voice and nonfiction writing. |

Continued...

Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------|--|
| Qualify for transfer to a four-year college or university with the necessary foundation in English and/or related fields such as Writing, History, the Humanities, or Political Science | 127 | <ul style="list-style-type: none"> • Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations. |
| | 223 | <ul style="list-style-type: none"> • Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social, philosophical, and cultural shifts in England from the Anglo-Saxon period through the Enlightenment and discuss their influences on writers; • Synthesize analyses verbally and in writing through class discussion, group work, presentations, written examinations, critical analyses, and papers; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analysis of texts from the period; • Understand the evolution of literary forms in Britain over the time period covered by the course; • Most importantly, gain a growing enjoyment of the literatures produced during this remarkable one-thousand-plus year span. |

Continued...

Curriculum Map: English

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| Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|----------|---|
| (continued) Qualify for transfer to a four-year college or university with the necessary foundation in English and/or related fields such as Writing, History, the Humanities, or Political Science | 224 | <ul style="list-style-type: none"> ● Read poetry, drama, narrative, and prose from the Romantic period through the present; ● Analyze works in the context of their literary, cultural, and historical backgrounds; ● Synthesize knowledge of genre, formal elements, and background material; ● Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; ● Compose and revise polished prose and literary analyses of texts from the period; ● Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span. |
| | 209 | <ul style="list-style-type: none"> ● Examine the development of American Literature from its beginnings to the Civil War. ● Understand American literature in a historical context. ● Express vocally and in writing personal opinions of various forms of literature. ● Understand the connections between historical, cultural, and political-economic events and their influence on literature. ● Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives. |
| | 220 | <ul style="list-style-type: none"> ● Examine the development of American Literature from the Civil War to the present day. ● Understand American literature in a historical context. ● Express vocally and in writing personal opinions of various forms of literature. ● Understand the connections between historical, cultural, and political-economic events and their influence on literature. ● Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives. |

Curriculum Map: Bioengineering

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|--|----------------------------------|---|
| Students will access, generate, process, and transfer information using appropriate technologies. | MATH 210 | Students will identify and describe the domain, range and basic properties and features of functions: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric in nature. Students will be able to determine characteristics of the graph of functions algebraically and with the use of graphing technology. |
| | CHEM 115 CHEM 116 CHEM 200 | Analyze scientific data and draw conclusions based on that data. |
| | BIOL 210 BIOL 220 | Analyze and draw conclusions from generated scientific data |
| Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, and trigonometry. | MATH 210 | Students will use factoring methods to simplify rational expressions, solve 2 nd degree equations, applications, and word problems. |
| | MATH 230 | Apply derivatives to applications such as: velocity and acceleration, finding intervals of X for which a functions is increasing, decreasing, and concavity, application or extrema. |
| | MATH 235 | Perform multiple regression analysis including hypothesis testing and assessing model assumptions when two or more predictors are introduced |
| | MATH 250 | Understand various applications of integrals |
| | MATH 265 | Solve various applied problems such as mixture, growth and decay, and circuit problems first-order differential equations |

Continued...

Curriculum Map: Bioengineering

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------------------|--|
| Students will understand and apply scientific concepts, principles, and theories pertaining to the physical world and recognize the historical development of ideas in science. | CHEM 115 CHEM 116 | Understand the theoretical fundamentals of general chemistry. |
| | CHEM 115 CHEM 116 | Appreciate the role and impact of chemistry in today's world. |
| | CHEM 200 | Appreciate the role of organic chemistry in today's world. |
| | BIOL 108 | Understand and appreciate the role of biology in society |
| | CHEM 200 | Understand the theoretical fundamentals of organic chemistry. |
| | BIOL 210 | Understand theoretical fundamentals of microbiology |
| | BIOL 220 | Understand the theoretical fundamentals of classical, molecular and population genetics |
| Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems. | CHEM 115 CHEM 116 | Present experimental results in both written and oral form. |
| | CHEM 200 | Perform laboratory techniques pertaining to organic synthesis and analysis. |
| | BIOL 210 | Present experimental results in a formal scientific paper |
| | BIOL 220 | Present experimental results in both written and oral form. |
| Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to other areas. | MATH 210 | Students will represent a two-dimensional vector in two ways: using the vertical and horizontal components and using the angle and magnitude |
| | MATH 230 | Apply derivatives to applications such as: velocity and acceleration, finding intervals of X for which a functions is increasing, decreasing, and concavity, application or extrema. |
| | MATH 250 | Graph and understand polar coordinates |
| | MATH 235 | |
| | MATH 265 | Use second-order differential equations to solve application problems such as vibrational models and analogous systems |

Continued...

Curriculum Map: Bioengineering

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes |
|---|----------------------------------|---|
| Students will apply the knowledge and skills of mathematics, science, and technology to real-life problems and make informed decisions. | CHEM 115 CHEM 116 CHEM 200 | Analyze scientific data and draw conclusions based on that data. |
| | BIOL 210 BIOL 220 | Analyze and draw conclusions from generated scientific data |
| | MATH 235 | Use inferential methods in regression and correlation including analysis of residuals, estimation, prediction and tests for normality |
| After completing the program, students will be prepared to begin using mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions. | CHEM 115 CHEM 116 CHEM 200 | Exhibit problem-solving strategies. |
| | CHEM 115 CHEM 116 CHEM 200 | Analyze scientific data and draw conclusions based on that data. |
| | BIOL 210 BIOL 220 | Analyze and draw conclusions from generated scientific data |

Curriculum Map with Assessments: American Studies

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes | Assessment Measures |
|--|-----------------|--|--|
| 1. Students will understand the methods, goals, and value of an interdisciplinary investigation of American history, ideology, culture and discourse. | AMER110G | <ul style="list-style-type: none"> • Ability to generate written, critical reactions to a variety of cultural moments and artifacts • Consider interdisciplinary approaches to traditional texts | Reading quizzes, Interdisciplinary Annotations, Reading Responses, exams |
| | AMER210G | <ul style="list-style-type: none"> • Learn the conventions, expectations, and requirements attendant to scholarly discussion | Research exercises and projects |
| 2. Students will be acquainted with themes and questions commonly addressed in the field of American Studies and understand how they arise from and inform particular historical and cultural moments. | AMER110G | <ul style="list-style-type: none"> • Become familiar with many of the foundational texts and central ideas in American Studies. • Explore and evaluate the possibilities of non-traditional texts such as material culture and music | Critical Terms exercises, Annotations, Reading discussions, Cultural artifacts research projects, Reading Responses, exams |
| | AMER210G | <ul style="list-style-type: none"> • Further develop a critical vocabulary through exposure to critical methodologies and texts • Formulate and personalize a topic/problem in a subject of individual interest | Reading assignments, and responses, Critical terms exercises, Personal research pursuit |
| 3. Students will be prepared to move on to a more extensive program of American Studies and/or related fields such as History, American Literature, or Political Science. | AMER110G | <ul style="list-style-type: none"> • Develop and present an interdisciplinary project drawing from the materials and methodologies covered in the course • Develop a critical vocabulary through exposure to critical methodologies and texts | Series of 4 researched annotations, employing interdisciplinary sources and strategies. |
| | AMER210G | <ul style="list-style-type: none"> • Approach a particular topic from a variety of critical perspectives • Develop and present an interdisciplinary research project requiring a substantial amount of independent work including research and documentation | Major Interdisciplinary Project |

Curriculum Map with Assessments: Biotechnology

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes | Assessment Measures |
|---|-----------------|--|--|
| Understand the role of biotechnology in human experience, past and present. | BTEC105 | Understand the role of biotechnology in the past and present. | Exam, quizzes, homework |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | To understand the role of biomanufacturing in the healthcare industry. | Exams and quizzes |
| Understand the "benchtop to bottle" process of bringing a biopharmaceutical or other biotechnology-based product to market. | BTEC105 | Have a general understanding of the "bench top to bottle" process of bringing a biopharmaceutical to market. | Exam, quizzes, lab reports |
| | BTEC205 | | |
| | BTEC210 | Understand the role of discovery research in the development of a biopharmaceutical. | Exams, quizzes, lab reports |
| | BTEC220 | | |
| Understand the Central Dogma, and its role as the theoretical foundation of modern biotechnology. | BTEC105 | Understand the principles of the "central dogma" as they relate to biotechnology | Exam, quizzes, homework |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | | |
| Understand and be able to apply the scientific method. | BTEC105 | Understand and apply the scientific method. | Exam, quizzes, homework, lab reports, lab notebook |
| | BTEC205 | | |
| | BTEC210 | Understand and apply the scientific method. | Exam, quizzes, homework, lab reports, lab notebook |
| | BTEC220 | | |

Continued...

Curriculum Map with Assessments: Biotechnology

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes | Assessment Measures |
|---|-----------------|--|---|
| Understand and be able to execute a wide variety of laboratory techniques in microbiology, biochemistry and molecular genetics, including (but not limited to) solution preparation, gene cloning, DNA extraction and amplification, library construction, hybridization, forensic analysis, cell culture, and protein production, purification and verification. | BTEC105 | Understand and be able to execute basic laboratory techniques in microbiology, biochemistry and molecular biology. | Lab reports, lab notebook |
| | BTEC205 | | |
| | BTEC210 | Understand and execute laboratory techniques in microbiology, biochemistry and molecular biology as applied to the development of a biopharmaceutical product. | Lab reports, lab notebook |
| | BTEC220 | <ol style="list-style-type: none"> 1. To routinely monitor the environment for particle count and viable microorganisms. 2. To grow bacteria, mammalian cells and yeast cells, monitor their growth and generate growth curves. Growth rates will also be determined. 3. To purify a protein using filtration and chromatography techniques. 4. To evaluate protein production, purity and activity with ELISA, SDS PAGE and activity assays. 5. To evaluate samples for contamination by using Gram stain, LAL and mycoplasma detection assays. 6. To become a subject matter expert in an assigned piece of equipment. | Lab reports, lab notebook, documentation, homework and in-class assignments |
| Generate and maintain accurate lab documentation, including laboratory notebooks, batch records and log books. | BTEC105 | Be able to take detailed notes and maintain a well organized notebook. | Lab reports, lab notebook |
| | BTEC205 | | |
| | BTEC210 | Maintain a laboratory notebook. | Lab reports, lab notebook |
| | BTEC220 | | |

Continued...

Curriculum Map with Assessments: Biotechnology

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes | Assessment Measures |
|--|-----------------|---|--|
| Understand and adhere to the documentation guidelines of cGMP, when required | BTEC105 | | |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | 1. To understand the importance of cGMP, including the history of the development of the FDA and cGMP. 2. To understand and adhere to documentation guidelines of cGMP. This involves writing and following SOPs and filling out batch records and log books. 3. To understand the importance of training records and to maintain training records. | Lab reports, documentation, homework, in-class assignments |
| Analyze and draw conclusions from generated scientific data, and present findings in a formal laboratory report. | BTEC105 | Be able to analyze and draw conclusions from generated scientific data. | Exams, lab reports, lab notebook |
| | BTEC205 | | |
| | BTEC210 | Analyze and draw conclusions from generated scientific data. Present findings in a formal report. | Exams, lab reports, lab notebook |
| | BTEC220 | | |
| Understand the basic principles of genomics, proteomics and systems approaches in biotechnology. | BTEC105 | Have a general understanding of the distinction between traditional, gene-based biotechnology, and the newer systems approaches. | Exams and quizzes |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | | |
| Conduct basic bioinformatics-based analysis. | BTEC105 | Be able to conduct simple analysis using bioinformatics tools. | Lab reports |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | | |

Continued...

Curriculum Map with Assessments: Biotechnology

What do you already have in place right now?: Use this map to determine if your core course learning outcomes (published in your syllabi) are connected to your program's learning outcomes (published in the College Catalog). Let's begin this process with courses only unique to your degree or certificate i.e. BUS; BTE; CIS; etc.) if this makes sense. If you have a greater number of PLOs or CLOs than space given, please add rows.

| Program Learning Outcomes | Course # | Course Learning Outcomes | Assessment Measures |
|--|-----------------|---|---|
| Use critical thinking and principles of logic to analyze ethical issues raised in the practice of biotechnology. | BTEC105 | Be able to analyze and discuss (orally, and in writing) scientific and ethical implications of scientific breakthroughs | Lab reports |
| | BTEC205 | <ol style="list-style-type: none"> 1. Understand theoretic fundamentals of Bioethics and Ecological Ethics. 2. Show Critical Thinking and Critical Inquiry when addressing issues in Bioethics and Ecological Ethics. 3. Appreciate the overlap between science, public policy, and ethics in the issues regarding the biological and ecological sciences. 4. Develop and articulate a position (based on both science and ethics) regarding Bioethical and Ecological dilemmas and issues. 5. Research and formally present a bioethical issue. 6. Have familiarity with and competency in contemporary and historical ethical issues in the biological and ecological fields. 7. Critically assess the implications of examining ethics in modern biology and ecological thinking. | Weekly Article Summaries 2 position papers covering Bioethical issues In Class Quizzes covering assigned readings Oral presentation of Research Project Book Review of "A Practical Companion to Ethics Informational Brochure on a Bioethical Issue |
| | BTEC210 | | |
| | BTEC220 | | |
| Qualify for entry level work in the biomanufacturing sector of the biotechnology industry. | BTEC105 | | |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | To understand the various job opportunities in a biomanufacturing plant. | Exams, lab reports, homework, in-class assignments |
| Qualify for transfer to a four-year college or university with the necessary foundation in biology, chemistry and mathematics for upper level study in a wide variety of biological disciplines. | BTEC105 | | |
| | BTEC205 | | |
| | BTEC210 | | |
| | BTEC220 | | |

Mapping of Core Attributes/Course Outcomes: Digital Media

DGMT115:

Human Relationship skills: Students are assessed on their contribution to class critiques and ability to give positive and helpful feedback to classmates regarding their work. These activities are integrated into weekly course content.

- Students listen critically to other's comments during class critiques and synthesize feedback.
- Students develop social perceptiveness through the interpretation of verbal and visual communication during class critiques, in small collaborative groups and as a class.
- Students learn to give and receive feedback on assignments, developing skills to communicate appropriately in both socio-centric and culturally diverse environments.

Communication Skills: Students interpret assignments using a combination of text and images in various software applications. This activity is both assessed and integrated into weekly course content.

- Students are assessed on their ability to utilize graphical information to convey a message in assignments such as designing logos and greeting cards.
- Students understand information design and communication by completing a typographical study.
- Students are assessed on their ability to orally defend their projects selected for their final portfolio.

Critical Thinking: Students utilize critical thinking by defining form, function and technology, and in their subsequent design decisions. These activities are integrated into weekly course content.

- In exercises such as designing a poster for an event, students define the problem from the perspective of the viewer, choosing from the appropriate tools, techniques and design elements demonstrated to complete the assignment.
- Students critically assess individual design elements for the potential to fit their creative idea for a digital still life drawing, synthesizing form and function for use in their final product.

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

- Students are assessed in their mastery of the relevant tools demonstrated in the software applications, such as smart filters in the creation of a promotional design.
- Students are assessed in their ability to apply design principles to their weekly assignments, such as balance, harmony, emphasis and conveyance in the creation of a digital collage.

Creative Thinking: Students are assessed on their ability to infuse their projects with their own creative visual and conceptual ideas. This activity is integrated into weekly course content. See Rubric.

- Students are assessed on their ability to solve visual design problems in each assignment.
- The final project includes designing a logo and developing a corporate identity package, including placing the logo on a business card, envelope and letterhead in Adobe Illustrator. The assignment is presented as a problem to be solved, with a defined set of design and technical criteria.
- Students develop their own design concepts for the corporate identity package through collaborative brainstorming sessions.
- Students are encouraged to use their own digital photographs to create original poster designs, utilizing design elements and principals.

(Continued...)

Self-Assessment and Reflection: A self-assessment instrument is used for every assignment. These activities are integrated into weekly course content. See Rubric.

- The student is required to engage in reflection and assess their own learning utilizing a rubric for each assignment.
- The student is required to assess their own learning utilizing a rubric for each assignment.

Work Force Development: The student is assessed on the completion of real-world design problems. These activities are integrated into the course content in one or more classes.

- The student creates a logo design and corporate identity package, two typical real-world assignments.
- The student develops his or her own personal portfolio for career preparation, consisting of writing, designing and executing original designs in Illustrator and Photoshop.

DGMT135:

Human Relationship skills: Students are assessed on their contribution to class critiques and ability to give positive and helpful feedback to classmates regarding their work. These activities are integrated into weekly course content.

- Students listen critically to other's comments during class critiques and synthesize feedback.
- Students develop social perceptiveness through the interpretation of verbal and visual communication during class critiques, in small collaborative groups and as a class.
- Students learn to give and receive feedback on assignments, developing skills to communicate appropriately in both socio-centric and culturally diverse environments.

Communication Skills: Students understand the power of using Photoshop to manipulate visual images in private and public communication. Topics of class discussion include visual literacy, the appropriate use of digital manipulation and enhancement and copyright and fair use. This activity is both assessed and integrated into weekly course content.

- Students are assessed on their ability to utilize graphical information to convey a message in assignments such as posters with a personal, social or environmental statement.
- Students are assessed on their ability to orally defend their projects selected for their final portfolio.
- Students are encouraged to use their original digital photographs in class, utilizing such adjustment tools as curves, levels, hue and saturation, channel mixer, shadow and highlight, and filters, for color and exposure correction to enhance visual communication.
- Students research, present and critique digitally manipulated images from the media, assessing the impact of the image.

Critical Thinking: Students utilize critical thinking by defining form, function and technology, and in their subsequent design decisions. These activities are integrated into weekly course content.

- In an exercise that demonstrates all of the possible selection tools, students learn to define the problem from a technical perspective. They learn to assess and select the appropriate selection tool quickly and efficiently for any potential image.
- Students critically assess individual tools, techniques and functions in Photoshop for the potential to fit their creative idea for a travel poster, synthesizing form and function for use in their final product.

Continued...

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

- Students are assessed in their mastery of the relevant tools demonstrated in the software applications, such as layer masks, quick masks and channels in the creation of a digital illusion.
- Students are assessed in their ability to use blend modes in the creation of a digital collage.
- Students are assessed in their ability to understand and utilize file formats utilized in, imported and exported from Photoshop.

Creative Thinking: Students are assessed on their ability to infuse their projects with their own creative visual and conceptual ideas. This activity is integrated into weekly course content. See Rubric.

- Students are assessed on their ability to solve visual design problems in each assignment.
- Students edit, enhance and correct exposure, lighting and color in their own digital photographs using the adjustment tools in Photoshop. The assignment is presented as a problem to be solved, with a defined set of visual and technical criteria.
- Students use their own digital photographs to create autobiographical photo journals using tools in Photoshop to create illusions and special effects.
- Students utilize layer masks and filters to create motion and special effects in a travel poster.

Self-Assessment and Reflection: A self-assessment instrument is used for every assignment.

These activities are integrated into weekly course content. See Rubric.

- The student is required to engage in reflection and assess their own learning utilizing a rubric for each assignment.
- The student is required to assess their own learning utilizing a rubric for each assignment.

Work Force Development: The student is assessed on the completion of real-world design problems.

These activities are integrated into the course content in one or more classes.

- The student demonstrates mastery of photographic editing, enhancing and color correction by showing at least two examples of before and after photographs in the portfolio.
- The student demonstrates mastery of layer masks and digital compositing by including a travel poster in the portfolio.
- The student demonstrates the ability to convey a message effectively and appropriately through original digital photographic images.
- The student develops his or her own personal portfolio for career preparation, consisting of writing, designing and executing original designs.

DGMT175:

Human Relationship skills: Students are assessed on their contribution to class critiques and ability to give positive and helpful feedback to classmates regarding their work. These activities are integrated into weekly course content.

- Students listen critically to other's comments during class critiques and synthesize feedback.
- Students develop social perceptiveness through the interpretation of verbal and visual communication during class critiques, in small collaborative groups and as a class.
- Students learn to give and receive feedback on assignments, developing skills to communicate appropriately in both socio-centric and culturally diverse environments.

Continued...

Communication Skills Visual: Students are assessed on their ability to utilize graphical information (images and text) to convey a message in all of their assignments. This activity is integrated into weekly course content.

Communication Skills Oral: Students are assessed on their ability present their projects to the class and explain the tools and functions utilized in the final product. This activity is integrated into the course content in one or more classes.

Critical Thinking: Students choose from the tools, techniques and design elements presented and critically assess them for the potential to fit their creative idea, synthesizing form and function for use in their final product. These activities are integrated into weekly course content.

Collaborative Work Skills: Students work together in teams to develop a design from brainstorming to final product in one or more assignments during the semester. This activity is integrated into the course content in one or more classes.

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

Visual Problem-Solving Skills: Students are assessed on their ability to solve visual problems in each assignment. This is accomplished by presenting the assignment as a problem with a defined set of design and technical criteria, for which a visually creative solution is sought. This activity is integrated into weekly course content. See Rubric.

Creative Thinking: Students are assessed on their ability to infuse their projects with their own creative visual and conceptual ideas. This activity is integrated into weekly course content. See Rubric.

Self-Assessment and Reflection: A self-assessment instrument is used for every assignment. These activities are integrated into weekly course content. See Rubric.

- The student is required to engage in reflection and assess their own learning utilizing a rubric for each assignment.
- The student is required to assess their own learning utilizing a rubric for each assignment.

Work Force Development: The student is assessed on the completion of real-world Illustrator and vector design projects. This includes a study of the real-world application of vector tools in animation and video. Students will develop their own personal portfolio for career preparation. These activities are integrated into the course content in one or more classes.

Continued...

DGMT205:

Human Relationship skills: Students are assessed on their contribution to class critiques and ability to give positive and helpful feedback to classmates regarding their work. These activities are integrated into weekly course content.

- Students listen critically to other's comments during class critiques and synthesize feedback.
- Students develop social perceptiveness through the interpretation of verbal and visual communication during class critiques, in small collaborative groups and as a class.
- Students learn to give and receive feedback on assignments, developing skills to communicate appropriately in both sociocentric and culturally diverse environments.

Communication Skills: Students understand the power of using Photoshop to manipulate visual images in private and public communication. Topics of class discussion include visual literacy, the appropriate use of digital manipulation and enhancement in the media, digital forensics, and copyright and fair use. This activity is both assessed and integrated into weekly course content.

- Students are assessed on their ability to orally defend their projects selected for their final portfolio.
- Students are encouraged to use their original digital photographs in class to communicate their concepts creatively and to augment visual communication.
- Students research, present and critique digitally manipulated images from the media, assessing the impact of the image.

Critical Thinking: Students utilize critical thinking by defining form, function and technology, and in their subsequent design decisions. These activities are integrated into weekly course content.

- Define, evaluate, assess, analyze, synthesize.
- In an exercise that demonstrates smart objects, students demonstrate an understanding of a smart object as a container by using a smart filter, a vector smart object, nested smart objects and applying a layer mask to a smart object, appropriately in the same document.
- Students assess LAB color as an alternative color space in which to correct and enhance color in Photoshop.
- Students are assessed on their ability to research and analyze examples of how photographic information is manipulated in Photoshop for use in the media to advance political, social or environmental agendas.

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

- Students are assessed in their mastery of the relevant tools demonstrated in the software applications, such as the blend-if sliders, gradients or filters on layer masks, and channel manipulation to create a digital illusion.
- Students are assessed in their ability to use the liquefy tool, the healing brush, spot healing brush, patch tool, and other digital plastic surgery techniques in Photoshop.
- Students are assessed in their ability to use the vanishing point tool and distort displace filter for three dimensional illusions in Photoshop.

Continued...

Creative Thinking: Students are assessed on their ability to infuse their projects with their own creative visual and conceptual ideas. This activity is integrated into weekly course content. See Rubric.

- Students are assessed on their ability to solve visual design problems in each assignment.
- Students use the camera raw feature in Photoshop to apply a wider range of editing and enhancing to their own digital photographs. The assignment is presented as a problem to be solved, with a defined set of visual and technical criteria.
- Students use their own digital photographs to create short animations in Photoshop.
- Students demonstrate creative thinking in the production of a newspaper tabloid, utilizing advanced image adjustments on layer masks and in channels.

Self-Assessment and Reflection: A self-assessment instrument is used for every assignment.

These activities are integrated into weekly course content. See Rubric.

- The student is required to engage in reflection and assess their own learning utilizing a rubric for each assignment.
- The student is required to assess their own learning utilizing a rubric for each assignment.

Work Force Development: The student is assessed on the completion of real-world design problems.

These activities are integrated into the course content in one or more classes.

- The student demonstrates mastery of photographic editing in the LAB color space, enhancing and color correction by showing at least two examples of before and after photographs in the portfolio.
- The student demonstrates mastery of advanced use of layer masks and smart objects by including a movie poster in the portfolio.
- The student demonstrates the ability to evaluate images through a written analysis of Photoshop examples observed in the media to advance political, social or environmental agendas.
- The student develops his or her own personal portfolio for career preparation, consisting of designing and executing original designs.

CAPS Learning Outcomes

1. Students using CAPS services will be able to assess their current needs and identify goal(s) for each session.
2. Students using CAPS services will reach their session goal(s) and/or learn to use at least one technique that will help them to reach their goal(s).
3. Students coming to multiple sessions will be able to discuss prior learning and move forward to deeper learning and/or new goal(s).
4. Students using CAPS services for multiple sessions will be more likely to persist toward completion of their longer-term goal(s).

Assessment Measures

1. Checklist/rubric for identifying needs and goals
2. Checklist/rubric for reaching goals
3. Minute papers:
 - a. What did you learn today and how will you use it?
 - b. What did you learn at our last session and how did you use it?
 - c. What is still the muddiest point for you?
4. Retention data for students using CAPS services compared to those who do not
5. Graduation/transfer/goal completion data for students using CAPS services compared to those who do not

Other colleges:

Depending on their specific needs, students will be able to:

1. Summarize 3 principles of motivation
2. Define what an active learner is
3. Demonstrate use of planner, calendar, and note-taking strategies
4. List 3 strategies for retention of information

Students who engage in programs, activities, and services ...will:

Describe how well-being and health is central to their academic success

Reflect on their personal behavior and how it impacts themselves and the community and create a plan with specific behavioral goals designed to create positive change

Employ strategic help seeking and positive coping skills that promote self-advocacy and self-efficacy

Advising and Transfer Center Outcomes Assessment Chart

| Outcome Title and Description | Activity | Relevance to Advising Mission: The goal of academic advising at GBCC is to assist students in creating academic plans that will help them achieve their educational goals with timely and financial efficiency. | Institution Core Value or Other Relevant Standard (i.e. NACADA) | How Assessed | How Assessment Results Are Used |
|---|---|--|--|---------------------|---|
| Students who utilize the ATC will be satisfied with the advising and transfer services that they receive. | Students who walk in with questions for Advising Liaison (front desk) as well as students who have appointments with an advisor | Students receive timely information to assist them with making academic decisions. | NECHE 5.10 The institution provides advising and academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance. | Advising Survey | Reviewed by entire ATC staff several times per year. Adjustments to services or method of delivery may be made based on review. |

Continued...

Advising and Transfer Center Outcomes Assessment Chart

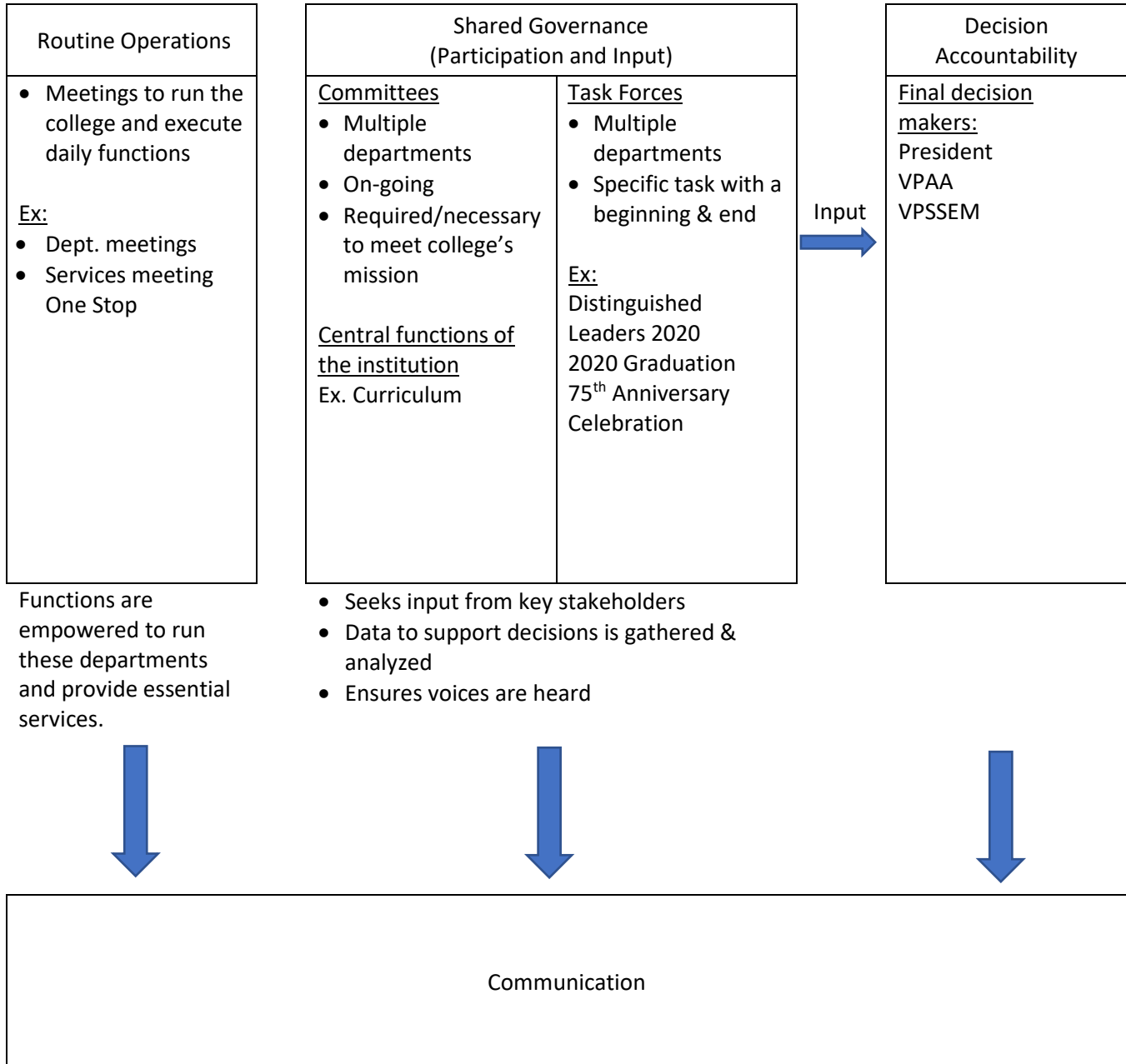
| Outcome Title and Description | Activity | Relevance to Advising Mission: The goal of academic advising at GBCC is to assist students in creating academic plans that will help them achieve their educational goals with timely and financial efficiency. | Institution Core Value or Other Relevant Standard (i.e. NACADA) | How Assessed | How Assessment Results Are Used |
|---|--|--|---|---|---|
| Students in FYE classes will learn something about Advising or Financial Aid that they did not know originally after participating in the Financial Literacy presentation | Students participate in a Financial Literacy presentation and then complete a brief paper questionnaire which is collected by advisor. | Pursuing degree/program in a manner that will likely be more financially sound. | NECHE 5.20 Through a program of regular and systematic evaluation, the institution assesses the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement. | Analysis of post presentation questionnaire | To shape the content of future presentations. |
| Students who sign on to a CPA or who continue with a CPA will persist at GBCC | Student enters into an agreement with CPA coordinator which includes being assigned a coach who they must engage with regularly | Providing additional support for students with their academic plans | NECHE 5.4 (in part) If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. | Data collected at the end of each term on each participating student. | To measure the effectiveness of the CPA program and make modifications, as necessary. |

GBCC Shared Governance Structure

GBCC Mission

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

Shared governance clarifies how input is gathered, decisions are made, and information is communicated, fostering a collaborative environment.



Strategic Planning Goal
Communication and Participation
02/05/2020

Clarify how input is gathered, decisions are made, and information is communicated, fostering a collaborative environment.

1. Objective: Clarifying current structure for running the institution.

- ✓ Identify the current structure
- ✓ Define types of groups and committees (flow chart with definitions)

2. Objective: Develop and implement a Shared Governance structure

Evaluate effectiveness of current structure.

Establish charters that include (see Charter template) diverse membership, roles.

Evaluate the effectiveness of the committee through a clear Charter at the college level

Build essential committees for shared governance and distinguish from task force.

Ensure diverse membership perspective from all levels of community

Establish a mechanism for reviewing and adjusting the structure/groups/governance to meet changing needs

Communicate shared governance structure across the college

3. Objective: Evaluate and Enhance the Communication Process

Review current modes of communication and effectiveness of shared governance, i.e. "The Current", All College meetings, Canvas, etc.

Identify the most appropriate modes of communication for shared governance

- Re-establish CANVAS as an archive tool but not communication tool that is updated
- System for summarizing meeting notes among all of the college community
- Explore option of executive summary in Current style electronic dissemination for shared governance

Support a strong sense of community through communication

- Evaluate the role of regular all college meetings and establish a regular schedule
- Explore means to build sense community within the college to establish trust, know names and people, being able to close Rochester for face to face experience

Evaluation process for effectiveness

Metrics for measuring success...

Establishment and publishing of charters

Are committees operating within their current charter?

Verifying diverse membership and participation across committees

Survey college community on communication system and input

Survey/evaluation of usage on levels of information being disseminated, viewed and used

Community Awareness and Marketing

02/20/2020

GBC Identity Statement:

Great Bay Community College is your leading academic resource that creates clear pathways for our community to efficiently achieve their goals.

Committee's Strategic Goal:

Increase community awareness and positive impressions of Great Bay Community College.

Opportunities: *(\$\$ implications)

- 1. Increase positive impressions in K-12 (reduce negative impressions)**
 - Create a specific Marketing plan for Running Star / Early College programs
 - Bring more k-12 students to campus*
 - Provide weekend access to campus*
- 2. Schedule more community events on campus**
 - Bring more community members to campus*
 - i. Athletic leagues
 - Provide weekend access to campus*
 - Partner with TAP and other organizations
- 3. Increase academic schedule**
 - More night classes, workshops etc.*
 - Weekend classes, workshops, etc.*
 - Utilize Library for additional events, workshops, etc.*
- 4. Diversify Funding**
 - Increase BTC offerings (evenings, weekends)*
 - Increase Philanthropy
 - Increase Rental Income – including athletics/gym
- 5. Highlight Resources**
 - Faculty (FT and Adjunct)
 - Subject Matter Experts – Expertise on campus
 - i. Create a Lecture Series*
 - High Achieving Students – including four-year institution who attend GBC
- 6. Increase Pathways from non-credit to credit**
 - Increase credit by exam
 - Increase credit for prior learning
 - Develop articulation agreements between NC and Credit programs on campus
 - Streamline NC-Credit awarding process

Proposed Metrics: (what baseline data do we need)

1. K-12 enrollment, Running Start, Early College
2. Open house registration, attendance, applications
3. # of Community Events – associated revenue
4. Room Rentals – associated revenue
5. On Campus BTC Enrollment (and off campus ... awareness)
6. Admission/Advising – non-completers(?)

Human Capital Subcommittee of GBCC Strategic Planning

2/20/20

Staffing

| Idea/Strategy | Tactics | KPI's/Measures | \$ |
|---|--|--|--|
| Focus on how to achieve optimum morale/keep dedicated staff | <ul style="list-style-type: none"> *Employee Recognition *Community building *Review literature on "Keeping the people who keep you in business" (Leigh Branham) – motivators and demotivators | <ul style="list-style-type: none"> *Great Colleges to Work For Survey results *Attendance at events *Turnover numbers *Exit interviews/ longevity interviews * surveys | Funds will be needed |
| Determine needs and barriers for: *Students' experiences as it relates to staffing (i.e. tutors at right times, testing, operating hours) *Full-time and adjunct faculty onboarding *Staff onboarding | <ul style="list-style-type: none"> *Evaluate onboarding process *Evaluate where "sticking points" are for each constituent group's experience across the lifespan of their time with GBCC | <ul style="list-style-type: none"> *Student evaluations *Benchmarking *Employee Surveys *Student, full & part time faculty & staff focus groups | Human resource needs but not necessarily extra money |
| Examine structure and process of leadership/decision making/communication /institutional priorities | <ul style="list-style-type: none"> *Define/adhere to/communicate decision making process *Feedback loop - including how feedback that was solicited and not used will be acknowledged | <ul style="list-style-type: none"> *Decrease in gossip *Increase in morale *Longevity interviews *Employee surveys *360-degree evals | No cost |
| Process for examining staffing hiring needs/how decisions are made/how decisions are communicated/what factors go into decision | <ul style="list-style-type: none"> *Look at staffing needs across the college *Look at staffing impact on student experience and missed opportunities (with eye toward how college can tap into students' skills more - provide student development) *Possible cross committee to look at funding decisions - needs to be tied to mission, strategic plan, and/or NECCHE or program accreditation needs *Define/adhere to/communicate staffing decision making process *Best practices/cross training | <ul style="list-style-type: none"> *Student surveys *Employee surveys *Increased morale *Decreased gossip *Benchmarking *Employee task log/quantity of work evaluation | No initial money but funds for identified needs |

Continued...

Professional Development

| Idea/Strategy | Tactics | KPI's/Measures | \$ |
|--|---|---|---|
| Come up with a process for determining professional development needs in all departments prioritized for alignment with strategic plan, and/or college or department accreditation | <ul style="list-style-type: none"> *Needs assessment for professional development in all academic and support areas *Determine process for prioritizing available funds/resources *Needs assessment with articulation of expected results *Tie in with performance evaluations | <ul style="list-style-type: none"> *Expenditure of Professional Development funds *Benchmarking *Student evaluations *Employee Surveys *Determine if articulated expected results from needs assessments are achieved *Look at performance evaluations – are there improvements? | No initial money for assessment or process (other than human resource needs) but funds for identified needs |
| Determine effective way to inventory and market available resources for professional development (relates to increasing connections and morale) | <ul style="list-style-type: none"> *Committee to look at holistically *Develop inhouse skills list and determine a tool (database) to use to track: faculty and staff skill areas for trainings, BTC trainings, Vendor/free/YouTube/TedTalks, Best Practices, Focus area groups *Is there a way to make these available to students? | <ul style="list-style-type: none"> *Attendance at events/workshops *Expenditure of funds *Knowledge of where the tool/database is/how to use it ... survey to find out if known *Increased motivation *Decreased morale *Increased retention **last 3 items measured with surveys and longevity interviews | Human resources needed to complete and low financial investment |

Human Capital Subcommittee:

Lynda Bonneau, Becky Clerkin, Dawn Comito, Sarah Follansbee, Debra Mattson and Brian Scott

Draft Proposal

02/28/20

Definitions:

Program Review and Evaluation: process by which programs are evaluated to identify whether meeting program objectives, maintaining academic integrity, and viability. Evaluators may include representatives of an accreditation agency, licensing board, external advisory group, or internal group. The different types include:

- **External Program Review:** initiated by the Department Chair and conducted in collaboration with stakeholders including Advisory Board members or other individuals in the area of academic expertise.
- **Internal Program Review:** initiated by Department Chair and conducted in collaboration with internal stakeholders. May also include Advisory Board members.

Objective 1: Develop a meaningful, adaptive Program Review and Evaluation process that can be utilized for all academic programs consistent with CCSNH academic policy 640.01

- Identify programs (certificate and degree) that currently have accreditation or external approval process (i.e. Vet Tech, Nursing, Massage Therapy, Surgical Technology, Business Administration, Accounting, Hospitality)
 - Develop a reporting mechanism for conveying findings from review process to members of institution.
- *Identify programs (certificate and degree) that require approval*
- For each program (certificate and degree) identify which type of Program Review and Evaluation process is in place.
- Review current External Review Process and Internal Review Process
 - Suggested membership of committee: faculty who gone through process, external evaluators, Academic Affairs
 - Consider including areas that are listed on new CCSNH document “system academic program Proposal” in “program additions” section
 - Suggest including reflection on opportunities for growth or improvement if applicable
 - Develop a reporting mechanism for conveying findings from review process to members of institution.
- Identify which programs should have Program Advisory Committees (certificate and degree)
- Identify mechanisms for assisting and supporting programs to develop Program Advisory Committees (consider for academic focus areas...e.g. humanities, liberal arts)
- Create or assign a group (i.e. Curriculum Committee) that would review completed Program Reviews and Evaluations and make recommendations.

Success Indicators

- 100% of programs will be reviewed
- a clear review timeline for all programs and certificates
- access to a central repository for information (e.g. articulation drive)
- faculty will report satisfaction with program review process

Objective 2: Further develop process for adding or eliminating programs to ensure that GBCC has comprehensive and appropriate offerings.

- Clarify the role of GBCC Curriculum Committee in the process of adding or eliminating programs.
- More clearly delineate key stakeholders for program addition or elimination.

Strategic Goals

Community goals will start with subcommittees drawn from the college community (see lists below, to refresh your memory) with one goal per subcommittee. The draft strategies/plans for the **operational goals** will be developed by specific departments within the college that already bear responsibility for these areas. In both cases, broad community feedback will be solicited for the draft strategies, tactics and action plans developed by these groups.

| Type | # | Goal Title | Subcommittee/ Department | Lead(s) |
|-------------|---|--|--|---------------------------------|
| Community | 1 | Develop and implement a standard process for evaluating, adding, or eliminating programs to ensure GBCC has comprehensive and appropriate offerings. | Academic Program Subcommittee | Rick Walters & Dulcinea Kaufman |
| Operational | 2 | Develop and implement an effective and efficient student recruitment plan to increase and diversify enrollment. | Starts in Admissions-Student Affairs | TBA |
| Community | 3 | Articulate a college identity and a plan to increase positive identity awareness and community engagement. | Community Awareness and Marketing Subcommittee | Sean Clancy & Nancy Carmer |
| Operational | 4 | Maintain retention rates equal to or above the IPEDS comparison institutions (currently GBCC 62%, IPEDS 60%). | Starts in Advising/Academic Affairs | Deanna Friedman |
| | 5 | Improve graduation rates to equal or exceed the IPEDS comparison institutions (currently GBCC 16%, IPEDS 23%). | | |
| Eliminated | 6 | Ensure 95% of students are either gainfully employed or successfully enrolled at another college within six months of graduation. | NA | NA |
| Operational | 7 | Establish long-term financial stability. | Starts in President's Office/Leadership Team | Dr. Addy |
| Community | 8 | Invest in and utilize human capital | Human Capital | Becky Clerkin |
| Community | 9 | Refine institutional and governance structure, and optimize communication pathways to reflect mission and values of the organization | Institutional Participation and Communication | Anita French |

Continued...

Community Goal Subcommittees

Academic Program Committee: Dulcinea Kaufman and Rick Walters (chairs), Paul Giuliano, Jordan Fansler, Kim Williams

Human Capital Committee: Beck Clerkin (chair), Dawn Comito, Lynda Bonneau, Sarah Follansbee, Debra Mattson, Brian Scott

Institutional Participation and Communication Committee: Anita French (chair), Aimee Huard, Rae Eldridge, Brittanie Mulkigian

Marketing and Community Engagement Committee: Sean Clancy and Nancy Carmer (chairs), Catherine Ciotti, Allyson Grochmal, Lynn Syzmanski, Mike Harrison

Subcommittee/Department Group Process Summary

Each Subcommittee/Department Group has been assigned a goal and is developing an action plan that can be used as a guide towards for achieving that goal. Plans will typically consist of one or more strategies broken down into a set of tactics and actions. A general timeline for implementation of the plan will be developed and key success indicators for the assigned goal will be identified.

Definitions

GOALS: observable and measurable end results

STRATEGIES: methods or plans to bring about a desired future, such as achievement of a goal

TACTICS: planned ways of doing something, specific actions intended to achieve a particular result

ACTION PLAN: a sequence of steps that must be taken

SUCCESS INDICATORS (SI's): a type of performance measurement that evaluates the success of an organization or of a particular activity in which it engages.

Advanced Technology and Academic Center (ATAC)

Rochester Update – 10/1/2019

This document is an update on work for planning for the future of the Great Bay Rochester campus, with the following commitments from last meeting:

- ✓ 2021 fiscal numbers. Include an appropriation of state revenue to offset expenses. Keep as a separate line-item.
- × Know the cost to move
(need to estimate equipment transport costs and whether a move to Portsmouth makes any sense; if not, could do market review, but should decide first whether leaving Rochester is even a viable option)
- × Present ideal program mix, including an estimate of how much square feet would be needed.
(options have been discussed, including six programs with variable capital intensity, but firm square footage estimates still work in progress)
- ✓ Charles and Mike to prepare a spreadsheet of options that we can modify

FY2020 Budget and Anticipating FY2021

Throughout the past two years, the Rochester location has done much to shed all but necessary expenses. This includes personnel reductions under President Huard at the end of FY18, as well as moving some expenses back to Portsmouth. Now, in fiscal 2020, GBCC is changing revenue streams and some of the direct expenditures associated with the Rochester location in order to make it more viable. For revenue, we anticipate an estimated \$961,395 for FY20. This number is larger than FY19 actuals. It assumes:

- **Flat enrollment and credits activity** from FY19.
- **General fund allocation.** Great Bay Community College will receive \$7,053,807 in general fund allocation. As 4.7 percent of total GBCC enrollment, GBCC will allocate this proportion of its allocation – or \$331,529 – as Rochester revenue.

For expenses, GBCC estimates a total of \$1,022,354. Smaller than FY19 actuals, this number assumes:

- **Paying into system-wide shared expenses** at a rate of 4.7 percent, or \$76,124
- **Salaries and benefits** of \$406,141, which reflects the movement of staff members to Portsmouth who had been doing Portsmouth work – a ~\$300,000 reduction from FY19.
- **Marketing budget of \$80,000** – a reduction of \$50,000 from prior year.
- \$200,000 in **direct expenses**, a reduction of \$123,000 from prior year, which had included expenses Great Bay had to spend down by the end of the grant.
- \$260,000 for the **lease**

| FY 20 Revenue | |
|------------------|------------------|
| Tuition and Fees | \$627,666 |
| State Allocation | \$331,529 |
| Other Revenue | \$2,200 |
| | |
| Total | \$961,395 |

| FY 20 Expenses | |
|-----------------------------|--------------------|
| Payroll | \$406,141 |
| Lease | \$260,000 |
| Marketing | \$80,000 |
| Shared Expenses | \$76,123 |
| Other Expenses | \$200,090 |
| | |
| Total | \$1,022,354 |
| Net Operating Income | (\$60,959) |

Continued...

Bottom Line and Discussion for Today (Oct. 2)

With these estimates, we expect Rochester to lose \$61,000 on the year, provided no other changes to expenses, and no increase in enrollment. We anticipate Great Bay can cover this loss through operating net income from Portsmouth and that, next year, we can make changes in academic programming, lease arrangement and personnel to remain in the black.

We assumed flat enrollment because we wanted to give as much of a picture of FY21 expectations as FY20 in this document. If we come in at 90 percent of last year's enrollment, the net deficit grows to \$150,000 --- still absorbable by Great Bay, especially given our confidence that we can exceed last year's number by next year from programmatic changes.

For discussion on Oct. 2, 2019, we would like to review these numbers and discuss next steps, including:

- Any modeling through modulating assumptions above in a basic Excel sheet
- Timeline for potential new lease arrangements and negotiating points.
- Possible upcoming moves in personnel, programming, and facility hours