I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

*Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.*

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Assigned To

Renee Dodge

Institution Response

O 4. List all accredited programs (as they appear in your catalog).

Accounting, Computer Technologies (confirmed Nov. 2015), Hospitality Management, Management, Marketing, Liberal Arts-Business Studies

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

n/a

O 6. List all campuses where a student can earn a business degree from your institution.

Great Bay Community College, 320 Corporate Drive, Portsmouth, NH 03820
Person completing report:

Name: Renee Dodge

Phone: 603-427-7663

Email address: rdodge@ccsnh.edu

ACBSP Champion name: Renee Dodge

ACBSP Co-Champion name: n/a

Sources

There are no sources.
II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

QA Report

Assigned To
Renee Dodge

Institution Response

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

In the email we received from Steve Parscale dated May 22, 2014 with the subject line: ACBSP Quality Assurance Report Feedback for Great Bay Community College, we did not receive any notes or conditions as a result of our previous ACBSP QA Report.

As an aside, the GBCC CT Program has received retroactive ACBSP accreditation per the attached email from Steve Parscale dated December 17, 2016.

Please see attached...

Sources

- ACBSP_CT Approval_Steve Parscale
- April 2014 QA Response Letter - Great Bay CC FINAL
III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in Standard 4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard 6, Criterion 6.11 (see Excel table in Evidence file - Table 6.1) graduation rates, retention rates, job placement, etc. How do you make the results public?

QA Report

Assigned To
Renee Dodge

Institution Response

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student achievement is made public using the following:

- News Articles and Press Releases (http://www.greatbay.edu/?a0=59&a1=news)
- The Student Showcase (http://greatbay.edu/studentshowcase)
- S.H.O.W. - Students Highlighting Outstanding Work
- CAPS Newsletter, The Tassel

IPEDS Data Feedback Report:

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

The data provided is used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. To view the information specific to Great Bay Community College go to: http://nces.ed.gov/ipeds/datacenter/login.aspx.
News Articles and Press Releases:

Press Releases, which highlight student achievement, are generated by the Institution’s Public Information Officer. In addition to press releases, news articles focused on student achievement and other aspects of the College are published in Seacoast-Area publications (both print and online) such as Foster’s Daily Democrat (http://www.fosters.com), Seacoastonline.com, and the Great Bay Community College website (http://greatbay.edu/about/news).

Headlines from the time period specific to this report include:

Great Bay Community College and Seacoast School of Technology (SST) Partner to Offer New Welding Certificate Program (January 23, 2014)

New Dual Admission Program between UNH and GBCC Increases Access to a 4-Year Degree (August 4, 2014)

GBCC Hosts 69th Commencement (May 8, 2015)

The Student Showcase:

The purpose of the Student Showcase YouTube Channel is to highlight various student work and performances that are submitted throughout the academic year.

S.H.O.W. 2016:

S.H.O.W. is Students Highlighting Outstanding Work. This Academic Year SHOW will be on February 22, 2016. Students can turn projects and research assignments from your Spring and Fall 15 classes into SHOW presentations. Students in writing classes can read some of their creative work in the Performance forum. Students with musical talents can treat the rest of the college to their music.

CAPS Newsletter, The Tassel:

The Center for Academic Planning and Support publishes a newsletter, The Tassel, on a semester basis, which not only highlights student achievements, but also provides information on CAPS services, campus events, student feedback on various programs and topics, and career and industry-related developments.

In the spring 2014 edition of the Tassel, an article is written about the CAPS Featured Student of the fall 2013 semester. Additionally, the recipients of the Non-Traditional Scholarship were listed.

The fall 2014 edition, highlights one of our student tutors as the CAPS Outstanding Student Employee

Other:
The following reports are made available to the public in accordance with CHEA Standard 12, Paragraph 12(B)(1), 2010 CHEA Recognition Policy and Procedures. Reports available at http://greatbay.edu/node/1544 are as follows:

Self-Study Report for Re-Accreditation, 2011

News Release from ACBSP about GBCC Re-Accreditation, 2011

News Release from ACBSP about all Reaffirmations, 2012


Sources

There are no sources.
1 - Standard 1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Assigned To
Renee Dodge

Institution Response

Organization

List any organizational or administrative personnel changes within the business unit since your last report.

Since our last QA report, which was submitted February 2014, there has been some extensive restructuring within the business unit.

Two full-time business faculty positions have been eliminated, while a third position has remained unfilled. In addition, as of the fall 2014 semester, Hospitality Management is its own department, while at the start of the fall 2015 semester, Computer Technologies merged with our Information Systems Technologies Program to form the Information Technologies Department.

The current interim Department Chair for Business, Marketing, Management and Accounting is Paul Petritis, Vice President of Academic Affairs. We are in the process of accepting resumes for a new full-time business faculty member who will also fulfill the role of Department Chair. The hiring process for this position shall be complete by March 2016.

List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

No new sites have been added.

Sources

- Submitted_GBCC_QA_Evidence_File_36380
2 - Standard 2 Strategic Planning

You do not have to respond to Standard #2 Strategic Planning if you do not have any notes or conditions in this standards.

QA Report

Assigned To
Renee Dodge

Institution Response

Due to the reorganization of the Business Department over the past year, an updated strategic planning document has not been created. The action plan items included within the MS Excel Evidence File, specifically for the Business and Accounting Programs, are a listing of actions and steps that have taken place since spring 2015.

A current action item is to hire a new business department chair by March 2016. Once this individual is hired and settles into the position, an updated strategic planning document will be created and implemented.

Sources

- Submitted_GBCC_QA_Evidence_File_36380
3 - Standard 3 Student and Stakeholder Focus

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

QA Report

Assigned To
Renee Dodge

Institution Response

In addition to the partnerships noted within the MS Excel evidence file, the Department of Business Administration has articulation/transfer agreements with several four year institutions in the State of New Hampshire to include: University of New Hampshire, Southern New Hampshire University, Franklin Pierce University, Plymouth State, Granite State College, etc. In addition, the Department also has articulation/transfer agreements with the University of Massachusetts at Lowell, New England College, and University of New England.

Effective fall 2013, Hospitality Management split from the Business Department and has become its own separate department. The Department of Hospitality Management has specialized articulation agreements with University of New Hampshire and Southern New Hampshire University. The Department has also been in the preliminary phase of establishing an articulation/transfer agreement with Granite State College, and has made efforts to begin developing an agreement with Johnson & Wales.

The Computer Technology Degree Program (now part of the Information Technologies Department) collaborates directly with four technology based firms: PixelMedia, Newmarket International, VitalDesign, and Seapoint Internet Marketing. In addition, it has articulation agreements with the following 4-year schools: Keene State University and Franklin Pierce University. The program has also been in the preliminary phase of establishing an articulation/transfer agreement with UNH-Manchester.

As a result of department organizational changes, the following surveys were not administered during the time period of focus for this QA Report: Student Satisfaction, Faculty Satisfaction, Employer Satisfaction, and Alumni Satisfaction. Notice has already been sent along to our Institutional Researcher and Department Chairs of ACBSP accredited programs to ensure these surveys will be administered going forward for both the fall and spring semesters. We should have a sufficient number of meaningful data points to document within our next QA Report due spring of 2018.

As an aside, the GBCC Center for Academic Planning and Support (CAPS) conducts a survey to evaluate student satisfaction with academic support services. Currently, the survey does not track student responses by degree major. Going forward, CAPS is going to work toward capturing these results.

Sources

- Submitted_GBCC_QA_Evidence_File_36380
4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes. List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measurable.

AAS

AS

AS Accounting, etc.

b. Performance Results. Complete the table for Standard 4 Student Learning Results (required for each accredited program) found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process. However, you must have results for every accredited program.

QA Report

Assigned To
Renee Dodge

Institution Response

a. Program Outcomes:

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Graduates with an A.S. degree in Accounting will:

- Have a practical working knowledge of financial and managerial accounting.
- Know how to operate at least one accounting software program.
- Know how to prepare a complex individual tax return.
- Be able to prepare accurate and well-organized financial statements.
- Be able to make the adjustments needed to create financial statements in accordance with generally accepted accounting principles.
- Demonstrate proficiency in analytical thinking, oral and written communication, and applied mathematical skills.
- Be able to transfer to a four-year college or university with a solid accounting and overall business studies foundation so as to continue their accounting education in a seamless manner

Pending course selection, graduates with an A.S. degree in Computer Technologies will be able to:
- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement and evaluate a computer-based process or program to meet desired needs.
- Use current techniques, skills, and tools necessary for computing practices.
- Demonstrate a familiarity with state-of-the-art programming techniques, tools, and practices.
- Demonstrate a solid foundation in the fundamental areas of computer science— which are algorithms, systems, and software—and exposure to multiple sub-disciplines of computer science.
- Understand professional, ethical, legal, security, and social issues and responsibilities related to IT, to include an understanding of cross-cultural issues and global perspectives.
- Use written and oral communication skills necessary to be effective in the IT industry.
- Recognize the need to maintain currency with future changes in the computing profession.
- Use creative and critical thinking processes to work independently and/or collaboratively to develop complex solutions, and take the lead to implement those solutions.
- Function effectively on teams to accomplish a common goal.
- Through the use of an online portfolio, students will assess and reflect upon their own learning and create a cumulative portfolio of their “best” work.

Graduates of the **Hospitality Management** program will be able to:

- Identify the fundamental components, historical developments, and the current and future trends of the global hospitality industry.
- Explain the significance of the guest host relationship inherent to the hospitality industry and the strategies used to achieve service excellence.
- 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.
- Realize and appreciate the importance of professional, ethical, legal, and social issues and responsibilities related to the hospitality industry.
- Demonstrate a solid understanding of effective hospitality sales, marketing, and management practices.
- Develop and apply problem solving, decision making, team building and critical thinking skills to practical hospitality management situations.
- Broaden career perspectives and enhance personal and professional development opportunities for a successful career in the hospitality industry.
- 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.

Graduates of the Associate Degree in **Liberal Arts/Business Studies** will include, but not be limited to, the following:

- Identify problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.
- Assess the impact of managers as change agents, including the impact of their decisions on the organization, its stockholders, its employees, its customers, and the community at large.
- Use interpersonal and cross-cultural communication knowledge and skills to lead and manage collaborative activities.
- Integrate information from various sources to address complex and interrelated problems.
Develop knowledge regarding how underlying assumptions of various diverse people and cultures shape alternative ways in which problems can be viewed.

- Use teamwork and collaboration skills to work collectively toward solving problems.
- Assume leadership roles in a variety of academic and professional settings.
- Demonstrate an understanding of how discipline-specific decisions impact other disciplines

**Graduates with a degree in Management will:**

- Know the fundamentals of management theory and practices.
- Demonstrate written and oral proficiency in business communications.
- Understand the foundations and importance of business ethics and social responsibility.
- Be able to transfer to a four-year college or university with a solid management and overall business studies foundation.
- Be prepared to enter the workforce with entry-level management skills.
- Possess a solid management foundation for transfer.
- Understand the necessity for a commitment to life-long learning to ensure employability.
- Demonstrate competency in fundamental areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.
- Possess an Understanding of cross-cultural and global issues and sensitivity to diversity and other cultures.
- Demonstrate Information literacy through research skills and the use of technology.
- Demonstrate proficiency in critical thinking, analysis, reasoning, questioning and quantitative skills.

**Graduates with a degree in Marketing will:**

- Identify the marketing mix variables: product, price, place, and promotion and write a marketing plan.
- Create and develop an integrated marketing communication (advertising) plan, including marketing objectives, strategies, and tactics.
- Analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.
- Analyze the decision-making process in marketing products internationally and understand the role marketing plays in a global economy.
- Demonstrate knowledge of various advertising media, such as social media and all forms of digital mediums.
- Apply the strategic selling model to personal selling activities.
- Engage in a personal selling situation with emphasis on the customer relationship and deliver a personal sales presentation using a sales portfolio and other sales tools.
- Possess an Understanding of cross-cultural and global issues and sensitivity to diversity and other cultures.
- Demonstrate Information literacy through research skills and the use of technology.
- Demonstrate proficiency in critical thinking, analysis, reasoning, questioning and quantitative skills.

**b. Performance results**

In addition to the assessments documented within the MS Excel Evidence File, attached is the External Analysis Report from Peregrine Academic Services, which documents student performance within the following programs: Accounting, Management, and Marketing.

The results show that Great Bay Community College students outperformed those documented within the aggregate...
across a majority of exam areas.

Sources

- GBCC_Catalog_1516
- GreatBayCommunityCollege_20160205_ExternalComparison
- Submitted_GBCC_QA_Evidence_File_36380
5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus Complete Table 5.1 Standard 5 - Faculty- and Staff-Focused Results found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

b. Faculty Qualifications Complete Table 5.2 Standard 5 - New Full-Time and Part-Time Faculty Qualifications found under the Evidence File above. This table is for new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria.

QA Report

Assigned To
Renee Dodge

Institution Response

The number of new hires per accredited program during the time frame of fall 2013 through spring 2015 are as follows:

Accounting: 2 new hires
Business: 5 new hires
Computer Technologies: 4 new hires
Hospitality: 1 new hire

Faculty Satisfaction:

As a result of department organizational changes, a Faculty Satisfaction survey was not administered during the time period of focus for this QA Report. Notice has already been sent along to our Institutional Researcher and accredited program Chairs to ensure this survey will be administered going forward for both the fall and spring semesters of each academic year. We should have a sufficient number of meaningful data points to document within our next QA Report due spring of 2018.

Sources

- Submitted_GBBC_QA_Evidence_File_36380
6 - Standard 6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.

2. List any degree programs that have changed names whether or not there are curriculum changes. This information will be used to update your list of accredited programs on the ACBSP website.

3. List any new degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

4. List any accredited programs that have been terminated since your last report.

   Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.

5. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report

Assigned To
Renee Dodge

Status: Completed | Due Date: 2/5/2016

Institution Response

a. Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.

As of the summer 2015 semester, no existing accredited degree programs/curricula have been substantially revised since our last QA Report.

2. List any new degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a
**self-study to add the degree.**

As of the summer 2015 semester, no new degree programs have been developed since our last QA Report.

3. **List any accredited programs that have been terminated since your last report.**

As of the summer 2015 semester, no accredited programs have been terminated.

*Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.*

**Sources**

- Submitted_GBCQQA_Evidence_File_36380