Self-Study Report for Reaffirmation

Prepared for the

Accreditation Council of Business Schools and Programs

Self-Study Year: 2010 – 2011

Published: August 2011
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Name of the Institution: Great Bay Community College (GBCC)

President or Chancellor’s Name: Wildolfo Arvelo, College President

Chief Academic Officer’s Name: Diane Chin, Vice President Academic Affairs

Business Department Chairperson: John Burtt, Professor

Identification of Primary Institutional Contact during the Accreditation Process:

Name: John Burtt, Professor
Title: Department Chair, Business Administration and Information Technologies

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Phone: (603) 427-7660 cell 603 387 2501
Email: jburtt@ccsnh.edu

Name of Institution’s Self-Study Coordinators:

Name: Renee Dodge
Title: Program Coordinator, Computer Technologies

Name: Daniel Murphy
Title: Program Coordinator, Accounting

Date of Submission of this Self-Study: August 15, 2011
<table>
<thead>
<tr>
<th><strong>Guide to Definitions and Acronyms</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>ACT</strong></td>
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<tr>
<td><strong>ADA</strong></td>
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<tr>
<td><strong>CAPS</strong></td>
</tr>
<tr>
<td><strong>CCSNH</strong></td>
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<td><strong>CLEP</strong></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td><strong>CRN</strong></td>
</tr>
<tr>
<td><strong>Days of the Week</strong></td>
</tr>
<tr>
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<tr>
<td><strong>EEOC</strong></td>
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<td><strong>SIS</strong></td>
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<td><strong>TOEFL</strong></td>
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<td><strong>Certificate:</strong></td>
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<tr>
<td><strong>Professional Certificate:</strong></td>
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<tr>
<td><strong>Associate Degree:</strong></td>
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<tr>
<td><strong>Baccalaureate Degree:</strong></td>
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<tr>
<td><strong>Student Classifications</strong></td>
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</tr>
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</table>
# Listing Of All Business and Business-Related Programs

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Program in Business Unit</th>
<th>To Be Accredited by ACBSP</th>
<th>Degrees</th>
<th># of Degrees Conferred 2010-2011*</th>
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</thead>
<tbody>
<tr>
<td>Business Administration and Information Technologies</td>
<td>Accounting</td>
<td>Yes</td>
<td>Yes</td>
<td>Accounting AS</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accounting Certificate</td>
<td>1</td>
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<tr>
<td></td>
<td>Management</td>
<td>Yes</td>
<td>Yes</td>
<td>AS Degree in Management</td>
<td>5</td>
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<td></td>
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<td></td>
<td></td>
<td>Management Certificate</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>Yes</td>
<td>Yes</td>
<td>AS Degree in Marketing</td>
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<td></td>
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<td></td>
<td></td>
<td>Marketing Certificate</td>
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<tr>
<td></td>
<td>Liberal Arts Business Studies</td>
<td>Yes</td>
<td>Yes</td>
<td>AS Degree in Business Studies with a Concentration in Liberal Arts</td>
<td>3</td>
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<tr>
<td></td>
<td>Health Information Technologies</td>
<td>No</td>
<td>No</td>
<td>Medical Coding Certificate</td>
<td>23</td>
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<tr>
<td></td>
<td>Hospitality Management</td>
<td>Yes</td>
<td>Yes</td>
<td>Hospitality Management AS</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>Culinary Certificate</td>
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<tr>
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<td>Computer Technologies</td>
<td>No</td>
<td>No</td>
<td>AS Computer Technologies</td>
<td>9</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Digital Design and Animation Certificate</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LINUX Certificate</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Programming Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comment:** Justification for excluded programs is provided on page 12.
Overview and Organizational Profile for Accreditation

Self-Study Preparers:
The self-study was prepared by a team consisting of:
- John Burtt, Department Chair, Department of Business Administration and Information Technologies
- Renee Dodge, Program Coordinator, Computer Technologies
- Daniel Murphy, Program Coordinator, Accounting

Self-Study Purpose:
Great Bay Community College has been a member of ACBSP for 10 years. The goal of the Department of Business Administration and Information Technologies has been to comply with and achieve ACBSP accreditation standards as a means to measure, evaluate and continuously improve program quality. The purpose of the self-study is to review the current curriculum to ensure that accreditation standards continue to be met.

Self-Study Timeline:

<table>
<thead>
<tr>
<th>Month(s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2011</td>
<td>Preliminary meetings, establishment of objectives, timeline development, etc.</td>
</tr>
<tr>
<td>February 2011 - April 2011</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td>March 2011 - April 2011</td>
<td>Interviews</td>
</tr>
<tr>
<td>May 2011 - June 2011</td>
<td>Write report</td>
</tr>
<tr>
<td>June 2011</td>
<td>Attend ACBSP Annual Conference Indianapolis, Indiana</td>
</tr>
<tr>
<td>July 2011</td>
<td>Final report review</td>
</tr>
<tr>
<td>August 2011</td>
<td>Submit report to ACBSP</td>
</tr>
<tr>
<td>September/October 2011</td>
<td>ACBSP Evaluation Team Visit</td>
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</tbody>
</table>

Regional Accrediting Body:
Great Bay Community College is accredited by the New England Association of Schools and Colleges, Commission on Institution of Higher Education. A copy of the reaffirmation of GBCC’s regional accreditation is attached as Appendix A.

Profile of Institution:
Great Bay Community College (GBCC) is one of seven community colleges in the state of New Hampshire. It has been granted legal authority by the New Hampshire State Legislature RSA 188-F and the Post-Secondary Education Commission of New Hampshire to grant and confer the Associate in Arts, Associate in Science, and Associate in Applied Science degrees as well as diplomas and certificates.

The College is in its 66th year of operation. It had originated as New Hampshire State Trade School to educate World War II veterans and has evolved into a comprehensive community college that provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities.
• 1945 – State of NH Chapter 204 establishes “State Trade Schools” with the passage of House Bill 279.

• 1949 – The college becomes the New Hampshire Technical Institute – Portsmouth.


• 1966 – New Hampshire Vocational Technical Institute moves to new building at 150 Greenleaf Avenue in Portsmouth.


• 1975 - New Hampshire Vocational Technical College – Portsmouth is accredited by NEASC. This leads to an agreement between the Division of Post-Secondary Education and the University System of New Hampshire to allow transfer of credit.

• 1982 – First classes offered in the new Stratham Campus Building.


• 2001 – Pease Tradeport Satellite Campus moves to 320 Corporate Drive and is named Pease Emerging Technology Center.

• 2002 – New Hampshire Community Technical College – Manchester/Stratham becomes accredited by NEASC – CIHE.

• 2005 – Reorganization results in the separation of merged Colleges, creating New Hampshire Community Technical College at Stratham as one College.

• 2007 - New legislation opens the doors for self-governance. New Hampshire Community Technical College System is renamed to Community College System of New Hampshire and the Board of Trustees creates a process for the development of new policies and procedures.

• 2008 - New Hampshire Community Technical College at Stratham name is changed to Great Bay Community College (GBCC).

• 2009 – GBCC renovates the Pease Tradeport campus in Portsmouth and moves all college operations to the location – closing the Stratham campus.
As an institution which primarily serves citizens of New Hampshire, Great Bay Community College provides programs of study in the sciences, career and technical fields, and in Liberal Arts. Additionally, the college serves students from other New England states; predominantly Maine and Massachusetts. The student population is comprised of a cross section of the cultural and socioeconomic diversity of the region.

Portsmouth, NH is at the hub of the Greater Seacoast Area, which also includes the cities of Rochester and Dover, NH, among many other surrounding towns. The city of Portsmouth is located in Rockingham County which has a population of 299,276. Portsmouth’s population is 20,579. The population is predominantly white (89.7%) followed by Asian Americans (4.4%), Black/African American (2.7%) and Native Hawaiian and Other Pacific Islander (0.4%). The estimated per capita income for 2009 was $35,140.00 with a median household income of $58,492.00 (2009) (www.city-data.com).

Pease International Tradeport is a growing business and aviation industrial community. It is home to over 245 companies employing more than 7,000 people.

During 2011, the NH House of Representatives introduced HB-474 relative to the freedom of choice on whether to join a labor union. The bill is commonly referred to as the “Right-to-Work Law”. The bill passed the full House and Senate, but was vetoed by Governor John Lynch on May 11, 2011. There has been discussion among the House leadership to present to lawmakers a vote to overturn the veto. However, this vote did not take place, and as of the date of this report, the veto stands and New Hampshire is still not a Right-to-Work state. Therefore, The Community College System of New Hampshire has a Collective Bargaining Agreement (CBA) with SEIU Local 1984 representing employees of the Community College System.

Great Bay Community College provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities. A strong commitment to lifelong learning is reflected in the College’s policies, programs and activities. The College promotes economic development through community engagement and workforce development for the region.

The College Community serves the following groups of individuals:
- High school students taking college courses through Running Start.
- Traditional students just graduating from high school.
- Adult student career changers, career advancers, displaced workers, adults seeking career counseling and training to accomplish their goals.
- Business community through customized short-term training.
- College graduates seeking career training/retraining.

Professional development opportunities and training solutions for business, industry, government agencies, and/or individuals is done through the Business and Training Center. The Business and Training Center (BTC) at Great Bay Community College has partnered with NH businesses to offer certification programs, courses and workshops designed to upgrade employee skills, advance leadership and management capabilities and support ever-changing job initiatives.
Courses provide nationally recognized certification in a number of fields and are offered at the campus. Programs and Training Solutions offered by the BTC include the following:

- Administrative Office Assistant Certificate Program
- Drafting Technology: CAD Certificate
- Lean Enterprise Certificate Program
- LNA-Red Cross Nursing Assistant Certificate Program
- Machine Tool & CNC Technology
- 2011 National Electrical Code Update
- Personal Care Attendant Certificate Program
- Certificate in Product Inventory Management (CPIM)
- Small Engine Repair Technology
- START Hospitality Program

Since 2003, Great Bay Community College (GBCC) has partnered with Portsmouth Naval Shipyard (PNS) and York County Community College (YCCC) to deliver the US Department of labor approved non-credit classroom education and training for nearly two dozen trades. Beginning in 2008, GBCC has partnered with the PNS to deliver the Associate of Science degree in Technical Studies. The AS degree was required of apprentices hired 2008 through 2010. Going forward, apprentices will have the option of pursuing the AS degree, deferring admission or opting out of the program.

This degree program recognizes and credentials learning that occurs outside of the academy. In this case, GBCC grants 24 credits for the US Department Of Labor approved classroom and on-the-job learning that results in Journeyman’s status in any of the 23 trades at PNS. In addition, the Technical Studies program is flexible to include 13 additional courses that enhance learning focused on the student’s work or academic goals.

PNS recognized that their non-credit and OJT training program provided superior education and training for each of the trades. With over 1,000 workers slated for retirement from 2008 through 2012, PNS leadership saw the impending need to develop supervisory and leadership skills among new workers to assume those roles as PNS veterans pursued retirement. PNS apprenticeship administrators collaborated to select three business courses to provide apprentices with the skills needed to aspire to supervisory and leadership opportunities at the shipyard. These include: BUS110 Introduction to Business; BUS114 Management; BUS220 Operations Management.

Beginning summer 2011, GBCC will shift its relationship with PNS from the apprenticeship program to Command University (CU). CU serves the higher education aspirations of all the staff at PNS from non-credit professional development through Associate, Bachelor and Master Degree programs. This opens up opportunities for GBCC to continue to deliver courses on-site at PNS and to enroll students on-campus and online through Command University.
Courses delivered at PNS are scheduled directly after the first shift ends. They are delivered under contract to allow PNS enrollment flexibility. A member of the Advising Center is assigned responsibility for the PNS students and provides services which encompass recruiting, admissions, academic advising and graduation. She is on-site one afternoon each week and available at other times on campus, by phone and via email.

Delivery of the AS degree in Technical Studies at Portsmouth Naval Shipyard has been approved by the Maine State Department of Education as well as NEASC. Availability of Financial Aid for courses delivered at this site has been submitted to the US Department of Education for approval.

As of spring 2011, GBCC had 490 students enrolled full-time in degree programs, 1413 part-time degree students, and 142 students in non-credit or short-term courses for a total student population of 2045 students.

Additional statistics show that:

- 58% are female, 42% are male.
- Approximately 9% are non-native students.
- The average student age is 28 years.
- There are 117 students with disabilities.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 18</td>
<td>2.2%</td>
</tr>
<tr>
<td>18 to 21</td>
<td>36.6%</td>
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<tr>
<td>22 to 29</td>
<td>34.4%</td>
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<tr>
<td>30-39</td>
<td>14.7%</td>
</tr>
<tr>
<td>Above 40</td>
<td>12.1%</td>
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</table>

As reported May 2011
<table>
<thead>
<tr>
<th>Major</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>15</td>
<td>43</td>
<td>58</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>12</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Computer Technologies</td>
<td>24</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>32</td>
<td>33</td>
<td>65</td>
</tr>
<tr>
<td>Digital Design and Animation</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Early Childhood Education/ ECEO</td>
<td>11</td>
<td>42</td>
<td>53</td>
</tr>
<tr>
<td>Homeland Security</td>
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<td>7</td>
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<td>Hospitality Management</td>
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<td>Information Systems Technology</td>
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<td>Liberal Arts</td>
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<td>660</td>
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<td>Liberal Arts/ American Studies</td>
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<td>8</td>
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<td>Liberal Arts/ Business</td>
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<td>38</td>
<td>56</td>
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<td>Liberal Arts/ Engineering Science</td>
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<td>16</td>
<td>28</td>
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<td>Liberal Arts/ Teacher Preparation</td>
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<tr>
<td>Management</td>
<td>16</td>
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<tr>
<td>Marketing</td>
<td>7</td>
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<tr>
<td>Massage Therapy</td>
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<td>Veterinary Technology</td>
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Organization Chart:
The Business Department reports to the Vice President of Academic Affairs who, in turn, reports to the College President. The charts for the College, President’s office, Academic Affairs office, Academic Services, Business Office, Enrollment Management & Student Services, and the Business Department are attached as Appendices B through H. All College organizational charts are available in the Human Resources Office.

Legal Authorization:
Great Bay Community College has been granted legal authority by the New Hampshire State Legislature RSA 188-F and the Post-Secondary Education Commission of New Hampshire to grant and confer the Associate in Arts, Associate in Science, and Associate in Applied Science degrees as well as diplomas and certificates.

Governing Board:
Great Bay Community College (GBCC) is one of seven community colleges in the state of New Hampshire. As a public institution of higher education, Great Bay Community College is accountable to the Community College System of New Hampshire (CCSNH), which is located in Concord, New Hampshire. The Commissioner of the CCSNH, appointed by the Governor of New Hampshire, is the Chief Executive Officer for the system. The CCSNH is accountable to the Board of Trustees which consists of gubernatorial appointees from business, industry, education and the student body.

The President of the college is the Chief Executive Officer who is responsible for all policies and procedures regarding credit and noncredit programs, student services, budget and financial administration, and facilities management. The President’s staff currently includes five senior managers: the Vice President for Academic Affairs; the Vice President of Enrollment Management and Student Services; the Chief Financial Officer; the Associate Vice President of Corporate and Community Education; and the Director of College Information Technology. The President appoints the members of the College Advisory Committee who represent business and industry in the state of NH. The Advisory Committee advises the President, provides communication between the college and the community, assists in continuous review of academic programs, and supports appropriate state and national legislation. The Advisory Committee meets four times per year.

Organization structure includes ten college-wide academic departments. Each department has a Chairperson appointed by the President. The department chairs meet on a monthly basis to review curriculum, recommend course revisions, and design programmatic enhancements. There are college-wide governance standing committees as well as advisory/planning committees where faculty, staff and students from all disciplines within the college community have the opportunity to participate in the on-going operations and planning of the college. The College Governance Handbook has been included within Appendix I.
CCSNH Board of Trustees

The 23 voting members of the CCSNH Board of Trustees are appointed by the Governor and confirmed by the Executive Council. The members represent business & industry (4), education (1), health care (1), law enforcement (1), career and technical education (1), labor (2), technology (1), CCSNH students and alumni (3), the community service sector (1), and the public (8).

The Board sets Strategic Goals for the System and provides oversight at the policy level for the colleges within the System. Members of the public can access Board of Trustees meeting schedule, agendas and minutes of previous meetings. Ex-officio members of the Board of Trustees include the Governor of the State of New Hampshire, the Chancellor and Vice Chancellor of the CCSNH, the Commissioner of the NH Department of Education, the Commissioner of the NH Department of Resources and Economic Development, the Commissioner of the NH Department of Employment Security, and the Presidents of each Community College.

The Governor, the Chancellor and the Vice-Chancellor of the Community College System, the President of each college within the Community College System, and the Commissioners of the Departments of Resources and Economic Development, Employment Security, and Education are all non-voting members.

Great Bay Community College Advisory Board

Great Bay Community College has a College Advisory Board. The advisory board is a group of individuals that is established to advise the President on the operation and development of the institution. The College Advisory Board is made up of the President’s executive team as well as business, industry, government, and community leaders. Outside members of the College Advisory Board for 2010-2011 include:

Nancy Pierce, Chair
Retired Principal, Seacoast School of Technology

Jason Alexander
Principal, Alexander Technology Group, LLC

Doug Bates
President, Greater Portsmouth Chamber of Commerce

Dr. Thomas Brady, Dean
The College of Life Sciences and Agriculture
University of New Hampshire

Christine Carberry
Biopharmaceutical Executive
Anthony Delyani, Esq.
Director, McLean, Graf, Raulerson & Middleton, P.A.

Mark Galvin
Managing Director, New Hampshire Innovation Commercialization Center

Michael Magnant
Town Administrator, Town of Rye

Representative Norman Major
House of Representatives
State of New Hampshire

Edward McDonough
Superintendent of Schools, Portsmouth School District, SAU 52

Brad Mezquita
Vice President, Appledore Engineering, Inc.

Thomas Pavlidis
Guidance Director, Newmarket High School

Karen Pollard
Economic Development Manager, City of Rochester

Stella Scamman
Owner, Bittersweet Farm

Christine Strong
President, Strong Resource Group

Frank Wetenkamp
General Manager, Wentworth By The Sea Marriott Hotel and Spa

Mark R. Windt, M.D.
Center for Asthma, Allergy and Respiratory Disease, P.L.L.C.

**Institution Mission:**
The Mission of the Community College System of New Hampshire (CCSNH) states that it will provide comprehensive, market-driven, accessible, quality programs of higher education and services that respond to the changing needs of students, businesses and communities. Great Bay Community College’s Mission Statement is closely aligned with that of the CCSNH. It states that Great Bay Community College provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities. A strong commitment to lifelong learning is reflected in our policies, programs and activities. We will continue our strong tradition of providing education in the sciences,
career and technical programs as well as in the liberal arts. We endeavor to promote economic development through community engagement and workforce development for the region.

The GBCC Mission Statement is included within the College’s catalog of program offerings, as well as posted on the GBCC website.

**Department of Business Administration and Information Technologies Mission:**
The mission of the Department of Business Administration and Information Technologies aligns with and mirrors that of the college. The mission of the Department states it is focused on delivering quality, marketable and transferable education, inspired by innovation and entrepreneurial spirit. This is accomplished by a team of professionally trained and academically credentialed faculty that is dedicated to a learning environment that maximizes the potential of every student. Faculty consistently strives for excellence by continuous improvement in teaching and learning, by employing technology, adapting to new learning tools and engaging students in critical thinking.

The programs offered within the Department of Business Administration and Information Technologies are compatible with that of the institution’s mission, as they are designed to provide a diverse group of students with the knowledge and skills necessary to transfer to 4-year degree programs and/or seek entry-level employment in a variety of business-related areas, such as management, marketing, accounting, and hospitality. Based on the data presented within this report, the Department has been successful in accomplishing its purpose.

**Business Programs to be Evaluated:**
The following programs will be included as part of the evaluation process:
- AS Degree in Accounting
- AS Degree in Management
- AS Degree in Marketing
- AS Degree in Business Studies with a Concentration in Liberal Arts
- AS Degree in Hospitality Management

*Justification for the Health Information Technologies exclusion:* This is a new program that will begin in the fall of 2011. It is our intent to request accreditation for this program when it meets ACBSP accreditation standards for business major component standards.

*Justification for the Computer Technologies exclusion:* This program does not currently meet ACBSP business major component standards. It is our intent to request accreditation for this program when it meets these criteria.

**Academic Degrees:**
For a listing of academic degrees offered by each of the Department’s business programs, see the table on page 4 of this report. Note that it is not possible to earn a degree entirely through alternative methods of instructional delivery.
Class Time, Course Delivery, Credit Hours:
The College awards credits based on the Community College System of New Hampshire (CCSNH) Board of Trustees guidelines:

The length of the semester is 16 weeks. Credit hours are calculated as follows:

1. A credit hour shall be the equivalent of one (1) hour of work per week for a 16-week semester.

2. A semester credit hour shall be comprised of the following:
   a. Class;
   b. Laboratory;
   c. Clinics;
   d. Practicum, Fieldwork, etc.
   e. Internships;
   f. Co-ops

3. A credit hour shall be allocated based on the below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Contact Hours per week</th>
<th>Contact Hours per Semester (based on minimum 15 week semester)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td>1 hour/week</td>
<td>15 hours</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Laboratory</strong></td>
<td>2 or 3 hours/week</td>
<td>30-45 hours</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>3 to 5 hours/week</td>
<td>45-75 hours</td>
<td>1 credit</td>
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<tr>
<td><strong>Practicum, Fieldwork</strong></td>
<td>3 hours/week</td>
<td>45 hours</td>
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<tr>
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<td>45-90 hours</td>
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<tr>
<td><strong>Co-op</strong></td>
<td>Variable by Department</td>
<td>Variable by Department</td>
<td>Variable by Department</td>
</tr>
</tbody>
</table>

The College uses a ratio of 1:3 for labs, clinicals, and internships. Computer labs are the only exception, as a 1:2 ratio is used.

The delivery modality of business courses include:
- On Campus
- Hybrid
- Online

Distance Education courses must adhere to the standards outlined within the CCSNH Distance Learning Policies, which was last updated February 11, 2011. The policies were developed and are maintained and updated by the Distance Learning Consortium, which is comprised of one representative (Distance Learning Coordinator) from each of the seven colleges within the Community College System of NH.
Great Bay Community College also has a Distance Learning Committee, whose purpose is to:

- Develop a process for online delivery of courses.
- Provide training for faculty.
- Develop a process for over-site and quality assurance of online courses.
- See Appendix J for the Online Course Rubric, which outlines the expectations and requirements for online courses.

**Student Communication:**
GBCC provides a New Student Orientation twice a year, at the beginning of the fall and spring semesters. All newly admitted students are invited and strongly encouraged to participate. Students participate in an orientation tour and technical training for the Student Information System (SIS), Blackboard (Bb), and the student email system. Students also receive and have a guided review of the Student Handbook, the facility map, financial aid paperwork and various other materials describing resources on campus and in the community. Currently, the College is working on an online version of this program as well.

In addition, the Admissions Department offers several General Information Sessions throughout the year (two per month) for prospective students to tour the College, meet Admissions staff, learn about the admissions process, receive information about Associate Degree and Certificate programs, and learn about transfer options, financial aid and more.

GBCC also offers three opportunities for new and prospective students to attend Open House events. Admissions staff, Administrators, and faculty members from each department are in attendance at each Open House event. New and prospective students are able to ask questions of various faculty and staff members related to the admissions process, Associate Degree and Certificate programs, transfer options, course tuition and fees, semester calendar, class schedules, etc.

Students can also obtain information on Business Program requirements, tuition, fees, student policies, and faculty academic credentials from the College Catalog. In addition, the Student Handbook outlines important dates, along with both academic and student policies.

Semester course schedules, which are published prior to the start of each semester, also provide information regarding course tuition and fees, semester calendar, and class schedules. Course schedules clearly mark course formats as either: Hybrid, Online, Full-Term, Varied Start, 1st Half, or 2nd Half.

The College catalog, Student Handbook, and course schedules are available on the Great Bay Community College website ([http://www.greatbay.edu](http://www.greatbay.edu)).

The Student Information System (SIS) also provides students with online access to course schedules, grade transcripts, financial aid, and other information.

College documents are available in alternative formats to individuals with disabilities.
**STANDARD 1: LEADERSHIP**

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit’s leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

**Introduction:**

The Department of Business Administration and Information Technologies is led by the Department Chair, John Burtt. The Academic Department Chair is appointed annually by the President of Great Bay Community College. Among other duties, the primary responsibility of the Department Chair is to provide leadership in the administration, supervision, evaluation, advancement and effectiveness of the academic programs and student support systems within the academic department.

Each of the individual programs within the Department is led by a Program Coordinator who is also appointed annually by the President. The Program Coordinator is primarily responsible for providing administrative oversight of the designated academic program. Additional duties include: assisting the Department Chair in the recruitment, selection, and evaluation of faculty and staff assigned to the program area; advising students; assisting in the assessment of program curriculum; and representing the program and college in program-related activities and associations.

**Criterion 1.1**

1.1A - Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

**Institution Response**

Department leadership utilizes the following strategies and systems to foster a high-performance work environment:

- Sets an example as a significant contributor to the College, and is truly dedicated to the success and development of the Department.
- Fosters an environment of mutual respect, and provides Program Coordinators and instructors the room to exercise a certain level of authority.
- Establishes a supportive work environment that embraces open communication and collaboration. The Department Chair listens to faculty and student ideas/concerns and allows individuals to make recommendations for change, if needed.
- Encourages faculty to utilize creative and modern teaching techniques and methodologies.
- Encourages and seeks opportunities for the professional development of faculty.
- Performance-level expectations are set high for all members of the Department of Business Administration and Information Technologies.
Faculty performance is evaluated on an annual basis through the use of formal evaluations. The Performance Summary Form is designed to describe a faculty’s job performance related to the faculty’s performance standards or goals set in the previous year’s evaluation. In addition, the Department Chair communicates on a regular basis with department faculty about job performance throughout the academic year.

Department and program goals are set annually with faculty, staff, and administration.

1.1B - Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Institution Response

The Department maintains effective communication and develops participation throughout the business unit by:

- Conducting face-to-face department meetings at the beginning of each semester and then a final department meeting at the end of the academic year.
  - As part of the Department’s goals and objectives for the 2011-2012 academic year, department meetings will be scheduled once per month to improve communication among department faculty.
- In January 2011, the Department of Business Administration and Information Technologies participated in an off-campus department retreat during which we reviewed the following:
  - Department and program-specific strategic goals and objectives
  - Best practices for online course delivery
  - ACBSP Self-Study and Reaffirmation of Accreditation
  - Department internships
  - Catalog revisions
  - Teaching assignments
  - Professional development opportunities
- The Department Chair regularly communicates with department faculty via email, phone conversations, and individual face-to-face meetings.
- All members of the Department maintain an “open door” office policy, which encourages collaboration and helps to maintain effective communication within the Department.
- The Department maintains a Blackboard site for sharing of information.
- The Department is implementing a collaborative social network beginning fall 2011. Under consideration is Yammer: The Enterprise Social Network (www.yammer.com).
**Criterion 1.2**

*Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.*

**Institution Response**

The Department Chair ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance by using the following standardized evaluation instruments as required by the Institution:

- Student Course Evaluations
- Classroom visitation report for in-class and online classes
- Annual Faculty Performance Evaluations originating from Program Coordinators to the Chair to the VP of Academic Affairs

The evaluation process for full-time faculty is outlined in the Collective Bargaining Agreement, and is conducted by the Chairperson of the Department of Business Administration and Information Technologies. Full-time faculty with less than five (5) years of experience receive annual performance reviews, while full-time faculty with more than five (5) years of service receive a formal evaluation every two (2) years. The faculty evaluation tool is consistent within the CCSNH and centralized from the system’s Human Resource office. Full- and part-time faculty are also evaluated each semester by the students enrolled in their respective classes.

As outlined in the Collective Bargaining Agreement, all full-time business faculty are evaluated in the classroom by the Department Chairperson using a standard CCSNH Faculty Performance Summary form (**Appendix K**). Program Coordinators evaluate program faculty using the Classroom Observation form (**Appendix L**). After review with the faculty member, the original evaluation is forwarded to the CCSNH; the faculty member retains a copy, and another copy is filed in the Department Chairperson’s faculty folders for accreditation/program approval purposes. (Hard copies are kept with Human Resources)

Additionally, each full-time faculty must submit an annual Professional Growth Plan to the department chairperson to direct and guide ongoing development and competence. This Professional Growth Plan is submitted to Academic Affairs.

Student evaluations of both full- and part-time faculty are completed each semester utilizing standard CCSNH Student Course Evaluation forms. Student course evaluations address course planning and organization, instructor knowledge and preparation, teaching methods and style, facilitation and assessment of learning, and overall rating of teaching effectiveness. One hundred percent of evaluations by students are completed online via Blackboard. Final results, which include response rates and comments, are retrievable via Blackboard by the Department Chair as well as Academic Affairs for review and then shared and discussed with the individual faculty members.
Criterion 1.3
Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

Institution Response

The Department addresses its responsibilities to the environment and practices good citizenship in several ways. For example, both full- and part-time faculty maintain copies of course files and documents on Blackboard (Bb), which results in the conservation of such resources as paper, ink, and time. Many faculty members do not print course syllabi, exams, handouts, and/or notes, as these types of course materials can be made available electronically to students. There are also many courses in which students are required to submit their assignments electronically as opposed to reproducing them in paper form. In addition, students are encouraged to take advantage of electronic versions of textbooks, which are not only less expensive than hard copies of texts; they are also a much more environmentally friendly way of presenting course content. Department faculty members strive to access all instructional materials in digitized formats, thus reducing hard copy versions of textbooks and other resources.

Recycle bins are located in multiple locations on each floor of the building, which makes it very easy to place recyclable products in the proper disposal area. Classrooms and offices are designed, so lights turn off automatically when people leave the room.

The Department maintains professional working relationships with members of business, industry, and governmental agencies within the College service area. Some professors have guest speakers from local businesses and industry come into the classroom to give presentations and speak with students and GBCC staff. As an example, the Liberal Arts/Business Program Coordinator invited noted Economist Dennis Delay to speak with the college community about the state of the New Hampshire economy.

The Department also emphasizes good citizenship through course offerings that feature a service learning component. For example, the Accounting Program has engaged two service learning components in its program. The first recognized service learning opportunity was performed in the Software Systems course. The GBCC accounting professor found a non-profit, 501(c)(3) entity that was looking for guidance in setting up an accounting system using Quickbooks. Since its accounting system was non-existent, the class was able to set up subsidiary systems, Microsoft Excel spreadsheet databases, and helped prepare payroll tax returns. The feedback from students and the Board of the non-profit was very positive.

A second recognized service learning program was undertaken by students in the Federal Income Tax class. The accounting professor contacted the local VITA (Volunteer Income Tax Assistance Program) office in Portsmouth, NH and coordinated with a VITA volunteer to organize a process in which several students earned certification to prepare income tax returns for low-income families. The students were required to volunteer a minimum of 24 hours of time to the program in addition to their training. These individuals were able to work with students from other schools as well. Once again, the feedback from students and the VITA administrators was positive, as all felt this was a worthwhile program.
There was one other service learning opportunity undertaken by the Accounting Program; however, this program was not a formally recognized service learning course. The Accounting Program Coordinator became a volunteer for the Guiding Eyes for the Blind organization as a puppy raiser. As part of his volunteer duties as a raiser, he was responsible for socializing the puppy as it prepared itself for a life of duty for the visually impaired. The pup was socialized and acclimated to academic life, as it was allowed to attend accounting courses that were taught by the raiser. The students in all of his classes were instructed on how to treat the dog as if it were in full service for a visually impaired student. The dog eventually completed the program and was matched with a visually impaired young woman who is currently attending college in Pennsylvania. The Accounting Program Coordinator eventually accepted the President’s Award for Community Service on behalf of his students and the dog he helped raise.

Another way in which the Department connects with local businesses is through offering internships to students. Internships are an experiential learning situation that take place in actual employment situations. Business students are able to work and receive credit toward their degree. According to the GBCC Internship Manual Students must work a total 144 hours during the semester to earn three (3) credits.

Department faculty are active participants within the community. Membership and involvement with local community organizations and events demonstrates the department’s commitment to integrating student learning with real-world experiences.

Each member of the department has “adopted” one or more surrounding high schools in an effort to not only provide additional learning opportunities for high school students, but to also help create a more seamless transition from high school to college.

Members of the Department perform consulting on a “pro bono” basis to students, alumni and small business. The Department faculty members also collaborate with the Small Business Development Center and Senior Core of Retired Executives.

Students enrolled within the Marketing, Management, Accounting, and Liberal Arts/Business Programs are all required to take MKTG125: Principles of Marketing and BUS114: Management. In each of those courses at least three lectures, with accompanying assignments, are focused on understanding environmental issues and their impact on business models. Additionally, benefits to organization and stakeholders related to proactive environmental policies are also discussed. Corporate Social Responsibility (CSR) and ethics are also key elements in these courses. The Department's mantra in these two courses is: When an organization acts with proactive social consciousness it creates superior value transactions.

With respect to citizenship, students enrolled in ECON235: Microeconomics, discuss the many issues and responsibilities facing adults in a democratic society. Regarding responsibilities to the environment, in ECON234: Macroeconomics, students study the effects of government regulation on pollution.
Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Institution Response

Strengths:
- College Leadership is actively involved in an ongoing Strategic Planning Process. The GBCC Strategic Plan is a “living” document which is continuously evaluated and updated on an annual basis. This allows the College to be proactive as opposed to reactive.
- The governance structure allows for broader participation of individuals across all levels of GBCC. The College Coordinating Council is the largest policy-setting body, which consists of all committee chairs, faculty, staff, and students.
- The President’s Cabinet has also been broadened to be more inclusive of individuals across all tiers of the College in an effort to encourage leadership development. Providing members of the college with a wider voice leads to a broader level of participation.
- All members of GBCC are encouraged to participate in professional development opportunities.
- Prior to officially hiring new employees, the college President meets with all potential new hires to ensure they not only have an understanding of the College, but that they also have leadership potential and the appropriate skillset, level of passion and focus to help advance the mission of GBCC.
- College administration works hard to keep all members of faculty, staff, and students engaged throughout the year in a variety of communications activities, in an effort to maintain an appropriate level of transparency, and to provide individuals with an opportunity to provide their input.

Opportunities for Improvement:
- College administration is always working in assessment mode, as new information focused on best practices is continuously being gathered and evaluated. Areas of focus for improvement include: management, curriculum, and student support.
- Members of the GBCC community continuously evaluate who we are, the institution’s values, and who we are serving. It is important that we look for ways to improve how we measure institutional effectiveness.
- The Department’s leadership can work singularly or cooperatively (with non-profit organizations) on environmental and civic issues related to the community served.
- The Department’s leadership can focus on performance excellence in online learning, collaborating with the Institution’s online task force.
- The Department’s leadership can develop a communication plan to instill the value of excellence in student and faculty performance
- The Department’s leadership can insure the policies and procedures of the Business unit are communicated effectively.
- The Department’s leadership will develop a succession plan as part of the strategic planning process.
STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process:

2.1A - Describe the business unit’s strategic planning process to address key student and program performance requirements; include the key steps and participants.

Institution Response

The Department of Business Administration and Information Technologies is currently working under a 3-year Department/Program Strategic Plan (2010 – 2013) (Appendix M). This is a “living” document in which it is evaluated and updated by department members twice per year during strategic planning meetings. The official strategic planning process begins with academic leadership, department chairs, and program coordinators. The strategic planning process is then open to other full- and part-time individuals within the department with the hopes of gathering additional perspectives, thoughts, and opinions.

The strategic planning process involves conducting a semi-annual situation analysis by the Department Chair to better understand the Department’s current position and if whether or not changes to its direction and/or focus need to be implemented. The Department Chair and Program Coordinators review the other ACSBP regionally accredited institutions and programs as a basis for assessing and improving our programs and offerings to ensure they remain current and competitive within the marketplace. The Department pays particular attention to whether or not the needs of its students are being met by program course offerings and curriculum. In addition, teaching technologies and instruction techniques are also evaluated to assess levels of ingenuity and integration of innovative technologies. Members of the Department regularly attend regional and annual ACBSP meetings to confirm that program and course offerings meet required accreditation standards.

Input from the Advisory Board is sought in the planning process as well as colleges and universities that the Department has articulation agreements with.

2.1B – Identify the key strategic initiatives included in the business unit’s strategic plan and describe how the business unit decides upon these initiatives.

Institution Response

The key strategic initiatives included in the Department’s Strategic Plan are:

- Maintain student advising sheets in a central electronic location that can be accessed by all members of the department.
• Integrate the use of a new mobile notebook lab within business courses.
• Develop a template model and continuous process for naming and assessing the objectives, skills, and attributes developed through the activities and assignments for each course within the Business Program.
• Create and distribute a newsletter to stakeholders as a way to not only keep students and alumni updated on department and program developments, but to also administer surveys and track alumni (where they are and what they are doing).
• Members of the department will also work toward earning and maintaining professional certifications.
• Develop a voluntary reflective practice or teaching circle to informally discuss teaching strategies through constructive collaboration.
• Adopt market-served high schools as a way of increasing visibility and outreach to the regional and local community.
• Utilize the Department’s Facebook and Twitter accounts as a means for communication with current, former, and potential students to keep them abreast of program updates and new developments.
• Restructure and modify the degrees offered by the Department, based on market assessment (see Appendix M).
• Develop and deploy third party assessment tools to measure performance in student learning outcomes (Peregrine Academic Services will be used).
• Complete articulation agreements with all New Hampshire colleges and universities.
• Improve the quality of online course delivery.
• Continue to improve the Department’s retention rate, semester to semester and year to year.
• Employ social media to build and strengthen relationships with our stakeholders.
• Employ and deploy enterprise social network to drive collaboration and achievement of objectives and performance outcomes using Yammer: The Enterprise Social Network (www.yammer.com).
• Prepare business students for success in online learning.

Department initiatives are closely related to the goals and objectives presented in the Department Strategic Plan, which are in turn, tied directly to the goals and objectives of the College, overall. Both full- and part-time members of the Department of Business Administration and Information Technologies participate in department strategic planning meetings twice per academic year, during which key initiatives are discussed and their level of completion is determined. Department members are able to provide input, ask questions, and vote to accept the initiatives. In addition, the Department’s Strategic Plan is presented to its Advisory Board members for input and assessment of goals and objectives.

The Department of Business Administration and Information Technologies has established a group of individuals that make up its advisory board. This group is established to advise members of the Department on the development and improvement of program course offerings and curriculum. The Department Advisory Board is made up of full- and part-time department faculty as well as individuals representing business, industry, and the community.
Outside members of the Department Advisory Board for 2010-2011 include:

- Mike Houghton
  Dowling Corp
- Paul Schneiderman
  Southern New Hampshire University
- William Strouss
  CPA, Financial Consultant
- Tim Scullin
  Sig Sauer
- Meghan Proctor
  Human Resources Director
  Sheraton Harborside
- Marcus Mann
  Evening Administrator
  CCSNH
- Kendra Palmer
  Staff Hunters, LLC
- Norman Messa
  Seacoast School of Technology
- Tim Scullin
  Sig Sauer
- Clayton Barrows
  Chair, Hospitality Management
  University of New Hampshire
- Dewey Corl
  Fidelity Management and Research, LLC
- Marcus Mann
  Evening Administrator
  CCSNH
- David Mazur
  Director
  Vespa Country Club
- Ronald Boucher
  President
  Chez Boucher Cooking School

2.1C – Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

Institution Response

The Department of Business Administration and Information Technologies communicates and deploys the strategic plan to members of the department via strategic planning meetings. In addition, the Department Chair maintains an electronic copy of the Department Strategic Plan, which is emailed to each member of the department. In addition, the document is available online within the Department’s Blackboard Community space.

2.1D – Describe how the business unit evaluates and improves the strategic planning process.

Institution Response

The strategic plan is a “living” document that is evaluated and updated during the course of the academic year, so the Department is better able to adapt and respond to the changing needs of our students, the Department, and the College. Members of the Department evaluate and improve the strategic planning process by first reviewing department goals and objectives for completion. At the start of each academic year the Department Chair is asked to submit an Annual Action Plan Report form to Academic Affairs, which outlines department action items for the current
academic year. These action items are determined based on the success or failure of the previous years’ goals and objectives.

The Department of Business Administration and Information Technologies is working toward establishing a culture of evidence while we strive to develop new/modified assessment techniques that measure student completion of course and program goals and objectives. The Department has been able to collect and utilize more performance data than what had been made available in the past; however, it has been difficult to collect transfer and other alumni-related data. Data is provided via student satisfaction surveys, student course evaluations, student learning outcomes assessments, faculty evaluations, faculty surveys, and in-house institutional research. The data is used by department faculty to improve the strategic planning process and determine action items.

The Department is working closely with Institutional Research to acquire the necessary data that will improve the planning process.

**Criterion 2.2 Current Strategic Plan**

**2.2A – Describe the business unit’s key strategic objectives.**

**Institution Response**

The key strategic objectives for the Department of Business Administration and Information Technologies include:

- Develop and deploy additional tools to measure learning outcomes for each course and program within the Department. Timeframe: March 2012.
- Improve student retention rates by devising a system of advising to better document and track where students are in their program, (Student Tracking Initiative). Timeframe: Ongoing by semester and academic year.
- Develop a system to better track where students go upon transferring or graduating from GBCC. Timeframe: May 2012.
- All full- and part-time faculty be technology literate and develop ways to leverage the use of technology in all business courses. Timeframe: Dec 2012 for all faculty. Timeframe for all classrooms used by Business Faculty: Spring 2013.
- Continuous professional development for all department faculty; both full- and part-time. Due to budget limitations imposed in Academic year 2011-12, the focus will be on internal seminars and workshops.
- Align the allocation of budgetary resources to the contributions (as measured by FTEs) made by the Department. Time frame: Spring 2012.
- Complete articulation agreements with all appropriate New Hampshire colleges for each program within the Department and out of state colleges where appropriate. Timeframe: Spring 2012.
- Improve the quality of online course delivery. Timeframe: January 2012.
- Build a collaborative social network for full- and part-time faculty. Timeframe: November 2011.
2.2B – *Describe the business unit’s action plans that address key strategic objectives, including who, what, when, where, and how.*

**Institution Response**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategic Action</th>
<th>Assigned to:</th>
<th>Time Frame</th>
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<th>ACBSP Performance Standard</th>
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<tr>
<td>1</td>
<td>Articulation Agreements</td>
<td>Jeanne Furfari</td>
<td>December 2012</td>
<td>Agreements with all appropriate colleges in New Hampshire</td>
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<td>2</td>
<td>Establishment of social media communication model</td>
<td>Meg Prescott</td>
<td>January 2012</td>
<td>Communicating with current/potential students, alumni</td>
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<td>Partnerships with market area High Schools</td>
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<td>Portsmouth, Winnacunnet + Running Start Partners</td>
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<td>John Burtt</td>
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<td>Dawn Comito</td>
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<td>Quarterly Newsletter to Stakeholders launched</td>
<td>Jeanne Furfari</td>
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<td>Feedback from Stakeholders</td>
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<td>Correlation Matrix for all department courses</td>
<td>John Burtt</td>
<td>Fall courses December 2011</td>
<td>Matrix for Marketing &amp; Management</td>
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<td>Nancy Withee</td>
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|   |                                           | Meg Prescott |                                           |                                               |
|   |                                           | Marcus Mann  | Certificate in Spring 2012                  | Certificate courses starting in January 2012 |

| 7 | Project Management Workshops | Marcus Mann | September 2011 | Business Training Center program for Project Management |
|   |                               | Meg Prescott |                                           |                                               |

| 8 | Degree Modification in AS for Management and Marketing | John Burtt | October 2011 | Submission to Curriculum Committee |
|   | AS in Business Administration w/concentrations in Management and Marketing |                                           |                                               |

| 9 | New Degrees Launched | John Burtt | Fall 2012 | New Degrees are in place |
|   | Concentration in Bus. Information Systems | Meg Prescott | February 2012 | Submission to Curriculum Committee for implementation Fall 2012 |
|   | Concentration in Operations Management | Marcus Mann | February 2012 | Submission to Curriculum Committee for implementation Fall 2012 |

| 10 | 3rd Party Outcomes Assessment in Management and Marketing and Accounting - vendor Peregrine | John Burtt | Fall 2011 | Logistics in place for Assessment |
|    |                                              | Dan Murphy | Spring 2012 | Assessment of Student Outcomes Accomplished |
|    |                                              |             | Summer 2012 | Review and Evaluation of test results and plan for addressing results |

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<th>Assessment of Student Learning outcomes</th>
<th>John Burtt</th>
<th>Fall 2013</th>
<th>Two new performance measures of learning outcomes by Program</th>
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<td>Accounting</td>
<td>Dan Murphy</td>
<td>Spring 2012</td>
<td>2 Performance Measures - Accounting Program</td>
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<td></td>
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<td>Meg Prescott Renee Dodge</td>
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<td>2 Performance Measures - CT Program</td>
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<td>Dawn Comito</td>
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<td>2 Performance Measures – Business Administration/Liberal Arts</td>
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<td>Marcus Mann</td>
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<td>2 Performance Measures – Project Management</td>
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<td>Required Criteria and Checklist for OL Courses</td>
<td>John Burtt</td>
<td>August 18, 2011</td>
<td>Draft to faculty for evaluation and faculty agreement</td>
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<td>Department and ACBSP-specific criteria</td>
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<td>Fall 2011</td>
<td>Implementation of Criteria - Coordinator's monitor courses</td>
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<td>Deviations identified by Oct 2011</td>
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<td>Chair takes corrective action Oct 2011</td>
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<td>Internship Program Development</td>
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<td>January 15, 2012</td>
<td>Agreements with 5-10 Internship Partners</td>
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<td>Spring 2012</td>
<td>Successful placement of 5 students with Internship Partners</td>
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<td>Retention Rates for Semesters 1 -2, Yr 1-2</td>
<td>John Burtt</td>
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<td>Management &amp; Marketing</td>
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<td>Hospitality Management</td>
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<td>Uniform competency test</td>
<td>Coordinators</td>
<td>Fall 2013</td>
<td>Uniform tests in</td>
<td>2, 3</td>
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</tbody>
</table>
2.2C – Describe the performance measures used to assess the business unit’s action plans.

Institution Response

Action items are reviewed during the Department meetings to assess the status of each item pending. The faculty member responsible for the action item(s) gives a status report which includes timeframes and resource allocation. In the event a deviation from the plan is noted, the faculty member, in collaboration with members of the Department, devises a procedure to rectify the deviation and re-establish the timeframe (all full-time faculty are involved in strategic planning).

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

2.3A – Describe how the business unit links finances to strategic planning.

Institution Response

Currently, there is no system in place that aligns the allocation of budgetary resources to the contributions made by the department as measured by Full-Time Equivalents.

The GBCC budget process is meant to allow department and program directors the flexibility to make decisions that impact their areas directly. The process is also meant to allow for transparency in how funds are allocated and used to improve institutional effectiveness. As such, the allocation of budgets will be tied not only to everyday needs, but also to departmental and institutional strategic goals, and program support and improvement. Department heads account for how funds are used in an annual report that demonstrates the connection between expenditures and strategic planning and/or program improvement. This report is critical to funding decisions in subsequent budget cycles.

A Budget Committee within the President’s Cabinet has been established to make decisions about initial budget allocations. These decisions are based on the following: past history of expenditures (spreadsheet for prior years), Strategic Planning initiatives, NEASC projections, program growth or decline, student demand for services, equipment needs, and other factors. The College’s process for program review will also inform the budget process.
Budget requests are organized by category or line item (see Budget Line Items sheet) and departments are asked to make itemized requests in each spending category listed below.

Department heads will consult with the Director of Information Technology regarding all computer, software, and software-as-a-service related requests:

1. Level Service or Maintenance Budget:
   a. This request reflects maintaining the status quo, and operating at a level comparable to the prior year. While actual proposed costs may increase due to inflation or alternate ways of operating, the assumption is that the programs and services proposed are comparable to those of the prior year.

2. Improvement or Investment Budget:
   a. This request reflects the department’s plans to build or improve its programs or services. Typically, funding of this type will be considered if funds are available for the second half of the fiscal year (spring semester). Usually, consideration of these requests will take place in the February/March time frame. In some cases, funding of this nature will be provided in the department’s initial allocation if the need is clear, compelling, and immediate.

As with any budget process, there may be instances in which the Administration may have to freeze spending. While this will be more the exception than the rule, we have to recognize its remote possibility.

Overall, the Department of Business Administration and Information Technologies does not have the need for a substantial amount of financial resources. Each of the department-related programs is managed by at least one full-time faculty member, so the overhead requirements of each program are limited. When additional funding is needed to purchase equipment and resources, budget requests are made and are subject to approval based on the necessity of the request and the availability of funds. When budgetary funding has been unavailable, members of the department have sought donations from community partners and local area businesses.

Professional development needs of department faculty are often covered by the College’s Perkins grant. The Perkins grant will be further discussed within Criterion 2.3C.

2.3B – Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Institution Response

For the past three years, Great Bay Community College has noted a steady increase in the total number of student credit hours (SCHs) generated for the institution, overall. The total SCHs for the 2009-2010 academic year (34,938) rose nine percent from that of the previous academic year,
while total SCHs for the College during the self-study year (2010-2011) saw a six percent increase to 37,207.

The total number of SCHs generated by the Department of Business Administration and Information Technologies has also experienced steady increases, as the total SCHs for the 2009-2010 academic year improved 18% (5,347), while total SCHs for the Department during the self-study year (2010-2011) increased five percent to 5,624 total student credit hours. For the past two academic years, the Department has consistently generated 15% of the total SCHs generated by Great Bay Community College, overall. During the year prior (2008-2009), the Department generated 14% of overall student credit hours.

Source: Banner SZRHNC5

![% of Credit Hours Generated by Business Dept. (Summer 2008, Fall 2008 & Spring 2009)](chart1)

![% of Credit Hours Generated by Business Dept. (Summer 2009, Fall 2009 & Spring 2010)](chart2)
% of Credit Hours Generated by Business Dept.  
(Summer 2010, Fall 2010 & Spring 2011)

Source: Banner SZRHNC5

Business Department  Other Majors

Total SCHs for GBCC, Overall

Summer 2008, Fall 2008, & Spring 2009  Summer 2009, Fall 2009, & Spring 2010  Summer 2010, Fall 2010, & Spring 2011

31,916  34,938  37,207
2. The business unit budget and actual expenditures.

Currently, there is no process in place that allows for retrieval of original budget allocations per department. We are, however, able to track the amount of actual expenditures by the department.

3. The business unit budget and actual expenditures as a percent of the institution’s academic budget and actual expenditures. FY2011 data will not be available until fall 2011.

Institution Response

Expenditures for the Department of Business Administration and Information Technologies equate for less than one percent of the overall expenditures of the College.
The chart located below displays a breakdown of the overall expenditures for the College, overall, during fiscal years 2009 and 2010. The data for the 2011 fiscal year will be made available during the fall of 2011. Total expenditures for Great Bay Community College during the 2009 fiscal year totaled: $12,723,205, while college total expenditures for the 2010 fiscal year totaled: $14,110,799. This change represents an 11% increase during the 2010 fiscal year.

### GBCC Expenditures

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<tr>
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<th>FY2009</th>
<th>FY2010</th>
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<tbody>
<tr>
<td>Instruction</td>
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<td>3,801,423</td>
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<td>Research</td>
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<td>Plant Operation</td>
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<tr>
<td>Scholarships</td>
<td>1,073,811</td>
<td>2,011,216</td>
</tr>
</tbody>
</table>

2.3C – Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

**Institution Response**

As previously mentioned, there is no system in place that aligns the allocation of budgetary resources to the contributions made by the department. The Department Chair and Program Coordinators are asked to submit budget requests for line items such as equipment, technology, professional development, etc.; however, it is not always clear what the overall Department budget actually is.

Within the past few years, the Department has acquired the funds ($8,500) to install a Smart Board and a multimedia system within a classroom (room 414) in which business courses are regularly taught. The system includes the following components: 72” Smart Board, front-wall mounted speaker system, AV receiver, Dell PC, DVD/VCR, receiver, and DirectTV box. In addition, a 40” Samsung low bevel professional LCD display is located in the back of the classroom, which runs a digital signage ticker. The Rise Display digital signage player, which is a subscription based system that is remotely hosted, is hidden behind LCD TV mount.
The College encourages faculty and staff to participate in ongoing professional development activities and in professional organizations. However, funding for professional growth and development remains a challenge, given budgetary constraints. Funding through state resources is very limited. Professional development needs for the Department of Business Administration and Information Technologies are often addressed via the allocation of Perkins professional development funds. Business faculty who support career and technical courses such as marketing, management, accounting, and hospitality are eligible to utilize Perkins funds for professional development, as these programs are classified as school-to-career programs.

The College’s Perkins grant has a professional development line item as part of the grant proposal. Professional development for faculty and staff is considered a very valuable element in the support of quality career and technical programs. Related professional development line items include in-state travel, out-of-state travel and registration/workshop fees. Eligible faculty may apply to events that support accreditation, use of technology in teaching, program-specific events related to the field, teaching methodology, and other topics that support the development of instruction techniques for both online and live classroom environments, and/or advising. Priority is given to events that support accreditation, and then funds are typically allotted on a first come, first served basis. This format may be changing during the next cycle that begins in August.

**Criterion 2.4 Facilities**

| The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs. |

### 2.4A – Describe how the business unit links facility planning to strategic planning.

**Institution Response**

Facility-related needs are assessed based on overall department objectives. Members of the Department select objectives that are deemed realistically attainable, and then take the necessary steps to achieve them. If budget funding is not available to accomplish the desired facility upgrades and additions, then donations from the community and local area partners are sought after.

The Department is in a long-term process of building a finance/simulation lab. The process is well behind planned time frames, due to funding shortfalls.
2.4B – Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

Institution Response

The Department of Business Administration and Information Technologies is located on the fourth floor of Great Bay Community College. This floor is also shared by the English Department, the Computer Technologies Program, the Early Childhood Education Program, and Teacher Preparation Program. Overall, the classrooms used for business classes are not sufficient for class sizes of over 30 students, therefore limiting the number of registered students. However, the smaller class sizes do make it easier to cater to individual student issues and needs. An area of concern related to the classrooms in which business courses are taught is that the Department does not have any classrooms that are dedicated specifically for its use. Other departments within the College have access to and are able to schedule classes and meetings in the fourth floor classrooms and conference room.

Three of the four computer labs on the fourth floor are dedicated to the Computer Technologies Program, and contain 20 student computers, one instructor station, a printer, one or two whiteboards, and a projector. In addition to the previously listed items, the fourth computer lab also has a Smart Board. This lab is a shared conversion lab in which the 21 student computer workstations fold down to provide students with open desk space. The conversion lab is used by various departments within the College. Computer lab space is appropriate for the needs of students and the faculty members use them.

Faculty office space is relatively insufficient, as it is difficult to conduct meetings with more than one student at a time or a parent and student.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

2.5 – Describe how the business unit links equipment planning to strategic planning.

Institution Response

Just as with facilities planning, equipment needs are assessed based on overall department objectives. Members of the Department decide what equipment is necessary to meet department objectives and goals. If budget funding is not available to accomplish the desired equipment purchases and upgrades, then donations from the community and local area partners are sought after.
**2.5B – Explain the business unit’s plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.**

**Institution Response**

The acquisition, upgrade, and maintenance of equipment related to current technology are dictated by the College’s informal technology plan. A document outlining the technology plan has been drafted and will be added to the Great Bay Community College’s Strategic Plan once the document has been reviewed and finalized.

Currently, an annual assessment of campus technology is conducted in February by the Director of Information Technologies. Based on that assessment, a technology budget is developed and submitted to the President’s Cabinet for approval. Approval for the technology budget is determined based on necessity and the availability of funds.

Technology implementation is based on a comparison analysis of the technology used at other CCSNH colleges and the desire to fulfill best practices for students, faculty, and staff.

The College’s move from the Stratham campus to the Pease Trade Port in 2009 created additional capacity and the opportunity to upgrade existing computer labs. As a result, sixty-three new computers were added to three of the four computer labs located on the fourth floor, which are dedicated to the Computer Technologies program.

Historically, the Director of Information Technologies has made it a priority to systematically replace 20 computers per year across faculty and staff offices, and campus computer labs. The College utilizes a computer “currency” recycling program. As new computers are purchased, existing computers are evaluated for performance and their ability to support advanced needs of students, faculty or staff members. The replaced computers are then are passed along to different departments or labs in which existing computers are not operating at a reasonable “current” level of technology. For example, when a set of lab computers is replaced with a new set of computer systems, the existing computers are then used to replace older computers that are currently being used in a different lab or within faculty and staff offices.

This system of recycling computers and other devices has been a very successful way of ensuring that the technology used throughout the College stays at a reasonably current level.

**2.5C – Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.**

**Institution Response**

The equipment currently used within the fourth floor classrooms does meet a majority of department faculty instructional needs. Faculty requests have been made for additional Smart Boards within classrooms, as there are currently only two classrooms that contain Smart Boards. Instructor stations contain all of the necessary software and hardware to allow faculty members
to properly conduct their courses. As for student needs, there is limited support for students using the Mac OS environment, as the computer lab workstations and instructor stations in all classrooms are PCs, which run the Microsoft Windows Operating System. Great Bay Community College has recently acquired a mobile Netbook cart that houses 20 Acer Aspire One Netbooks. This cart is available to all College faculty and staff on a sign-out basis. Members of the Department have been exploring ways of incorporating the use of these Netbooks within a variety of business courses.

**Summary of Standard 2 - Strategic Planning**

*Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.*

**Institution Response**

**Strengths:**

- **Increasing Enrollments**
  - Enrollment growth over the past several semesters has been substantial and should provide additional resources to fund to some degree our un-met needs. Growth has been evident in virtually all of our programs, but particularly in Liberal Arts which reinforces our emerging mission of a comprehensive community college.

- **Autonomy**
  - Our “un-coupling” from NHCTC-Manchester and the creation of the Community College System of New Hampshire as a semi-autonomous state entity provide the opportunity for us to shape our own destiny and operate in a more timely and efficient fashion. Our re-naming also provides an opportunity to develop and reinforce a brand identity throughout our service area and to design a marketing strategy.

- **New Location**
  - Consolidating the College into a single, newly renovated facility provides many benefits. This location is more accessible for our service area in general and will reduce our overhead costs substantially. It will also bring the College together and create a more unified, vibrant life for the College.

- **Stabilized Leadership**
  - The successful completion of a presidential search in 2007 has brought new, visionary and stable leadership to the institution. In addition, with the hiring of a chief financial officer, the college has a senior leadership team which is experienced and invested in the College.

**Opportunities for Improvement:**

- **Limited Human & Financial Resources**
  - The process by which funds are provided to the College lacks clarity and timeliness, is disconnected from planning initiatives, and does not adequately permit input and feedback from and to managers. In past years, the College has operated under the assumption of a deficit budget and has not been able to provide funding to support important programs and services.
• Limited Facilities
  o Even with the move to a single, renovated campus we are challenged by limited facilities. In fact, if enrollment increases continue at their current pace classroom and laboratory space will be inadequate. Parking is a concern, and there is currently no auditorium, limited student activities space, and no athletic/recreation facilities.

• Availability of Data
  o Currently there is a lack of data or its appropriate use and other information to inform planning and institutional decision making. Outcomes assessment is in its infancy. Longitudinal research is very limited in scope. Even current data which would be readily available through BANNER is not utilized due to technology and training limitations. The College does have a dedicated Institutional Researcher who has been making many improvements in this area.

• Alumni and Development
  o Currently there are no efforts being made to cultivate and maintain relationships with our alumni or to access them to assess long term outcomes. In addition, alumni support of the College is not solicited. In fact, no efforts to produce individual, corporate or foundation support are evident.

• Strategic Planning Process
  o The process can be managed more effectively and efficiently by aligning the Department’s planning activities in collaboration with our stakeholders.
STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

3.1 A – List the business unit’s key stakeholders.

Institution Response

The Department’s key stakeholders include the following:

- Students
- Colleagues (Faculty/Staff)
- Local and Surrounding Community
- Advisory Board
- High School Students (Running Start Programs)
- Other Colleges (Articulation Agreements)
- Employers
- State and Federal agencies (DRED, SBA, SBDC, SCORE)
- Non-Profit Organizations (Knowledge Institute, etc.)
- ACBSP, NACCE

3.1B – Explain how the business unit determines key stakeholder requirements and expectations.

Institution Response

All students who enroll within an Associate’s Degree program must take Accuplacer exams as a means to assess math, English, and computer skills to ensure their competency is at an appropriate level to be successful in college-level courses. Scoring levels are evaluated to ensure current requirements for incoming students are met.

Great Bay Community College also utilizes demographic data, which provides current information about the area the College serves. This data is used to target various stakeholder segments, recruit new students, and determine what new programs and/or courses should be offered in the future.
In addition, members of the Department also seek advice and guidance from Advisory Board members and from other individuals who represent local and area businesses. The College and members of the Department feel it is important to know what skills employers are requiring of new employees. This information is not only used to ensure appropriate degree and certificate programs and course are offered, but it is also used to determine if there is a need for non-credit workshops and seminars.

Additionally, all matriculated students are assigned an academic advisor. Advisors take time to answer student questions and concerns, to assist in the registration process, and to help students develop academic plans that take into account their interests, skills, and obligations.

**Criterion 3.2 Stakeholder Satisfaction**

**3.2A – Explain how the business unit builds relationships to attract and retain students.**

**Institution Response**

The College builds relationships to attract and retain students in a variety of ways. Information related to career opportunities and on-campus happenings are provided to students and stakeholders via print publications, television, radio and online media, guest lectures, high school visits, and job fairs.

The Department has partnered with many local high schools to provide students with Project Running Start opportunities. Project Running Start allows high school students from participating high schools, to enroll in Great Bay Community College courses taught at their own high school by their high school teachers.

As a comprehensive community college, Great Bay has developed partnerships with public and private four-year institutions both in and out of New Hampshire. These partnerships include articulation agreements, lists of transferrable courses and their equivalencies, sample plans of study toward a specific major, and 2+2s which allow Great Bay students junior status and/or dual enrollment. In addition to the college’s educational partnerships, articulation between associate and baccalaureate programs is valued and pursued to promote excellence in business education, enhance the profession, and benefit the community. Department specific articulation agreements which foster and facilitate attainment of a baccalaureate degree in a business-related field exist with the University of New Hampshire (UNH), University of New Hampshire – Manchester, Southern New Hampshire University (SNHU), Plymouth State University (PSU), Franklin Pierce University (FPU), Rivier College, Keene State College (KSC), and Granite State College (GSC).

In addition to articulation and transfer relationships, students who attend GBCC, and originally applied, but were not accepted at UNH, Plymouth State or Keene State can study full time for a year at GBCC. If those students receive a C or better in all College level courses, they will automatically be accepted in to the University System of NH institution where they originally applied. In addition, if a student completes an Associate Degree program at GBCC, then Southern New Hampshire University will accept all degree-related courses as transfer credits.
The NH Transfer Connections Program is an agreement between the Community College System of New Hampshire (CCSNH) and University System of New Hampshire (USNH) which guarantees students may transfer admission to the USNH pending they meet the designated admission criteria of the USNH institution of their choice (UNH Durham and Manchester, Keene State College, Plymouth State University, and Granite State College). Since the CCSNH and USNH have recognized that the steps required to earn a College degree should be as direct and as straightforward as possible, they have partnered to create NHTransfer.org, which is an online resource to help students gain a clear understanding of which courses will transfer to the colleges within the USNH. The advantages to this program include:

- Students are able to work with an academic advisor to generate a transfer plan.
- Tuition and fee costs will be lower during their first year of college.
- Students will receive individualized transfer counseling for admission to GSC, KSC, PSU, UNHM or UNH.
- Students can strengthen their academic skills for better preparation to succeed in college.

Students may also wish to transfer to other colleges outside the USNH; however, they will need to work with the transfer admissions officers at those institutions to gain further information about which classes and how many credits will transfer.

In addition to the aforementioned student services, internships and service learning opportunities are also made available to current GBCC students.

The College believes thorough academic advising is an integral component in guiding students toward achieving academic success.

At Great Bay Community College, advising falls into three categories:

- Advising for new students:
  - Students who have submitted applications and have been accepted into a program are called matriculated students. CAPS staff helps newly matriculated students by reviewing placement scores and college readiness, and by scheduling them for a new-student group advising session. Students who just want to take a class or two without matriculating should meet with an Advising Center advisor.

- Faculty Advising:
  - Students who have completed their initial advising session are encouraged to seek out their program faculty advisor during the first six weeks of college to talk about their interests, progress, and adjustment to college. Faculty advisors have the most information about each major as it relates to career goals; they are also available to assist with academic issues and support, as well as help students prepare for registration after the first semester. Appointments are encouraged, but student may also visit during posted office hours. Students admitted to the Liberal Arts program may meet with a Liberal Arts faculty advisor during posted hours, or with a professional advisor in the Advising Center.
Advising Center:
- Advising Center advisors assist Liberal Arts and Liberal Arts/ Health students, as well as non-matriculated students (those taking classes but not enrolled in a program). Matriculated students who are unable to meet with their faculty advisor (in person, by phone, or by email) may also meet with someone in the Advising Center.

Students are able to find the name of their advisor via the Student Information System. All students who are new to college (not transfer students) participate in the Group Advising Process during which they meet with an academic advisor in CAPS (Center for Academic Progress) to register for their first semester courses. For all subsequent semesters, students are told to contact either their assigned program-specific academic advisor or to register for classes via the Advising Center. In addition, students are provided with an advising directory once they have been formally accepted in their academic program.

Great Bay Community College has established an Advising Council. The Mission Statement of the Advising Council is as follows:

Advising is an integral component of the GBCC educational experience, which is grounded in a philosophy of shared responsibility. Throughout the GBCC advising process, students learn to make increasingly independent decisions relative to their educational, career, personal, and professional development.

The goals of academic advising at GBCC are focused on helping students:

- Utilize technology to access academic resources and information, and to verify records.
- Develop and implement academic plans and educational experiences consistent with interests, abilities, and life goals.
- Navigate college processes and procedures with ease and efficiency.
- Understand college-level expectations and know how to access available resources that support achievement.
- Engage in co-curricular opportunities that support diverse interests and needs.
- Internalize the value of education as it relates to civic engagement and global responsibility.

GBCC Advising Core Values:

- Advising is a partnership in which students are expected to take an active role.
- Advising is important to all students, regardless of enrollment status, and begins upon a student’s first introduction to the college.
- Advising encourages mutual respect and assists students in establishing academic, career and transfer goals.
- Advising is part of a larger network of services that connects students to the resources and specialists that can further assist them.
- Advising recognizes, values, and supports the diverse interests and needs of students.
• Advising upholds college policies and procedures and delivers services in an ethical and professional manner.

**Members of the GBCC Advising Council are:**

Bruce Baker, VP of Enrollment Management & Student Service

Anita French, Academic Advisor/Program Coordinator – Early Childhood Education

Sarah Bedingfield, Associate VP of Academic Services

Jeanne Furfari, Academic Advisor/Program Coordinator – Liberal Arts/Business

Erica Brown, Career and Transfer Services Coordinator

Beth Velletri, Coordinator of Advising

Diane Chin, VP of Academic Affairs

Sandy Ho, Registrar

Natalie Girouard, Admissions Recruiter

Kelly McDonough, Academic Advisor - Nursing

Sharon Cronin, Director, Academic Progress

Dave Miller, Academic Advisor/Program Coordinator – Information Systems Technology

Carol Despres, Developmental Education Services and Tutor Coordinator

Maggie Duffy-Durkin, Advising Counselor

Jere Vincent, Academic Advisor – Liberal Arts

**3.2B – Explain how the business unit delivers services that satisfy students and stakeholders.**

**Institution Response**

The Department of Business Administration and Information Technologies collects data and information from department Advisory Board members, who represent local businesses and industry; students; and full-time department faculty.

The Department also collects comparative data and information based on the completion of various processes and activities in an effort to develop and implement best practices related to, but not limited to the following: program and curriculum development, instructional delivery,
technology integration, and advising. Competitive assessments are also used to relate how the Department’s offerings and methodologies compare to that of other CCSNH institutions.

In addition, members of the Department regularly participate in professional development activities such as conferences and workshops to keep their skills current and stay abreast of the latest trends within their respective programs/disciplines to ensure students are provided with the most relevant, up-to-date instruction.

3.2C – Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

Institution Response

Currently, there is no formalized process for collecting alumni feedback on their experience(s) at Great Bay Community College, and/or their current employment status. This is due mainly to a lack of financial resources.

To determine and anticipate the changing needs and expectations of current students, the Department evaluates and analyzes the data collected from student satisfaction surveys, course and instructor evaluations, and other methods of student feedback. Based on this feedback, department strategic objectives and goals are developed. In addition, courses are created and/or deactivated, course curriculum and assignments are adjusted and/or updated, and instruction techniques are modified and/or improved.

3.2D – Explain the process for utilizing stakeholder feedback in program development and enhancement.

Institution Response

The Department of Business Administration and Information Technologies utilizes stakeholder feedback to determine student, faculty, and overall department needs and priorities. This data is used to not only assess how the Department and its faculty are performing and meeting the current needs of students, but also how well the Department is moving toward future sustainability. Upon review of stakeholder feedback, initiatives are proposed and action items are developed. This is an integral part of performing a situational analysis, the precursor of our strategic planning.
Criterion 3.3 Student Support

3.3A – Describe the support services available to business students, including admissions, financial aid, and advising.

Institution Response

The college maintains an atmosphere of openness and regard for the life-long learner and provides an environment that is conducive to student academic achievement. As articulated in the college’s Core Values, “highly qualified staff using traditional and innovative teaching methods, coupled with a strong student support system, provides a diverse student population the opportunity to reach their potential as learners and meet our high standards”.

One of the major resources for student support is The Center for Academic Planning & Support (CAPS). As their mission statement reads, CAPS is “dedicated to promoting a responsive learning environment that fosters personal challenge, academic success and life-long learning within a global community”. “CAPS will empower students and community members to accomplish educational and employment goals”. The center provides a wide spectrum of academic services and opportunities that are accessible, innovative, and supportive. These services are free to all students enrolled in credit courses or available on a fee-for-service basis to the members of the community.

Services include but are not limited to:

- **Academic Planning:**
  - Assessment, Placement Testing, Advising, Transfer Counseling
- **Learning Resources:**
  - Study Skill Instruction, Test Taking Skills, Computer Tutorials
- **Tutoring:**
  - Math and Writing Centers, Peer and Professional Tutors
- **Support Services:**
  - ESOL/International, Disability, Single-Parent, Non-Traditional
- **Career Services:**
  - Career Decision-making, Job Search Planning

Students with disabilities are aided through American Disabilities Act and 504 regulations that support reasonable accommodations within the college environment, to include academic classrooms. The disabilities coordinator works with the student to develop a plan that will allow the student equal opportunity for success. Adaptive services include, but are not limited to, a fully wheelchair accessible facility, TTY line for deaf students, closed circuit TV readers, assistive listening devices, screen readers, voice recognition software including Math Talk, zoom text, textbooks on tape, PC Tablet, and classroom accommodations such as note takers and extended time for exams.
On acceptance to the college, CAPS also administers the Accuplacer exam which evaluates students in the areas of reading comprehension, sentence skills, writing samples, math, and computer skills to insure appropriate level placement in these courses.

The Center for Academic Planning and Support at GBCC has received multiple awards that recognized their achievements in providing quality services to students and faculty. These awards are as follows:

**Learning Center Website Excellence Award**
Awarded by the Learning Support Center in Higher Education (LSCHE) in partnership with the National College Learning Center Association (NCLA), October 2006 and October 2003. [http://www.pvc.maricopa.edu/~lsche/resources/lc_awards/awards_wi.htm](http://www.pvc.maricopa.edu/~lsche/resources/lc_awards/awards_wi.htm)

**President’s Steward Award**
Awarded by Campus Compact for NH for service and commitment to the communities of NH, May 2006.

**Hallmark Award for Excellence in Education**

**The Frank L. Christ Outstanding Learning Center Award for Two-Year Colleges**
Awarded by the National College Learning Center Association (NCLCA), October 2005. [http://www.pvc.maricopa.edu/~lsche/resources/flc_awards.htm](http://www.pvc.maricopa.edu/~lsche/resources/flc_awards.htm)

In addition to the services that are offered in CAPS, students accepted into the business program are assigned a full-time faculty advisor who assumes primary academic advisement responsibilities, monitors academic progression, co- and pre-requisite course requirements, and the successful completion of associate’s degree requirements. Advisors access information through the Student Information System (SIS) and InfoPath where they are able to review academic status and assist the student in selection of appropriate courses. All full-time faculty members maintain a minimum of five (5) office hours per week per college policy. Advising hours for each faculty are clearly posted within the department as well as with the faculty secretary in Academic Affairs. Students are encouraged to meet with their advisors on a regular basis throughout the semester and prior to registration for each semester. To insure they have the basic tools to be successful in college level courses, all college major students are required to complete either a 1- or 3-credit First Year Seminar (FYE 101 or FYE103) or receive a course waiver with a cumulative grade point average of 2.7 or greater after taking 12 or more credits. Department faculty advisors support the importance of forming a meaningful advising relationship with students to promote personal growth as well as educational and professional success.

Other support services that are available and frequently accessed by students are Project Success, FYE, Financial Aid, and the Learning Resources Center (LRC)/Library.
Project Success is a program designed to provide career assessment, personal and academic support, and community access to needed services for single parents, displaced homemakers, and single pregnant women enrolled in career and technology programs at Great Bay Community College. Funded by the Carl C. Perkins Vocational Educational Grant, eligible students may receive funds to help with books, tuition, fees, and supplies. Weekly small group meetings are required for program participants.

FYE (For your Education) is an example of institutional commitment to student success. It is based on a national trend in higher education that promotes a supportive teaching and learning environment and fosters positive choices and academic habits among students who attend college. The College believes that all students who attend Great Bay Community College can benefit from the supports and programs offered through this initiative. FYE works in partnership with faculty, staff and service departments at the College to enhance the experience for all students. FYE provides information, study tools, and critical skills students need to transition, learn, and succeed in college. Students may experience the benefits of FYE through faculty instruction and classroom activities, advising sessions, the Center for Academic Planning and Support (CAPS), Student Life and academic program events. FYE maintains a special kiosk in the lobby of the campus to assist students with questions, bulletin boards around the campus with academic and co-curricular information and a website with study skills and support information.

Financial aid provides funds for direct (tuition and fees) and indirect (books, supplies, equipment, and a reasonable allowance for living expenses and transportation) college expenses. The funds come in three forms: grants, which do not have to be repaid; loans, which must be repaid; and part-time jobs from which the student earns an hourly wage. Students awarded financial aid may receive any or all of these forms of aid.

The Learning Resources Center/Library supports the teaching and learning activities of Great Bay Community College and provides informational services for New Hampshire residents. A full range of library services is available, including: circulation of our 12,107 volume library and 109 current periodical subscriptions for browsing and research, remote access to information provided by 59 databases to 29,377 electronic journals and access to 65,110 electronic books, instructor reserves, informational research reference, bibliographic instruction, photocopying, fully loaded media carts, information via free access to the Internet and interlibrary loan. Additionally, the Library has four (4) Nook electronic readers for checkout to access various book titles.

The college previously had received a TRIO grant award to develop a comprehensive Student Support Services program for improving retention, academic performance, graduation, and transfer rates of low-income, first generation students or students with disabilities. The student participants in this program received assistance in overcoming academic, personal, social, and financial impediments to enrollment, retention, persistence, and graduation as well as a full range of support to enable them to transfer to a four-year college or university. This grant funding was completed at the end of the 2009-2010 academic year. The former Associate Director of the TRIO grant is still employed within the Advising Center, and provides the same first-generation college support services that were previously offered through TRIO.
Student Services staff review and assess the delivery of services on a regular basis through interdepartmental committees, professional training and development, student satisfaction surveys, self-evaluation, and annual performance reviews of staff. The primary staff in CAPS, Academic Advising, Project Success, FYE, Financial Aid, and the LRC are shown to be educationally and experientially qualified based on a review of the College Staff Handbook, NH Supplemental Job Descriptions and review of supplemental staff vitae.

To ensure appropriate facilities are readily accessible, the One-Stop Area, CAPS and LRC are staffed Monday through Thursday 8a-8p, Friday 8a-4p, and Saturday 8a-12p for student and faculty support. There are portals through Blackboard (https://ccsnh.blackboard.com) or the website (http://www.greatbay.edu/current) where students and faculty can access campus information and support services off site.

3.3B – Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Institution Response

The policies which govern student relationships with the Department and the College, overall, are outlined in the Great Bay Community College Student Handbook, which is available online (http://www.greatbay.edu/pdf/stud_life/GBCC_Student_Handbook.pdf).

As outlined per the Great Bay Community College Student Handbook, procedures used to resolve student concerns are as follows:

Any student who feels that his/her rights, as defined in V, A-G, have been violated may file a grievance following the procedure below. However, in the case of a grievance alleging discrimination based on race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, or sexual preference, the student should consult with the college’s Affirmative Action/Equity Officer first.

A. The student is encouraged to meet with the individual in quest, e.g., instructor, staff member, or student, to resolve the issue informally within one week from the time the student could reasonably have known of the grievance.

B. If the issue cannot be resolved by pursuing the process in step A, or the individual elects not to resolve the matter informally as prescribed in step A, a formal grievance in writing must be submitted to:
   1. The Vice President of Academic Affairs for grievances related to the instructional process (see college catalog or student handbook for separate process for Grade Change/Grade Appeal), or:
   2. The Vice President of Student Affairs for grievances not related to the instructional process. The grievance must be submitted within two weeks of the date the grievant knew or reasonably should have known, of the alleged violation.
The grievance shall specify the right claimed to have been violated and state briefly the underlying facts.

C. The Vice President of Academic Affairs (VPAA) or Student Affairs (VPSA), or designee, will meet with the individual alleged to have violated the student’s rights. The VPAA/VPSA, or designee, may attempt to resolve the issue informally again at this stage. If resolution is not possible and the VPAA/VPSA, or designee, feels the grievance has merit, the matter will be forwarded to the Judicial Committee or Academic Standards/Standing Committee respectively within two weeks of the receipt of the formal grievance. If the VPAA/VPSA, or designee, feels that the grievance does not have merit, the matter is considered resolved at that point. The Vice President of Academic Affairs/Student Affairs, or designee, will determine the appropriate course of action.

For grievances against students or other individuals not employed by the college, but working at the college (e.g. bookstore personnel, food service personnel) the VPAA/VPSA, or designee, will meet with the individual alleged to have violated the student’s rights and may attempt an informal resolution at this meeting. If an informal resolution is not possible at this meeting, and if the VPAA/VPSA, or designee, in consultation with the Judicial Advisor, feels the grievance has merit, the matter will be forwarded to the employee’s employer for resolution. If the VPAA/VPSA, or designee, in consultation with the Judicial Advisor, feels that the grievance does not have merit, the matter is considered resolved at that point.

D. If the grievance reaches the Judicial Committee or the Academic Standards/ Standing Committee, protocols as outlined in Section IV of the Student Handbook will be followed.

**Criterion 3.4 Stakeholder Results**

**3.4A – Describe how the business unit measures student utilization of offerings and services.**

**Institution Response**

Great Bay Community College measures student utilization of offerings and services through administering a Student Satisfaction Survey across all departments. This survey measures student satisfaction relevant to 30 different areas to include: quality of teaching, availability and quality of tutors, instructor feedback, library services, and technology. The Department of Business Administration and Information Technologies reviews the results of the survey specific to students enrolled within Business Department-related programs and compares those results to those provided by students in other programs within the College.
3.4B – Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- **Course evaluations for Full-Time and Part-Time instructors**

  The instrument used to collect course evaluation data changed during fall 2010, as did the method in which data is collected and analyzed; therefore, a chart has not been included for fall 2010. The data presented for 2008 and 2009 represents the prior method of data collection, while the data presented for spring 2011 represents the new method that will be used going forward.

  ![](chart.png)

  The GBCC Student Course Evaluation form was revised in 2010 and 2011. The new face to face student course evaluation has one (1) item in common with the online student course evaluation. That item is 'How would you rate this course overall?" Possible responses are 1-Needs extensive improvement; 2-Needs some improvement; 3-Neutral; 4-Good; 5-Excellent. The previous Student Course Evaluation ratings were an average of the 21 items on the survey. Thus results from the course evaluations from 2011 cannot be compared with historical results. The College is also implementing the course evaluations online for all courses as of 2011. The response rate for the evaluations is below 50% overall. Increasing the response rate will be important.
Student satisfaction surveys:

**Please note: The Hospitality Program does not have any applicable Student Satisfaction Survey results, as an option for Hospitality was not included on the Student Satisfaction Survey form.**

Please see Appendix N for complete Student Satisfaction Survey Results.
GBCC - Business Department
Student Satisfaction Survey Results

GBCC - Accounting -
Student Satisfaction Survey Results
GBCC -Management-
Student Satisfaction Survey Results

GBCC -Marketing-
Student Satisfaction Survey Results
Alumni satisfaction surveys

On June 9, 2011 55 alumni/ae surveys were sent to graduates in the departments of accounting (23); hospitality (7); liberal arts/business (10); management (10); and marketing (5). These students graduated with degrees or certificates between spring 2009 and 2011. Survey return was requested by July 1, 2011.

5 surveys were returned with the following results:

Graduate year: 1-2009; 2-2010; 2-2011

Major: 4-Accounting; 1-Management

All 5 of the students reported currently working.

Three people reported their salaries as:
<$10K – a part time MGMT grad
$10-25K – a full time ACCT grad
$41-55K – a full time ACCT grad

Students were asked to rate their agreement with 14 statements beginning with:

‘My Business associate degree program prepared me to…’

4 of the 5 students reported being ‘Very Satisfied’ or ‘Satisfied’ with all items except the following:

• ‘…manage my time and resources effectively to complete projects or goals successfully’
• ‘…interact effectively with individuals from different cultures or backgrounds from my own’
• ‘…improve finding solutions to problems’

Other items included:

• understand theories or subject matter in my field study.
• effectively demonstrate information technology skills related to my field of study.
• effectively communicate information and ideas orally.
• effectively communicate information and ideas in writing.
• understand ethical issues in business.
• understand the influence of political and social issues on business decisions.
• work effectively on my own (independently).
• work effectively as a member of a team.
• take initiative (i.e. demonstrate leadership).
• understand different opinions on a subject and learn from them.
• **Employer satisfaction surveys**  
  No data available. The GBCC Institutional Researcher sent out a Survey Monkey URL to the head of the Portsmouth, New Hampshire Chamber of Commerce who said he would send it out to his contacts; however, no responses have been received.

• **Other student/stakeholder measures**  
  **CCSSE – Community College Survey of Student Engagement**

  The Institutional Researcher has just received (August 3, 2011) CCSSE data from the survey done in April 2011. This now gives the Business Unit 3 years of data to work with. A plan will be established at the Department’s strategy meeting August 17, 2011, to analyze the data and action items will be developed (please note that CCSSE urges caution in interpretation of data for cells smaller than 50).

  **Please see Appendix O for Business student CCSSE results.**

**Criterion 3.5 BUSINESS/INDUSTRY RELATIONS**

| Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members. |

3.5A – **Describe the business unit’s partnerships and processes that link the business unit’s business programs to business and industry.**

**Institution Response**

Currently, the Department of Business Administration and Information Technologies does not have any highly formalized partnerships with local businesses and/or industry.

The following is a listing of community organizations and processes the Department is involved with:

- Robert Half Accountemps
- Portsmouth Chamber of Commerce
- University of New Hampshire – Small Business Development Center
- Senior Core of Retired Executives (SCORE)
- Small Business Association (SBA)
- New Hampshire Department of Resource and Economic Development
- Internship Opportunities
Service Learning Opportunities
Transfer Schools/Articulation Agreements
Project Running Start

3.5B – Describe the impact or results of business and industry linkages.

Institution Response

As a result of maintaining relationships with the aforementioned organizations, the Department and/or its students are able to:

- Complete queries of the job skills required of recent college graduates.
- Stay abreast of economic and business developments in New Hampshire.
- Receive mentoring from and form connections with small business owners.
- Receive assistance for coursework, business planning, financial planning, etc.
- Receive on-the-job training.
- Ensure transfer opportunities to public and private 4-year institutions.
- Gain experience in college-level work and expectations.

Summary of Standard 3: Student, Stakeholder, and Market Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Institution Response

Strengths

- Transfer options and articulation agreements with four-year institutions.
- The College provides students with access to affordable, quality education.
- Students are at the center of GBCC’s success. Over the past few years there have been great improvements in the number of student leadership opportunities through the establishment of multiple student-focused organizations.
- Students have a positive view of the quality of faculty and course delivery.

Opportunities for Improvement

- GBCC has difficulty tracking students who transfer to other institutions. The College needs to improve how transfer students are tracked. Where do transfer students go?
- There is a need to offer more robust placement and career service offerings for students.
- As a community college, it is difficult to maintain continuity of student leadership from year-to-year. The College needs to work toward improving overall student retention.
- The College is working toward providing students with an increased number of opportunities to connect with the local business community through the development of various programs, internships, and partnerships.
- By analyzing CCSSE data, the department faculty will discover opportunities to enhance student engagement.
**Summary of Standard 3 - Student, Stakeholder, and Market Focus –**

*Complete Table I Student and Stakeholder-Focused Results for Standard 3.*

*Note: Double click on the table to enter data and save it.*

| 2. Student- and Stakeholder-Focused Results | 1. Student and stakeholder-focused results examine how well your organization satisfies key needs and expectations of students and other stakeholders. Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.  
2. Periodic surveys should be collected from graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. Key indicators may include: satisfaction and dissatisfaction of graduates, retention and/or average grades of transfer students, job performance of graduates, etc. |
| Analysis of Results | Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success | Analysis and Action Taken | Results of Action Taken (occurs in the following year) | Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years) |
Measure level of academic experience across all functions and activities that impact business students.

Student Satisfaction survey measuring 30 areas, (See Appendix N).

Items equal to or greater than 3.8 on a 5.0 scale.

The level of “Satisfaction” by students in Accounting, Management and Marketing has increased an average of 10% of a point. However, satisfaction is below 3.8 in the availability and quality of on line courses, tutoring, and the transferability of courses to other institutions.

Within the next academic year address the concerns with online courses and tutoring services. In addition, work toward finalizing outstanding articulation agreements with 4 year colleges and universities.

GBCC - Student Satisfaction Survey
Department of Business Administration and Information Technologies

*Please see the charts listed within section 3.4B for program-specific charts for Accounting, Management, and Marketing.

Quality of teaching by full time faculty

Standardized Student classroom evaluation form for courses.

A five (5) point scale was used, until this year 2011

All full time faculty continue to exceed the objective of 4 points out of 5. (On the previous scale)

A new form has been devised using a four-point Likert scale. The objective baseline is now 3.6

Mentor faculty and continue to conduct workshops in effective teaching.

Note: Data point for 2011 is reflective of a
new survey device (see Appendix P for the new face-to-face Student Course Evaluation).

*The GBCC Student Course Evaluation form was revised in 2010 and 2011. The new face to face student course evaluation has one (1) item in common with the online student course evaluation. That item is 'How would you rate this course overall?' Possible responses are 1-Needs extensive improvement; 2-Needs some improvement; 3-Neutral; 4-Good; 5-Excellent. The previous Student Course Evaluation ratings were an average of the 21 items on the survey. Thus results from the course evaluations from 2011 cannot be compared with historical results. The College is also implementing the course evaluations online for all courses as of 2011. The response rate for the evaluations is below 50% overall. Increasing the response rate will be important.

<table>
<thead>
<tr>
<th>Quality of teaching by adjunct faculty</th>
<th>Standardized Student evaluation form of courses.</th>
<th>80% of adjunct faculty exceeds benchmark of 4 out of 5 points.</th>
<th>Achieve 100% of adjunct faculty receiving 4 out of 5 points. Improve selection process.</th>
<th>Improve selection process for adjuncts assign mentors and develop effective workshops for adjuncts.</th>
</tr>
</thead>
</table>

Note: Data point for Spring 2011 is the reflective of a new survey

<table>
<thead>
<tr>
<th>Quality of Teaching by Part-Time Business Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Rating</td>
</tr>
<tr>
<td>Fall 2006</td>
</tr>
<tr>
<td>Spring 2007</td>
</tr>
<tr>
<td>Summer 2007</td>
</tr>
<tr>
<td>Fall 2007</td>
</tr>
<tr>
<td>Spring 2008</td>
</tr>
<tr>
<td>Summer 2008</td>
</tr>
<tr>
<td>Spring 2009</td>
</tr>
<tr>
<td>Spring 2010</td>
</tr>
<tr>
<td>Spring 2011</td>
</tr>
</tbody>
</table>

*The GBCC Student Course Evaluation form was revised in 2010 and 2011. The new face to face student course
| **Alumni Survey** | Using an enhanced delivery system, a refined version of the previous alumni survey has been sent to business students who have graduated in 2009, 2010, and 2011. The survey focused on continuing education, career. Survey was sent Friday, June 10th. Only five responses were received. | Desired response rate for next attempt will be 20%. The next survey be done if Feb. 2012. The Department will be engaging management, marketing, accounting, and hospitality students to track recent alumni. | As previously mentioned, only 5 out of 55 surveys were completed and returned. A summary of those results have been included in section 3.4B. The results were not complete enough to graph. |
paths, and value of educational experience at the community college.

| Relationships with community based organizations that foster learning, economic development and entrepreneurship, and internships. | The number and type of relationships. | 4 Relationships for internships
3 Relationships for economic development
DRED, Rockingham & Stafford ECO Development, New England Economic Partnership
5 Partnerships for employment opportunities. Developed through the | The partnerships have aided the department in developing strong ties with the community it serves. | Continue to build relationships and determine a “metric” that identifies the value of the partnerships. |

### Relationships with Community-Based Organizations

<table>
<thead>
<tr>
<th>Year</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
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<tr>
<td>2008</td>
<td>11</td>
</tr>
<tr>
<td>2010</td>
<td>14</td>
</tr>
<tr>
<td>2011</td>
<td>25</td>
</tr>
</tbody>
</table>

These are working relationships. The Department has formal relationships with six area high schools to offer Running Start programs.
<table>
<thead>
<tr>
<th>2 Relationships for Entrepreneurial development</th>
<th>NHVBI.org, Knowledge Institute SBDC/SBA Working relation 3 Relationship for Hospitality Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Survey will show at least 80% are satisfied to very satisfied with employee performance. Focusing on skill sets and overall satisfaction with performance. This is the third Employer web-based survey consisting of 14 questions. Focusing on skill sets and overall satisfaction with performance. This activity is being undertaken by the Institutional Researcher, who anticipates having Not accurate enough to report.</td>
<td></td>
</tr>
<tr>
<td>Time the Employer Survey was given.</td>
<td>the quality of work performed by our graduates. The survey was sent to the head of the Portsmouth Chamber of Commerce with the intention of having it forwarded to his contacts; however, no responses were received.</td>
</tr>
</tbody>
</table>
The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

4.1A - Describe the current student learning outcomes assessment plan.

Institution Response

The Department takes a holistic approach to its learning outcomes assessment plan. Each course has a required set of objectives, which align with the institution’s student outcomes. The course objectives are reviewed, updated, and assessed as course content is updated and changed.

Various methods are utilized to measure student achievement and completion of course objectives. Measurement of course objectives helps the instructor to know if course material is properly and thoroughly presented to students. Selected courses are also identified to administer pre- and post-course assessment exams. These exams are monitored, evaluated and documented.

All marketing and management students are required to take a Capstone Research course prior to graduation, which is a cumulative assessment of student understanding and retention of the content covered throughout the course of their Business Program.

All business students are also required to complete a “Country Notebook” on a non-English speaking country. Students must receive a grade of B or higher on this assessment exam.

Requirements of the Project include three research reports that together comprise the Country Notebook: 1) the Culture Report, 2) the Government/Economic Report (not 'economical'), and 3) the “Conducting Business in the Country”, Management Decision Style and Business Etiquette Report.

The Country Notebook also includes an Executive Summary which presents, in narrative form, the most important data from the 3 sections, which is the body of data itself.

Objectives of the Country Notebook:
1. To enhance the students’ cultural sensitivity in a Global economy.
2. To understand the difference in cultures and to tolerate those differences as the student increase their knowledge of the diversity of cultures.
3. To give the student an awareness of the complexities of doing business globally.
4. To strengthen the students research skills.
5. To enhance the students critical thinking.
6. To synthesizes data and turn it into useful/decision oriented information.
4.1B – Describe the student learning outcomes assessment process and include information about the following:

Institution Response

- **What student learning data is collected and why**
  - Data is collected for all pre- and post- course assessment exams, capstone research course results, and a country notebook. This data is collected to ensure course outcomes are being achieved.

- **How the business unit uses student-learning data to improve the business program and enhance student learning**
  - With repetitive feedback from the results of the assessment tools each semester, the Department Chair meets with the Program Coordinators to review the results and to discuss changes that need to be made to enhance student learning. When necessary, curriculum changes are made and proposals are submitted to the curriculum committee for approval.

- **How comparative or benchmark data is used to enhance and improve of student learning**
  - The results of the assessment tools and benchmarking analysis have been enlightening. As a result of these management tools, changes to coursework and to curriculum have been made. For example, a new course (CIS156) was designed for business students to receive more advanced academic training in traditional office software products such as Microsoft Word, Excel, PowerPoint, and Access.
  - As part of the Department’s strategic plan, funding for Third Party Assessment Testing has continuously been sought. Approval for such funding has finally been granted and Third Party Testing of Business Students is expected to commence in the 2011/2012 academic year.

- **How the business unit improves, refines, or enhances the student outcomes assessment process**
  - The student assessment process is a closed-loop system, as it continues to be refined and improved. Assessment results are analyzed each semester by the Department Chair and Department Faculty. Based on the results of this analysis, necessary changes to program and course curriculum are made. For example, upon review of the assessment questions specific to the Accounting Program, it was decided that some assessment questions were not related to course and program objectives. As a result, those questions were removed and replaced with others that correlated more closely to course and program content.
4.1C – List the student learning outcomes for each program seeking accreditation or re-affirmation.

Institution Response

Liberal Arts/Business Program Outcomes:

Graduates with an A.S. degree in Liberal Arts/Business will:

- Be prepared for an entry-level career in the business labor market.
- Possess the framework necessary for successful careers in: banking, communications, health care, high-tech industries, management, manufacturing, marketing, service industries, and non-profit organizations.
- Be prepared for transfer to a four-year institution
- Understand the fundamentals of accounting, economics, management and marketing.
- Demonstrate a command of English composition.
- Demonstrate a command of business communications.
- Demonstrate a command of team work.

A.S. degree in Marketing Program Outputs:

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

- Identify the marketing mix variables: product, price, place, and promotion.
- Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics.
- Analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.
- Understand the role marketing plays in a global economy and appreciate the differences in global cultures, and be able to develop marketing strategies reflecting those differences.
- Identify and implement the components of a successful advertising campaign.
- Create and develop an advertising brief.
- Demonstrate knowledge of various advertising mediums such as print, radio, television, outdoor advertising, direct response, etc.
- 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.
- Be prepared for an entry-level career in the business labor market.
- Be prepared for transfer to a four-year institution.

A.S. degree in Management Program Outputs

Graduates with an A.S. 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.
• Possess basic competency in the functional areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.
• Demonstrate knowledge of cultural awareness in International management and diversity in the workforce.
• Be prepared to enter the work force in an entry-level management position.
• Possess a solid management foundation for transfer to a four-year college.
• Realize the necessity for a commitment to life-long learning to ensure employability.
• Be prepared for transfer to a four-year institution.

A.S. degree in Accounting Program Outputs

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

• Have a practical working knowledge of financial and cost accounting up to the intermediate level.
• Demonstrate proficiency with the use of automated accounting systems.
• Know how to prepare an individual tax return.
• Demonstrate proficiency in the preparation of financial statements in accordance with GAAP.
• Demonstrate proficiency in analytical thinking, oral and written communication, and applied mathematics.
• Have a practical working knowledge of marketing, management, finance, law, economics, and human resource management.
• Be ready to enter the work force in an entry-level or para-professional accounting position and/or be ready to transfer to a bachelor’s program in accounting.
• Be prepared for transfer to a four-year institution.

A.S. degree in Hospitality Program Outputs

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

• Identify the fundamental components of the Hospitality industry and how they impact one another.
• Understand the importance of the guest-host relationship inherent to the hospitality industry and the strategies used to achieve service excellence.
• Know how to plan, organize, coordinate, and market a special event, meeting, or conference.
• Possess a working knowledge of legal issues and liabilities that impact the food, beverage, spa, lodging, and event industries.
• Acquire the basic skills of effective restaurant management including menu planning, food and beverage safety, sanitation and cost control, forecasting, operational analysis, and human resource management.
• Demonstrate a solid understanding of hospitality management from beginning design concepts, business planning, day to day operations to positioning for the future growth of a variety of hospitality operations including spas, resorts, hotels, restaurants, events, and more.
• Apply sales and marketing principles and practices to the hospitality industry.
• Be prepared to enter the work force in an entry-level position within the field of hospitality.
4.1D – Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments

*Please refer to Table 2 at the end of this section.

- Three to five years of trend data—two to four years plus the self-study year

(Candidates with less than three years of data are eligible for accreditation with conditions.)
4.1E – Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Institution Response

The Department offers courses delivered in a traditional classroom environment, as well as hybrid courses, and courses that are offered exclusively online. As part of its strategic plan, the Department set a goal to increase its course offerings online and to eventually offer and entire degree as an online degree. This goal has not yet been achieved but the department remains committed to increasing its online offerings.

To date, 50% of its accounting courses, 100% of marketing, and 90% of management courses have been offered in a non-traditional, online format.

One of the challenges the Department has recognized with online and hybrid course offerings is maintaining academic integrity and the proper level of quality control. Therefore, a Distance Learning Committee has been established by the college to develop guidelines and requirements for online course delivery. The Department Chair also has full access to each of the online courses offered by the department. It is the Department Chair’s responsibility to review the course during the semester to ensure academic and course delivery standards are being maintained.

Guidelines have been developed for online courses that the department will be deploying for spring semester 2012 (See Appendix J).

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

4.2A – Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

Institution Response

In 2001 the College engaged in a comprehensive program review process. In 2004, the main focus of program review was student learning outcomes. The review process focuses on four components: Program Effectiveness, Program Currency, Student Centeredness, and Related Statistical Information. The aim of the program review process is to guide curriculum modifications and provide a basis for operational and strategic planning.

4.2B – Describe faculty involvement in the program evaluation process.

Institution Response

All department faculty members play an integral role in the evaluation of programs within the Department of Business Administration and Information Technologies. At least once each
semester, the Department Chair and other members of the department meet to evaluate programs, processes, assessments and achievements. Some very important ideas have been born from these evaluation meetings. For example, at a recent meeting, the role and use of Social Media within the Department was discussed, and the decision was made to implement Social Media techniques in an Organizational Communications class. This decision led to student involvement in the development of the College’s Social Media Policy, as well as the current use of Social Media for student advising.

4.2C – Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Institution Response

The Institutional Research Coordinator for the College surveys graduates and maintains a database of the survey results. The coordinator maintains data specific to the following:

- Student satisfaction regarding the achievement of program objects
- The existence and number of transfer opportunities
- Demand and requirements of employment fields
- Employer Satisfaction of GBCC graduates

4.2D – Describe how program evaluation data and information is shared with internal and external stakeholders.

Institution Response

The Institutional Research Coordinator provides program evaluation data and information to the Department Chair who shares it with fellow department faculty, members of the Department Advisory Board, and College Administration.

Until recently, the college did not have a function dedicated to the collection and evaluation of data and information for institutional use. For the first time, the college and the Business Studies Department are able to use information for data collection and decision making. Without a dedicated function and the professional output of the person in this role, accreditation would be much more difficult to achieve, while management would have difficulty making informed decisions.

4.2E – Describe the improvements that have been implemented as a result of the program evaluation.

Institution Response

Program evaluations have led to many improvements within the Department. The overall process has been an effective management tool for program reflection and improvement. Among the many improvements are:

- Changes to degree programs
- Changes to course curriculum
- Improvements to course objectives and the creation and re-creation of documented CCOs
- Improvements to the assessment exams
• Improvements to and identification of college success strategies
• Alignment of the course objectives with the department’s core attributes and the College’s core attributes.

**Criterion 4.3 Student Assessment**

<table>
<thead>
<tr>
<th>Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each institution must explain the means of assessing student ability for advanced placement, if applicable.</td>
</tr>
<tr>
<td>Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.</td>
</tr>
</tbody>
</table>

**4.3A – Explain the process for identifying student needs for developmental assistance.**

**Institution Response**

As previously mentioned in section 3.3A, one of the major resources for student support is the Center for Academic Planning & Support (CAPS). The center provides a wide spectrum of academic services and opportunities that are accessible, innovative, and supportive. These services are free to all students enrolled in credit courses or available on a fee-for-service basis to the members of the community. Services include but are not limited to:

- **Academic Planning:** Assessment, Placement Testing, Advising, Transfer Counseling
- **Learning Resources:** Study Skill Instruction, Test Taking Skills, Computer Tutorials.
- **Tutoring:** Math and Writing Centers, Peer and Professional Tutors
- **Support Services:** ESOL/International, Disability, Single-Parent, Non-Traditional.
- **Career Services:** Career Decision-making, Job Search Planning.

On acceptance to the college, CAPS also administers the Accuplacer exam which evaluates students in the areas of reading comprehension, sentence skills, writing samples, math, and computer skills to insure appropriate level placement in these courses.

Students with disabilities are aided through the American Disabilities Act and 504 regulations that support reasonable accommodations within the college environment, to include academic classrooms. The Disabilities Coordinator works with the student to develop a plan that will allow the student equal opportunity for success.

Part of the process for identifying student needs for developmental assistance requires that students disclose that they have a disability. The students then participate in testing, which leads to the establishment of various parameters. Based on these parameters, accommodation plans are then developed. Accommodation plans are in effect for up to five years.
Students identified as having disabilities complete an intake form that assesses their understanding of their role in initiating and working with an accommodation plan, the tutoring and disability services that are available for his/her use, and how their disability will impact his/her academics and career goals. Students with disabilities also receive a handbook entitled, “Making the Transition from High School to College,” which serves as a guide to help students better prepare for the transition into a college-level learning environment.

Adaptive services include, but are not limited to, a fully wheelchair accessible facility, TTY line for deaf students, closed circuit TV readers, assistive listening devices, screen readers, voice recognition software including Math Talk, zoom text, textbooks on tape, PC Tablet, and classroom accommodations such as note takers and extended time for exams.

In addition to the services that are offered in CAPS, students are assigned a full-time faculty advisor who assumes primary academic advisement responsibilities, monitors academic progression, co- and pre-requisite course requirements, and the successful completion of the program. Advisors access information through the Student Information System (SIS) and InfoPath where they are able to review academic status and assist the student in selection of appropriate courses.

4.3B – Explain the process for determining and awarding advanced placement, if applicable.

Institution Response

Students entering the program have several ways to receive credit for course work leading to graduation. A student can:

- Transfer credit from another recognized institution
- Earn credit through Project Running Start
- Successful completion of College Level Examination Program (CLEP)
- Credit by Examination (Challenge Examinations)
- Credit for Prior Learning Experience
- Advance Placement Credit (AP)

Transfer Credit from Another Institution:
Students must present an official college transcript from a recognized accredited institution with a grade of “C” or better and a course description equivalent in nature and content to Great Bay Community College offerings. Final determination of transferability rests with the Vice President of Academic Affairs. International transcripts must be translated into English and list all courses taken, grading system, and grades earned or equivalent official evaluation.

Project Running Start:
High school students can participate in a unique system-wide program called Program Running Start (see http://www.ccsnh.edu/prs/). Begun in 1999, Project Running Start allows high school students to earn high school and college credit simultaneously. The student is enrolled in the college course and successful completion of the course is indicated through the college transcript. The courses are taught by credentialed high school faculty as part of the daily class schedule. This program was extended to an online version through a program called “eStart”. For more information on eStart, see www.ccsnh.edu/estart/.

The Project Running Start program was the 2006 Robert J. McKenna Award for excellence awarded by the New England Board of Higher Education.
**CLEP Exam:**
Great Bay Community College is an approved testing site for CLEP Exams, and provides examination in the areas of Composition and Literature, Foreign Languages, Social Sciences, History, Science, and Mathematics.

CLEP exams are administered on the computer (CLEP CBT) through the CAPS office. The grades received are not factored into the students CGPA.

**Credit by Examination:**
Individual departments are responsible for determining if a course is eligible for credit by examination. Credit by examination may be earned only by a matriculated student who, by study, training or experience outside the college has acquired the skills or knowledge equivalent to that acquired by a student enrolled in the College. There is a maximum of 16 credits which can be earned in this manner.

Credit by examination is not used to calculate a student’s CGPA, but full credit for the course is granted.

**Credit for Prior Learning – Experiential Learning:**
Credit for prior learning offers students the opportunity to demonstrate the knowledge they have gained through life experiences and apply this knowledge toward credit in a degree or certificate program. To prepare for this option, students develop a portfolio to be assessed by appropriate college personnel. There is a maximum of 24 credits allowable to be earned by this method.

**Advanced Placement (AP) Credit:**
Students with score results in the AP exam of 3 or higher in subject areas required of their program must request an official AP grade report be sent to the College for evaluation.

**4.3C – Explain the student advisement process, including the use of remedial assessment information.**

**Institution Response**
As previously mentioned within section 3.2A, in the interest of supporting student retention and success, the College initiated a 15-member Advising Council with representation from faculty, staff and administration. The goal of the Council is to improve advising practices among all constituents of the College in an effort to retain students and support their success.

For new students, initial advising is provided by the Center for Academic Planning and Support (CAPS). Once placement testing is complete, CAPS will assist the students with registering for classes in the first semester. During these advising sessions, CAPS will provide the student with valuable information about college expectations, resources and developing schedules.

For returning students, a department faculty member is assigned to each student as their academic advisor. For business students, this begins the process of assisting students in setting educational goals and helping them plan to achieve them. The process is characterized by good communication and connection between the student and his/her advisor. Through mutual exchange of questions and information, students and advisors share ideas and generate solutions. The advisor-advisee relationship is potentially one of the most significant partnerships a student will experience while at Great Bay. Students and faculty are encouraged to seek each other out to ask questions, share concerns, get help, plan for the future or simply “check-in”.

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Non-matriculated, Liberal Arts and undecided students are advised through the Advising Center. The Advising Center is staffed by professional advisors and faculty who are available to assist students with any advising questions they might have. The Center is responsible for coordinating advising services and training for the College.

Advisor training includes access and use of the Student Information System (student academic transcripts), and InfoPath.

InfoPath is an advising system that includes program specific course checklists, documentation of advising notes, and summaries of student course enrollment/completion, and access of scanned copies of high school and college transcripts. Communication from the Registrar effectively keeps faculty advisors apprised of the status of student transfer credits and CLEP exams. SIS, InfoPath, the college Advising Center, and open communication between the Registrar and faculty advisors promote continuity of student advising and enhances advising efficacy within the program and across the College.

4.3D – Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

**Please refer to Table 3 for this information.

4.3E – Complete Table 3 – Organizational Performance Results.

For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data — two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

**Please refer to Table 3 for this information.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Institution Response
Taking the time to prepare a self-study and to see ourselves from an outside perspective is always a valuable exercise. We believe we are accomplishing great things with very limited resources but we also recognize there are things we need to improve.

Strengths
- Strong, Dedicated Faculty
- Variety of Course Offerings
- Student Success
• Learning and Student Support
• Student Life
• Administrative Leadership and support
• Transfer Success

Opportunities for Improvement
• Distance learning
• Alumni Communication, Involvement, and Participation
• Financial and Physical Resources
• Diversity Among Students
• Curriculum and Articulation Development
• Third party Student Assessment
### Table 2 Student Learning Results (Required for each accredited program)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>A student learning outcome is one that measures a specific competency attainment. <em>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</em>. To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</td>
</tr>
</tbody>
</table>

#### Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument to include</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative or Summative, Internal or External, and Descriptive or Comparative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measuring specific course competencies in management (BUS114), marketing (MKTG 125) and Accounting (ACCT113).

Business students are given pre- and post-course assessments, (formative, comparative, and internal). Objective is to attain at least a 75% score in the post test.

There has been some increase in performance. Questions have been embedded in the last exam of the course.

Scores have not reached target, 80%. In some cases, post test questions will be changed to brief essay format.

Continue to improve test/assessment methodology.

<table>
<thead>
<tr>
<th>Pre- Test Results</th>
<th>Post- Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Management</td>
</tr>
<tr>
<td>22%</td>
<td>68%</td>
</tr>
<tr>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>37%</td>
<td>71%</td>
</tr>
<tr>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>15%</td>
<td>76%</td>
</tr>
<tr>
<td>20%</td>
<td>73%</td>
</tr>
<tr>
<td>30%</td>
<td>76%</td>
</tr>
<tr>
<td>30%</td>
<td>78%</td>
</tr>
<tr>
<td>10%</td>
<td>76%</td>
</tr>
<tr>
<td>20%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Continue to improve test/assessment methodology.
### Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument to include</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management and Marketing students</strong> take a Capstone course to enhance their skills and competencies in business research. The research must include secondary and primary data collection, analysis, interpretation and reporting. The project is undertaken to facilitate the making of a “real-world” decision.</td>
<td>Assessment of the research project is formative, summative, internal and an outside evaluator (an organization the research was done for). Student must reach a grade of 80%.</td>
<td>In the last two years, 80% of the students in teams have achieved a grade of 80% or better.</td>
<td>Objective is to develop an increase in the “rigor” of the research and solicit market area firms for research requests.</td>
<td>Team approach will continue to be used and research for market area firms will be of focus.</td>
<td><img src="chart.png" alt="Graph of Resulting Trends for 3-5 Years" /></td>
</tr>
</tbody>
</table>
## Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Business Students are required to complete a “Country Notebook” on a non-English speaking country and receive a grade of B or better. The report consists of cultural, economic, and governmental issues and “How to Conduct Business” in that Country. Students are also required to make in-class presentations.</td>
<td>The Assessment is formative, and a combination of internal and external assessment instruments. A template is used to measure outcomes. Students have to achieve a grade of 80%.</td>
<td>The notebook has been required for the past four years and was made an operative assessment tool two years ago. There has been an overall incremental level of success in quality of report. This is proving to be an excellent method for introducing students to international business and cultural sensitivity. In the first year of measurement, 73% of students received a grade of 80% or better. In year two, 82% of students achieved 80% or better.</td>
<td>This is proving to be an excellent method for introducing students to international business and cultural sensitivity.</td>
<td>Continue with the process and adding additional requirements for completing the Country Notebook.</td>
<td>![Graph of Attained a Grade of 80% or Higher](Country Notebook)</td>
</tr>
<tr>
<td>students to international business and cultural sensitivity.</td>
<td>While in year three, 85% received 80% or better. During the Self-Study year, 87% received 80% or better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 3 – ORGANIZATIONAL PERFORMANCE RESULTS

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students’ performance.

Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, graduation and retention rates by program, and what you report to governing boards and administrative units.

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>“Banner” and “lost” list enrollment reports. The Department’s objective is 80% retention.</td>
<td>During the Self-Study year, retention in Accounting exceeded the objective, while retention in Hospitality met the objective with 80%. The Department had an overall retention rate of 74%.</td>
<td>During the Self-Study year, overall retention dropped to 74% from 76%, which was achieved the previous year. Management dropped to 70% and Marketing went to 58%. Analysis to date indicates an</td>
<td>Need further analysis and more effective monitoring of student movement in each discipline area. If transfer is the largest factor – it could be considered a positive outcome for the Business Department.</td>
<td><img src="image" alt="Retention Rates Graph" /></td>
</tr>
</tbody>
</table>
increasing rate of transfer to four year institution as the most significant factor.

| The number and quality of Partnerships with market area high schools, entitled “Running Start.” This program enables HS students to earn college credits and be able to transfer those credits | The nature and quality of the partnership between college faculty and the high school faculty partner as measured by assessment of grade success | At least 80% of high school participants attain a score of 75% or better in competency testing | Goal was attained in fall ’08 academic year; however, the testing instrument was not uniform. The goal is to develop a uniform competency test for each course. | Uniform test being constructed. |

| The number and quality of courses and degrees offered online in the Department of Business. | Student access to online degree completion and the number of courses offered each semester. | Starting in 2001 the College had four Business courses online. In 2007-08 there were 25 Business courses online. During the Self-Study year, there were 19 | The objective is to get 100% of Business courses on line by 2012-2013 and at least one business degree on line by 2012-2013. Present status is that 80% of Business courses are | Enrollments and learning style are driving forces (negative) in accomplishing online objectives. As enrollments increase there will be greater demand for degree completion on |

<table>
<thead>
<tr>
<th>% Success in Running Start Classes</th>
<th>Business Dept.</th>
<th>ACCT</th>
<th>BUS</th>
<th>MKTG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage of Courses Offered Online

<table>
<thead>
<tr>
<th>Management</th>
<th>Marketing</th>
<th>Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Business courses offered online
50% of the Accounting degree is online, while 100% of the Marketing and 90% of the Management program is online.

### All Business Courses will continue to have an active Blackboard (online) component

Construction and use of a Blackboard component in ALL Business courses.

### In F07
50% of courses had a Blackboard site. In Spring 08, 70% of courses had an active Blackboard component. In F08, 80% of courses had a Blackboard site. During the Self-Study Year, there was an increase from 90% - 100%, as all Business courses had an active Blackboard component.

### All Business courses will continue to have an active Blackboard component.
100% of all Business courses scheduled to run during the 2011-2012 academic year will have an active Blackboard component. Quality of the Blackboard site and “Best Practices” established by the Online Course Committee will continue to be the focus of the Department.

### Percentage of Business Courses with an Active Blackboard Component

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '08</td>
<td>70%</td>
</tr>
<tr>
<td>Fall '08</td>
<td>80%</td>
</tr>
<tr>
<td>Spring '09</td>
<td>100%</td>
</tr>
<tr>
<td>Fall '10</td>
<td>90%</td>
</tr>
<tr>
<td>Spring '11</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

<p>| 85 |</p>
<table>
<thead>
<tr>
<th>Student Academic Success</th>
<th>Measuring student success in attaining a grade of C or better in selected courses</th>
<th>The Department average in Spring 2011 was 76%</th>
<th>Fall 2012 there will be an average success rate of 78%.</th>
<th>Develop more effective means of identifying students at risk and implementing strategies to intervene</th>
</tr>
</thead>
</table>

![% Success - C or better Business Department](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>77%</td>
<td>75%</td>
<td>75%</td>
<td>78%</td>
<td>67%</td>
<td>69%</td>
<td>80%</td>
<td>76%</td>
</tr>
</tbody>
</table>
STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

5.1A – Describe the business unit’s criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

Institution Response

The business faculty are a dedicated group of men and women who place a high value on teaching and scholarship. Great Bay Community College is proud of the faculty it has attracted and retained. The faculty support students in achieving their academic and professional aspirations.

Faculty are hired in accordance with the Community College System of New Hampshire personnel policies as adopted by the CCSNH Board of Trustees. Recruitment begins with advertising and state postings. The first round of applicants is limited to candidates currently employed by the CCSNH system. Postings are circulated to all CCSNH employees. If there are no internal candidates interested in or qualified for the position, then the process is then opened to the public. Candidates who are certified according to the CCSNH System standards are then interviewed by a committee composed of faculty and a representative of Academic Affairs. The interview steps will always include a presentation by finalists of a mock classroom teaching opportunity observed by the interview team. The name of the chosen candidate is forwarded to the President who makes the final hiring decision.

The Department prohibits discrimination on the basis of race, color, and religion, nation of origin, age, sex, disability, veteran status, sexual orientation, or marital status. This practice is guided by Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974, and NH Law Against Discrimination (RSA 3540-A). All prospective full-time faculty members have access to a State Collective Bargaining Agreement that covers the elements of employment with the State of New Hampshire and the CCSNH including salary, health benefits, and retirement. The College insures Academic Freedom by following the policy available in the State Collective Bargaining Agreement. A copy of the Agreement will be available in the Team Resource Room.
**5.1B – Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.**

Full-time faculty members are evaluated annually by the Department Chair. The process includes the use of the Faculty Performance Evaluation Summary, including a classroom observation and review of student-completed course evaluations tallied by the office of Academic Affairs. The annual performance review is discussed with the faculty member. The completed faculty evaluation is submitted to the Vice President of Academic Affairs (VPAA) for review and signature.

The VPAA is responsible for the evaluation of Department Chairs and other staff members as listed according to the College’s organizational chart. Department Chairs are evaluated on an annual basis, based on job descriptions. Faculty seeking promotion follow the “Faculty Promotion Policy and Procedure” found in the State Collective Bargaining Agreement and the Board of Trustees policies. A team of Master Teachers reviews the candidate’s portfolio and evaluates classroom instruction, making a recommendation to the Vice President of Academic Affairs and President who send their recommendations to the Chancellor.

Adjunct faculty are primarily evaluated using student course evaluations, which are reviewed by both the VPAA and Department Chair. In addition, most are observed in the classroom by either a Program Director or Department Chair. In some cases, faculty are observed by the VPAA/AVPP or Director of Community Education.

Each semester, Academic Affairs hosts an orientation for all adjunct faculty to review faculty policies, Student Web, Blackboard™, syllabus development, and other critical policies and procedures.

Integration of adjunct faculty into the life of the College is fostered in many ways. In addition to the adjunct faculty orientation mentioned above, adjunct faculty are invited and encouraged to attend department meetings, faculty meetings, and all-college meetings. They are also invited to social functions. It is quite common for adjunct faculty to participate fully in all department functions.

**5.1C – Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.**

**Institution Response**

The work environment of the Department supports a climate that contributes to the well-being, satisfaction, and motivation of faculty in many ways.

The work environment fosters mutual respect among all department faculty, as the Department Chair provides room for Program Coordinators and full – and part – time instructors to exercise a certain level of authority when making decisions related to courses and curriculum. In addition,
department faculty members are encouraged to share accomplishments and best practices during formal department meetings and informal discussions.

A supportive work environment has been established that embraces open communication and collaboration. The Department Chair listens to both full – and part – time faculty and student ideas/concerns and allows individuals to make recommendations for change, if needed. In addition, the Department Chair and department faculty demonstrate a genuine concern for one another’s personal and professional well-being.

5.1D – Report evidence of business unit faculty and staff well-being and satisfaction.

The department approached the faculty survey a little differently during the 2010/2011 school year. During this period, the survey was expanded in order to identify areas where faculty may be dissatisfied and improvements can be made. Some of the results were interesting in that the overall faculty satisfaction remained relatively constant at about 90%. However, the areas where faculty appeared to be the most dissatisfied were areas that the department cannot easily control such as job security, workload and salary. These issues are established by the collective bargaining agreement.

Areas where the department can control satisfaction outcomes are effective communication, and having a voice in departmental decisions.

Results of the survey are as follows:

![Faculty Survey](image)

- Satisfaction with Business Department: 95.0%
- Satisfaction with Academic Affairs: 92.0%
- Adjunct Faculty Integrated into Department: 90.0%
Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master’s or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master’s or Doctorate Degree Qualified

A Master’s or Doctorate Degree Qualified faculty member meets at least one of the following criteria:
1. Doctorate in teaching field—The institution must provide documentation.
2. Juris Doctorate—Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master’s degree in teaching field—The institution must provide documentation.
5. Related or out-of-field master’s or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level—The institution must provide documentation.
6. Related or out-of-field master’s or doctorate degree with documentation in two or more of the following areas:
   a) In-field professional certification (national, regional, or state)—The institution must provide documentation.
   b) In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   c) Teaching excellence—The institution must provide documentation.
   d) In-field research and publication—The institution must provide documentation.
   e) Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU’s, military training, vendor training, etc.—The institution must provide documentation.

**Professionally Qualified**

A Professionally Qualified faculty member possesses a bachelor’s degree in the teaching field with documentation in two or more of the following areas:

a) Professional certification (national, regional, or state)—The institution must provide documentation.
b) In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   c) Teaching excellence—The institution must provide documentation.
   d) In-field research and publication—The institution must provide documentation.
   e) Relevant additional coursework beyond the bachelor’s degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU’s, military training, vendor training, etc.—The institution must provide documentation.

**Exceptions**

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master’s or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master’s or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.
NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master’s or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master’s/Doctorate Degree, Professional, or Exception.

Institution Response

**Please see Table 4 for this information.**
Table 4 Faculty Qualifications

1. List all faculty (full-time and part-time) who have taught during the self-study year in alphabetic order.
2. Identify the major teaching field for each faculty member.
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

<table>
<thead>
<tr>
<th>Name</th>
<th>Major Teaching Field</th>
<th>Courses Taught</th>
<th>All Earned Degrees</th>
<th>Professional Certifications and Supporting Activities</th>
<th>ACBSP Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burtt, John R.</td>
<td>Business and Marketing</td>
<td>BUS114, BUS155, BUS205, MKTG125, MKTG210, BUS282, BUS291, MKTG135</td>
<td>MBA</td>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td>Chiafery, James</td>
<td>Accounting</td>
<td>ACCT215, BUS210, BUS224, HOSP110, BUS210, HOSP215, HOSP230</td>
<td>MSE, MBA, MSA</td>
<td>CMA, CPA, CFE</td>
<td>Masters</td>
</tr>
<tr>
<td>Comito, Dawn D.</td>
<td>Hospitality</td>
<td>BUS114, MKTG125, ACCT113, BUS110, ECON234, ECON235</td>
<td>MBA</td>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td>Dodge, Renee</td>
<td>Computer Technologies</td>
<td>BUS200, ACCT113, ACCT123, ACCT223, BUS225, ACCT123, ACCT233, BUS221</td>
<td>MBA, Med</td>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td>Duffy-Durkin, Margaret</td>
<td>Business (Leadership)</td>
<td>BUS211, ACCT110, MKTG224</td>
<td>MBA</td>
<td></td>
<td>Masters</td>
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<tr>
<td>Murphy, Daniel J.</td>
<td>Accounting and Finance</td>
<td>ACCT113, ACCT123, ACCT243</td>
<td>MBA</td>
<td>CPA</td>
<td>Masters</td>
</tr>
<tr>
<td>Neal, Thomas</td>
<td>Business (Law)</td>
<td>BUS211</td>
<td>JD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasquale, Raymond</td>
<td>Management and Marketing</td>
<td>BUS110, MKTG224</td>
<td>MA</td>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td>Pouliot Kimberly</td>
<td>Accounting</td>
<td>ACCT113, ACCT123, ACCT243</td>
<td>BS</td>
<td></td>
<td>Professional</td>
</tr>
<tr>
<td>Strouss, William E.</td>
<td>Accounting</td>
<td>ACCT215</td>
<td>MBA</td>
<td>CPA</td>
<td>Masters</td>
</tr>
</tbody>
</table>
Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master’s or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master’s or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

5.3A – Explain the business unit’s method of calculating FTE teaching loads for full-time and part-time instructors.

Institution Response

Full-time faculty workload is negotiated between the Community College System of New Hampshire (CCSNH) and the State Employee’s Association (SEA) team. Currently, the faculty workload is between 15 and 18 contact hours per semester. The department chair is assigned 10 to 12 hours per semester to compensate for other duties as chair.

To calculate full-time equivalent hours (FTE), one FTE is equal to 15 semester credit hours of teaching per semester. This FTE is based upon a two semester per year system. Faculty teaching in the summer are considered adjunct.

5.3B – Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

5.3C – Report the following:

Institution Response

94.5% Masters/Doctorate qualified
5.5% Professionally Qualified
0.0% Exceptions
5.3D – *If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.*

**Institution Response**

There are no exceptions.
Table 5 - FTE and Faculty Composition

1. List all faculty (full-time and part-time who taught during the self-study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty load.
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification.
6. Calculate the percent of total hours taught for each ACBSP Qualification.

<table>
<thead>
<tr>
<th>Name</th>
<th>ACBSP Qualification</th>
<th>Credit Hours Taught</th>
<th>Master's/Doctorate FTE</th>
<th>Professional FTE *</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burtt, John R.</td>
<td>Master's</td>
<td>39</td>
<td>1.3</td>
<td></td>
<td></td>
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<tr>
<td>Chiafery, James</td>
<td>Master's</td>
<td>3</td>
<td>0.1</td>
<td></td>
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<td>Comito, Dawn D.</td>
<td>Master's</td>
<td>12</td>
<td>0.4</td>
<td></td>
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<td>Dodge, Renee</td>
<td>Master's</td>
<td>9</td>
<td>0.3</td>
<td></td>
<td></td>
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<tr>
<td>Duffy-Durkin, Margaret A.</td>
<td>Master's</td>
<td>3</td>
<td>0.1</td>
<td></td>
<td></td>
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<td>Flanagan, Sandra</td>
<td>Master's</td>
<td>6</td>
<td>0.2</td>
<td></td>
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<tr>
<td>Furfari, Jeanne N.</td>
<td>Master's</td>
<td>36</td>
<td>1.2</td>
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<td>Murphy, Daniel J.</td>
<td>Master's</td>
<td>30</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Neal, Thomas</td>
<td>JD</td>
<td>6</td>
<td>0.2</td>
<td></td>
<td></td>
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<tr>
<td>Pasquale, Raymond</td>
<td>Master's</td>
<td>9</td>
<td>0.3</td>
<td></td>
<td>0.3</td>
</tr>
<tr>
<td>Pouliot Kimberly</td>
<td>BS</td>
<td>9</td>
<td></td>
<td>0.3</td>
<td></td>
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<tr>
<td>Strouss, William E.</td>
<td>Master's</td>
<td>3</td>
<td>0.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals: 165 5.2 0.3 0

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Hours Taught During Self-Study Year</th>
<th>FTE Teaching Load (Based on 30 cr. Hrs.)</th>
<th>Percent of Total Hours Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's/Doctorate</td>
<td>156</td>
<td>5.2</td>
<td>94.5%</td>
</tr>
<tr>
<td>Professional</td>
<td>9</td>
<td>0.3</td>
<td>5.5%</td>
</tr>
<tr>
<td>Exception</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Totals: 165 5.5 100%
Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

5.4A – For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

Institution Response

The Business Department is committed to providing the best educational opportunities to students who take day, evening, or online classes. All full-time faculty have taught courses using all three methods of delivery.

Whenever possible, the department endeavors to use creative ways to provide equal opportunity to day and evening students. For example, the Accounting Program was having difficulty providing equal opportunity to both day and evening students for the advanced level courses. After discussion between the Program Coordinator and the students, it was decided that the two Intermediate Accounting courses and the two Cost Accounting courses would alternate being offered during the day one year and the evening the second year. This plan was approved by the Academic Affairs department.

5.4B – For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Institution Response

All programs meet this criterion.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution’s ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
• Scholarly activities
• Curriculum development activities
• Instructional technology efforts

5.5A – **Describe the business unit’s faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.**

**Institution Response**

Faculty workload is negotiated and determined by the agreement with the Collective Bargaining Unit. A full-time faculty employee is expected to teach 15 - 18 contact hours for the fall and spring semesters for a total of 30 -36 contact hours for the Fall/Spring academic year. A contact hour is defined as 50 minutes of instruction per week for the period of an academic semester and shall include lecture and laboratory instruction. Alternative course delivery formats are permitted and shall be the responsibility of the Vice President of Academic Affairs for the assessment of contact hours.

The Department Chair shall be responsible for providing educational leadership, direction and vision for the academic department; recruiting, recommending and evaluating adjunct and full-time faculty and staff; monitoring the running start program; preparing and assigning faculty instructional assignments; developing and implementing professional development plans for departmental faculty and staff; chairing department meetings; providing leadership in areas of curriculum and program development; coordinating departmental accreditation activities; advising students; communicating and working with other academic and non-academic departments on College-wide issues; preparing and overseeing departmental budgets and expenditures; coordinating clinical/internship/practicum sites; cultivating and maintaining partnerships with the professional community. Department Chairs shall carry an instructional and non-instructional load as assigned by the President or his/her designee.

The Program Coordinator shall be responsible for coordinating and overseeing program accreditation activities; supervising clinical/internship/practicum sites; assisting the Department Chair in the recruitment, selection, and evaluation of faculty and staff assigned to the program area; recommending program instructional assignments to the Department Chair; advising students; assisting in the admissions process; assisting in the assessment of program curriculum; working with the Department Chair to prepare and oversee program budgets; working with other academic and non-academic departments on program issues; representing the program and College in program-related activities and associations; maintaining partnerships with the professional community; and preparing program reports and correspondence. Program Coordinators shall carry an instructional and non-instructional load as assigned by the President or his/her designee.
The non-instructional workload is critical to the education of students outside of formal instruction and to services that the College provides to the local community. Included in this area are the following:

a. Institutional Assignments/Activities  
b. Departmental Assignments/Activities  
c. Professional Development Activities  
d. Service to Community  
e. Student Organization/Advising Activities  
f. Office/Availability Hours for student contact (minimum of 5)

The Vice President of Academic Affairs, in collaboration with the Department Chair, assigns the faculty workload for the next year. Faculty receive a written workload sheet during the summer. These assignments are subject to change based on enrollment numbers.

5.5B – For the self-study year, explain the circumstances for any faculty member exceeding the institution’s maximum teaching load.

Institution Response

Faculty may request to teach additional courses outside the workload agreement and are paid as adjunct faculty. In some cases, faculty by nature of the program may exceed the 36 contact hours in an academic year. They are paid overload pay during the spring semester.

Full-time faculty cannot teach more than 9 credits on an adjunct basis per semester, while Department Chairs are not able to teach more than 6 credit hours on an adjunct basis per semester.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

5.6A – Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

Institution Response

All full-time faculty members have a performance appraisal annually, as described in the Collective Bargaining Agreement. Faculty are evaluated by their immediate supervisor using a standardized form approved by the CCSNH human resource office. Classroom observations and student evaluations are key components of the faculty assessment process. Student evaluations are completed at the end of each semester and address course content and organization as well as
faculty performance. Although these evaluations are standardized, there are two distinct student evaluation forms for both live class and online class instruction. During this past academic year, the live class evaluations were automated making it easier for students to prepare them.

During the review of the student evaluations by the Department Chair and/or the Vice President of Academic Affairs, if a result is considered to be below standards, a meeting with the faculty member is requested and corrective action is discussed and outlined. Copies of current performance appraisals and faculty assessments can be found in the Human Resource Office.

Included in the faculty evaluation by the supervisor is documentation of faculty participation in activities outside of the classroom such as student advising, committee participation, continuing education, professional development, professional/community service, publications, awards or distinctions, etc.

5.6B - Describe how the results of the evaluation are shared with the faculty member.

Institution Response

In accordance with the Collective Bargaining Agreement, the faculty supervisor meets with the faculty member to review the evaluation. The faculty member has an opportunity to provide input and comments on the form and then provides his/her signature prior to submission to Academic Affairs and Human Resources.

Student Evaluations are made available to the faculty the following semester after the student evaluations are prepared. As noted above, if there are any deficiencies or concerns that are noted as a result of the student evaluations, a meeting among the faculty member, his or her supervisor and Academic Affairs is arranged and a course of corrective action is determined.

5.6C – Describe how the faculty evaluation is used in making decisions.

Institution Response

Faculty evaluations are used:

- To make decisions on course assignments.
- To improve course design, objectives, pedagogy, etc.
- To aid in the design of professional development and personal growth plans for faculty.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and
instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

5.7A – Describe the business unit’s faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

Institution Response

Great Bay Community College provides support in many ways to business faculty and staff to improve their professional performance. Policies and procedure regarding professional development can be found in the State Collective Bargaining Agreement. GBCC encourages faculty to maintain currency in professional organizations, certificate training, and attend seminars and webinars. Full-time faculty and staff are eligible for staff development as part of their employee’s benefit package. It is expected that these funds will be severely diminished during the upcoming budget session.

Other benefits include tuition reimbursement and registration and travel funds for workshops and conferences. Requests are submitted to the Professional Development Committee for conferences and workshops, out-of-state travel expenses are also funded. Carl Perkins Grant funds support technical faculty and student support staff in attending conference and workshops, which allows us to be fully compliant with specific certification and license requirements for faculty in technical programs such as accounting. State funds have supported seminars in online instruction. Faculty and staff may also attend courses in-house. The library also offers faculty development resources to all full-time and part-time faculty.
5.7B – Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Activities &amp; Scholarly Production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Burtt</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-Study Year (2010/2011)</strong></td>
</tr>
<tr>
<td></td>
<td>• American Marketing Association - Regional meeting</td>
</tr>
<tr>
<td></td>
<td>• ACBSP Regional Meeting</td>
</tr>
<tr>
<td></td>
<td>• ACBSP National Meeting</td>
</tr>
<tr>
<td></td>
<td>• Prof. Development Workshops (Internal)</td>
</tr>
<tr>
<td><strong>Dawn Comito</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborated closely with UNH Hospitality DH aligning program changes in preparation for future transfer agreement</td>
</tr>
<tr>
<td></td>
<td>• Collaborated with Plymouth State University and SNHU to initiate the development of a Hospitality Management specific transfer agreement</td>
</tr>
<tr>
<td></td>
<td>• Contributed to development of</td>
</tr>
</tbody>
</table>
• Developed and served as faculty advisor for a new Hospitality Management Club
• Continued membership and involvement in NAFSA: Association of International Educators
• Attended session on Palazzi Florence Association for International Education Hospitality abroad programs presented by a US Representative
• Attended NH Travel Council’s Annual Governor’s Conference on Tourism May 5 & 6 in Bartlett, NH where I networked with other industry professionals, attended workshops
• Served as a panel member on a "Making the Most of Internship Opportunities" panel and delivered a seminar entitled "Connecting with Your Customers"
• Participated in GBCC’s Fall and Spring semester professional
<table>
<thead>
<tr>
<th>Renee Dodge</th>
<th>Development Workshops</th>
<th>Development Workshops</th>
<th>Development Workshops</th>
</tr>
</thead>
</table>
| **Renee Dodge** | • ACBSP – Accreditation Council for Business Schools and Programs  
• ASCD – Association for Supervision and Curriculum Development  
• NHBEA – New Hampshire Business Education Association  
• NHSTE – New Hampshire Society for Technology in Education  
• MEA – Marketing Education Association  
• LAANE Conference Workshop: Crafting Effective Writing Assignments  
• DECA (Distributive Education Clubs of America) Conference  
• NHSTE Workshop: TT SIG #3 Essential Tools for 21st Century Schools  
• Webinar: Best Practices in College Teaching  
• Webinar: Reaching Unprepared Students  
• Webinar: Are the Browser Wars Over?  
• Webinar: The Connection between Student Retention and Assessment  
• Workshop: Parent Involvement: 5 Legal and Practical Issues  
• Workshop: Special Education  
• Workshop: Suspension, Prevention, and Intervention  
• ACBSP 2011 Annual Conference | • ACBSP – Accreditation Council for Business Schools and Programs  
• ASCD – Association for Supervision and Curriculum Development  
• NHBEA – New Hampshire Business Education Association  
• ISTE – International Society for Technology in Education  
• DECA (Distributive Education Clubs of America) Conference  | • ACBSP – Accreditation Council for Business Schools and Programs  
• ASCD – Association for Supervision and Curriculum Development  
• NHBEA – New Hampshire Business Education Association  
• ISTE – International Society for Technology in Education  
• CIS124, Web Programming (audited class) |
| Jeanne Furfari | • United States Distance Learning Association - USDLA - OL workshops on teaching OL classes  
• National Council of Economics Educators - NCEE - OL classes in Economics  
• Foundation for Teaching Economics - FTE - face to face classes in the summer on Teaching Economics, and on Economics & the Environment  
• New England Economic Partnership - NEEP (Educator level) - Twice a year Economics Conferences  
• Global Association of Teachers of Economics - GATE - Ongoing OL updates on Macroeconomics  
• In-house PD seminars | • United States Distance Learning Association - USDLA - OL workshops on teaching OL classes  
• National Council of Economics Educators - NCEE - OL classes in Economics  
• Foundation for Teaching Economics - FTE - face to face classes in the summer on Teaching Economics, and on Economics & the Environment  
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• New England Economic Partnership - NEEP (Educator level) - Twice a year Economics Conferences  
• Global Association of Teachers of Economics - GATE - Ongoing OL updates on Macroeconomics  
• In-house PD seminars |
|---|---|---|
| Dan Murphy | • Member of the NH Society of Certified Public Accountants (past board member. Industry Committee Chair and award recipient of the Public Service Award)  
• Member of the NH Chapter of the Institute of Management Accountants (past chapter president and | • Member of the NH Society of Certified Public Accountants (past board member. Industry Committee Chair and award recipient of the Public Service Award)  
• Member of the NH Chapter of the | • Member of the NH Society of Certified Public Accountants (past board member. Industry Committee Chair and award recipient of the Public Service Award)  
• Member of the NH Chapter of the |
5.7C – Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit’s mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

The Department has been successful, via the support of professional development, scholarly activities, and use of a personal growth plan in developing a very competent instructor of Economics (Jeanne Furfari).

The Department is gaining faculty strength in the quantitative areas of business by integrating faculty from Computer Technologies into the design of business courses in the area of Project Management and Operations Management (Meg Prescott, Renee Dodge, and Marcus Mann).

The Department’s emphasis on faculty maintaining “currency” in their discipline (Dan Murphy – CPA currency).

The Department’s strategic focus on accreditation has contributed to faculty involvement with ACBSP and improvement in our performance as a business unit (Renee Dodge).
The Department’s objective in developing a certificate in Project Management led to the process of “positioning” faculty to sit for the PMI exam this fall 2011 (Meg Prescott and Marcus Mann).

The Department’s entrepreneurial activities led to the building of a network of business advisory services and mentoring capabilities for small business (NHVBI, NH Virtual business incubator – John Burtt and Dan Murphy).

Dawn Comito has developed and deployed a revision in the Hospitality Curriculum.

Renee Dodge and Meg Prescott have been instrumental in the integration of information technologies into the classic business course work.

**Criterion 5.8 Faculty Instructional Development**

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

5.8A – Describe the instructional developmental opportunities for business unit faculty to:

1. **Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.**

_Institution Response_

Faculty and staff are encouraged to engage in professional development opportunities. During the beginning of each fall and spring semester, during what are referred to as the “Faculty Days of Responsibility,” the Department of Academic Affairs sponsors a variety of workshops designed to enhance the teaching and technical skills of all employees.

During the Academic year, the Department of Academic Affairs offers Webinars. These Webinars are open to all faculty and staff. Examples of some of the Webinars offered during the school year are:

- Best Practices in College Teaching: Creating an Active Learning Environment
- Identifying and Reaching Unprepared Students: Strategies for Creating Success in the Classroom
- Connection Between Student Retention and Assessment
2. **Acquire skills in the use of alternative methods of instructional delivery.**

**Institution Response**

GBCC offers a wealth of opportunities to the business department to develop alternative methods of instructional delivery. Currently, the department is among the most common users of SmartBoard technology in the classroom. The Accounting Program uses SmartBoard technology in 100% of the courses being offered. Student feedback has been very positive with respect to its use. Another department teacher uses podcasting extensively in the delivery of her course material.

The college also has a dedicated Instructional Technology Services professional on staff. This function has been very useful in training and preparing instructors on the successful use of technology as a teaching tool.

Examples of the technical resources available to faculty are:

- Software Training and use of Camtasia, Audacity, RealPlayer, Inspiration, and MovieMaker
- SmartBoard training
- Clicker Technology
- eFolio Support
- Turnitin Support
- Video Cameras
- Audio Recorders
- Scanners
- PC Tablets
- Mobi

**5.8B – Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit’s mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.**

Members of the Department are charged with instructional development and improvement. This activity has been guided by the Department’s Mission. The result of this charge is evident by curriculum changes, modifications in course objectives, course outcomes, and the number and credits of courses needed for graduation, in all of the accredited programs.

The pending degree and curriculum changes outlined in the Appendix are excellent examples of curriculum and instructional development.

The Department is engaged in developing and deploying guidelines/rubrics for online instruction, focused on building faculty knowledge, skills and capabilities.
**Criterion 5.9 Faculty Operational Policies, Procedures, and Practices**

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

### 5.9A – Explain how the business unit faculty and staff access the operational policies and procedures manual.

**Institution Response**

There are three primary operational and procedural manuals for faculty and staff to access. Two of the three are available in an electronic databank (the Academic Affairs location of the All-College Blackboard site) and the third is distributed by the full-time faculty Association (Local 1984 faculty union) in hard copy.

The three manuals are as follows:

- Full-time Faculty Handbook located on Blackboard under the Academic Affairs site
- Adjunct Faculty Handbook located on Blackboard under the Academic Affairs site
- Collective Bargaining Agreement distributed in hard copy to all members by the State Employees’ Association Service Employees International Union Local 1984

### 5.9B – Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

**Institution Response**

This information will be made available in the Team Room.
Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Institution Response

Strengths

- Faculty are a well-trained and dedicated group of individuals who are committed to the community college mission and the mission of GBCC.
- Faculty are a diversified group of individuals who work extremely well together, commit themselves to the success of the team and are selfless in their approach to their job.
- There exists leadership stability at the department level and at the Academic Affairs level.
- Strong support from Academic Affairs and an excellent working relationship with them and all other departments.
- New facility with good working conditions for faculty and staff.
- Faculty who embrace technology and change.
- Faculty who are knowledgeable in the use of technology in the classroom.
- Existence of innovation and response to the changing needs of the service area. It seems no two years are ever identical. Faculty respond well to change and leadership provides innovative ideas for change.
- Faculty are generally satisfied with their jobs and job content.

Opportunities for Improvement:

- Budget constraints will place a financial strain on all investments for the foreseeable future.
- Time constraints and expanding faculty administrative responsibilities place a strain on time available for teaching and advising.
- Limited number of “Smart” classrooms.
- Time and resources available for developing relationships with people and entities outside of the college community.
- Financial resources for professional development are expected to decrease.
- Faculty are becoming fearful of their job security.
- Effective use of social media to maintain a working relationship with alumni.
STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student’s area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6.1 Curriculum

6.1A – Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Institution Response

The Business Studies department currently offers three Associate in Science (AS) degrees and one Associate in Arts (AA) degree, in addition to Professional Certificates in Accounting and Management. Minimum degree requirements are established by the Community College System of New Hampshire (CCSNH) Board of Trustees. All Associate degree programs must meet a minimum of 64 credits. All degrees offered by the department exceed the minimum requirement.

GBCC Academic Policies also dictate that each AS degree must include a minimum of 24 credits of general education coursework, in addition to a minimum of 32 credits of specialized study. See Academic Policies Section of the College Catalog (page 18). Each Program Coordinator is responsible for ensuring the proper design and delivery of courses offered in his or her program.

Course and program design begins with the GBCC core attributes (see page 44 of the College Catalog). A Course Curriculum Outline (CCO) is prepared with an Assessment Addendum which outlines the objectives of the course and demonstrates how the outcomes of the objectives will be measured. Using CCOs as a foundation, course syllabi are prepared. The Department Chair approves the CCO, Assessment Addendum and course syllabus and submits the documents to the College Curriculum Committee for review and approval. The Department Chair or his/her designee must attend the Curriculum Committee meeting to defend the proposal. Once approved...
by the Curriculum Committee, the proposal is submitted to the College President for final approval.

Compliance with approved proposal is ensured by the Registrar’s Office.

Periodic review of the content of each of the programs is undertaken at department meetings where faculty members discuss and assist one another in the continued improvement to each of the programs. If any curriculum changes are necessary, new proposals are prepared by the faculty and submitted to the department chair and Curriculum Committee for approval.

6.1B – Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Institution Response

The Business Studies department has increased its reliance on full-time faculty from 1 in 2004 to 4 in 2011. This has reduced the reliance on part-time faculty to below 50% of the courses offered. However, the department is still dependent on part-time faculty for quality delivery of courses. Program Coordinators work very closely with the adjunct faculty to ensure the appropriate level of quality control. All full-time faculty teach at least one evening class each semester to ensure consistency of delivery between traditional day classes with evening classes.

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior
F. Marketing
G. Entrepreneurship/free enterprise
H. Finance
I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.
Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

6.2A – Complete the Professional Component portion of Table 6 Curriculum Summary for each program.

Institution Response

**Please see table 6; Curriculum Summary.

6.2B – Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Institution Response

Professional Component of 25% has been achieved for all programs.

**Criterion 6.3 - General Education Component**

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

(Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution’s definition of general education, may be used to satisfy the general education component.
Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

6.3A – Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

Institution Response

**Please see table 6; Curriculum Summary.

6.3B – Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Institution Response

General Education Component of 25% has been achieved for all programs.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component. Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.
6.4A - Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.

Institution Response

Please see table 6; Curriculum Summary.

6.4B - Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Institution Response

Business Major Component of 25% has been achieved for all programs.
### TABLE 6: CURRICULUM SUMMARY

**Name of Major:** AS in Accounting  
**Total Hrs in Degree:** 70 Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Component</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT113</td>
<td>Accounting and Financial Reporting 1</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>BUS114</td>
<td>Management</td>
<td>I</td>
<td>3</td>
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<tr>
<td>CIS156</td>
<td>Computer Applications in Business</td>
<td>B</td>
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<tr>
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<td>Business Law</td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td>MKTG125</td>
<td>Principles of Marketing</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>BUS210</td>
<td>Organizational Communications</td>
<td>E / G</td>
<td>3</td>
</tr>
<tr>
<td>BUS221</td>
<td>Business Finance</td>
<td>H</td>
<td>3</td>
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<tr>
<td><strong>Total Credit Hrs</strong></td>
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<td><strong>Percent of Total Hrs</strong></td>
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<table>
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<th>Area of Study</th>
<th>Credit Hours</th>
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<tr>
<td>FYE101</td>
<td>First Year Seminar</td>
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</tr>
<tr>
<td>ENGL110</td>
<td>College Comp 1</td>
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<tr>
<td>MATH145</td>
<td>Topics in Applied College Math</td>
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<td>4</td>
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<tr>
<td>MATH225</td>
<td>Probability and Statistics</td>
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<td>Macroeconomics</td>
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<td>Microeconomics</td>
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<td>Science Elective</td>
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<tr>
<td>Foreign Lang., Humanities, or Fine Arts Elective</td>
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<td><strong>Total Credit Hrs</strong></td>
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<td><strong>Percent of Total Hrs</strong></td>
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<td>ACCT213</td>
<td>Cost Accounting 1</td>
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<td>ACCT216</td>
<td>Software Systems Applications</td>
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<td>ACCT223</td>
<td>Intermediate Accounting 1</td>
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</tr>
<tr>
<td>ACCT215</td>
<td>Cost Accounting 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACCT233</td>
<td>Intermediate Accounting 2</td>
<td></td>
<td>3</td>
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<tr>
<td>ACCT243</td>
<td>Federal Income Tax - Individual</td>
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<td><strong>Total Credit Hrs</strong></td>
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<td></td>
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<tr>
<td><strong>Percent of Total Hrs</strong></td>
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<td>30%</td>
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**Total Hrs:** 70
### TABLE 6: CURRICULUM SUMMARY

Name of Major: AA Liberal Arts - Business Studies

Total Hrs in Degree: 69 Hours

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<td>Management</td>
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<td>CIS156</td>
<td>Computer Applications in Business</td>
<td>B</td>
<td>3</td>
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<tr>
<td>BUS110</td>
<td>Intro to Business</td>
<td>E / I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG125</td>
<td>Principles of Marketing</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>ECON234</td>
<td>Macroeconomics</td>
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<tr>
<td><strong>Total Credit Hrs</strong></td>
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<tr>
<td><strong>Percent of Total Hrs</strong></td>
<td></td>
<td>26%</td>
<td></td>
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</table>

| **General Education Component**                                                              |
| FYE101       | First Year Seminar                                |               | 3            | 1            |
| ENGL110      | College Comp 1                                    |               | 1            | 4            |
| MATH150      | College Algebra                                   |               | 6            | 4            |
| MATH215      | Finite Math                                       |               | 6            | 4            |
| ENGL214      | College Comp 2                                    |               | 1            | 3            |
| Social Science Elective                                                                      |               | 3            | 3            |
| For. Language, Humanities, or Fine Arts Elect                                                |               | 9            | 6            |
| Science (Lab) Elect                                                                          |               | 7            | 8            |
| **Total Credit Hrs**                                                                        |               | 33           |
| **Percent of Total Hrs**                                                                    |               | 48%          |

| **Business Major Component**                                                                 |
| ACCT123      | Accounting and Financial Reporting 2              |               | 3            |
| Phil240      | Ethics                                           |               | 3            |
| ECON235      | Microeconomics                                    |               | 3            |
| Bus Elective (200)                                |               | 3            |
| Bus Elective (200)                                |               | 3            |
| Bus Elective (200)                                |               | 3            |
| **Total Credit Hrs**                            |               | 18           |
| **Percent of Total Hrs**                        |               | 26%          |
|                                                  |               | 69           |
**TABLE 6: CURRICULUM SUMMARY**

Name of Major: AS in Management  
Total Hrs in Degree: 67 Hours

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Credit Hours</th>
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</tr>
<tr>
<td>BUS114</td>
<td>Management</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>CIS156</td>
<td>Computer Applications in Business</td>
<td>B</td>
<td>3</td>
</tr>
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<td>BUS211</td>
<td>Business Law</td>
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</tr>
<tr>
<td>MKTG125</td>
<td>Principles of Marketing</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>BUS221</td>
<td>Business Finance</td>
<td>H</td>
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</tbody>
</table>

**Total Credit Hrs** 18  
**Percent of Total Hrs** 27%

**General Education Component**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE101</td>
<td>First Year Seminar</td>
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<td>1</td>
</tr>
<tr>
<td>ENGL110</td>
<td>College Comp 1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>MATH145</td>
<td>Topics in Applied College Math</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>MATH225</td>
<td>Probability and Statistics</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>ECON234</td>
<td>Macroeconomics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ECON235</td>
<td>Microeconomics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English Elective</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science Elective</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>For. Language, Humanities, or Fine Arts Elective</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hrs** 28  
**Percent of Total Hrs** 42%

**Business Major Component**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT123</td>
<td>Accounting and Financial Reporting 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS210</td>
<td>Organizational Communications</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS205</td>
<td>Small Business Management</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS224</td>
<td>Human Resource Management</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS282</td>
<td>Capstone Research</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL240</td>
<td>Ethics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hrs** 21  
**Percent of Total Hrs** 31%

67
### TABLE 6: CURRICULUM SUMMARY

Name of Major: AS in Marketing  
Total Hrs in Degree: 67 Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT113</td>
<td>Accounting and Financial Reporting 1</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>ACCT123</td>
<td>Accounting and Financial Reporting 2</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>CIS156</td>
<td>Computer Applications in Business</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>BUS211</td>
<td>Business Law</td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td>MKTG125</td>
<td>Principles of Marketing</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>BUS210</td>
<td>Organizational Communications</td>
<td>E / G</td>
<td>3</td>
</tr>
<tr>
<td>CIS141</td>
<td>Desktop Publishing</td>
<td>F</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Component**

**Total Credit Hrs** 21  
**Percent of Total Hrs** 31%

### General Education Component

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE101</td>
<td>First Year Seminar</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ENGL110</td>
<td>College Comp 1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>MATH145</td>
<td>Topics in Applied College Math</td>
<td>6</td>
<td>4</td>
</tr>
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<td>MATH225</td>
<td>Probability and Statistics</td>
<td>6</td>
<td>4</td>
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<td>ECON234</td>
<td>Macroeconomics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ECON235</td>
<td>Microeconomics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ENGL210</td>
<td>Communications</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science Elective</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>For. Language, Humanities or Fine Arts Elective</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hrs** 28  
**Percent of Total Hrs** 42%

### Business Major Component

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG210</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS155</td>
<td>Retailing Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MKTG135</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG205</td>
<td>Int'l Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG224</td>
<td>Sales &amp; Sales Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>BUS282</td>
<td>Capstone Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hrs** 18  
**Percent of Total Hrs** 27%
Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

6.5A – Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

Institution Response

As previously charted in Criteria 2.3B, the total number of student credit hours generated by the Department for Business Administration and Information Technologies for the 2010-2011 self-study year is 5,624, which is a five percent increase from the previous academic year.

Also, as previously charted in Criteria 2.3B, the total number of student credit hours generated for GBCC, overall, during the 2010-2011 self-study year is 37,207, which is a six percent increase from the previous academic year.

6.5B – Identify any branch campus at which it is possible for students to complete a degree program.

Institution Response

There is only one campus location for Great Bay Community College in which students are able to complete a degree program.

6.5C – Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

Institution Response

There are no other unique situations present at Great Bay Community College that require special understanding during the accreditation process.
Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

6.6A – Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

Institution Response

Grading
Students are assigned grades based upon evaluations of their work. Grades are given at the end of each semester and are based on criteria listed on an individual instructor’s syllabus, but generally include quizzes, tests, and projects and participation.

Clinical grades are recorded on a pass/fail basis. Standards for grades are listed in the below table:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Grade</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.33-100.00</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-93.32</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86.67-89.99</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83.33-86.66</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-83.32</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76.67-79.99</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73.33-76.66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-73.32</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>66.67-69.99</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63.33-66.66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-63.32</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>0.0</td>
</tr>
<tr>
<td>AF</td>
<td>Administrative Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.0</td>
</tr>
<tr>
<td>CS</td>
<td>Continuing Study</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdraw Passing</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Please see below for an explanation of grades: P, AF, AU, CS, I, W, WP, WF

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass (not calculated into GPA)</td>
</tr>
<tr>
<td>AF</td>
<td>Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance - e.g., failure to meet attendance requirements, as published in the instructor’s syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. Calculated in GPA as an “F.”</td>
</tr>
<tr>
<td>AU</td>
<td>A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Not all courses can be taken for audit. Students must enroll in the course as auditing at the time of registration.</td>
</tr>
<tr>
<td>CS</td>
<td>Continuing Study. Instructor initiated grade that is intended for students who have demonstrated progress and a commitment to succeeding in the course, but who need more time to achieve competencies. “CS” grade can be applied to courses below the 100 level only. Does not affect GPA and does not fulfill prerequisites for college-level courses. Students must reregister and subsequent tuition costs apply.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete grade. Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The “I” grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an F. See full Incomplete Grade Policy.</td>
</tr>
<tr>
<td>W</td>
<td>Student-initiated withdrawal from a course at any time up through the 60% point of the course. Does not affect GPA. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).</td>
</tr>
<tr>
<td>WP</td>
<td>Student-initiated withdrawal from a course after the 60% point of the course and before the last 10 days of the semester; student has a passing grade at time of drop, as determined by the instructor. Does not affect GPA. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g. catastrophic illness or injury, job transfer to another state).</td>
</tr>
<tr>
<td>WF</td>
<td>Student-initiated withdrawal from a course after the 60% point of the course and before the last 10 days of the semester; student has a failing grade at time of drop, as determined by the instructor. Calculates in GPA as an F. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g. catastrophic illness or injury, job transfer to another state).</td>
</tr>
</tbody>
</table>

**Grade Point Averages**

Scholastic standing at the end of each semester is determined via the grade point average (GPA), which is computed by dividing total quality points (grade equivalent multiplied by credit hours) by total number credit hours attempted. The cumulative grade point average (CGPA) is determined at the end of the second and subsequent semesters by dividing cumulative points by
the total credit hours attempted, taking into account all previous work completed. Refer to the Student Handbook for additional information pertaining to calculating or determining GPAs and CGPAs.

The following information can be found within section 620.02 of the CCSNH Academic Policies Manual:

| Section: 600 – Academic Affairs | Subject: 620 Graduation Requirements |
| Policy: Academic Requirements | Date Approved: March 18, 2008 |
| Policy #: 620.02 | Date of Last Amendment: March 18, 2008 |
| Approved: Richard A. Gustafson, Chancellor | Effective Date: March 18, 2008 |

620.02 ACADEMIC REQUIREMENTS

Associate Degree, Diploma, Certificate, and Professional Certificate Requirements, and Honorary Degrees

1. All students earning the associate degree shall earn a minimum cumulative grade point average (CGPA) of 2.0 for graduation. All courses taken at the institution will be used to calculate the CGPA.

2. All students earning an LPN Diploma, Professional Certificate or Certificate must achieve a 2.0 grade point average (GPA). However, only those courses required in each of the above will be used to calculate the GPA.

3. Criteria for awarding non-credit certificates will be determined by the sponsoring department.

4. Honorary degree recipients will be recommended by the President of the respective institution and approved by the Board of Trustees.

Page 18 of the 2010-2011 Course Catalog also states the following:

“A minimum cumulative grade point average of 2.0 is required to earn a degree or certificate from Great Bay Community College.”

6.6B – Describe how the institution ensures compliance regarding minimum grade requirements.

Institution Response

The institution ensures compliance regarding minimum grade requirements based on the following information, which can be found on pages 25-26 of the 2010-2011 Course Catalog:

ACADEMIC STANDING CLASSIFICATIONS

Academic Standards: Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either
Academic Probation or Academic Suspension. Calculation of Cumulative Grade Point Average (CGPA) will be based on all courses taken at the institution, including developmental or remedial courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Counts as Accumulated for Academic Standing (Counted in GPA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades A-F</td>
<td>Yes</td>
</tr>
<tr>
<td>WF</td>
<td>Yes</td>
</tr>
<tr>
<td>AF</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Academic Probation Definition:** A warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but his/her academic progress will be monitored.

Students not meeting the criteria below will be placed on Academic Probation:

1-13 Accumulated GPA credit hours: 1.50 CGPA  
14-27 Accumulated GPA credit hours: 1.70 CGPA  
28-40 Accumulated GPA credit hours: 1.80 CGPA  
41+ Accumulated GPA credit hours: 2.00 CGPA

Note: Financial Aid may be in jeopardy if a student fails to achieve satisfactory academic progress as defined above.

**Academic Suspension Definition:** Students who remain on Academic Probation for three consecutive semesters will be placed on Academic Suspension.

OR

Students not meeting the criteria below will be put on Academic Suspension:

1-13 Accumulated GPA credit hours: 0.50 CGPA  
14-27 Accumulated GPA credit hours: 1.10 CGPA  
28-40 Accumulated GPA credit hours: 1.25 CGPA  
41+ Accumulated GPA credit hours: 1.50 CGPA

The student may no longer remain in the program and may not re-apply for re-admission for a minimum of one semester, unless approved through The College Suspension Recovery Program.

Suspension Recovery Program Students who receive a letter of Suspension have three options.

1. Students may “stop-out” (stop attending) for one or more semesters, and reapply after a minimum of one semester.
2. Students may take Liberal Arts classes on a non-matriculated basis (not admitted in a degree or certificate program), and reapply into a program after a minimum of one semester.
3. Students may enroll in The College’s Suspension Recovery Program via a Continued Participation Agreement (C.P.A). This option allows students to continue their matriculation in a degree program on a contractual basis. Enrollment in this Agreement has no bearing upon a student’s eligibility for Financial Aid. The process for enrolling in this program will be included in the letter of Suspension.

The instructor may give a student an academic warning at any time if the student is failing or in danger of failing a course.

**Intent to Graduate:**
Candidates for graduation from all programs need to complete an Intent to Graduate form and submit it to The College Services One Stop with payment of the graduation fee. After payment is received, the Registrar’s Office processes a program audit to determine eligibility to graduate.

**Criterion 6.7 Learning and Academic Resources**

<table>
<thead>
<tr>
<th>Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.</th>
</tr>
</thead>
</table>

6.7A – *Describe the business unit faculty’s participation in the library’s acquisitions program to ensure the availability of current business learning resources.*

**Institution Response**

There is an informal process involved with submitting a request for acquisition of current business learning resources. Faculty contact the Library Director when they would like to have course/program learning resources available within the Learning Resource Center/Library. When funds permit, faculty requests are given top priority for purchasing equipment and resources.

6.7B – *Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.*

**Institution Response**

As previously mentioned in Criterion 3.3A, the Learning Resources Center/Library supports the teaching and learning activities of Great Bay Community College and provides informational services for New Hampshire residents. A full range of library services is available, including: circulation of our 12,107 volume library and 109 current periodical subscriptions for browsing and research, remote access to information provided by 59 databases to 29,377 electronic journals and access to 65,110 electronic books, instructor reserves, informational research reference, bibliographic instruction, photocopying, fully loaded media carts, information via free
access to the Internet and interlibrary loan. Additionally, the Library has 4 Nook electronic readers for checkout to access various book titles.

While not all library offerings can be accessed by off-campus students, such as the Nook electronic readers and photocopy services, off-campus students do have access to the same research and reading assignments as do on-campus students. For example, using their own computers off campus, students can access the online catalog, locate full-text periodical articles, search electronic reference sources, or search the Internet. Off-campus students may access these resources directly from Library home page www.library.ccsnh.edu. Only current students can access reference databases from off campus.

Off-campus students may call the Library for assistance in remote use of library resources and/or students may also access the following Library resources via their student Blackboard accounts:

- Articles, eBooks & Print Books Search
- Card Catalog
- Electronic Databases:
  - EBSCO
  - Proquest
  - JSTOR
  - Science Direct Health and Life Sciences Collection
- Electronic Books (e-Books)
  - Credo Reference
  - Ebrary
  - NetLibrary
  - ACLS Humanities E-Books
  - Ovid Nursing eBooks
  - STAT!Ref
  - STAT!Ref RN Database
- Other Electronic Resources Include:
  - MarketResearch.com
  - CQ Researcher
  - STAT!Ref Anatomy.tv
  - Films on Demand
  - Videatives
  - V-SCOPE EXPLORER Resource System
  - AtoZMapsOnline
  - Global Road Warrior
  - Culturegrams

Students needing material that is at another Community College System of New Hampshire campus can request that it be sent through interlibrary loan. Students may make a request themselves online through the card catalog or ask a Library staff member to make the request. Great Bay Community College students, under a reciprocal agreement, have access to the resources of the University System libraries. These include the libraries at UNH Manchester and
Durham, Keene State, Plymouth State and Granite State College. Students, with a valid picture student ID, may go to these libraries and borrow materials directly at no charge.

The Library also provides an online newsletter, which includes tips, information, resources, and references for students and faculty.

6.7C – Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Institution Response

Tutoring services are an essential part of the Center for Academic Planning and Support (CAPS). Both peer and professional tutors are employed by CAPS to facilitate learning in a variety of contexts. Students have the option to join a study group, access the Math, Writing, Science and Computer Support Centers, or work one-on-one with an assigned staff member. CAPS tutors are dedicated to helping students succeed, become independent and interdependent learners, and reach their academic goals.

All tutoring is done on campus, either within CAPS or a designated room on campus. Early in each semester, drop-in times are posted in CAPS and on the website. Tutoring is free to students enrolled in credit-bearing courses.

Students requiring tutoring assistance may go to CAPS and make a request in person or they can submit an online Tutor Request Form via the CAPS website.

Tutoring options include the following:

- Math, Writing and Science & Computer Support Drop-In Centers, coordinated by Professionals in those fields.
- Study Groups facilitated by peer tutors
- Small Group Tutoring, a group of 3 to 4 students working on same course
- One-One Tutoring via referral to Tutor Coordinator by faculty or CAPS counselor, or self
- Video, audio, and software programs for self-study, available at CAPS and covering many academic areas
- Web Resources, see Internet Study Resources
- Ask Online: Online Tutoring

The Math Center at CAPS is staffed by faculty and trained student personnel, and offers assistance to students enrolled in Basic Math through Calculus. Students may come just once to get a particular question answered or attend weekly for on-going support. The Math Center is run on a drop-in basis; therefore, students are not required to make appointments.

Drop-in times for this center are posted in CAPS and around campus as well as under the Tutoring button of the GBCC CAPS Website. Additional hours may be added throughout the semester so students are encouraged to check with CAPS for any updates. One-on-one and small group tutoring can be scheduled by appointment.
The Writing Center at CAPS is staffed by faculty and trained student personnel. It is a "drop-in" center with posted hours each semester where students can drop by for assistance with writing assignments. There may be one or multiple students receiving help from the writing tutor at any one time and, therefore, the amount of time dedicated to each student may vary. Usage is free to GBCC students in credit-bearing courses.

It is the philosophy of the Writing Center to empower students to become better writers and successful strategists for their own learning by giving them opportunities to develop these skills. We believe that such dedicated efforts by students result not only in increased knowledge of the writing process but also in a greater self-confidence in their ability to seek and use reliable resources.

While Writing Center tutors do not "edit/fix" papers (such as correcting line by line) and students are ultimately responsible for correcting any errors in their papers, the Writing Center staff can assist in a variety of ways including the following:

- Helping students identify areas in which they would like some assistance
- Helping students brainstorm topics
- Helping students organize and plan a strategy for completion of assignments
- Making suggestions about the flow of paper, theme use, and where some improvements could be made
- Helping students find resources for skills in grammar, punctuation, word choices, mechanics and discussing some strategies they may want to use to improve these skills
- Helping students find resources for proofreading skills and discussing some strategies they may want to use
- Helping students find resources for both learning citation skills and checking their papers for appropriate citing of particular sources
- Helping students with tips on writing research papers
- Helping students know the procedure for requesting appointments for individual time with a writing tutor

Videos and CD-ROMs are available in CAPS to assist students with their coursework. Unless otherwise indicated, students may use them in the Center or check them out for 3 days.

I. Videos (May be borrowed up to 3 days. Limit of 2 videos)
   a) Mathematics
      1. Elementary Algebra, Early Graphing Chapters 1-10 (one chapter per video)
      2. Intermediate Algebra, 5th edition Chapters 1-10 (one chapter per video)
   b) Study Skills
      1. Dartmouth College Video Series: Reading Improvement, Strategic Learning,.Note taking
      2. Improving Mathematics Study and Test-taking skills by Paul Noiting, Ph.D.
3. Perdue University: Academic Success Skills Workshop
4. Where there's a will there's an A: How to get better grades in college.

c) Tutoring
1. NC State: Productive Tutoring Techniques Modules 1-8
2. GPN Series: The tutor's Guide Chapters 1-12
4. Understanding Learning Disabilities: How Different Can this Be?
5. The F.A.T. City Workshop by Richard Lavoie.
6. Probability and Statistics: (12 CDs that correspond with text). These must be used in Center.

d) Other
1. CAD Program Overview
2. Winning at Work vol 1
3. Signing Naturally: Level 1 (accompanies text)
4. Finger spelling: expressive and receptive fluency

II. CD-Roms: (may be borrowed up to 3 days)
   a) Interactive Physiology
      1. Respiratory System
      2. Urinary System
      3. Muscular System
      4. Nervous System
      5. Cardiovascular System
      6. Fluids and Electrolytes

   b) A.D.A.M. Anatomy Practice

   c) Probability and Statistics: (12 CDs that correspond with text) These must be used in Center

   d) Study Skills
      1. Strategies for Success: An Interactive Approach

**Online Tutoring** is available using AskOnline, which is a tutoring option for GBCC students. During the Fall 2010 CAPS created an online writing lab that students can access anywhere via the internet to receive help with English or other class writing assignments. Through a platform called AskOnline CAPS will be using our own tutors to help students enhance their writing skills, answer their questions about research paper development, APA/MLA formatting, and much more. The service is free to registered GBCC students.

Students request this service via the CAPS Tutor Coordinator who will give them a user name and password and go over specific guidelines with them.

The student can then use the AskOnline site to access tutoring in one of 3 ways:

1. by asking a question of a specific tutor,
2. by posting questions to a discussion board, or
3. by chatting in real time online with a tutor.
Attachments can be submitted to tutors through this site and returned with comments by the tutor. This option provides many possibilities for GBCC students. CAPS is hoping to expand these services into other class areas in the future.

CAPS has a variety of software applications and internet based tutorials to assist students with course work, academic skill building, and career development. In addition, assistive technology is available to students with documented disabilities through the Coordinator of Disability Services in CAPS. Portable equipment may be signed out of the Center for short-term use.

The computer lab in CAPS is open to all students enrolled in one or more courses at Great Bay Community College. Students are encouraged to use the lab throughout the semester to work on homework assignments and special projects, access online resources and engage in subject specific tutorials. Lab Assistants are available at the front desk during open lab hours to answer questions and guide students toward successful completion of their assignments.

The CAPS Open Lab features the following:

- Active Learning Environment
- High Speed Wireless Internet
- Up-to-Date Computer Systems & Software Applications
- Multimedia Resources and Digital Media
- Assistive Technology

**Criterion 6.8 Support Services**

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

6.8A – Describe the level of institutional support services available to the business unit.

**Institution Response**

The Vice President of Academic Affairs (VPAA) is the full-time administrator who provides support for all academic programs. Assisting the VPAA is the Associate Vice President of Academic Services (AVPAS). Both the VPAA and the AVPAS provide leadership in the areas of goal-setting, curriculum design and modification, program development, scheduling, and budget planning and allocation. Both the VPAA and AVPAS have full-time administrative assistants, which provide support and assistance to full-time faculty, when needed. In addition, the Office of Academic Affairs also has a part-time faculty secretary whose primary job is to provide support services to both full-time and adjunct faculty. There is always someone available to provide assistance in the Office of Academic Affairs during the hours of 8:00am-7:00pm Monday through Thursday, 8:00am-4:00pm Friday, and 8:00am-12:00pm Saturday.
A part-time evening administrator has been recently hired, whose responsibility it is to provide full-time and adjunct faculty assistance during evening non-business hours Monday through Thursday.

Additional support services to faculty and students are:

**GBCC Online Help Desk** – Online technical support is available to faculty, staff, and students 24/7. In addition, on campus technical support is available Monday – Thursday 8:00am – 6:30 pm and Friday 8:00am-4:00pm.

**Distance Learning Support** – Assistance for the use of Blackboard is provided by the College’s Distance Education Coordinator.

6.8B – **Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.**

**Institution Response**

The support services provided to the Department of Business Administration and Information Technologies adequately support the needs of business students and the overall mission of the Department. Support services are utilized on an as-needed basis by department faculty. In addition, when students are in need of assistance, Department faculty advise students about which support services would be appropriate to address their needs.

**Criterion 6.9 Educational Innovation**

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

6.9A – **Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.**

**Institution Response**

Faculty of the Department of Business Administration and Information Technologies utilize and integrate innovative and creative methods in course delivery, program and curriculum development, and course design.

The Department Chair supports and encourages faculty to utilize creative and innovative ways to deliver and enhance course content in an effort to maximize student learning and achievement. While both full – and part – time department faculty must follow course curriculum outlines, each faculty member has the freedom and flexibility to integrate their own teaching style and methodologies when delivering course content.

Department faculty are encouraged to share information and teaching methodologies with one another through the mentoring of new faculty members, department meetings, and collaborative discussions.
The following awards are presented to full – and part – time faculty in an effort to recognize teaching excellence and innovation:

**Outstanding Adjunct Award**

Criteria:
- Adheres to Academic Integrity Expectations
- Follows CCO
- Responsiveness to students
- Provides timely and thorough feedback to students
- Uses a variety of innovative instructional strategies
- Meaningful Assessment
- Ongoing dedication
- Adds value in the classroom

**Chancellor's Award for Teaching Excellence**

Criteria:
- Teaching Innovation
- Impact on Students
- Community Involvement
- College Service
- Professional Development
- Other (special endeavors, research, leadership)

6.9B – Provide evidence of innovations and creativity that have been implemented by the business unit.

**Institution Response**

As previously mentioned, Department faculty use a variety of innovative and creative methods to deliver course content to ensure students meet required course objectives and outcomes.

Below are several examples that demonstrate evidence of innovation and creativity:

1. Intro to Hospitality and Human Resource Management:
   a. Students are required to interview an industry professional who works in your area of interest, research the job and their company, written & oral report of findings.

2. Intro to Hospitality and Customer Service:
   a. Students are required to observe and critique the atmosphere, amenities, and service of a local hotel, inn, or restaurant, written & oral report of findings.

3. Restaurant Development:
   a. Students are required to develop a business plan including the creation of a restaurant concept, layout, design, menu, staff, and marketing, and provide a written and oral report of findings.
b. Students are required to review, critique, and improve the Facebook page of a local hospitality business, provide specific constructive feedback and support, written & oral report of findings.

4. Customer Service:
   a. Students are required to conduct a field observation at a local hospitality business, identify an area of need in customer service and create a training program to address the problem, oral report of findings and conduct training session with class.

5. Meeting and Convention Management:
   a. Students are required to create and plan a one day event to pitch to potential company sponsors. Students must identify the target market, develop marketing strategies, develop budget to include costs of venue, food and beverage, security, signage and results/ROI. The information is presented in a written and oral report.

6. Human Resource Management:
   a. Students are required to identify a typical HR issue and create a management training program to address it.
   b. Students must create interview questions and ideal answers for prospective candidates for an assigned position, conduct mock interviews with some students playing the role of the interviewers, interviewees, and objective observers.

7. Business Communications:
   a. Students will find a job ad, research the position and company; develop a resume and a cover letter tailored to this position.
   b. Students are required to find current examples of business communications blunders including PR mistakes, twitter or FaceBook mishaps, damaging e-mails...and describe what went wrong and why.

8. Management and International Marketing:
   a. Students are required to complete a Country Notebook on a Non-English speaking country. The Notebook describes the socio – cultural, economic, political and legal structure of a country. This is followed by a "How to do business in that country" (including topics such as ethical behavior, etiquette, negotiating styles, communication styles and overall management styles). This project is designed to meet the overall Associate Degree objectives of Globalization, Cultural Sensitivity and Management Skills across borders, among others. Students are required to make a presentation to the class on a major topical area of the course.

9. Microeconomics and Macroeconomics:
   a. Podcasting is used to enhance student learning, as they are assigned along with other course assignments and instructor-provided resources.
Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years’ credit toward specified baccalaureate degrees.

6.10A – List the principal transfer institutions for which the business unit’s institution receives, sends, or transfers students.

Based on information provided by Great Bay Community College’s Registrar, the principal transfer institutions from which Great Bay Community College receives transfer students include:

- Plymouth State University (PSU)
- Southern New Hampshire University (SNHU)
- University of New Hampshire (UNH)
- New Hampshire Technology Institute (NHTI)
- Granite State College (GSC)
- Keene State College (KSC)

Based on information provided by Great Bay Community College’s Transfer Coordinator, the principal transfer institutions to which Great Bay Community College transfers students include:

- University of New Hampshire (UNH)
- Southern New Hampshire University (SNHU)
- Keene State College (KSC)
- Plymouth State University (PSU)
- Granite State College (GSC)

As previously mentioned in Section 3.2A, the NH Transfer Connections Program is an agreement between the Community College System of New Hampshire (CCSNH) and University System of New Hampshire (USNH) which guarantees students may transfer admission to the USNH pending they meet the designated admission criteria of the USNH institution of their choice (UNH Durham and Manchester, Keene State College, Plymouth State University, and Granite State College).

In addition, there is an agreement with Southern New Hampshire University in which the University will accept all courses related to a completed Associate’s Degree earned at Great Bay Community College.
Also mentioned in Section 3.2A, the Department of Business Administration and Information Technologies has articulation agreements with several New Hampshire institutions to include:

- University of New Hampshire (UNH) –Manchester
- Southern New Hampshire University (SNHU)
- Plymouth State University (PSU)
- Franklin Pierce University (FPU)
- Rivier College

6.10B – Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

These documents will be available in the team resource room during the site visit.

6.10C – Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Students seeking credit for coursework at Great Bay Community College that may have been completed at another institution must request a transcript from the originating institution, and have it sent directly to the GBCC Registrar. Credits earned at any ACBSP institution for which the student earned a grade of “C” or better will automatically be accepted by the Registrar. For other institutions, the Registrar will review the course content and, if substantially equivalent to the course offered by GBCC, credit will be given for any grade of “C” or better. Often, the Registrar will contact the department head of the appropriate department granting credit to be sure a specific course is substantially similar to that being offered by that department. Ultimately, the Vice President of Academic Affairs will be the final determinant of any questionable credits.

The importance of the Academic Advising process and the role it plays in ensuring students receive credit for coursework already taken, cannot be overstated. Advisors have often been the precipitators of course credit transfer for their advisees.

6.10D - Describe the student advisement process that counsels students as to the transferability of course work.

The advisement process for students wishing to transfer to other institutions is very student-centered, and varies from student to student.

The general steps involved in the student advisement process for students wishing to transfer to other institutions are as follows:

New students must complete the Accuplacer Test to assess their abilities in Math, English, and Computer Technologies. Based on these results, students are placed in appropriate developmental courses, if necessary. In order to transfer, students must earn at least three credits.
in each of the following: English, Science, Mathematics. Students are advised to take at least one 4-credit course during their first semester.

The course schedule for a student wishing to transfer is tailored primarily around GBCC degree requirements and student interests; however, students are advised to consider which courses qualify for transfer to the desired institution.

The Transfer Coordinator also introduces students to NHTransfer.org, which lists the GBCC courses that will transfer to other institutions within the state of New Hampshire.

As part of the transfer advising process, the GBCC Transfer Coordinator speaks with students about their overall academic goals, personal goals, and employment goals. The Transfer Coordinator assists students who wish to transfer to either New Hampshire-based institutions and/or other state institutions. The Coordinator assists students with the review and understanding of transfer requirements, and guides students through the transcript request process.

**Summary of Standard 6 – Process Management**

*Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.*

**Institution Response**

**Strengths:**
- The College has a strong commitment to academic integrity, which is evident in its academic initiatives and priorities.
- All Great Bay Community College programs have Advisory Boards, which provide consultations on industry needs as they relate to program content.
- The College’s Curriculum Committee provides feedback on curriculum development to support degree and certificate programs.
- College faculty have excellent connections with Business and Industry.
- GBCC faculty have built and continue to develop strong relationships with their colleagues at 4-year institutions, which results in increased transfer opportunities for students and the creation of articulation agreements.
- There is a vast array of academic student support services available to both GBCC students and faculty.
- Innovative use of Perkins Funding for program initiatives, such as Supplemental Instruction for Accounting courses.
Opportunities for Improvement:

- Curriculum development documents and approval forms need to incorporate more information regarding labor market needs and salary data.
- All programs can be more specific about the workplace skills that are built into the curriculum, so students have a better understanding about how what they are learning in their courses relates to required career skills.
- All programs can be more explicit about where and how program objectives, course objectives, and GBCC Core Attributes are met within the curriculum.
- At the college level, work force skills need to be more embedded into GBCC Core Attributes.
- Career and Technical Programs need to incorporate more connections with industry representatives via program orientation initiatives and ongoing speaker and discipline-specific event series.
- The College needs to develop an easily accessed articulation database to put on the GBCC website that clearly delineates all articulation agreements and transfer pathways that are available. The College should promote the use of this database from intake through graduation or transfer in the following departments/programs: Admissions, Advising Center, CAPS, and Program Advising.
- The college needs to promote connections to program faculty for advising.

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

The Department has a very competent group of faculty members who are creative and resourceful. This is a strength that ameliorates the deficiencies the Institution has in developing and supporting the professionalism of faculty.

The Institution’s leadership is stabilized, and the benefits of that stability and consistency are resulting in the effective sharing of knowledge and successful identification of areas that are in need of improvement. The shortage of financial resources; however, hinders the deployment of initiatives that lead to improvement in learning outcome assessment, tracking of student populations, classroom technology, and data collection and analysis.

The Institution and the Department are active and successful at developing articulation agreements and relationships that benefit our students; however, we have difficulty in tracking the outcomes. Initiatives are being developed to employ social media as a vehicle to track activity and relationships.

The external environment of the Institution’s market area is dynamic, and the pressure to serve the diverse needs of the market stresses GBCC’s already limited resources. This necessitates a constant assessment of priorities and strategic direction, which the community needs to support.

The Institution needs to enhance the articulation between degree programs, certificates, and course content to specific skills and attributes required by industry.
The College has invested a great deal of resources in enhancing support services for students, notably in Center for Academic Planning and Support and the development and deployment of an FYE program and related services.

The strategic planning process employed by the business unit needs to be articulated effectively to internal members of the department and other individuals within the College, while a process needs to be developed that integrates the diversity of the programs within the Department.

Department faculty consistently demonstrate their commitment to students, the mission of the Department and Great Bay Community College, overall.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

There are no circumstances that prevent compliance with any standard.

3. Explain how student achievement will be made public.

Student achievement is made public using the following:

- IPEDS Data Feedback Report
- News Articles and Press Releases
- 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://www.greatbay.edu/?pg=news).

Recent headlines include:

- Great Bay Community College Students to Participate in Summer Undergraduate Fellowship (SURF) program at Dartmouth – May 18, 2011
- Great Bay students on spring break help Guatemalan community – May 17, 2011
- Stratham couple's lives changed through Great Bay Community College – May 13, 2011

**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 latest edition of The Tassel, an article is written about the latest recipient of the CAPS Outstanding Student of the Year award. In addition, the International Club’s college-wide spring event was highlighted.
Appendix A
Reaffirmation of Regional Accreditation

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

JOHN B. GORDON, Chair (2008)
Boston College

ELLEN MEDER, Vice Chair (2009)
Eastern Connecticut State University

GINNIE BLOOM, Chair (2008)
Georgetown U.

MARY L. ELEFTHEROPOULOS, Chair (2009)
Bunker Hill Community College

KARA H. KOS, Chair (2009)
University of Connecticut

WILLIAM A. McPHERSON, Chair (2009)
New Hampshire Community Technical College

JOSEPH W. MULVEY, Chair (2008)
Central Lakes College

DOES & ADDISON, Chair (2009)
Capital Community College

GARRY W. BURNHAM (2009)
Hampshire College

KIRK D. KLEHMANN (2009)
Massachusetts Institute of Technology

JAMES UNWIN (2009)
University of Massachusetts Amherst

PETE RIESEN (2009)
Boston, MA

KATHLEEN H. SLOAN (2009)
Massachusetts College of Art and Design

KIMBERLY J. SPECHT (2009)
Bates College

SANYA L. SMITH (2009)
New England Institute of Art

SEV. DR. GEORGE P. VON ARX, S.S. (2009)
Fairfield University

F. ROBERT RUS (2010)
Middlebury College

HUBERT D. MAUMENEE (2010)
Notre Dame University

RICARDO RAMIREZ (2010)
University of Maine System

MARY J. MAGEE (2011)
Mont Holyoke College

JILL A. JENKINS (2011)
Bates College

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Assistant Director of the Commission
JULIE R. ALDRICH
E-Mail: aldrich@newasc.org

April 2, 2008

Mr. Wildolfo Arvelo
President
Great Bay Community College
277 Portsmouth Avenue
Stratham, NH 03885-2297

Dear President Arvelo:

I am pleased to inform you that at its meeting on February 29, 2008, the Commission on Institutions of Higher Education took the following action with respect to Great Bay Community College:

that Great Bay Community College, formerly New Hampshire Community Technical College – Stratham, be continued in accreditation;

that the institution be reminded that moving to a new location represents a substantive change requiring prior Commission approval;

that the College submit a fifth-year interim report for consideration in Fall 2012;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. developing Great Bay Community College's increasing independence as an institution;
2. implementing its financial reporting and monitoring system;
3. linking planning and budgeting;
4. developing a staffing plan assuring sufficient staffing in critical areas;
5. moving to the new campus facility, including the effect on the institution's budget;

that the next comprehensive evaluation be scheduled for Fall 2017.

The Commission gives the following reasons for its action.

209 BURLINGTON ROAD, SUITE 201, BEDFORD, MA 01730-1433 | 781-271-0022 | FAX 781-271-0950
www.neasc.org

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Great Bay Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the Standards for Accreditation. We commend the institution for its continued development in the face of rapid change and are pleased to note that the institution now appears to be entering a phase of stability in governance and leadership. The New Hampshire legislation that provided a collegiate structure for the system of public two-year institutions, and the identification with the local community that comes with the separation from the Manchester institution, provide the College an opportunity to strengthen its service to the local community. We commend the College for its strong academic programs and its success in attracting external funding that has contributed to overall institutional development.

Great Bay Community College anticipates moving in Fall 2009 to a new location in Portsmouth. The Commission is gratified to learn that the College will have significantly increased space, new laboratories, and the opportunity provided to students by having other institutions offer courses and programs at the same location. The student experience will be significantly enhanced by a "one-stop" area for student services, an area for student life, and an attractive cafeteria. The College is reminded that moving to a new location is a substantive change; a copy of our eponymous policy is enclosed. We will expect the report in time to be considered at a Fall 2008 meeting. You are encouraged to work closely with Commission staff on the development of this report.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the policy on Periodic Review. The matters identified for special emphasis in Fall 2012 are related to our standards on Mission and Purposes, Library and Other Information Resources, Financial Resources, Organization and Governance, and Physical and Technological Resources.

The above-noted increased independence of Great Bay Community College, both through its free-standing status apart from Manchester and through legislative action, provides the institution with enhanced opportunity to focus on how, through its distinct mission, the College can enhance institutional effectiveness. This topic of the interim report is informed by our standard on Mission and Purposes:

The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution’s traditions and its vision for the future. The institution’s mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission’s Standards (1.1).

The institution’s purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves (1.3).

With state legislation establishing a collegiate system comes the need for increased capacity for the institution to understand and respond to its financial condition. The Commission is heartened to know that the College’s ability to monitor and analyze its financial position is being enhanced through the implementation of a sophisticated system of financial software, so that the College will have “information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services” (7.11). The interim report will afford the institution an opportunity to report to the Commission how this increased capacity helps the institution address key aspects of our standard on Financial Resources:
The institution’s multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution’s financial plans (9.3).

The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting, providing a basis for sound financial decision-making (9.6).

Frequent changes in organizational structure and institutional leadership have challenged the institution’s ability to plan systematically for its future. At the same time, the increased independence of the College highlights the need for reliable and timely information to inform planning and institutional decision-making. Increased capacity provided through financial software will also allow the institution to more effectively link planning to budgeting, a topic of the interim report pertinent to our standards on Financial Resources and Planning and Evaluation:

The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.2).

The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives (9.7).

The institution’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit (9.8).

We share the team’s concern that lean funding has resulted in a thinly staffed organization that is stretched to address ordinary duties, with staff members frequently and admirably working beyond any narrow construction of a job description. We are especially concerned that any additional expectations, such as those occasioned by the move to a new location or other contingencies which may arise, may destabilize key functions. The Commission is particularly concerned that the institution ensure it can attract and retain qualified staff in key areas, including financial management and data security. The interim report will afford Great Bay Community College the opportunity to report its success in assuring that with respect to staffing it “undertakes planning and evaluation appropriate to its needs” (Planning and Evaluation, statement of the standard) and “assures provision of support adequate for the appropriate functioning of each organizational component” (Organization and Governance, statement of the standard).

As noted above, Great Bay Community College is planning to move in Fall 2009 to a newly renovated facility. While the Commission anticipates reviewing this substantive change in Fall 2008 and visiting the institution shortly after the move, the effects of the move will unfold over a longer time horizon. We also note that the increased size of the facility and newly renovated and
highly technologically equipped laboratories, among other dimensions, may place unanticipated or at least unbudgeted demands on the institution's finances. We look forward to the institution's report in 2012 of the longer-term consequences of the move, overall, but especially to ensure that "financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement" (Financial Resources, statement of the standard).

The scheduling of a comprehensive evaluation in Fall 2017 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Great Bay Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Diane Chin, Vice President for Academic Affairs, and Sharon Cronin, Disability Support Specialist and self-study chair, and Dr. Catherine Addy, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Paul Holloway. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

[Signature]

Judith R. Gordon

JRG/jm

Enclosures

cc: Mr. Paul Holloway
Visiting Team
Appendix C

Great Bay Community College Academic Affairs

Administrator IV
VP Academic Affairs
13376 LG33 A000
Diane Chin

Administrative Secretary
VPAA Assistant
13427 LG14 A000
Catherine Tuttle

Secretary II
Faculty Secretary
9Temp LG09 A000
Elise McKay

Administrator III
Assoc VP/Acad Serv
13448 LG31 A000
Sarah Bedingfield

Counselor I
Running Start Coord
43537 LG21 A180
Rebecca Potter

Program Specialist IV
Inst. Researcher
42335 LG25 A000
Frances Chickering

Program Specialist III
Mediated Tech Spec
42786 LG23 A000
Brian Chick

All Faculty

Program Specialist III
MT Program Coord
9Temp LG23 A000
Christine Kiely
Appendix D
Great Bay Community College Academic Services
Appendix H

Great Bay Community College

Department of Business Administration and Information Technologies

Department of Business Administration and Information Technologies
Department Chair – John Burtt
Management Program Coordinator
Marketing Program Coordinator

Accounting, Program Coordinator
Daniel Murphy

Liberal Arts Business Studies, Program Coordinator
Jeanne Furfari

Health Information Technologies, Program Coordinator
Nancy Withee

Computer Technologies, Program Coordinator
Renee Dodge

Hospitality Management, Program Coordinator
Dawn Comito

Adjunct Faculty

Last Updated May 17, 2011
# Governance Handbook

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<td>Governance Committee Policies</td>
<td>6</td>
</tr>
<tr>
<td>Academic and Student Policy Governance Committee</td>
<td>7</td>
</tr>
<tr>
<td>Curriculum Governance Committee</td>
<td>7-8</td>
</tr>
<tr>
<td>Enrollment Management Governance Committee</td>
<td>8-9</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>9-10</td>
</tr>
<tr>
<td>Safety and Physical Plant Governance Committee</td>
<td>10-11</td>
</tr>
</tbody>
</table>
A good governance structure is critical to a college. It is a vehicle through which college participants interact and influence each other while communicating with the larger community. A governance process protects and enhances academic quality and allows specialized knowledge to advise the college administration. Our governance structure will allow for meaningful input and help guide the college toward achieving its mission and enhancing organizational improvement through continuous monitoring and assessment.

The governance process allows the college to navigate unique organizational challenges related to roles, authority and policy. Leadership in governance is a collective responsibility. Our governance structure allows for individual college members to experience leadership roles through a committee structure that informs policy for the college.

The day-to-day management and decision making required for college operations is vested in the administrative staff that brings ideas, suggestions and recommendations to the president by way of the President’s Cabinet. The role of the governance system is to widen the collective input and responsibility for policy that is critical to the development of the college.

The purposes of this Governance Handbook are:

1. To ensure that the college community is informed of the critical and vital function the governance model plays in the life and continuous improvement of the College.

2. To define the role and responsibility of the College Coordinating Council and the roles and responsibilities of each of the standing governance committees.

3. To communicate each standing governance committee’s purpose, responsibilities and membership.

The evolution of the new governance model has been the result of the work of many people. Faculty, staff and students have served on the College Coordinating Council and the Governance Committees with serious commitment to making the process work!
COLLEGE COORDINATING COUNCIL

The College Coordinating Council (CCC) is the overarching element of our Governance System at Great Bay Community College. Membership is widely drawn from the college community and includes faculty, staff, administrators and students, as well as representation from the several standing governance committees. Through this representation, the CCC gives voice to the college community regarding on-going operations and planning for the future.

The CCC is a decision making body that makes final policy recommendations to the college president through the President’s Cabinet. The CCC receives policy recommendations from each of the standing governance committees for consideration and approval or denial. It also receives and discusses reports from the President, the President’s Cabinet, ad hoc committees and task forces for subsequent recommendations.

The CCC has responsibility for the following governance initiatives:

- Communicating its monthly agenda and meeting minutes to the college community, as well as all recommendations that are forwarded to the President;
- Being available to help ensure and support the smooth and effective work of the governance committees;
- Guiding and coordinating the work of special ad hoc committees or task forces, which may be established from time to time;
- Coordinating and modifying membership on governance committees;
- Assigning responsibilities to governance committees;
- Providing internal input for the 3 and 5 year Strategic Plan as well as other strategic initiatives that the College may consider;
- Evaluating the effectiveness of the College’s governance system; and
- Ensuring consistency with College, CCSNH, and Board of Trustees policies.

The President and the College’s administrative team have the responsibility for leadership in implementing and managing the annual action plans and related initiatives and informing the CCC and the college community with regard to implementation.
College Coordinating Council
Great Bay Community College

Membership

Ex Officio
Chief Financial Officer V
Vice President of Academic Affairs V
Vice President of Enrollment Management & Student Services V
Associate Vice President of Corporate & Community Education V

Appointed
Academic Leadership Representative V
(Appointed by Academic Leadership)
Support Staff Representative V
(Appointed by the President)
Student Senate Representative V
(Appointed by Student Senate)
Information Technology Representative V
(Appointed by Director of Information Technology)

Standing Committees
Academic/Student Policy Committee Representative V
Curriculum Committee Representative V
Faculty Senate Representative V
Safety & Physical Plant Committee Representative V
Enrollment Management Task Force Representative V
Standing Governance Committee Policies

1. All standing committees will have a statement of purpose, identified responsibilities, and a list of members and their roles.

2. Appointments / elections to the Governance Committees for the academic year will be made in May and finalized by September of each year. All appointments / elections must be approved by the College Coordinating Council at the first meeting of the academic year.

3. Meetings will be conducted in any style appropriate. (e.g. Robert’s Rules of Order.) A simple majority of members is needed for voting.

4. Minutes of each meeting will be taken and will be posted electronically. Summary reports will be forwarded to the College Coordinating Council for review and incorporation in the CCC minutes.

5. An Agenda will be prepared and forwarded to the committee members prior to the meeting for each Standing Committee.

6. Meetings are normally scheduled monthly during the academic year but may vary based on need.

7. Members will elect the committee’s chairperson and the CCC representative prior to the first CCC meeting of the academic year.

8. All Standing Governance Committee recommended policy additions / revisions will be submitted using the appropriate CCC form. Following discussion the CCC will reject, return the proposed policy to the Standing Committee for further development, or forward it to the President with a recommendation regarding implementation.

9. All governance committees are open for members of the GBCC community to attend.
Academic and Student Policy Governance Committee

**Purpose:**
The Academic and Student Policy Governance Committee conducts research and recommends actions to the College Coordinating Council on academic and student policies, procedures, and standards that foster student success, improved retention, and organizational improvement. The Committee responsibilities are listed below.

**Responsibilities:**

1. Makes recommendations regarding implementation or modification of appropriate academic policies and standards for Great Bay Community, based on research as needed.
2. Monitors the consistency between campus and system policies related to academics.
3. Works with other governance committees on issues and cross-functional implications.
4. Establishes subcommittees, task forces, and work groups as necessary to assist in policy/procedure development or problem solving.
5. Communicates all recommendations to CCC.

**Membership:**

**Voting**
- Five faculty members
- One staff member from the Center for Academic Planning and Support (CAPS)
- One staff member from the Registrar's Office
- One staff member from the One-Stop
- One staff member from Student Life
- One student representative appointed by Student Senate
- Vice President of Academic Affairs (or designee)

Curriculum Governance Committee

**Purpose:**
As a component of the college governance structure, the Great Bay Community College Curriculum Committee is to review and make recommendations on the development, implementation and evaluation of all academic activity.
Responsibilities:

1. Receives curriculum proposals and makes recommendations on college curriculum.
2. Insures that appropriate proposal research and evaluation has been conducted.
3. Develops, maintains and updates appropriate committee policies and procedures.
4. Works with other governance committees on issues with cross-functional implications.
5. Establishes subcommittees, task forces, work groups as necessary to assist in policy/procedure development, problem solving, and new methods of instruction and delivery.
6. Communicates all recommendations to College community.

Membership:

I. Voting Membership
   - 8 faculty members
   - 1 staff member from the Center for Academic Planning & Support
   - 1 staff member from the Registrar’s Office

II. Non-Voting Membership
   - Vice President of Academic Affairs or his/her designee
   - Vice President of Enrollment Management and Student Services or his/her designee
   - Assistant Registrar
   - Associate Vice President for Enrollment Services or his/her designee
   - Faculty Secretary
   - Student Representative

Enrollment Management Committee

Purpose:

To engage the entire college community in an intentional, systematic, data-driven approach to managing enrollment in our degree, certificate and other credit bearing programs and the college at large. This is accomplished by developing prospects, converting applicants into enrolled students, and promoting their persistence and success.
Responsibilities:

1. Develop and review data and information relevant to enrollment and student success.

2. Coordinate various enrollment related events and activities into a coherent annual calendar.

3. Consider new strategies and initiatives to achieve our enrollment objectives.

4. Review enrollment related marketing and public relations activities.

5. Monitor and evaluate all activities related to enrollment management, to include the One-Stop, and recommend changes for continuous improvement.

Membership:

- Vice President of Enrollment Management and Student Services, Chair
- Vice President of Academic Affairs
- Chief Financial Officer
- Associate Vice President of Enrollment Services
- Associate Vice President of Academic Affairs
- Director of Marketing and Public Relations
- Director of Financial Aid
- Registrar
- Director of the Center for Academic Planning and Support
- Coordinator of Admissions
- Project Running Start Coordinator
- Coordinator of For Your Education
- Coordinator of Advising
- Faculty Representatives (3)
- Student Representative
Faculty Senate

**Purpose:**

The Faculty Senate formulates and communicates faculty positions on college issues, serves as a liaison between faculty and administration on college matters and provides a forum for discussion of teaching pedagogy.

**Membership:**

Membership on the Faculty Senate is open to all full time faculty members and adjuncts who have taught for more than one semester at GBCC.

**Responsibilities:**

Formulate and communicate faculty positions on issues connected with GBCC.

If necessary, act as a means of communication with the administration, faculty and other outside groups.

To provide assistance whenever possible to administration, students, faculty and other groups in the CCSNH.

Safety and Physical Plant Governance Committee

**Purpose:**

To bring together representatives from throughout the college community to discuss, research, develop and recommend methods for continuous improvement in maintaining a safe and healthy working/learning environment, and to comply with related provisions of the current collective bargaining agreement.

**Responsibilities:**

1. Recommend policies and procedures related to physical security, emergencies, hazardous materials, and other safety concerns of the campus to the CCC and President.
2. Identify the need and process for informing the college community of emergency response plans.
3. Identify resources and coordinate safety-related training for college employees.
4. Review patterns in incident reports (as reported by the VPEM&SS) to identify potential safety risks.
5. Recommend purchases needed for successful implementation of above.
Membership:

- Vice President of Enrollment Management and Student Services
- Lab Manager
- Coordinator of Disability Services
- Chief Financial Officer
- Director of Facilities
- Four Faculty Representatives, including:
  - 1 Allied Health Faculty Member
  - 1 Laboratory Science Faculty Member
  - 1 Adjunct Faculty Member
  - 1 Other Faculty Member
- IT Representative
- Library Representative
- Student Senate Representative or Designee
- Business and Training Center Representative
- 2 Members-at-large
Online Course Committee

Online Course Rubric

Working Draft

July 2011
## Category 1 Learner Support & Resources

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Course contains links to the following resources:</strong></td>
<td>V. A. Course provides extensive information about being an online learner and</td>
</tr>
<tr>
<td>• CAPS Services, with disability services and tutoring links specifically</td>
<td>links to campus resources.</td>
</tr>
<tr>
<td>included</td>
<td></td>
</tr>
<tr>
<td>• FYE</td>
<td></td>
</tr>
<tr>
<td>• Library</td>
<td></td>
</tr>
<tr>
<td>• Link or information to get to Bb training video</td>
<td></td>
</tr>
<tr>
<td>• SmartThinking</td>
<td></td>
</tr>
<tr>
<td>**B. Course provides contact information for the instructor, department and</td>
<td>V. B. (TBA)</td>
</tr>
<tr>
<td>program.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Course provides course-specific resources:</strong></td>
<td>V. C. Course provides links to outside resources and professional resources</td>
</tr>
<tr>
<td>• Explanations and examples of how to complete assignments</td>
<td>pertaining to the field of study where appropriate.</td>
</tr>
<tr>
<td>• Clear assignment directions</td>
<td></td>
</tr>
<tr>
<td>• Explanation on how students are graded</td>
<td></td>
</tr>
<tr>
<td>**D. Course provides clear indication that instructor provides timely</td>
<td>V. D. (TBA)</td>
</tr>
<tr>
<td>feedback on all completed assignments.</td>
<td></td>
</tr>
<tr>
<td>**E. Assignments are returned with feedback to students and grades posted</td>
<td>V. E. (TBA)</td>
</tr>
<tr>
<td>within two weeks.</td>
<td></td>
</tr>
<tr>
<td><strong>F. Instructor provides ongoing guidance on course assignments:</strong></td>
<td>V. F. (TBA)</td>
</tr>
<tr>
<td>• Question Forums</td>
<td></td>
</tr>
<tr>
<td>• Discussion Board</td>
<td></td>
</tr>
<tr>
<td>• Email Responses</td>
<td></td>
</tr>
<tr>
<td>**G. Provide links</td>
<td>V. G. Instructor provides relevant information beyond course content when</td>
</tr>
<tr>
<td>• Provide links</td>
<td>appropriate.</td>
</tr>
<tr>
<td>**H. Instructor makes an outreach attempt at “missing” students after the</td>
<td>V. H. Instructors utilize the Early Alert system after the first week to</td>
</tr>
<tr>
<td>first week of the course.</td>
<td>check for missing students and try to make contact.</td>
</tr>
<tr>
<td>**I. Instructor has a regular schedule to provide general - positive</td>
<td>V. I. Instructor has 3 established weeks (example: week 2, week 6, week 12)</td>
</tr>
<tr>
<td>feedback to students through email throughout the semester.</td>
<td>in the semester where every student is sent a positive general feedback</td>
</tr>
<tr>
<td></td>
<td>email to reinforce communication and relay matters relevant to the</td>
</tr>
<tr>
<td></td>
<td>student’s success.</td>
</tr>
</tbody>
</table>
## Category 2  Online Organization & Design

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Course is organized to include the following:</td>
<td>V. A. Course includes an assignment or activity for students to navigate the site.</td>
</tr>
<tr>
<td>• Functional Menu Buttons which include “Start Here” that explains</td>
<td></td>
</tr>
<tr>
<td>how to navigate the course.</td>
<td></td>
</tr>
<tr>
<td>B. Course organization contributes to student success:</td>
<td>V. B. Students should not have to click more than three times to access needed information.</td>
</tr>
<tr>
<td>• Folders and files are clearly labeled</td>
<td></td>
</tr>
<tr>
<td>• Menu buttons clearly pertain to content within</td>
<td></td>
</tr>
<tr>
<td>C. Course syllabus will include all CCSNH and GBCC required elements and</td>
<td>V. C. Course policies and expectations are repeated in several locations</td>
</tr>
<tr>
<td>further expectations of the instructor. Course policies are clearly</td>
<td>throughout the site.</td>
</tr>
<tr>
<td>accessible.</td>
<td></td>
</tr>
<tr>
<td>D. Information is the priority over aesthetics.</td>
<td>V. D. Graphics, color and font are used to augment text and content.</td>
</tr>
<tr>
<td>E. Web pages and links are fully functional.</td>
<td>V. E. (TBA)</td>
</tr>
</tbody>
</table>


## Category 3 - Instructional Design & Delivery

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Course offers ample opportunities for interaction and communication</td>
<td>V-A. Instructor uses a variety of communication strategies.</td>
</tr>
<tr>
<td>student to student, student to instructor and student to content.</td>
<td></td>
</tr>
<tr>
<td>B. Course goals are clearly defined and aligned to learning objectives.</td>
<td>V-B.</td>
</tr>
<tr>
<td></td>
<td>• Pace of delivery of course content is managed</td>
</tr>
<tr>
<td></td>
<td>• Course content is “chunked” for more manageable learning</td>
</tr>
<tr>
<td></td>
<td>• Instructional design is made clear (e.g., it is self-paced, or group-paced)</td>
</tr>
<tr>
<td></td>
<td>• Expectations for synchronous vs. asynchronous activities are clearly</td>
</tr>
<tr>
<td></td>
<td>spelled out</td>
</tr>
<tr>
<td>C. Learning objectives are identified and learning activities are clearly</td>
<td>V-C.</td>
</tr>
<tr>
<td>integrated.</td>
<td>• Reading assignments match learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Activities lead to learning desired concepts</td>
</tr>
<tr>
<td></td>
<td>• Tasks and activities are designated as synchronous or asynchronous;</td>
</tr>
<tr>
<td></td>
<td>sequential or may be completed in any order (clarified)</td>
</tr>
<tr>
<td></td>
<td>• Instructional material may be reviewed when appropriate</td>
</tr>
<tr>
<td></td>
<td>• Summary provided frequently, particularly at the end of topics, to</td>
</tr>
<tr>
<td></td>
<td>reinforce learning</td>
</tr>
<tr>
<td>D. Course provides multiple activities to support learning that help students</td>
<td>V-D. &quot;Critical Thinking brings conscious awareness, skills, and standards to</td>
</tr>
<tr>
<td>develop critical thinking and problem solving skills employing logic and</td>
<td>the process of observing, analyzing, reasoning, evaluating, reading, and</td>
</tr>
<tr>
<td>reason.</td>
<td>communicating.&quot; Thinking for Yourself 8th edition</td>
</tr>
<tr>
<td></td>
<td>Marlys Mayfield</td>
</tr>
<tr>
<td></td>
<td>Activities to develop critical thinking and problem-solving skills:</td>
</tr>
<tr>
<td></td>
<td>• Discussions center on questions without a single correct answer</td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast exercises</td>
</tr>
<tr>
<td></td>
<td>• Case studies</td>
</tr>
<tr>
<td></td>
<td>• Critique classmates’ assignments</td>
</tr>
<tr>
<td></td>
<td>• Collaborative exercises</td>
</tr>
<tr>
<td></td>
<td>○ Portfolios (building one activity upon another to share/peer</td>
</tr>
<tr>
<td></td>
<td>review)</td>
</tr>
</tbody>
</table>
### Category 4  Assessment & Evaluation of Student Learning

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> For a student to assess how prepared they may be to participate in an online course, course materials, expectations, and instructions should be immediately available and accessible to students upon entry. These should exist in a variety of places/media such as: announcements, syllabus, course documents and E-mail. Students should have multiple forums/avenues for addressing initial questions or issues such as: Instructor contact information, Start Here, Discussion Forum, FAQ's, Course Documents and Helpdesk link.</td>
<td><strong>V-A.</strong> An email will be sent to students prior to the beginning of the course detailing how they can access course materials and expectations.</td>
</tr>
<tr>
<td><strong>B.</strong> The content of the course and the methods for evaluation should be clearly defined and closely aligned. The syllabus, assignments, and grade book should collectively and/or individually indicate clearly what work is expected of the students, and how and when it will be evaluated. Attention should also be paid to how the work will be weighted, whether or not it can be revised, and how individual assignments contribute toward the final course grade.</td>
<td><strong>V-B.</strong> Rubrics are provided for individual assignments and overall course grades. Examples of representative work are also provided.</td>
</tr>
<tr>
<td><strong>C.</strong> A variety of strategies should be employed to measure and encourage student learning and skills. These strategies should coincide with multiple means of delivering course content. Strategies could include quizzes, tests, discussion board participation, group work, peer review, and essays. Courses should not rely upon only one or two different means of assessment. Instructors should be available to discuss grades with students as needed.</td>
<td><strong>V-C.</strong> Instructor will use at least four of these strategies.</td>
</tr>
<tr>
<td><strong>D.</strong> Students should receive timely feedback in a variety of ways. Possibilities include, but are not limited to: discussion board comments, written feedback, grades, group feedback, scheduled periodic evaluations, peer review, and self-reflection. Instructor availability (times and modes of communication) should be clearly indicated as well as a 48hr timetable for responding to student emails – excluding weekends, whether it is spontaneous questions, or scheduled work.</td>
<td><strong>V-D.</strong> Student work that entails feedback will be responded to within one week.</td>
</tr>
<tr>
<td><strong>E.</strong> Students should have the opportunity to self-assess through written self-reflection, revision process, commentary of their own work, or other activities devised by the instructor. Students should also have the opportunity to critique, review, comment upon, or evaluate peer work.</td>
<td><strong>V-E.</strong> Some method of self-reflection and or peer review would be a graded component of the course.</td>
</tr>
</tbody>
</table>
## Category 5 Standards for Innovative Teaching with Technology

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Course uses technology tools effectively to facilitate communication and</td>
<td>V-A. (TBA)</td>
</tr>
<tr>
<td>learning.</td>
<td></td>
</tr>
<tr>
<td>B. Teaching methods are applied which innovatively enhance student</td>
<td>V-B. (TBA)</td>
</tr>
<tr>
<td>collaborative learning and interactively engage students when appropriate.</td>
<td></td>
</tr>
<tr>
<td>C. Multimedia elements and/or learning objects are used. They are relevant and accommodate different learning styles.</td>
<td>V-C. (TBA)</td>
</tr>
<tr>
<td>D. Course incorporates internet resources to effectively engage students in</td>
<td>V-D. (TBA)</td>
</tr>
<tr>
<td>the learning process in a variety of ways throughout the course such as links,</td>
<td></td>
</tr>
<tr>
<td>communication, tools and social media.</td>
<td></td>
</tr>
<tr>
<td>E. *Multimedia Content: (Under Development)</td>
<td>V-E. (TBA)</td>
</tr>
<tr>
<td>- For ADA purposes, instructors will include this sentence in syllabus:</td>
<td></td>
</tr>
<tr>
<td>Audio or text versions of any multimedia content are available upon request</td>
<td></td>
</tr>
<tr>
<td>- File formats are compatible with Blackboard as follows:</td>
<td></td>
</tr>
<tr>
<td><strong>TEXT:</strong> .txt, .rtf, .pdf (preferred)</td>
<td></td>
</tr>
<tr>
<td>MS Word .doc/.docx (not recommended)</td>
<td></td>
</tr>
<tr>
<td><strong>Still Pictures:</strong> .jpg, .png, .gif</td>
<td></td>
</tr>
<tr>
<td><strong>Audio</strong> .mp3</td>
<td></td>
</tr>
<tr>
<td>Windows Media Audio (wma) not recommended</td>
<td></td>
</tr>
<tr>
<td>Video: (TBA)</td>
<td></td>
</tr>
</tbody>
</table>

*Instructor consults with Instructional Technology Services for more information.
### Category 6 Faculty Use of Student Feedback

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructor utilizes Discussion Board on a regular basis as an integral part of the course.</td>
<td>Y-A. Faculty utilizes Wimba Pronto to conference with students regularly. This schedule would be outlined in the course syllabus to correspond with course assignments. This would also be included on the tasks lists and course calendar when applicable. Faculty offer ‘virtual’ office hours in Wimba which are scheduled ahead of time. Faculty use Wimba classroom for lecture and feedback for lecture or group exercise.</td>
</tr>
<tr>
<td>B. Clear expectations of Discussion Board participation are outlined in syllabus and assignments page including: definition of active participation, times and criteria for login, answers to questions and students’ to replies to their peers.</td>
<td>Y-B. (TBA)</td>
</tr>
<tr>
<td>C. Instructor outlines preferred means and methods of communications for course such as messages, email or announcements. Instructor defines types of issues to be dealt with privately vs. on the discussion board when necessary.</td>
<td>Y-C. (TBA)</td>
</tr>
<tr>
<td>D. Instructor will set up Discussion Forum to communicate with one another to build community and encourage students to problem solve. Faculty will monitor and respond in a timely manner as necessary to ensure communication is effective.</td>
<td>Y-D. (TBA)</td>
</tr>
<tr>
<td>E. Faculty stress to online students their availability to communicate with them for assistance and feedback by phone or electronically.</td>
<td>Y-E. (TBA)</td>
</tr>
<tr>
<td>F. Faculty outline definition of timely feedback for assignments and or discussion board to clarify student expectations. For example: Your written assignments will be graded within two weeks of submission. You will find your feedback and grading information under “My Grades” on the course menu.</td>
<td>Y-F. (TBA)</td>
</tr>
</tbody>
</table>
Appendix K

Community College System of New Hampshire
Faculty Performance Evaluation Summary

Employee: (First)________ (MI)____ (Last) _________
Faculty Rank: __________
Academic Department: _________________

Date:_____/_____/_____

III. INSTRUCTIONS

The Performance Summary Form is designed to describe a faculty’s job related performance for a specified period of time. In preparing to assess performance, the evaluator (academic department chair or VP of Academic Affairs) should review the faculty’s performance standards and goals set in the previous year’s evaluation or professional growth plan, the faculty member’s job description, the instructor’s student course evaluations, and the information gathered through the classroom observations. Following a review of this information, the supervisor should then evaluate the faculty’s performance for the designated review period.

Supervisors are responsible for clearly communicating their performance expectations so that employees understand how their job performance will be evaluated. At the beginning of the performance period, the supervisor and the faculty member should meet to review prior feedback as documented in student course evaluation and/or the classroom observation/evaluation, and to discuss the performance expectations specific to his/her academic position and/or academic department. In addition, during the performance period, communication between the faculty and academic department chair about the employee’s job performance should occur on a regular basis, and the ratings provided in the performance summary should be reflective of this communication.
Supervisors are responsible for filling out all areas of the form completely and accurately. Read the explanation of each performance topic carefully and follow each step as outlined below.

- For each performance topic, please relate your comments to specific examples of performance to share with the faculty member when you meet with him or her. Comments shall be included in the narrative section to highlight the employee’s accomplishments and area(s) for improvement during the rating period.

- Each evaluation shall contain a section summarizing the overall performance of the employee as either falling below expectations, meeting expectations, or exceeding expectations. The evaluator is required to complete a narrative summary explaining in detail how the evaluator arrived at the overall performance rating. If the employee’s performance is rated below expectations, the evaluator shall also include comments and recommendations for improvement.

- Completed evaluations shall be forwarded to the supervisor of the evaluator (Vice-President of Academic Affairs or President) as determined by the organizational structure for review of the completed form and authorization, prior to any review or meeting with the employee. In compliance with NH RSA 21-I:42, XIII (i), evaluation reports shall be reviewed by the evaluator’s supervisor, who shall concur or nonconcur in writing with the evaluation report. Completed performance reviews shall be authorized (signed) by the evaluator and the evaluator’s supervisor prior to review with the employee.

- Arrange a face-to-face meeting to discuss the instructor’s performance rating. This meeting should be conducted privately, without interruptions and allow enough time to assure that satisfactory communication has taken place. If improvement is required in any area(s), be sure to discuss an action plan that will help assure such improvement. This should include any additional training required, a schedule of periodic meetings to check progress as well as specific details about expected performance. It is required that you put such details in writing and attach them to this form. At the end of the meeting, the employee should sign the form to acknowledge that the meeting took place. There is also room for the employee to write any comments.

- Attach the employee’s current Supplemental Job Description, Class Specification and the Domestic Violence in the Workplace Policy. Review the documents with the employee, who should then sign the special acknowledgement at the end of the evaluation form.

PERFORMANCE LEVELS:

BELOW EXPECTATIONS: The employee must improve in the area in order to meet the supervisor’s expectations for satisfactory performance. It should always be accompanied by a plan for the employee and supervisor to work together to bring performance up to a satisfactory level in an appropriate amount of time. If performance is jeopardizing employment, the employee should also be given a letter of warning. Contact your Human Resources Office for further information.

MEETS EXPECTATIONS: The employee has met the requirements of the position. This does not relate to what the supervisor thinks the individual may be capable of, but rather it is specifically related to the way the individual performed the job duties or accountabilities of that position.
Performance Criteria

I. Teaching & Learning Effectiveness (Evaluation of the instructor’s overall teaching performance based on student course evaluations, academic department chair in-class evaluation, and supervisory observations).

Attached:
☐ Classroom Observation Form
☐ Student Evaluation Summaries

A. Course Planning and Organization – This category shall include an evaluation of the instructor’s planning, organizing, and scheduling of course material, and the effective use of class time.

Comments of the Evaluator:

B. Knowledge and Preparation – This category shall include an evaluation of the instructor’s knowledge of the subject area; his/her class preparedness; his/her presentation and explanation of facts and concepts from related fields; and integration of additional learning resources.

Comments of the Evaluator:
C. Teaching Methods/Style – This category shall include an evaluation of the instructor’s presentation of course material which facilitates student learning; his/her ability to convey subject matter to others effectively and respond to student questions concisely and clearly; his/her ability to promote student participation; and his/her ability to cultivate and maintain a learning environment respectful of diversity and individual differences.

Comments of the Evaluator:

D. Assessment/Facilitation of Learning Outcomes – This category shall include an evaluation of the instructor’s accomplishment of course objectives; his/her evaluation method(s) and accurate measurement of student performance and progress; his/her availability for student assistance outside of class; and his/her use of the assigned textbook and supplemental course materials.

Comments of the Evaluator:

II. Institutional Service – (Evaluation of the instructor’s performance in college and/or departmental activities, as assigned. Such activities may include, but are not restricted to, committee assignments; involvement in student clubs or organizations; participation in recruitment and retention activities; student advising; or curriculum/program development).

A.

List and describe activities, as assigned:

Comments of the Evaluator:
III. Community and Professional Development Activities – (Evaluation of the instructor’s performance in community and/or professional development activities as authorized by the college administration. Such activities may include, but are not restricted to, membership and participation in professional associations; attendance at professional workshops, conferences, etc.; involvement in community and/or industry organizations; or continuing education.)

A. List and describe activities, as assigned:

IV. Professional Conduct – (Evaluation of the instructor’s conduct in the workplace. Such conduct may include, but is not limited to the following.)

1. Communication Skills (Oral and Written): Demonstrates ability to convey information verbally and in writing in a clear and concise manner and to communicate with peers, supervisors, students, and the public in an appropriate and effective manner.

2. Cooperation/Teamwork: Demonstrates an ability to work effectively with peers, supervisors, and students, to secure the cooperation of others, to contribute to operations of the college, and to adapt to new teaching or work methods.

3. Problem Analysis/Judgment: Demonstrates the capacity to handle difficult situations calmly and objectively, to develop appropriate solutions, to make recommendations for improvements, and to seek guidance when necessary.

4. Enforcement of Standards: Follows college policies and procedures and to maintain appropriate confidentiality pertaining to student records and issues.

5. Decision Making: Demonstrates an ability to make decisions, which are timely and responsible in light of available facts, circumstances, and applicable standards.

6. Equity and Impartiality: Demonstrates consistency and fairness in the exercise of authority associated with the teacher-student relationship and in the resolution of problems.

7. Safety: Maintains a safe and healthy work environment by observing safety procedures, maintaining equipment, and alerting management of potential hazards.

8. Attendance/Punctuality: Performs academic and college responsibilities and obligations as assigned and scheduled.
9. Personal Appearance: Maintains a personal appearance that is appropriate to the duties and responsibilities of the position.

Comments of the Evaluator:

OVERALL SUMMARY

Based on the above performance factor ratings, the instructor’s overall performance for the period was:

☐ Below expectations
☐ Meets expectations
☐ Exceeds expectations

STRENGTHS

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
AREAS OF IMPROVEMENT

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

RECOMMENDED ACTION

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

General comments by the supervisor (please make any additional comments job related and specific to job performance):

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

A meeting to discuss this performance summary with the employee was held on (date) ______/_____/_____.

EMPLOYEE COMMENTS

In compliance with NH RSA 21-I:42, XIII, (f) and (g), employees are entitled to participate in the evaluation process, to receive a copy of their evaluation, and to comment on their evaluations in writing, being assured that their comments will be made part of their permanent record.

_______________________________________________________________________________________

_______________________________________________________________________________________
Signatures (in chronological order):

__________________________________________________________________________
(Evaluator/Department Head or VP of Academic Affairs) (Date)

__________________________________________________________________________
(Supervisor of Evaluator/VP of Academic Affairs or President) (Date)

To be signed after immediate supervisor completes the review

DISCLAIMER STATEMENT: Signature indicates that the performance appraisal has been read and discussed with me. Signature does not necessarily indicate agreement or disagreement with the content of this appraisal.

__________________________________________________________________________
(Employee) (Date)

ACKNOWLEDGEMENT STATEMENT: Signature indicates that I have received and reviewed copies of my Supplemental Job Description, the Class Specification for my assigned faculty rank and the Domestic Violence in the Workplace Policy.

__________________________________________________________________________
(Employee) (Date)

When completed and fully signed, forward a copy to your Department’s Human Resources Office. Performance Summary Forms must be completed and received in the Human Resources Office prior to anniversary/increment dates.
Appendix L

CLASSROOM OBSERVATION FORM

Instructor: __________________________ Course Title/Section: _______________________
Date: ______________________________ Time: ________________________________

Objectives for Classroom Observation:

A. CLASS PLANNING AND ORGANIZATION

➢ Class objectives matched published course syllabus
➢ Sequence of course material is organized to facilitate student learning
➢ Assignments and tests are returned in a timely manner
➢ Classes begin and end on time
➢ The instructor uses class time effectively

Comments:

B. KNOWLEDGE AND PREPARATION

➢ The instructor is well prepared for classes, labs, etc.
➢ The instructor is knowledgeable and current in the subject area
➢ The instructor presents facts and concepts from related fields
➢ The instructor suggests additional resources to facilitate student learning
➢ The instructor explains concepts clearly

Comments:

C. TEACHING METHODS/STYLE

➢ The instructor’s presentation style facilitates student learning
➢ The method(s) of instruction is appropriate for the class objectives
➢ The instructor stimulates student thinking
➢ The instructor provides opportunity for student questions
➢ The instructor responds concisely and clearly to student questions
➢ The instructor encourages students to participate in class
The instructor identifies what is important during class
The instructor has a genuine interest in students

Comments:

D. ASSESSMENT/FACILITATION OF LEARNING OUTCOMES

The instructor accomplishes class or course objectives
The instructor provides supplemental material that facilitates student learning

Comments:

E. SUMMARY

Strengths:

Areas for Improvement:

Department Chair

FACULTY MEMBER COMMENTS:

Faculty Member
Appendix M

Great Bay Community College

Department of Business Administration and Information Technologies

3 year Department/Program Strategic Plan (2010 – 2013)

Mission Statement

The Department of Business Administration and Information Technologies is focused on delivering quality, marketable and transferable education, inspired by innovation and the entrepreneurial spirit. This is accomplished by a team of professionally trained and academically credentialed faculty that is dedicated to a learning environment that maximizes the potential of every student. Faculty members consistently strive for excellence by continuous improvement in teaching and learning, by employing technology, adapting to new learning tools and engaging students in critical thinking.

Vision Statement

To have a reputation for delivering high quality curriculum and accredited programs, preparing and graduating exceptional students for transfer or career tracks and employing entrepreneurial and innovative strategies in the educational process.

The following are Goals and Objectives of GBCC Strategic Plan that the Department of Business Administration and Information Technologies has incorporated, into its strategic plan.
GOAL 2: Strategically manage enrollments, and increase those in programs where there is a capacity to expand

OBJECTIVES:

- Review academic programs to determine which current programs should be maintained, grown or phased out; and identify which new programs should be added.
- Gather data about enrollment trends including numbers of applicants; registrations; and rates of retention, transfer and graduation. Develop a data dashboard for enrollment related information.
- Develop short and long range enrollment goals for current and new programs.
- Design recruiting activities and marketing strategies to achieve these enrollment goals.
- Develop strategies to promote student success and persistence.

GOAL 3: Build and expand our technological capacity.

OBJECTIVES:

- Assess the technology needs of each academic program and service area within the college.
- Assess current uses of technology and the degree to which it is being utilized to its fullest capacity.

GOAL 4: Develop and coordinate college wide accountability and assessment initiatives.

OBJECTIVES:

- Identify and articulate desired outcomes for the college as a whole as well as its individual departments, and methods for determining progress toward achieving those outcomes.
- Develop strategic plans for each academic program in concert with the college’s strategic plan.
- Continue and improve the program review process.
- Conduct an analysis of CCSSE data to identify areas of strength and weakness, communicate findings with the college, and identify appropriate action steps based on the results.

GOAL 5: Assess and adjust the human resource program.

OBJECTIVES:

- Analyze the human resource needs of our departments and programs.
- Review and assess the organizational structure of the college, the Department of Business Administration and information Technology.
• In conjunction with CCSNH review performance evaluation criteria and procedures.
• Examine how personal professional development plans are developed and supported.

GOAL 7: Increase visibility and outreach to the regional and local community.

OBJECTIVES:

• Build affiliations with business, industry, and community organizations.
• Cultivate partnerships and collaborations with high schools, adult education and post-secondary institutions. Assume leadership roles as appropriate.
• Host activities that involve the community at large.
• Expand opportunities for service learning, internships, and community service (including work-study).
• Expand outreach to government and legislative bodies and their members.
• Develop a plan for marketing the college’s programs and services.
• Establish an alumni relations program.
• Explore fund raising and development opportunities.

GOAL 8: Develop a system to request, allocate and monitor financial resources.

OBJECTIVES:

• Align strategic planning with allocation of resources
• Involve managers and directors in the budget cycle.

Department of Business Administration and Information Technologies - Strategic Objectives 2010-2013:

• Develop and deploy additional tools to measure learning outcomes for each course and program within the Department. Timeframe: March 2012.
• Improve student retention rates by devising a system of advising to better document and track where students are in their program, (student tracking initiative). Timeframe: On going by semester and academic year.
• Develop a system to better track where students go upon transferring or graduating from GBCC. Timeframe: May 2012.
• All full- and part-time faculty be technology literate and develop ways to leverage the use of technology in all business courses. Timeframe: December 2012 for all faculty. Timeframe for all classrooms used by Business Faculty: Spring 2013.
• Continuous professional development for all department faculty, full time and adjunct Focus on Internal seminars and workshops due to budget limitations. Timeframe: Academic year 2011-12.
• Align the allocation of budgetary resources to the contributions (as measured by FTEs) made by the Department. Time frame: Spring 2012.
• Complete articulation agreements with all appropriate New Hampshire colleges for each program within the Department and out of state colleges where appropriate. Timeframe: Spring 2012
• Improve the quality of online course delivery. Timeframe: January 2012.
• Build a collaborative social network for full and part-time faculty. Timeframe: November 2011.

Strategic Initiatives:

• Maintain student advising sheets by Coordinators and in a central electronic location that can be accessed by all members of the department.
• Integrate the use of a new mobile notebook lab within business courses.
• Develop a template model and continuous process for naming and assessing the objectives, skills, and attributes developed through the activities and assignments for each course within the Business Program.
• Create and distribute a newsletter to stakeholders as a way to not only keep students and alumni updated on department and program developments, but to also administer surveys and track alumni (where they are and what they are doing).
• Members of the department will also work toward earning and maintaining professional certifications.
• Develop a voluntary reflective practice or teaching circle to informally discuss teaching strategies through constructive collaboration.
• Adopt market-served high schools as a way of increasing visibility and outreach to the regional and local community.
• Utilize the Department’s Facebook and Twitter accounts as a means for communication with current, former, and potential students to keep them abreast of program updates and new developments.
• Restructure and modify the degree’s offered by the Department, based on market assessment.
• Develop and deploy third-party assessment tools to measure performance in student learning outcomes.
• Complete articulation agreements with all New Hampshire colleges and universities.
• Improve the quality of online course delivery.
• Continue to improve the Department’s retention rate, semester to semester and year to year.
• Employ social media to build and strengthen relationships with our stakeholders.
• Employ and deploy enterprise social network to drive collaboration and achievement of objectives and performance outcomes.
• Prepare business students for success in online learning.

Action Plan: To be adopted at Department Meeting on August 17, 2011 (Refer to next page).
<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategic Action</th>
<th>Assigned to</th>
<th>Time Frame</th>
<th>Performance Outcomes</th>
<th>ACBSP Performance Standard</th>
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<tbody>
<tr>
<td>1</td>
<td>Articulation Agreements</td>
<td>Jeanne Furfari</td>
<td>December 2012</td>
<td>Agreements with all appropriate colleges in New Hampshire</td>
<td>2,3</td>
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<td>2</td>
<td>Establishment of social media communication model</td>
<td>Meg Prescott</td>
<td>January 2012</td>
<td>Communicating with current/potential students, alumni</td>
<td>1,2,3</td>
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<td>3</td>
<td>Partnerships with market area High Schools</td>
<td>Dan Murphy</td>
<td>Fall/spring 2011-2012</td>
<td>Portsmouth, Winnacunnet + Running Start Partners</td>
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<td>Jeanne Furfari</td>
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<td>Meg Prescott</td>
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<td>Seacoast School of Technology and Running Start Partners</td>
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<td>John Burtt</td>
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<td>Rochester/Spaulding + Running Start partners</td>
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<td>Renee Dodge</td>
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<td>Somersworth, Noble + Running Start Partners</td>
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<td>Dawn Comito</td>
<td></td>
<td>Dover + Running Start Partners</td>
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<td>4</td>
<td>Quarterly Newsletter to Stakeholders launched</td>
<td>Jeanne Furfari</td>
<td>October 10, 2011</td>
<td>Feedback from Stakeholders</td>
<td>2 &amp; 3</td>
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<td>Sections for Each Program</td>
<td>All Coordinators</td>
<td>September 15, 2011</td>
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<td>5</td>
<td>Correlation Matrix for all department courses</td>
<td>John Burtt</td>
<td>Fall courses December 2011</td>
<td>Matrix for Marketing &amp; Management</td>
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<td>Alignment of Course Outcomes/Program</td>
<td>Dan Murphy</td>
<td>Spring courses May 2012</td>
<td>Matrix for Accounting Courses</td>
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<td>Outcomes/Department Outcomes/</td>
<td>Jeanne Furfari</td>
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<td>Matrix for Economics Courses, BUS110</td>
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<td>Institution Outcomes</td>
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<td>Matrix for Hospitality Courses</td>
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<td>Nancy Withee</td>
<td>Matrix for Health Information Technology courses + MOAA</td>
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| 6 | Launch Certificate in Project Management | John Burtt | Certificate to Curriculum Committee September 2011 |
|   |   | Meg Prescott | Certificate Proposal to Curriculum Committee |
|   |   | Marcus Mann | Certificate in Spring 2012 |
|   |   |   | Certificate courses starting in January 2012 |

| 7 | Project Management Workshops | Marcus Mann | September 2011 |
|   |   | Meg Prescott | Business Training Center program for Project Management |

| 8 | Degree Modification in AS for Management and Marketing | John Burtt | October 2011 |
|   |   |   | Submission to Curriculum Committee |
|   |   |   | AS in Business Administration w/concentrations in Management and Marketing |

| 9 | New Degrees Launched | John Burtt | Fall 2012 |
|   |   | Meg Prescott | New Degrees are in place |
|   |   | Marcus Mann | Submission to Curriculum Committee for implementation Fall 2012 |

<p>| 10 | 3rd Party Outcomes Assessment in Management and Marketing and Accounting - vendor Peregrine | John Burtt | Fall 2011 |
|    |   | Dan Murphy | Logistics in place for Assessment |
|    |   |   | Assessment of Student Outcomes Accomplished |
|    |   | Summer 2012 | Review and Evaluation of test results and plan for addressing results |</p>
<table>
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<tr>
<th></th>
<th>Assessment of Student Learning outcomes</th>
<th>John Burtt</th>
<th>Fall 2013</th>
<th>Two new performance measures of learning outcomes by Program</th>
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<td>Expansion of existing measures in each accredited Program:</td>
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<td>Operations Management</td>
<td>Marcus Mann</td>
<td></td>
<td>2 Performance Measures – Project Management</td>
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|   | Required Criteria and Checklist for OL Courses | John Burtt | August 18, 2011 | Draft to faculty for evaluation and faculty agreement | 2,3,4,5 |
|   | Department and ACBSP-specific criteria     | John Burtt | Fall 2011 | Implementation of Criteria - Coordinator's monitor courses |        |
|   |                                            |            |             | Deviations identified by Oct 2011 |        |
|   |                                            |            |             | Chair takes corrective action Oct 2011 |        |

|   | Internship Program Development            | Dawn Comito | January 2012 | Agreements with 5-10 Internship Partners | 1,2,3 |
|   | Focus on Hospitality Program              |            | Spring 2012 | Successful placement of 5 students with Internship Partners |        |

<p>|   | Retention Rates for Semesters 1-2, Yr 1-2 | John Burtt |            |                                                             | 1,2,3,4,5,6 |</p>
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<td>Management &amp; Marketing</td>
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<td><strong>15</strong></td>
<td>Uniform competency test for Running Start courses</td>
<td>Coordinators</td>
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Management Curriculum Changes
NEW/PROPOSED DEGREE
A.S. Degree in Business Administration
Proposed Curriculum - Business Administration with a Concentration in Management

**Business Administration Core**

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<tr>
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<th>Course Name</th>
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**Total Credits – Business Administration Core**  34
Management Option

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<td>or BUS214</td>
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<td>BUS221</td>
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</tr>
<tr>
<td>BUS224</td>
<td>Human Resource Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>ECON134</td>
<td>Macroeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS2xx</td>
<td>International Business</td>
<td>3</td>
<td>0</td>
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<tr>
<td></td>
<td>Total Credits – Fall Semester</td>
<td></td>
<td></td>
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</tbody>
</table>

| **Second Year – Spring Semester**         |                                    |    |     |    |
| PHIL240      | Ethics                            | 3  | 0   | 3  |
| BUS220       | Operations Management             | 3  | 0   | 3  |
| ECON135      | Microeconomics                    | 3  | 0   | 3  |
|               | Lab Science Elective              | 4  | 0   | 4  |
|               | Foreign Language/Humanities/Fine  | 3  | 0   | 3  |
|               | Arts Elective                     |    |     |    |
|               | Total Credits – Spring Semester   |    |     | 16 |

**Total Credits – Management Option** 65
Marketing Curriculum Changes  
NEW/PROPOSED DEGREE  
A.S. Degree in Business Administration  
Proposed Curriculum - Business Administration with a Concentration in Marketing

Business Administration Core

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>TH</th>
<th>LAB</th>
<th>CR</th>
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<td><strong>First Year – Fall Semester</strong></td>
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<td>FYE 101</td>
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<tr>
<td>ACCT113</td>
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<td>BUS114</td>
<td>Management</td>
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<td>ENGL110</td>
<td>College Composition I</td>
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<td>CIS156</td>
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<td>ENG210</td>
<td>Communications</td>
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<td>MKTG125</td>
<td>Principles of Marketing</td>
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<td>MATH225</td>
<td>Probability and Statistics</td>
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# Marketing Option

<table>
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<tr>
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<th>Course Name</th>
<th>TH</th>
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<tr>
<td>CIS141</td>
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<td>Consumer Behavior</td>
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<td>MKTG224</td>
<td>Sales &amp; Sales Management OR</td>
<td></td>
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<tr>
<td>BUS2xx</td>
<td>Retailing Management</td>
<td>3</td>
<td>0</td>
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<td>PHIL240</td>
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<td></td>
<td>Lab Science Elective</td>
<td>4</td>
<td>0</td>
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<tr>
<td></td>
<td>Foreign Language/Humanities/Fine Arts Elective</td>
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<td></td>
<td><strong>Total Credits – Marketing Option</strong></td>
<td></td>
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</table>
Proposed Courses and Sequence for A.S. Degree in Health Information Technologies

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course #</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>Pre-requisites</th>
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<tbody>
<tr>
<td>INT 101</td>
<td>COLLEGE SUCCESS SEMINAR</td>
<td>1</td>
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<tr>
<td>HIT 110</td>
<td>HEALTHCARE DELIVERY SYSTEMS</td>
<td>3</td>
<td>Acceptance into the program</td>
</tr>
<tr>
<td>CIS 111</td>
<td>COMPUTER TECHNOLOGIES</td>
<td>3</td>
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</tr>
<tr>
<td>ENG 110</td>
<td>COLLEGE COMPOSITION</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AH 110</td>
<td>MEDICAL TERMINOLOGY</td>
<td>3</td>
<td></td>
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<tr>
<td>HIT 120</td>
<td>INTRO TO HEALTH INFORMATION TECHNOLOGY</td>
<td>3</td>
<td>Acceptance into the program</td>
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16

**SPRING SEMESTER**

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<th>COURSE NAME</th>
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<th>Pre-requisites</th>
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<tbody>
<tr>
<td>ENG 210</td>
<td>COMMUNICATIONS</td>
<td>3</td>
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<tr>
<td>AH**</td>
<td>PHARMACOLOGY</td>
<td>1</td>
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<tr>
<td>MOAA 130</td>
<td>MEDICAL CODING I</td>
<td>3</td>
<td>AH110</td>
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<td>AH112</td>
<td>PATHOPHYSIOLOGY FOR ALLIED HEALTH</td>
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<td>HIT 200</td>
<td>ELECTRONIC HEALTH RECORD</td>
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<td>CIS 111, AH110, HIT120</td>
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14

**SUMMER**

<table>
<thead>
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<th>Course #</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>Pre-requisites</th>
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<tbody>
<tr>
<td>HUMA***</td>
<td>HUMANITIES ELECTIVE (150 recommended)</td>
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</table>
| HIT212    | QUALITY IMPROVEMENT                | 3       | HIT 200  
Co-req: Math 145 or 150 |
<p>| HIT150    | MEDICAL LAW AND ETHICS             | 3       | AH110                                 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
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<td>MOAA210</td>
<td>MEDICAL CODING II</td>
<td>FALL</td>
<td>3</td>
</tr>
<tr>
<td>MATH 145 or 150</td>
<td>TOPICS IN APPLIED COLLEGE MATHEMATICS OR ALGEBRA</td>
<td>FALL</td>
<td>3</td>
</tr>
<tr>
<td>BUS 114</td>
<td>MANAGEMENT</td>
<td>FALL</td>
<td>3</td>
</tr>
<tr>
<td>CIS15X</td>
<td>COMPUTERS IN HEALTHCARE</td>
<td>FALL</td>
<td>3</td>
</tr>
<tr>
<td>HIT220</td>
<td>DIRECTED PRACTICE I -internship</td>
<td>FALL</td>
<td>3</td>
</tr>
<tr>
<td>HIT 210</td>
<td>HEALTH DATA COLLECTION</td>
<td>FALL</td>
<td>3</td>
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<tr>
<td>PSYC 110</td>
<td>INTRO TO PSYCHOLOGY</td>
<td>SPRING</td>
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<tr>
<td>HIT230</td>
<td>CLASSIFICATION SYSTEMS</td>
<td>SPRING</td>
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<td>HIT240</td>
<td>DIRECTED PRACTICE II  -internship</td>
<td>SPRING</td>
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<tr>
<td>MOAA212</td>
<td>INSURANCE FOR THE MEDICAL OFFICE</td>
<td>SPRING</td>
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</table>

**Total 69**

A.S. Degree in Health Information Technology, Spring 2012

A.S. Degree in Business Information Technology Fall 2012
# Appendix N

Great Bay Community College

Student Satisfaction Survey Results

<table>
<thead>
<tr>
<th>Overall Satisfaction</th>
<th>Business Department 2009</th>
<th>Business Department 2010</th>
<th>Business Department 2011</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>1. Satisfaction with your academic experience</td>
<td>38</td>
<td>4.03</td>
<td>0.64</td>
</tr>
<tr>
<td>2. Satisfaction with the quality of the faculty</td>
<td>38</td>
<td>3.87</td>
<td>0.81</td>
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<tr>
<td>3. Satisfaction with help to reach educational goal attainment</td>
<td>38</td>
<td>4.13</td>
<td>0.70</td>
</tr>
<tr>
<td>4. Satisfaction with help to reach occupational goal attainment</td>
<td>36</td>
<td>3.67</td>
<td>0.93</td>
</tr>
<tr>
<td>5. Quality of teaching by faculty in your major area</td>
<td>38</td>
<td>4.39</td>
<td>0.75</td>
</tr>
<tr>
<td>6. Quality of required courses outside your major area (general education requirements)</td>
<td>33</td>
<td>3.94</td>
<td>0.70</td>
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<tr>
<td>7. Academic advising</td>
<td>34</td>
<td>4.09</td>
<td>0.83</td>
</tr>
<tr>
<td>8. Instructors’ knowledge of subject matter</td>
<td>37</td>
<td>4.35</td>
<td>0.72</td>
</tr>
<tr>
<td>9. Tutoring services</td>
<td>24</td>
<td>3.88</td>
<td>1.03</td>
</tr>
<tr>
<td>10. Availability of tutoring on needed subjects</td>
<td>31</td>
<td>3.87</td>
<td>0.92</td>
</tr>
<tr>
<td>11. Tutors are available when you need them</td>
<td>28</td>
<td>3.68</td>
<td>0.94</td>
</tr>
<tr>
<td>12. Quality of tutors</td>
<td>23</td>
<td>3.52</td>
<td>1.04</td>
</tr>
<tr>
<td>13. Quality of Math Center</td>
<td>15</td>
<td>3.60</td>
<td>1.12</td>
</tr>
<tr>
<td>14. Quality of Writing Center</td>
<td>15</td>
<td>3.73</td>
<td>1.10</td>
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<tr>
<td>15. Class schedules are convenient.</td>
<td>38</td>
<td>3.63</td>
<td>1.00</td>
</tr>
<tr>
<td>16. Instructors provide enough feedback to class work.</td>
<td>37</td>
<td>3.86</td>
<td>0.79</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----</td>
<td>-------</td>
<td>------</td>
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<tr>
<td>17. Overall satisfaction with financial aid service</td>
<td>28</td>
<td>3.54</td>
<td>1.17</td>
</tr>
<tr>
<td>18. Received needed financial aid info</td>
<td>28</td>
<td>3.64</td>
<td>1.16</td>
</tr>
<tr>
<td>19. Receive financial aid in timely manner</td>
<td>28</td>
<td>3.57</td>
<td>1.00</td>
</tr>
<tr>
<td>20. Courtesy of financial aid staff</td>
<td>28</td>
<td>3.54</td>
<td>1.14</td>
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<tr>
<td>21. Recommended courses based on placement test</td>
<td>33</td>
<td>3.52</td>
<td>0.94</td>
</tr>
<tr>
<td>22. Career Counseling</td>
<td>28</td>
<td>3.21</td>
<td>0.99</td>
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<tr>
<td>23. Counseling services for academic problems</td>
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<td>3.35</td>
<td>0.78</td>
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<tr>
<td>24. Library services</td>
<td>35</td>
<td>3.86</td>
<td>0.88</td>
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<tr>
<td>25. Affordability of tuition costs</td>
<td>38</td>
<td>3.82</td>
<td>1.04</td>
</tr>
<tr>
<td>26. Satisfaction with currency of technological resources</td>
<td>37</td>
<td>3.89</td>
<td>0.70</td>
</tr>
<tr>
<td>27. Satisfaction with availability of technological resources</td>
<td>36</td>
<td>3.83</td>
<td>0.77</td>
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<tr>
<td>28. Satisfaction with the transferability of courses to other institutions</td>
<td>30</td>
<td>3.27</td>
<td>1.14</td>
</tr>
<tr>
<td>29. Satisfaction with the quality of online courses</td>
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<td>3.00</td>
<td>0.94</td>
</tr>
<tr>
<td>30. Satisfaction with the availability of online courses</td>
<td>31</td>
<td>3.48</td>
<td>0.72</td>
</tr>
<tr>
<td><strong>Composites</strong></td>
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</tr>
<tr>
<td><strong>Overall Satisfaction</strong></td>
<td>38</td>
<td>3.93</td>
<td>0.63</td>
</tr>
<tr>
<td><strong>Instruction &amp; Academic Support Satisfaction</strong></td>
<td>24</td>
<td>3.94</td>
<td>0.56</td>
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<tr>
<td><strong>Student Services &amp; Campus Life Satisfaction</strong></td>
<td>25</td>
<td>3.53</td>
<td>0.68</td>
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<tr>
<td><strong>Program Specific Satisfaction</strong></td>
<td>29</td>
<td>3.49</td>
<td>0.56</td>
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</table>
## Appendix O

### Community College Survey of Student Engagement

**BUS Students, n=44**

<table>
<thead>
<tr>
<th>4. In your experiences at this college during the current school year, about how often have you done each of the following?</th>
<th>2006 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>3.53</td>
<td>2.95</td>
<td>3.16</td>
<td>2.92</td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td>2.12</td>
<td>2.18</td>
<td>2.24</td>
<td>2.08</td>
</tr>
<tr>
<td>c. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>2.71</td>
<td>2.44</td>
<td>2.72</td>
<td>2.50</td>
</tr>
<tr>
<td>d. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>2.82</td>
<td>2.72</td>
<td>2.93</td>
<td>2.77</td>
</tr>
<tr>
<td>e. Came to class without completing readings or assignments</td>
<td>1.88</td>
<td>1.95</td>
<td>1.76</td>
<td>1.82</td>
</tr>
<tr>
<td>f. Worked with other students on projects during class</td>
<td>2.12</td>
<td>2.03</td>
<td>2.24</td>
<td>2.50</td>
</tr>
<tr>
<td>g. Worked with classmates outside of class to prepare class assignments</td>
<td>1.82</td>
<td>1.72</td>
<td>1.98</td>
<td>1.90</td>
</tr>
<tr>
<td>h. Tutored or taught other students (paid or voluntary)</td>
<td>1.53</td>
<td>1.26</td>
<td>1.24</td>
<td>1.38</td>
</tr>
<tr>
<td>i. Participated in a community-based project as a part of a regular course</td>
<td>1.29</td>
<td>1.14</td>
<td>1.21</td>
<td>1.32</td>
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<tr>
<td>j. Used the Internet or instant messaging to work on an assignment</td>
<td>2.77</td>
<td>2.97</td>
<td>3.27</td>
<td>2.76</td>
</tr>
<tr>
<td>k. Used email to communicate with an instructor</td>
<td>2.94</td>
<td>3.02</td>
<td>2.98</td>
<td>2.97</td>
</tr>
<tr>
<td>l. Discussed grades or assignments with an instructor</td>
<td>2.71</td>
<td>2.46</td>
<td>2.89</td>
<td>2.56</td>
</tr>
<tr>
<td>m. Talked about career plans with an instructor or advisor</td>
<td>2.41</td>
<td>1.96</td>
<td>2.06</td>
<td>2.05</td>
</tr>
<tr>
<td>n. Discussed ideas from your readings or classes with instructors outside of class</td>
<td>1.88</td>
<td>1.83</td>
<td>1.67</td>
<td>1.75</td>
</tr>
<tr>
<td>o. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>2.94</td>
<td>2.75</td>
<td>2.56</td>
<td>2.68</td>
</tr>
<tr>
<td>p. Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>2.24</td>
<td>2.47</td>
<td>2.39</td>
<td>2.59</td>
</tr>
<tr>
<td>q. Worked with instructors on activities other than coursework</td>
<td>1.33</td>
<td>1.28</td>
<td>1.18</td>
<td>1.42</td>
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<tr>
<td>r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)</td>
<td>2.41</td>
<td>2.44</td>
<td>2.36</td>
<td>2.57</td>
</tr>
<tr>
<td>s. Had serious conversations with students of a different race or ethnicity than your own</td>
<td>2.03</td>
<td>2.03</td>
<td>2.10</td>
<td>2.41</td>
</tr>
<tr>
<td>t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>2.00</td>
<td>2.00</td>
<td>1.94</td>
<td>2.35</td>
</tr>
<tr>
<td>u. Skipped class</td>
<td>1.50</td>
<td>1.50</td>
<td>1.33</td>
<td>1.54</td>
</tr>
</tbody>
</table>

*Key 1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often*

Business Students-2006=46; 2008=53; 2011=44; National '11 Data N=443,217

Weighted data
### Community College Survey of Student Engagement

**Comparison of Means of Business Studies to National ’11 Cohort**

<table>
<thead>
<tr>
<th>5. During the current school year, how much has your coursework at this college emphasized the following mental activities?</th>
<th>2008 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Memorizing</strong> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>5a. 2.60</td>
<td>2.35</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td><strong>b. Analyzing</strong> the basic elements of an idea, experience, or theory</td>
<td>5b. 2.88</td>
<td>2.93</td>
<td>2.76</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>c. Synthesizing</strong> and organizing ideas, information, or experiences in new ways</td>
<td>5c. 2.65</td>
<td>2.62</td>
<td>2.58</td>
<td>2.76</td>
</tr>
<tr>
<td><strong>d. Making judgments</strong> about the value or soundness of information, arguments, or methods</td>
<td>5d. 2.47</td>
<td>2.59</td>
<td>2.42</td>
<td>2.59</td>
</tr>
<tr>
<td><strong>e. Applying</strong> theories or concepts to practical problems or in new situations</td>
<td>5e. 3.00</td>
<td>2.56</td>
<td>2.53</td>
<td>2.69</td>
</tr>
<tr>
<td><strong>f. Using information</strong> you have read or heard to perform a new skill.</td>
<td>5f. 2.65</td>
<td>2.68</td>
<td>2.69</td>
<td>2.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. During the current school year, about how much reading and writing have you done at this college?</th>
<th>2008 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Number of assigned textbooks, manuals, books, or book-length packs of course readings</strong></td>
<td>6a. 2.47</td>
<td>2.73</td>
<td>2.79</td>
<td>2.90</td>
</tr>
<tr>
<td><strong>b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</strong></td>
<td>6b. 1.82</td>
<td>2.07</td>
<td>2.05</td>
<td>2.10</td>
</tr>
<tr>
<td><strong>c. Number of written papers or reports of any length</strong></td>
<td>6c. 3.12</td>
<td>2.78</td>
<td>2.99</td>
<td>2.89</td>
</tr>
</tbody>
</table>

*Key Item 5. 1 = Very Little; 2 = Some; 3 = Quite a bit; 4 = Very much*

*Key Item 6. 1 = None; 2 = 1 to 4; 3 = 5 to 10; 5 = More than 20*

Business Students-2006=46; 2008=53; 2011=44; National ’11 Data N=443,217

Weighted data
How much does this college emphasize each of the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>2006 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Encouraging you to spend significant amounts of time studying</td>
<td>2.94</td>
<td>2.87</td>
<td>2.88</td>
<td>3.01</td>
</tr>
<tr>
<td>9b. Providing the support you need to help you succeed at this college</td>
<td>3.00</td>
<td>2.74</td>
<td>2.84</td>
<td>2.99</td>
</tr>
<tr>
<td>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2.35</td>
<td>2.15</td>
<td>2.15</td>
<td>2.53</td>
</tr>
<tr>
<td>9d. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>1.88</td>
<td>1.75</td>
<td>1.73</td>
<td>1.95</td>
</tr>
<tr>
<td>9e. Providing the support you need to thrive socially</td>
<td>1.88</td>
<td>1.92</td>
<td>2.04</td>
<td>2.17</td>
</tr>
<tr>
<td>9f. Providing the financial support you need to afford your education</td>
<td>2.47</td>
<td>2.52</td>
<td>2.54</td>
<td></td>
</tr>
<tr>
<td>9g. Using computers in academic work</td>
<td>3.12</td>
<td>3.39</td>
<td>3.18</td>
<td></td>
</tr>
</tbody>
</table>

About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>2006 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to)</td>
<td>1.88</td>
<td>2.00</td>
<td>2.13</td>
<td>2.00</td>
</tr>
</tbody>
</table>

How often do you use the following services?

<table>
<thead>
<tr>
<th>Item</th>
<th>2006 GBCC Business Majors</th>
<th>2008 GBCC Business Majors</th>
<th>2011 GBCC Business Majors</th>
<th>2011 National Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>131a. Frequency: Academic advising/planning</td>
<td>1.60</td>
<td>1.56</td>
<td>1.72</td>
<td>1.78</td>
</tr>
<tr>
<td>131b. Frequency: Career counseling</td>
<td>2.00</td>
<td>1.30</td>
<td>1.14</td>
<td>1.43</td>
</tr>
<tr>
<td>131d. Frequency: Peer or other tutoring</td>
<td>2.27</td>
<td>1.32</td>
<td>1.66</td>
<td>1.48</td>
</tr>
<tr>
<td>131e. Frequency: Skill labs (writing, math, etc.)</td>
<td>2.29</td>
<td>1.50</td>
<td>1.38</td>
<td>1.73</td>
</tr>
<tr>
<td>131h. Frequency: Computer lab</td>
<td>2.00</td>
<td>1.97</td>
<td>2.36</td>
<td>2.09</td>
</tr>
</tbody>
</table>

Key item 9. 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much
Key item 10. 1 = None; 2 = 1 to 5; 3 = 6 to 10; 4 = 11 to 20; 5 = 21 to 30; 6 = More than 30
Key item 13. 1 = Don’t know N.A.; 2 = Rarely/Never; 3 = Sometimes; 4 = Often

Business Students-2006=46; 2008=53; 2011=44; National’11 Data N=443,217

Weighted data
Appendix Q

Great Bay Community College
Student Course Evaluation
Online Version
Spring 2011

For the first 29 items students choose between these responses:

*Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1*

1. The online course site was well organized.
2. The online course was user-friendly.
3. The syllabus provided a link to an online student orientation for distance learning and Blackboard.
4. My instructor provided instructions for navigating the course site.
5. An introduction to my instructor was available online and it included a statement of instructor email response time (example: within 24 hours during the week and 48 hours on the weekend) and online.
6. I was required to introduce myself to the class in the discussion board or student homepage area.
7. Netiquette (network etiquette) expectations for all online communication were available in the course.
8. The course learning objectives were clearly defined and understandable.
9. The course content was directly relevant to the course learning objectives.
10. I achieved the learning objectives stated at the beginning of the course.
11. The learning activities encouraged my interaction with the instructor.
12. The learning activities encouraged my interaction with the other students.
13. The contributions and interactions of other students made this course an enriching learning experience for me.
14. Weekly assignments encouraged early and continuous participation in the course.
15. I was required to post meaningful responses to the online discussion board.
16. I was challenged to think critically about the subject matter of the course.
17. The requirements for course interaction (discussion board postings, chat sessions, group activities, course email, etc.) were clearly explained to me.
18. My instructor explained concepts clearly.
19. My instructor used a variety of teaching techniques (projects, reflections, group work, online discussion, etc.).
20. My instructor provided constructive feedback to the discussion board postings.
21. My instructor provided timely feedback to the discussion board postings.
22. My instructor used a variety of online teaching tools such as discussion board postings, chat sessions or the online classroom.
23. My instructor demonstrated respect for the students.
24. Instructions or links to technical support were easily accessible.
25. The technical support was helpful when I encountered difficulties.
26. The course textbook(s) and other materials were useful to my learning.
27. The library resources met my needs.
28. Minimum technology requirements and minimum computer skills were clearly available and understandable.
29. The technology tools used in the course encouraged my interactivity and helped me become an active learner.

30. **How would you rate this course:**
    Excellent=5; Good=4; 3=Neutral; 2=Needs some improvement; 1=Needs extensive improvement

31. Would you take another CCSNH online course? Please explain.
32. Would you recommend this course to another learner? Please explain.
33. How would you improve this course?
34. What was positive about this course?