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

1) assessing learning in its academic, technical, and co-curricular programs with emphasis on the use of direct measures of student learning;

2) implementing its plans to enhance the effectiveness of its governance structures with attention to the consistency in the

Document A: Program and Course Learning Outcomes Chemistry
Documents B1-B4: Outcomes Assessment Curriculum Map
Documents C1, C2: Outcomes Curriculum Map with Assessments
Document D: Mapping of Core Attributes and Course Outcomes
Document E: CAPS Outcomes Assessment
Document F: ATC Outcomes Assessment

GBCC Shared Governance Structure

Communication and Participation
Community Awareness and Marketing
Human Capital Tactics
Draft Proposal
Committees and Goals

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

Each topic is addressed separately and specific documents related to each topic are included in

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

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

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

With the exception of a few committees that are being reviewed

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

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

Course Objectives:

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

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

Course Objectives:

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

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

Continued...

Curriculum Map –

Curriculum Map – Direct Career – Hospitality Mgmt.

Curriculum Map: Advanced Composite Manufacturing

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

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

Continued...

Curriculum Map: Advanced Composite Manufacturing

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9. Demonstrate the ability to successfully meet the requirements of a machine operator position in an advanced manufacturing environment		

position in an advanced manufacturing environment 6 (t3-3.3 (.9 (svm3 (n)-0.7y-0.7y-0.i8 0.o3 (e)10.-4.3 (i)-3.3 36 (s)-4[()6 (o)-.9 (svm7S)-1.(c) 637.6 637D0

Curriculum Map: English

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

comprehensive variety of stylistic periods and genres, as well as the scope and significance of literature written in English.	127	• Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations.
	214	• Understand vocabulary, infer thesis, and recognize and appreciate structure, tone, and style in a variety of nonfiction reading selections
	223	• Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social, philosophical, and cultural shifts in England from the Anglo-Saxon period through the Enlightenment and discuss their influences on writers; • Synthesize analyses verbally and in writing through class discussion, group work, presentations, written examinations, critical analyses, and papers; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analysis of texts from the period; • Understand the evolution of literary forms in Britain over the time period covered by the course; • Most importantly, gain a growing enjoyment of the literatures produced during this remarkable one-thousand-plus year span.

Continued...

Curriculum Map: English

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

(continued) Understand a comprehensive variety of stylistic periods and genres, as well as the scope and significance of literature written in English.	224	• Read poetry, drama, narrative, and prose from the Romantic period through the present; • Analyze works in the context of their literary, cultural, and historical backgrounds; • Synthesize knowledge of genre, formal elements, and background material; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analyses of texts from the period; • Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span.
	209	• Examine the development of American Literature from its beginnings to the Civil War. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and • their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American • perspectives.
	220	• Examine the development of American Literature from the Civil War to the present day. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and • their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives.

Continued...

Curriculum Map: English

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

Develop skills of analysis and interpretation using different theoretical approaches to study and analyze literature and language within the broad range of human experience.	127	• Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical interpretations.
	223	• Read and analyze British poetry, drama, and prose (primary sources) from the Anglo-Saxon period through the early eighteenth century; • Understand the historical and cultural contexts within which British literature arises and compare and contrast life experiences proscribed by class, culture, and gender, as evident in a variety of texts from the period; • Articulate, in writing and group discussion, the major political, social,

Curriculum Map: English

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

Examine how texts are written and received within literary, cultural, and socio-historical contexts while recognizing that literature and language reflect and impact cultural change.	127	• Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of

Curriculum Map: English

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

(continued) Examine how texts are written and received within literary, cultural, and socio-historical contexts while recognizing that literature and language reflect and impact cultural change.	224	• Read poetry, drama, narrative, and prose from the Romantic period through the present; • Analyze works in the context of their literary, cultural, and historical backgrounds; • Synthesize knowledge of genre, formal elements, and background material; • Practice library and internet research skills and review ethical use of information, how to avoid plagiarism, and how to cite secondary sources; • Compose and revise polished prose and literary analyses of texts from the period; • Gain a growing enjoyment of the literatures produced during this remarkable 200+-year span.
	209	• Examine the development of American Literature from its beginnings to the Civil War. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. • Understand the connections between historical, cultural, and political-economic events and • their influence on literature. • Understand the evolution of literary forms in America from both European (colonial) and Native American perspectives.
	220	• Examine the development of American Literature from the Civil War to the present day. • Understand American literature in a historical context. • Express vocally and in writing personal opinions of various forms of literature. •

Curriculum Map: English

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

Develop the ability to write effectively, persuasively, and analytically for a wide range of audiences.	110	• Develop and expand close reading skills which will help in the development of writing skills. • Incorporate problem-solving techniques (including discussion) to bring focus to the writing process and product. • Know and apply relevant prewriting strategies. • Use successive drafts as a specific function of the writing process. • Write papers based on a variety of rhetorical modes • Use the research process to explore a research question or hypothesis

Curriculum Map: English

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Qualify for transfer to a four-year college or university with the necessary foundation in English and/or related fields such as Writing, History, the Humanities, or Political Science	127	• Realize and articulate what is affective about a particular work. • Use personal response as an infrastructure for literary interpretation, appreciation, and understanding the literary techniques. • Recognize and understand the interrelationship of the elements of fiction, poetry, and drama. • Understand and use relevant literary terminology. • Understand historical and cultural influences on a particular work. • Use writing and discussion as viable ways of engaging subjectively with the literary work. • Prepare organized presentations of personal and analytical

Curriculum Map: Bioengineering

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

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical world and recognize the historical development of ideas in science.	CHEM 115 CHEM 116	Understand the theoretical fundamentals of general chemistry.
	CHEM 115 CHEM 116	Appreciate the role and impact of chemistry in today's world.
	CHEM 200	Appreciate the role of organic chemistry in today's world.
	BIOL 108	Understand and appreciate the role of biology in society
	CHEM 200	Understand the theoretical fundamentals of organic chemistry.
	BIOL 210	Understand theoretical fundamentals of microbiology
	BIOL 220	Understand the theoretical fundamentals of classical, molecular and population genetics
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems.	CHEM 115 CHEM 116	Present experimental results in both written and oral form.
	CHEM 200	Perform laboratory techniques pertaining to organic synthesis and analysis.
	BIOL 210	Present experimental results in a formal scientific paper
	BIOL 220	Present experimental results in both written and oral form.
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to other areas.	MATH 210	Students will represent a two-dimensional vector in two ways: using the vertical and horizontal components and using the angle and magnitude
	MATH 230	Apply derivatives to applications such as: velocity and acceleration, finding intervals of X for which a functions is increasing, decreasing, and concavity,s TJ0 -1.217 Td[i2.6 (,)-1 (a)]TJ 285

Curriculum Map: Bioengineering

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

Students will apply the knowledge and skills of mathematics, science, and technology to re2eg.1 Je, atwl		

Curriculum Map with Assessments: American Studies

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

1. Students will understand the methods, goals, and value of an interdisciplinary investigation of American history, ideology, culture and discourse.	AMER110G	• Abili5.5 (e)-ef546.96 637ttT/ttT ( )]TJ	

Curriculum Map

Curriculum Map with Assessments: Biotechnology

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

Understand and adhere			

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Curriculum Map with Assessments: Biotechnology

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

Use critical thinking and principles of logic to analyze ethical issues raised in the practice of biotechnology.	BTEC105	Be able to analyze and discuss (orally, and in writing) scientific and 6.2 (i)-0.9 (ca)80.2 (a)-3.9 (l)-0.9 (y0 9.96 W nhA)20.9 (p)-621 (l)-0.9	

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

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

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

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

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

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

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

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

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

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

Continued...

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

- Students listen critically

1. Students using CAPS services will be able to assess their current needs and identify goal(s) for each session.
2.

Students in FYE classes will learn something about Advising or Financial6Q/c 02(an)2.3 ( )]TJ-0.004 Tc 0.006 Tw 0 -1.217 Td7 (t)-h (u)-0.a (i)-3.7 (t)-66 (t)-5.9 (h)-0.ett3<MCID efEMC /P <M

Routine Operations	Shared Governance (Participation and Input)	Decision Accountability
• Meetings to run the college and execute daily functions		

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

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

Evaluate effectiveness of current structure.
Establish charters that include (see Charter template) diverse membership, roles.
Evaluate the effectiveness of the committee through a clear Charter at the college level
Build essential committees for shared governance and distinguish from task force.
Ensure diverse membership perspective from all levels of community
Establish a mechanism for reviewing and adjusting the structure/groups/governance to meet changing needs
Communicate shared governance structure across the college

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

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

Support a strong sense of community through communication

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

Evaluation process for effectiveness

Establishment and publishing of charters
Are committees operating within their current charter?
Verifying diverse membership and participation across committees
Survey college community on communication system and input
Survey/evaluation of usage on levels of information being disseminated, viewed and used

Continued...

Come up with a process for determining professional deva al			

Human Capital Subcommittee:
Lynda Bonneau, Becky Clerkin, Dawn Comito, Sarah Follansbee, Debra Mattson and Brian Scott

process by which programs are evaluated to identify whether meeting

will start with subcommittees drawn from the college community (see lists below, to refresh your memory) with one goal per subcommittee. The draft strategies/plans for the will be developed by specific departments within the college that already bear responsibility for these areas. In both cases, broad community feedback will be solicited for the draft strategies s th0.5 (e)7ba.5 (e)-3 (n)2.

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

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

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

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

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