

# Academic Programs | Strategic Plan 2016 - 2019

## Goal 1

Deliver quality academic programs that meet the needs of students, the State and its employers in NH and beyond

### Objective

Strengthen Academic Core

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>1.1.1</b>			
Invest in full-time faculty leadership in key disciplinary areas to support undergraduate education	Full-time faculty will provide expertise in seven key areas of GSC curriculum ("Academic Centers") to enhance alignment with disciplinary standards and to support more dynamic engagement with employers and other stakeholder to ensure curricular relevance on behalf of our students and alumni	Oversight of undergraduate curricula provided primarily through full-time faculty "generalists" with specific disciplinary expertise focused on Critical Thinking, Education, and Nursing	Three (3) additional full-time faculty hired with disciplinary expertise to lead Academic Centers for Business, Management & Finance, Health & Wellness, and Human Services & Public Safety (complementing the original full-time faculty roles associated with Critical Thinking, Education, and Nursing)
<b>1.1.2</b>			
Strengthen Instructional Design (ID) capacity	Select courses will be reviewed annually by ID team for standards of excellence	Most ID reviews focused on course readiness; limited reviews for standards of excellence	Director of Instructional Design will develop schedule and standard operating procedure for excellence reviews beginning 2018
<b>1.1.3</b>			
Evaluate and improve data tools to support academic programs	The Office of Academic Affairs (OAA) will utilize timely, accurate, vetted data when making decisions about academic policy and/or programming	Most data generated internally via Office of Institutional Research	OAA personnel are now using data from several sources, including EAB/Student Success Collaborative, WEBI, etc.  Specific examples of data used to support improvement include calculating u-rates, monitoring satisfactory academic progress, and preventing loan default

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### Objective

Engage with the State's employers to better define program needs (content) and delivery formats and channels (professional development, credit-bearing courses, certificates, degree programs)

#### Initiative

#### Vision

#### Status as of Fall '16

#### Progress Since Fall '16

### 1.2.1

Form external advisory groups to inform program development and review

Program development, review and retirement decisions will be informed by effective external advisory boards, and program-related decisions demonstrate evidence of improvement reflected by measures of student satisfaction, learning outcomes and employability

Prospective participants for external advisory boards (related to healthcare and business) are being recruited. No formal process to incorporate external (advisory group) perspective into program reviews has been established

Two advisory boards (Business and Healthcare) are now operational. Advisory boards have informed creation of a professional development program for the College, responding to a pressing need to strengthen the incumbent workforce. Healthcare Advisory Board has also informed development of a proposed master's degree in healthcare management and was the catalyst for development of a master's in Nursing

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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1.2.2

Develop partnerships for creation and delivery of specific academic programs/services

The College will continue to iterate educational programs that are responsive to the needs of New Hampshire's employers, while also conferring direct benefits for participating students including the potential to support degree completion

- Three existing partnerships:
- Cambridge College
  - Easterseals
  - National Alliance on Mental Illness

In addition to sustaining the existing partnerships, the College has developed MOUs with the New Hampshire Retail Association, New Hampshire Grocers Association, and the New Hampshire Restaurant and Lodging Association (providing the College with exposure to almost 200,000 people employed across the State). Additionally, the College has developed agreements with Dartmouth-Hitchcock, Novocure, New Hampshire Department of Safety-Homeland Security and Emergency Management, and the University System of New Hampshire to deliver programs and services. Additional partnerships are being developed with Keene State College and other prospects

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### Objective

Strengthen assessment and evaluation of academic programs

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>1.3.1</b>			
Strengthen learning outcome assessment through direct and indirect means	All courses with signature assignments/assessments receive outcomes data for course improvement; all program reviews receive outcomes data	Zero courses receiving outcomes data  (17 general education and all capstone courses eligible)	Seven courses currently receiving outcomes data.
<b>1.3.2</b>			
Strengthen program review process	All program reviews will be vetted by Associate Dean of Educational Effectiveness and all program review recommendations will be considered by academic governance	No program reviews overseen by Associate Dean of Educational Effectiveness	All 10 scheduled FY 2017 program reviews (covering 14 programs) completed on schedule and reviewed by Associate Dean. All recommendations were reviewed through the academic governance structure

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Develop and promote transitional pathways to optimize student engagement in curricula

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>1.4.1</b>			
Develop curriculum plans and bachelor's programs that support and align with CCSNH associate programs	All GSC undergraduate programs will have clear, established pathways from appropriate CCSNH programs	6 undergraduate programs have transfer pathways in 2016	All appropriate undergraduate and School of Education (26) programs have transfer pathways in 2017
<b>1.4.2</b>			
Optimize prior learning (e.g. transfer credits, military training, assessed prior learning) in the construction of meaningful degrees	Students will benefit from optimal application of prior learning (including transfer credits) in accordance with GSC policies	Incoming students who disclosed previous prior learning to advisors underwent prior learning audit, but that didn't necessarily capture all incoming students	PLA database updated; CRIT502-Critical Inquiry revised to formalize student exploration of prior learning; now all incoming students are prompted to examine their prior learning for possible applicable credits
<b>1.4.3</b>			
Evaluate the effectiveness of hybrid classes to achieve varied objectives	GSC will offer hybrid classes where they are most effective at supporting retention and student learning outcomes	FY2017 -36 hybrid sections -226 hybrid enrollment 877 credits	FY2018 -47 hybrid sections -301 hybrid enrollment 1163 credits
<b>1.4.4</b>			
Promote and recognize field-based experiential learning	GSC will value field-based experiential learning by accepting in transfer and offering in curricula programs where it is beneficial to the student, institution and employer.	College-based experiential learning opportunities and data was uncentralized.  Experiential Learning Manager hired Spring 2016 to coordinate, streamline, and track experiential learning.	In Summer 2017 GSC contracted with College Central Network to host GSC-specific homepage to coordinate experiential learning and connect students to potential employers/internships.  To-date 45 students and 67 employers registered/active

# Student Experience | Strategic Plan 2016 - 2019

## Goal 2

Improve the student experience to support improved learning outcomes, retention, graduation, and satisfaction

### Objective

Align advising with academic centers

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>2.1.1</b>			
Review current organizational structure of academic programs	The structure of academic centers reflects a coherent organization guided by faculty expertise and an evolving understanding of the role of guided pathways to support student success. The structure is also informed by disciplinary standards and workforce expectations.	Not yet established	In summer 2017 each academic program was assigned to one of seven academic centers. FT currently faculty lead five of those centers.
<b>2.1.2</b>			
Provide undergraduate advisors with access to FT faculty and specialized training in majors associated with particular academic centers	All undergraduate academic advisors are assigned to academic centers and recognized as specialists in those areas.	Not yet established	In summer 2017 each advisor was assigned to one of the seven areas of interest based on professional interest, education background and work experience. Advisors trained on best practices.
<b>2.1.3</b>			
Track student engagement with academic advisors	All student engage with academic advisors to achieve their educational objectives.	No formal tracking mechanism for measuring engagement in place.	Advisors are now documenting all student interaction through Salesforce. Director of Advising will establish definitions, benchmarks and goals for engagement by Fall 2018.

# Student Experience | Strategic Plan 2016 - 2019

## Goal 2

Improve the student experience to support improved learning outcomes, retention, graduation, and satisfaction

### Objective

Improve academic and student support services

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>2.2.1</b>			
Expand academic tutoring services	All students who require/desire quality tutoring services have access to them	FY 2017: 76 students accessed online tutoring via Smarthinking; face-to-face tutoring made available summer 2016.	FY2018: College contracted with online tutor Brainfuse to provide access to a wider array of subject matter expertise. 80 students accessed online tutoring; 72 students accessed face-to-face tutoring. Pilot program drafted to allow students to access live tutoring via Zoom.
<b>2.2.2</b>			
Ensure ADA compliance	All students eligible for ADA accommodations have them	FY 2015 - 2 plans approved	2017 - 15 plans approved
<b>2.2.3</b>			
Increase use of student orientation services	A consistent and robust orientation/onboarding experience is available for all students to ensure understanding of expectations and policies and awareness of resources and opportunities	Orientation available but not mandated, and participation limited	In September 2017 a revised New Student Orientation was created and made available on the MyGranite page, in addition to recorded webinar of an in-person orientation. More than 30 students have accessed/ viewed

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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### 2.2.4

Enhance digital library resources	Digital resources are reviewed and updated regularly to ensure continued support of every program of study at GSC	Reference/research questions: 1658 Bibliographic instruction classes: 67 Research guides prepared: 12 Student satisfaction: UG 3.41; PB 3.08; Grad 3.44	Reference/research questions: 1672 Bibliographic instruction classes: 73 Research guides prepared: 18 Student satisfaction: UG 3.42; PB 3.26; Grad 3.43
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### 2.2.5

Evaluate and incorporate high quality open educational resources (OER)	GSC courses will transition to OER content wherever feasible to provide access to the most current information and save money for students	Start-up funding secured through USNH Academic Technology Committee	Preliminary capacity building roadmap completed; goals and time lines identified; draft OER policies presented to academic leadership; 5 courses identified for OER conversion
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### 2.2.6

Introduce online counseling services	All students who desire counseling services have access to 24/7 on-demand services	No contracted mental health/counseling provider; services provided via referrals	Contract with KEPRO signed (April 2016); 12 students accessing services YTD 2017
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### 2.2.7

Develop appropriate resources to support a safe and inclusive academic culture	GSC students have access to and are knowledgeable about institutional and community resources related to sexual harassment and domestic violence-related issues	Policies recently updated; all staff and FT faculty attended training; website resources updated	GSC asked to participate in HHS Office of Women's Health grant; MOUs signed with five area crisis centers to provide staff training; Director of Student Affairs developing training on responsible employee obligations re: Title IX. HR implemented respectful workplace training
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### 2.2.7

Increase student financial literacy and reduce loan default rates	Default rates at or below national average for public institutions (approx. 11.5%)	FY2013: 14.6%	FY2014: 12.3%
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Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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**2.2.8**

Ensure that Career Services support is adequate and effective

Career Services is accessible to all students and is demonstrably effective through a combination of additional staff resources and increased professional development of selected advisors to expand access

Total students meeting with Career Services Sep 2015-Sep 2016: 234  
 Director of Career Services has been established as a full-time position and Career Services Coordinator role has been created

Total students meeting with Career Services Sep 2016-Sep 2017: 297  
 Advisors have been identified to receive additional professional development and training to expand access to career services

# Student Experience | Strategic Plan 2016 - 2019

## Goal 2

Improve the student experience to support improved learning outcomes, retention, graduation, and satisfaction

### Objective

Improve communication with students

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>2.3.1</b>			
Ensure that communications to students are consistent and coherent	All communications to students are timely, accurate, coordinated, and appropriate to action needed	Communication was generated by individual campuses and/or departments	Communication is now standardized and based on SOPs created within departments. Cross functional group was formed to review all communications and strategy. All outreach is aligned with corresponding SOP.
<b>2.3.2</b>			
Improve methods for utilizing student advisory boards and incorporate that feedback into decision-making processes	Student advisory boards consistently provide input on matters in which students have a direct and reasonable interest	GSC had two members on University System Student Board (USSB); limited use of GSC-specific board; President held periodic "round tables" for students and alumni	Proposal pending for virtual advisory board. If approved will be operational by summer 2018
<b>2.3.3</b>			
Include students (current and alumni) in programmatic review process	Student input (direct and indirect) contributes to programmatic improvement via program reviews	Students participate indirectly via end-of-course, satisfaction, and alumni surveys	Associate Dean of Academic Effectiveness exploring avenues for direct student participation in program reviews. Will make recommendation in Fall 2018

# Student Experience | Strategic Plan 2016 - 2019

## Goal 2

Improve the student experience to support improved learning outcomes, retention, graduation, and satisfaction

### Objective

Provide students with access to student-focused events at GSC campuses and online

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>2.4.1</b>			
Make students (and classes) aware of GSC lecture series speakers that are relevant	GSC faculty encourage students to attend relevant lectures; lecture content is incorporated/discussed into class	Lecture Series not initiated	Lecture Series launched March 2017. Three events held YTD. Approximately 40% of attendees were current students
<b>2.4.2</b>			
Include current students in GSC alumni events	Current students participation in alumni events and are inspired to become engaged alumni after graduation	No formal tracking of current student participation in alumni events	In Fall 2017 position of Marketing and Alumni Engagement Manager recognized.  Goals for 2018 include sharing alumni stories via web-based video content, creating an alumni referral program, encouraging alumni participation in professional development, and increasing the Alumni Scholarship fund

# Organizational Coherence | Strategic Plan 2016 - 2019

## Goal 3

Enhance organizational coherence and effectiveness

### Objective

Review and update all GSC policies and procedures

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>3.1.1</b>			
Implement technology solutions for storage and dissemination of communications, policies, and procedures	All GSC policies are up-to-date and easily accessible.	No consensus on policy and procedure model or responsible personnel.  2016 Employee Satisfaction Survey item: "My department has written procedures that clearly define how to accomplish my work"- 62% positive	Agreement with USNH to use Online Policy Manual. Director of Institutional Effectiveness, Planning, and Compliance assigned.  2017 Employee Satisfaction Survey item: "My department has written procedures that clearly define how to accomplish my work" - 77% positive
<b>3.1.2</b>			
Ensure that all faculty and staff are fluent in policies and procedures	The College has a standard operating procedure for informing employees of policy changes	No College-wide standard operating procedure for informing personnel of policy changes.  2016 Employee Satisfaction Survey item: "I am informed when there is a change in policy or practice that impacts my work" - 56% positive	In conjunction with 4.1.1, Director will pilot system to notify employees of policy changes in 2018.  2016 Employee Satisfaction Survey item: "I am informed when there is a change in policy or practice that impacts my work" - 58% positive
<b>3.1.3</b>			
Ensure regular review of policies and compliance	Chief compliance officer is actively engaged in managing GSC compliance requirements	No compliance officer position at GSC	Compliance officer position approved, funded, and filled May 2017 (Director of Institutional Effectiveness, Planning, and Compliance)

# Organizational Coherence | Strategic Plan 2016 - 2019

## Goal 3

Enhance organizational coherence and effectiveness

### Objective

Encourage and support professional development and engagement

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>3.2.1</b>			
Engage qualified professionals, both internal and external, to provide professional development and training	Personnel take full advantage of professional development opportunities offered	Professional development budget spend for FY16 = 71% of allocated funds spent  2016 Employee Satisfaction Survey item: "My supervisor supports me in pursuing learning and professional development opportunities" - 91% positive	Professional development budget spend for FY17 = 86% of allocated funds spent  2017 Employee Satisfaction Survey item: "My supervisor supports me in pursuing learning and professional development opportunities" - 93% positive
<b>3.2.2</b>			
Inform personnel on USNH benefit programs	Personnel are knowledgeable about benefits afforded them through USNH	2016: One webinar; limited email communication	2017: Two webinars; quarterly HR Bulletins
<b>3.2.3</b>			
Offer strategic wellness programming to engage staff and faculty	All GSC personnel have access to wellness programming, either GSC-sponsored or external.	3 wellness programs offered in 2016	Trending toward 8 programs offered in FY18. In December 2017 GSC signed employee-discount agreement with local fitness center in Concord.

# Organizational Coherence | Strategic Plan 2016 - 2019

## Goal 3

Enhance organizational coherence and effectiveness

### Objective

Provide varied and effective channels of internal communication

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>3.3.1</b>			
Create and distribute monthly HR email with information pertinent to staff	All GSC personnel are informed of Human Resources policies, procedures, and events applicable to their work at the College	2016: No schedule of HR communications or tracking of communications	Monthly emails from Human Resources sent to all employees. Results: For example, 100% of employees completed recent open enrollment
<b>3.3.2</b>			
All senior leadership will regularly engage with faculty and staff across the college	All senior leadership will be fully engaged with faculty and staff across all campus locations	2016: No formal tracking of meetings	Cabinet to formalize process/ protocol
<b>3.3.3</b>			
Conduct new hire check-ins at 6 months to gain information about the onboarding process	The hiring and onboarding process prepares personnel to be effective and satisfied	2016: No formal tracking	100% of new hires since Fall 2016 invited to meetings. GSC HR personnel will begin applying LEAN principles to hiring in 2018.

# GSC Engagement | Strategic Plan 2016 - 2019

## Goal 4

Improve GSC's engagement with the State, employers, and communities

### Objective

Become more engaged in workforce development in New Hampshire (and beyond)

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>4.1.1</b>			
Develop workforce advisory boards	GSC will have active advisory boards to provide external perspective on academic programming and professional development opportunities, and that foster opportunities for direct engagement with employers in key sectors of New Hampshire's economy	Prospective participants for external advisory boards (related to healthcare and business) are being recruited. No formal process to incorporate external (advisory group) perspective into program reviews has been established	Two advisory boards (Business and Healthcare) are now operational. Advisory boards have informed creation of a professional development program for the College, responding to a pressing need to strengthen the incumbent workforce. Healthcare Advisory Board has also informed development of a proposed master's degree in healthcare management and was the catalyst for development of a master's in Nursing
<b>4.1.2</b>			
Establish GSC Ambassador program	GSC will improve its engagement with communities and stakeholders through the constructive outreach of a well-trained corps of staff who are knowledgeable about the College's programs and capacity for problem solving	This program did not exist in 2016	GSC Ambassadors identified and trained. Specific liaison relationships established with individual Chambers of Commerce, the Community College System of New Hampshire, Military and Veterans Organizations, and other stakeholders

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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### 4.1.3

Partner with trade organizations	GSC will partner with trade organizations to increase visibility and engagement and to identify unmet needs for programming ranging from professional development to degree programs	Appointed Advisor to Corporate and Business Partnerships; Preliminary contacts established with major trade organizations in the State	MOUs signed with NH Retail Association and NH Grocers Association; survey created to identify membership needs; two focus groups held with Board members; professional development programs scheduled to begin January 2018.  Request from NH Restaurant & Lodging Association to create on-demand, self-paced tutorial; possibility of offering leadership academy; professional development programs scheduled to begin early 2018
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### 4.1.4

Engage constructively with Chamber of Commerce memberships	GSC will partner with select Chambers of Commerce to increase the College's visibility in local communities and to more fully engage local employers	Appointed Advisor to Corporate and Business Partnerships; all Chambers contacted	Created Business and Chamber Advisory Group; active relationships with 10 Chambers
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### 4.1.5

Participate actively in New Hampshire's "65X25" initiative, the framework implemented by the New Hampshire Business & Industry Association and the New Hampshire Charitable Foundation	GSC will take a leadership role to champion the importance of education for working adults as an integral part of New Hampshire's workforce development strategies for the future	Joined NH Coalition for Business & Education	GSC represented in panel discussions across the State (Chambers of Commerce, NH Forum on the Future). Initiated discussion with NH Department of Labor about potential grant funding for workforce development focused on incumbent workforce
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# GSC Engagement | Strategic Plan 2016 - 2019

## Goal 4

Improve GSC's engagement with the State, employers, and communities

### Objective

Develop specific partnerships with employers

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>4.2.1</b>			
GSC will contract with individual employers to deliver customized programs and services	GSC will be recognized as a primary resource by employers who are seeking customized programs that benefit from the College's expertise for andragogy, instructional design, and the practitioner-faculty model that links theory to real world practice	Three existing partnerships: <ul style="list-style-type: none"><li>• Cambridge College</li><li>• Easterseals</li><li>• National Alliance on Mental Illness</li></ul>	<p>In addition to sustaining the existing partnerships, the College has developed MOUs with the New Hampshire Retail Association, New Hampshire Grocers Association, and the New Hampshire Restaurant and Lodging Association (providing the College with exposure to almost 200,000 people employed across the State).</p> <p>Additionally, the College has developed agreements with Dartmouth-Hitchcock, Novocure, New Hampshire Department of Safety-Homeland Security and Emergency Management, and the University System of New Hampshire to deliver programs and services, primarily for professional development.</p> <p>Additional partnerships are being developed with Keene State College to support online graduate programs and with other prospects, primarily for leadership academies</p>

### 4.2.2

GSC will update and expand validation of assessed college-level learning for employer, industry, and agency-sponsored training and education programs

By maintaining and actively expanding a catalog of GSC-validated assessments of college-level learning acquired through employer-, industry-, and agency-provided education and training programs, the College will strengthen its connection with employers, fostering greater awareness of opportunities to link those work-based educational foundations to the College's curriculum to create opportunities for their employees' personal and professional growth and strengthening their workforce

CACE MOU signed (effective 2015) with 5 peer schools to engage in common standards for validating non-collegiate trainings, and to share amongst the 5 institutions validation reviews to award corresponding credit allocations for the trainings.

Reviewed existing list of trainings validated by GSC, organized list by date of expiration of review, and prioritized what trainings to renew validation. Eight trainings were identified for validation renewal.

Fall 2016 launched first renewal validation (IOD)

CACE in full implementation

Improved and updated the current/valid list of trainings that would be considered for posting of PLA credit. This clarified for students sources and time lines that would be considered (external testing, ACE and other agency reviewed, OR GSC validated) for gaining potential college credit.

All eight prioritized validation renewals (see bullet 2 of status fall 2016) were completed and updated on the GSC PLA credit look-up report.

One new training was reviewed and validated. PLA credit allocation was added to the GSC PLA credit look-up report.

Ongoing collaboration with GSC staff members seeking partnerships occurs.

One validation renewal is in progress (SHRM)

Three new validations underway as a result of partnership collaboration (2 for Dartmouth Hitchcock, 1 for Hypotherm)

Review and assessment of any upcoming expirations of GSC validations to determine validation renewal.

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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**4.2.3**

GSC will develop partnership agreements with employers to support degree attainment for their employees	GSC will partner with employers who support the education of their employees to illuminate opportunities and enhance affordability	Initial agreement signed with Bank of New Hampshire	In 2017, 14 Bank of New Hampshire employees enrolled
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**4.2.4**

Contract with individual employers to deliver programs and services that address their specific needs for workforce development, afford competitive advantage, and that are mutually beneficial to their employees	GSC will assess employer-sponsored education and training programs to validate college-level learning as a pathway for professional growth for individuals and in support of employers' interest in achieving increased productivity, satisfaction and retention through investments in their workforce	In discussion with Dartmouth-Hitchcock to validate apprenticeship program for surgical technicians	Dartmouth-Hitchcock's Surgical Technician apprenticeship program validated (equating to 30 credits toward an associate's degree plus 19 credits toward bachelor's degree completion). Working on validation of Dartmouth-Hitchcock's Ophthalmic Technician program
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# GSC Engagement | Strategic Plan 2016 - 2019

## Goal 4

Improve GSC's engagement with the State, employers, and communities

### Objective

Optimize use of physical facilities across the State

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
<b>4.3.1</b>			
Evaluate campus sites (existing and prospective) to ensure optimal placement and efficient use of resources	GSC's statewide mission will be fulfilled through a blend of technology and place-based delivery of programs and services that reflects an optimal and fluid blend of instructional locations to support adaptations to changing circumstances and carefully stewards institutional resources	Nine instructional locations (including partnership with Nashua Community College) with varying levels of instructional activity, community engagement and vibrancy that carry requisite staffing commitments, facilities-related costs, and incremental organizational complexity, against a strengthening trend toward online education	Evaluation of benefits and costs resulted in termination of lease in Lebanon (Fall 2016), and more recent decisions to terminate leases in Littleton (Winter 2017) and Claremont (Spring 2018). Six instructional locations (including partnership with Nashua Community College) remain active, and expanded outreach (CCSNH, Advisory Boards, GSC Ambassadors program, professional development, corporate partnerships) is replacing physical presence of locations to connect GSC more dynamically to communities across the State

Initiative	Vision	Status as of Fall '16	Progress Since Fall '16
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4.3.2

Seek appropriate partnerships for space use, including local communities, USNH, CCSNH, and others

GSC collaborates with employers, community-based organizations, CCSNH and USNH sister institutions to meet place-based demand for programs and services with carefully tailored and portable solutions

To complement our nine instructional locations, GSC was also staffing offices at Great Bay Community College and Nashua Community College, resulting in concerns about insufficient coverage for "safe staffing" at our Pease and Manchester locations. GSC was also hosting River Valley Community College in Claremont.

GSC has withdrawn from office locations at Great Bay CC and Nashua CC (although the College retains classrooms at NCC) to mitigate adverse effects on "safe staffing" for the College's locations at Pease and Manchester).

Following the decision to relinquish a lease in Lebanon (at FPU), GSC secured agreement with River Valley CC to make use of RVCC's Lebanon location to support advising of GSC students. More recently, the College has formalized that agreement with RVCC to provide an office and classroom for GSC in Lebanon. GSC is also in discussion with White Mountains Community College to share space in Conway, and possibly in Littleton.

GSC has also initiated discussions with individual employers regarding "on site" delivery of courses (professional development and/or credit-bearing) if sufficient demand exists.