

GBC STRATEGIC PLAN

2004 – 2009 & Beyond

Continuing in the tradition of *Best in the West*

Note to faculty: Please check with a Vice President for more recent revisions of this document.

May, 2004

**Great Basin College
Elko, Nevada**

GBC STRATEGIC PLAN

INTRODUCTION

The initial focus for the development of the GBC's Five Year Strategic Plan (2004-2009) was the 2002-2003 comprehensive Accreditation *Self-Study* (March 2003). The *Study* embodied a planning process in that all college departments identified their strengths, weaknesses, and action items. The action items formed much of the grist for the Five--Year Strategic Plan. Also, the visiting team's recommendations and concerns—which stressed assessment of student learning and evaluation of college programs—are directly addressed in the Plan. Further discussion and input occurred during 2003/2004 with the participation of groups throughout campus, several campus forums, meetings in Ely, Winnemucca, and Battle Mountain, and numerous conversations with faculty—all under the guidance of the President's Council and the assistance of a consultant. All planning follows from the UCCSN strategic plans and Great Basin College's *Mission Statement*.

Early in the planning, GBC identified four broad **goals** as central to the college mission:

- Goal 1 **Serving Students**
- Goal 2 **Resources**
- Goal 3 **Culture**
- Goal 4 **Economic and Community Development.**

Following each of the four goals is a series of **objectives** which delineate major activities and aims.

In order to carry out the strategic plan, an abbreviated, sample **annual work plan** is included in the Appendix (Table 1). The plan features more detailed tasks, responsible parties, and completion deadlines.

COLLEGE DATA

GBC enrollment has demonstrated a steady increase over the past nine years from an annualized FTE of 956 in 1995/96 to 1357 in 2003/2004. The increase has been fueled by the introduction of baccalaureate programs in 1999, residence halls, and the Millennium Scholarships. (Table 2)

Several significant data help to define the recent college changes. The percent of full-time students has risen quite dramatically from 11.7% of total students in the Fall 1995 to 30.7% in Fall 2003. (Table 3) There has been a trend upward in the percent of students ages 24 and younger with fairly steep increases in 2002/2003 and fall semester of 2003. (Table 4) Student FTE for upper division courses, which currently is 10-12 percent of total FTE, is taking an increasingly larger proportion of total college FTE.

According to the 2000 U.S. Census, the service area's population has 15.5% Hispanic or Latino and 4.7% Native American. Through college courses, community service, and English as a Second Language (ABE), the population served by GBC includes 14.8% Hispanic or Latino and 4.2% Native American--percentages that are very close to the census numbers. (Table 5)

The introduction of baccalaureate programs in 1999 has directly influenced college FTE: more full-time students, a trend toward younger students, and increases in upper division courses. When students remain enrolled for more than a year or two, the College changes—a more active student government, planning for intramural and intercollegiate athletics, development of housing program, and greater demand for student services.

THE ENVIRONMENT

With the support of the UCCSN, GBC now provides more programs and services to central and northeast Nevada. Because of this support and GBC's hard work, the enrollment has increased, despite the region's population stability. After the steep increase in population in the 1980s, the population in the GBC service area (Elko, Eureka, Humboldt, Lander and White Pine counties) has been quite steady during the period of 1995 – 2003 with a high of 82,730 in 1998, a low of 75,090 in 1995, and estimate of 77,801 in 2003, according to a Nevada State Demographer study (Table 5). The State Demographer's population projections for the next two decades in the region show only a modest increase to 85,783 in 2022.

The GBC communities, particularly where there are college facilities—Elko, Battle Mountain, Ely, and Winnemucca—strongly support the college. Major industry and businesses continue to support GBC and to rely on GBC in many ways.

Strategic Plan Goals and Objectives

Overall Goal: Continue to build on our strengths

2003 NWASC Accreditation Committee Commendations:

The Committee commends:

- (1) Great Basin College for its excellent relationship with the Great Basin College Foundation that has resulted in substantial and critical financial support principally for facilities, campus enhancement and scholarship.
- (2) Great Basin College for providing facilities and grounds that are attractive, clean, safe, and a campus that is open and inviting to the community.
- (3) the faculty, administration, and staff for their commitment to the college and to students. They go to great lengths in helping students achieve their academic goals by providing a quality education in a large region of the state.
- (4) the faculty and staff of Great Basin College for their energy and extraordinary efforts during the past five years in pursuing their vision of the implementation of three baccalaureate programs to allow GBC students the opportunity to obtain advanced degree programs for personal and career advancement.

Goal One: Serving students.

Great Basin College fits a special niche in higher education—a community college offering selected baccalaureate degrees. Thus the major challenge for the college in the next five year period is maintaining the rich community college mission while offering high quality baccalaureate programs that meet the need of individuals and the College's communities. Throughout its history, GBC has provided the key educational opportunities of a community college: transfer courses, occupational and technical studies, developmental courses, and community education. The baccalaureate degree programs give further educational opportunities for students in the very large service area. All of these are reflected in the GBC mission statement.

GBC has a history of successfully meeting occupational needs for nurses, mining technicians, computer users, and elementary school teachers. Also, all programs are enriched by the general education program, which aims to develop individuals with a broad span of knowledge, people who can direct their learning, who can communicate clearly, who think logically and critically, and who have the capacity to work independently and as part of a team.

Student learning brings the academic mission and student services into balance. It is in this context that Student Services adopted a mission statement that includes two key statements:

assisting students in defining and attaining individual academic goals;

encouraging educationally purposeful activities that enhance critical thinking, informed decision making, creative problem-solving, conflict resolution, civility, emotional well-being, appreciation of artistic expression, and an understanding and appreciation of cultural and human differences.

The Department assists students to enroll and register, to select occupations and courses, to obtain funds for college, to “recreate” and govern, to grow socially, to be successful academically, and to graduate. Student Services seeks to recruit **all** students with a special emphasis on first generation and under-represented populations, particularly Native American and Hispanic. Student Services collaborates with the Student Government Association (SGA) and the groups and organizations that SGA represents to promote student success through leadership and involvement.

Overall

1.1 Engage in systematic planning for and evaluation of GBC activities, including teaching, student services, the library, distance learning, and technology.

Academic

1.2 Develop systematic and comprehensive method for evaluating educational programs and student learning.

1.3 Determine computational requirements for certificate programs.

1.4 Develop long-range plan for distance education that reflects coordinated planning and determination of distance education needs and resolution of program leadership.

1.5 Address 2003 NWASC Evaluation Committee *Standard 2 Recommendations and Concerns* in early childhood, social science, business, COT, and BAS programs.

1.6 Develop additional baccalaureate programs (and emphases) according to interest, demand, and available resources with possibilities including secondary education, early childhood, criminal justice, fire science, and agriculture.

1.7 Continue to plan for the BSN (Bachelor of Science in Nursing).

1.8 Continue development of Associate of Arts and Associate of Science degrees to include transfer emphasis areas (e.g., English, political science, biology).

1.9 Develop/strengthen humanities, fine arts, performing arts, music programs in Elko, Ely and Winnemucca.

1.10 Develop AAS certificate/degree programs according to interest, demand, and available resources with possibilities including heavy equipment operator, heating/air conditioning, industrial energy efficiency technician, low voltage technician, K-12 paraprofessionals, certified court translators, steam engine training, CNA and medical assistants, other health sciences programs, diesel technology in Winnemucca.

1.11 Strive to meet emerging training needs for local industries throughout the service area.

1.12 Explore the establishment of a rodeo team in conjunction with agriculture program.

1.13 Develop and support viable Internships in selected academic areas.

1.14 Develop partnerships with research groups and professionals that come to Ely every summer with some type of educational community-building project.

1.15 Maintain the rate and increase the numbers of Adult Basic Education/ESL students matriculating into college programs.

Student Services

1.16 Encourage all new and transfer students to participate in a formal orientation course and activities.

1.17 Enhance the enrollment management program to further accommodate diverse student populations in our 45,000 square mile service area.

✓ Fully explore the feasibility of providing all Student Services with the latest technology.

✓ Continue to enhance on-site walk-in services in Battle Mountain, Ely, and Winnemucca.

1.18 Establish program (Upward Bound--or some variation) to assist 9-12 grade students in preparing for college, particularly through summer programs.

1.19 Institute specific outreach activities for underrepresented student populations, as well as expanding the College's recruitment area.

1.20 Facilitate the recruitment of international students.

1.21 Expand the Student Services operations of the Winnemucca and Ely Branch campuses and the Battle Mountain Center, with a continued emphasis on the recruitment of ethnically diverse students.

1.22 Continue developing retention activities and providing enrollment assistance and resource referral for prospective and currently enrolled students.

1.23 Establish a college-wide Accommodations Committee under ADA.

1.24 Explore student health resource options.

1.25 Assure that communications and publications reflect the campus commitment to academic achievement and ethnic and cultural diversity.

1.26 Continue to refine and provide additional services for resident students.

1.27 Assist in the development of an alumni program.

Goal Two: Resources.

By every assessment, GBC faculty ranks high. GBC's diverse, comprehensive programs—a community college, *plus*--require a quality, industrious, and flexible instructional staff. Several realities highlight faculty performance: a large number of course preparations for almost all faculty; delivering courses and programs in a large geographical area, requiring travel to distant places and, more frequently, developing competency in distance technologies (interactive video, on-line); and arguably one of the highest rates of participation in governance that one could find in any institution, a fact stemming from the College's complex mission, its relative smallness, and its committed faculty.

Through State support and GBC Foundation successes, the Elko facility has developed into a world-class campus in the high desert. The College buildings in Ely and Winnemucca also serve their communities well. The recent addition of student housing on the Elko campus supports baccalaureate programs as well as the technical programs. Although a predictable and adequate equipment replacement schedule is still illusive, the inventory of computer and computer-related equipment is currently quite good.

GBC's pioneering efforts in distance technologies have gradually created a sophisticated system for distance education and conferencing, though currently there needs to be—as the accreditation committee reported—a more coherent management of the various programs. The demand continues for distance education rooms, reliable and effective equipment, and capacity.

In spite of the generally positive view of resources, the special demands of baccalaureate programs with funding based on the community college formulas will eventually force hard decisions, depending, as usual, upon the fiscal health of the State.

Faculty

2.1 Address instructor workload concerns.

- 2.2 Continue recruitment of quality faculty and staff according to program needs.
- 2.3 Improve methods of faculty evaluation.
- 2.4 Improve staff development.
- 2.5 Assist departments in more fully integrating part-time faculty into the college as a whole

Library

- 2.6 Continue to adopt and to encourage the use of the newest electronic technologies.
- 2.7 Participate in the early planning for new educational programs.

Administrative Services

Facilities

- 2.8 Obtain funding for electrical/instrumentation building for a desired completion date of Fall 2006.
- 2.9 Replace ABE/ESL facility in Winnemucca.
- 2.10 Develop comprehensive student learning center on Elko campus.
- 2.11 Expand and enhance comprehensive learning centers in Ely, Battle Mountain, and Winnemucca.
- 2.12 Develop and implement a landscaping plan for the Ely campus with the possibility of a small amphitheatre.
- 2.13 Expand west side of Berg Hall for additional Student Services facilities.
- 2.14 Expand Physical Education Building by approximately 7500 square feet to include a larger weight room, two areas for karate, judo, aerobics and dance, a racquetball court, a small classroom and storage space.
- 2.15 Construct Fine Arts building for theater, art, and music, including classrooms and faculty offices.
- 2.16 Expand diesel and welding facility.
- 2.17 Expand Media Service work area.

Finance

- 2.18 Address 2003 NWASC Evaluation Committee recommendations for base budgeting formulas and staffing.
- 2.19 In order to support programs to meet the College's mission, increase student FTE 3-6% annually to reach 1,951 FTE by 2009 and 2,222 FTE by 2012.
- 2.20 Explore ways to meet student needs through an enhanced and viable summer school program.

Technology

- 2.21 Provide additional distance education classrooms in Ely, Battle Mountain, Elko, and Winnemucca.
- 2.22 Obtain dedicated IV classrooms at UNR and CCSN to support social work and surveying programs, and others as developed.
- 2.23 Continue to upgrade/enhance technological infrastructure.
- 2.24 Upgrade and enhance IAV rooms and equipment.
- 2.25 Continue to improve classrooms to high tech status. (web access, projectors, etc.)
- 2.26 Develop equipment replacement schedule for computers and computer-based equipment.
- 2.27 Upgrade Library computers.

Equipment

- 2.28 Develop equipment replacement schedule (non-computer-based).

GBC Foundation

- 2.31 Develop and implement *New Program Chair Endowment* program (1.5M), beginning with the BSN.
- 2.32 Support expansion of Physical Education Building, Community Center, and Foundation areas (1.25M)
- 2.33 Continue to support program, building, and staff needs that enhance the college mission.

Grants

- 2.34 Aggressively seek financial support for programs and activities identified in GBC's Strategic Plan.

Marketing

- 2.35 Update marketing plan to emphasize GBC's outstanding programs and faculty.

Security

- 2.29 Increase staffing and facilities to keep pace with college growth.
- 2.30 Provide security coverage for 24/7.

Goal Three: Culture

What we do (the educational student services programs) and *What we need to have to do what we do* (the resources) are highly dependent upon "*How*" we do what we do, that is, our customary ways of acting (the *culture*). Goal 3 includes the following components: (1) campus culture, which focuses on what the college can do for students and what students can do for themselves, and on communication and collegiality; (2) assessment and planning; and (3) partnerships.

A key aspect of this goal is building a new culture for students, a need following from the introduction of baccalaureate programs. This culture will vary among the different campuses and centers, but there is clearly a demand for a new "personality," which remains undefined at this time.

For some time GBC has been committed to and actively engaged in planning and assessment. Too often, however, the connection between the two has not been established. There is planning and then there is assessment. A major priority for GBC, then, is to cement the connection—to make data-based planning decisions on a routine basis.

Community colleges could not have survived and prospered without partnerships. GBC is no different. Partnerships continue to be essential for maintaining the mission of the college.

The Culture

- 3.1 Create a new college "culture" by developing programs for the significant number of full-time students who stay at GBC for longer periods of time.
- 3.2 Develop intercollegiate and intramural sports programs.
- 3.3 Enhance student's quality of life through further development of student government, student organizations, activities, housing and cultural events.
- 3.4 Cultivate awareness of the student's role in the campus, local, state, national, and international communities.
- 3.5 Ensure effective communication among stakeholders: students, faculty, the community, administration, support staff, Regents, and others.

Planning and assessment

- 3.6** Engage in systematic planning for and evaluation of its activities, including teaching, student services, the library, distance learning, and technology.
- 3.7** Energize the PIE (Planning and Institutional Effectiveness) Committee to play the major role in planning and evaluation of college programs and services.
- 3.8** Ensure that assessment data is analyzed and communicated and that the uses of data are regularly documented.
- 3.9** Develop and maintain a 5-year strategic plan with a workable annual action plan.
- 3.10** Increase the use of the GBC Fact Book in all areas of college operations.

Partnerships

- 3.11** Continue partnerships with local industry, other UCCSN institutions, K-12 education, community groups, local service clubs, etc.

Goal Four: Economic and Community Development

This goal reflects the College's increasing role in overall economic, cultural and community development for the entire service area.

- 4.1** Participate in regional economic development.
- 4.2** Conduct long-range planning for the emergence of Elko as a "college town."
- 4.3** Participate in the northeastern Nevada Business Incubator Project and other activities that promote entrepreneurship.
- 4.4** Provide leadership in Northern Nevada Partners, a group dedicated to long-term planning for regional economic sustainability and diversification.
- 4.6** Continue support for the Great Basin Festival.
- 4.7** Establish visiting scholars' program and artists' residencies.
- 4.8** Establish the Great Basin Natural History Museum.
- 4.9** Assist in the establishment of the Western Shoshone Archival Center.
- 4.10** Continue and expand the concert series events.
- 4.11** Establish a summer theatre training institute.

GBC Mission and Philosophy

The mission of Great Basin College is to provide superior, student-centered, post-secondary education in central and northeastern Nevada. We provide five types of educational opportunities: university transfer courses, occupational and technical studies, developmental courses, community education and selected baccalaureate programs, along with student support services and special business-education partnerships.

The specific programs we provide in each of these areas respond to the needs of our locale and to our belief that education is the chief means of developing human potential. We believe that the opportunity to learn must be accessible to everyone and that an educated, responsible citizenry best serves our community as a whole. We strive to give individual attention to students and to help them develop critical thinking, problem-solving, communication, analytical, and self-directed learning skills which apply to all aspects of their lives. Great Basin College is committed to providing educational opportunities and access, using the newest distance technologies whenever feasible.

Each of the educational opportunities we provide is equally important to our community. Our university transfer courses provide an alternate channel from high school to a baccalaureate degree. For these people, we provide a broad range of courses to fulfill the requirements of the first two years of a baccalaureate degree. In addition and continuing in the tradition of serving the citizens and the communities at large, GBC offers selected baccalaureate degree programs that meet special needs and that enrich the higher education offerings in northeastern Nevada. Our courses are designed to articulate with the degree programs at other colleges and universities and to stimulate critical, independent, and creative thinking.

Our occupational and technical studies are developed to meet the demands of the local economy. Our programs lead to immediate and meaningful employment for our students. For the employer, we provide short- and long-range training programs that create a productive workforce that knows how to learn and to work in harmony with others.

We collaborate with local and state-wide businesses and industries to create or modify existing technical programs in order to bolster the state's economic climate. We continuously assess these activities to adapt to the rapidly changing needs of our employers and to assist in the recruitment and economic development efforts of the state.

Through lectures, forums, concerts, plays, exhibits, operas and special programs, our community education programs establish education as a lifelong learning process and provide the locus for the community's cultural, intellectual, and recreational enrichment.

Through individualized attention and special programs, we provide remedial and developmental education for a host of people who, because of life's circumstances, have not followed the traditional path of education and who need another entry. We provide a comprehensive range of pre-college level programs for students with limited English proficiency, and for returning adults, enabling them to expand their higher education opportunities.

Equally important to our mission are the student support services we provide. To help our students become more aware of their potential, we provide counseling, academic advisement, placement testing, career planning, job placement, and financial assistance.

Great Basin College is committed to its diverse and changing community by providing an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

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TABLE 1
ACTION PLAN YEAR 1, 2004-2005
ABBREVIATED SAMPLE

Activity	Responsibility	Target Dates
Objective 1.6 Develop additional baccalaureate programs (and emphases) according to interest, demand, and available resources with possibilities including secondary education.		
1. Determine type of degree for secondary teachers and which content areas: mathematics, science, social science, occupational/technical?	GBC	August 25
2. Determine specific tasks needed to complete Nevada Department of Education application. INTASC principles, course descriptions, Beverly Chin's recommendations, etc. Do timeline for these tasks. Do the same for the UCCSN new program application.	Leonardo Sanchez-Saenz Bonnie Hofland Cliff Ferry Secondary Ed Committee	September 1
3. Do needs assessments—student interests, school district support, Garry's service area mail survey, etc.	Leonardo Garry Heberer Cliff	November 1
4. Form school district advisory committee to include high school/junior high school teachers.	Leonardo &	September 1
ROOM FOR ADDITIONAL ACTIVITIES, WHICH WILL FOLLOW FROM 2, 3, & 4 ABOVE.		
Submit secondary education plan to Nevada Department of Education		February 2005
Submit secondary education new program approval plan to UCCSN		February 2005
Implement secondary teacher education program in mathematics		Fall Semester, 2005

TABLE 2
Annualized Student FTE, 1995-2004

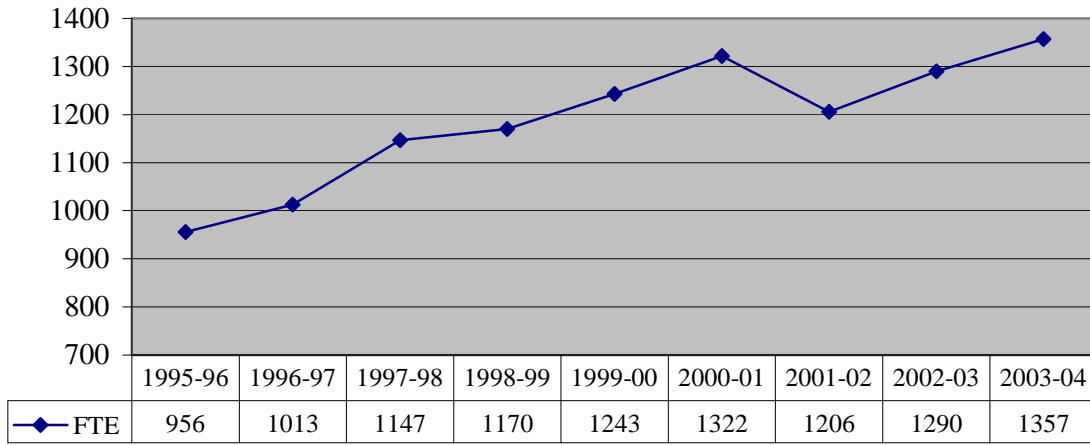


TABLE 3
Full-Time Students as a Percent of Total Students
by Semester Fall 1995 - Fall 2003

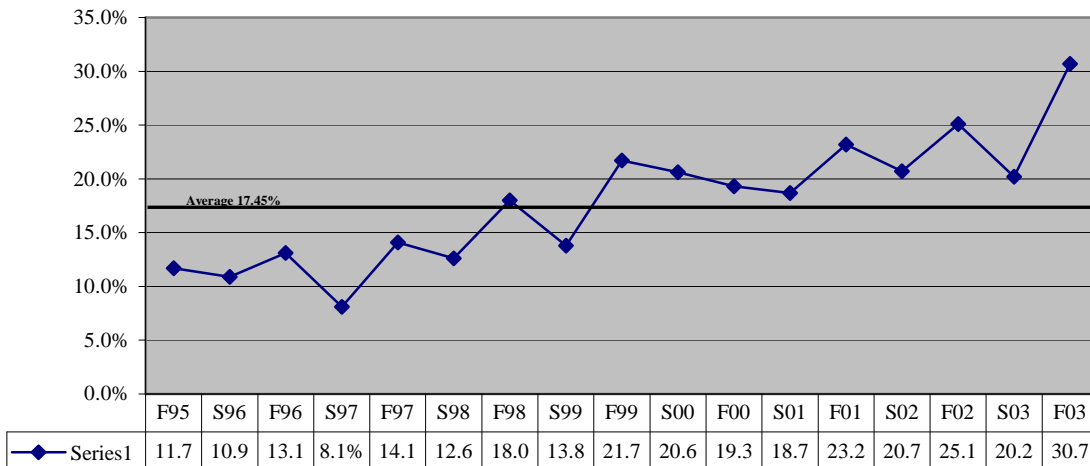


TABLE 4
Students Ages 24 & Under as a Percent of Total Students by Semester,
Fall 1995 – Fall 2003

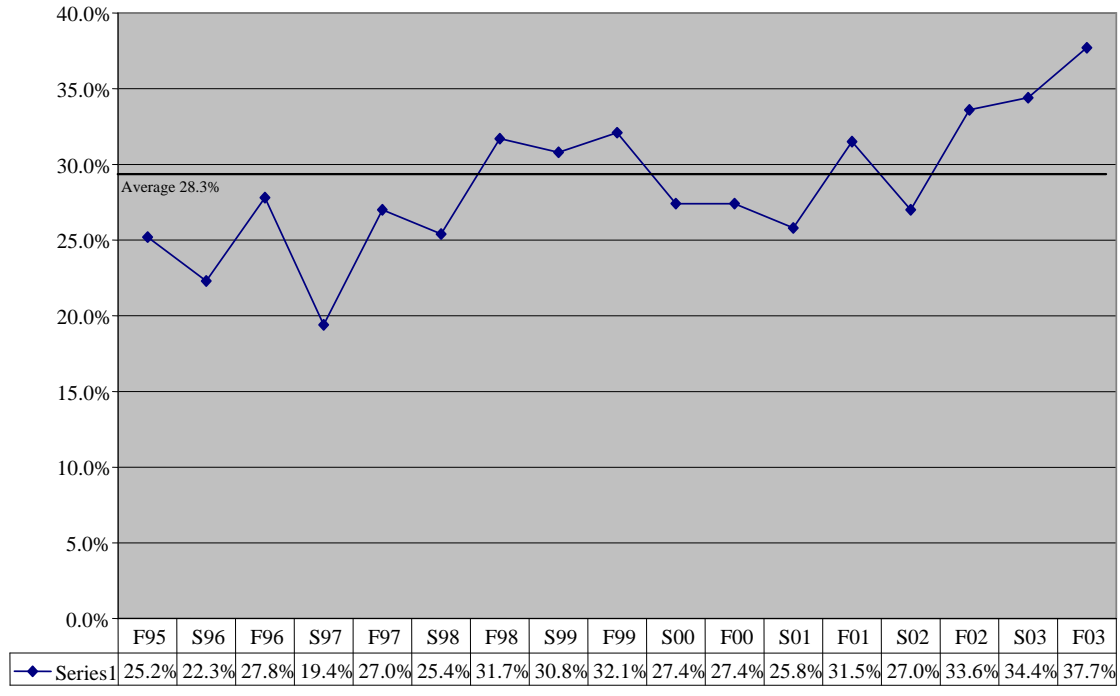


Table 5
Hispanic Students as a Percent of Total Students by Semester
Fall 1995 - Fall 2003

