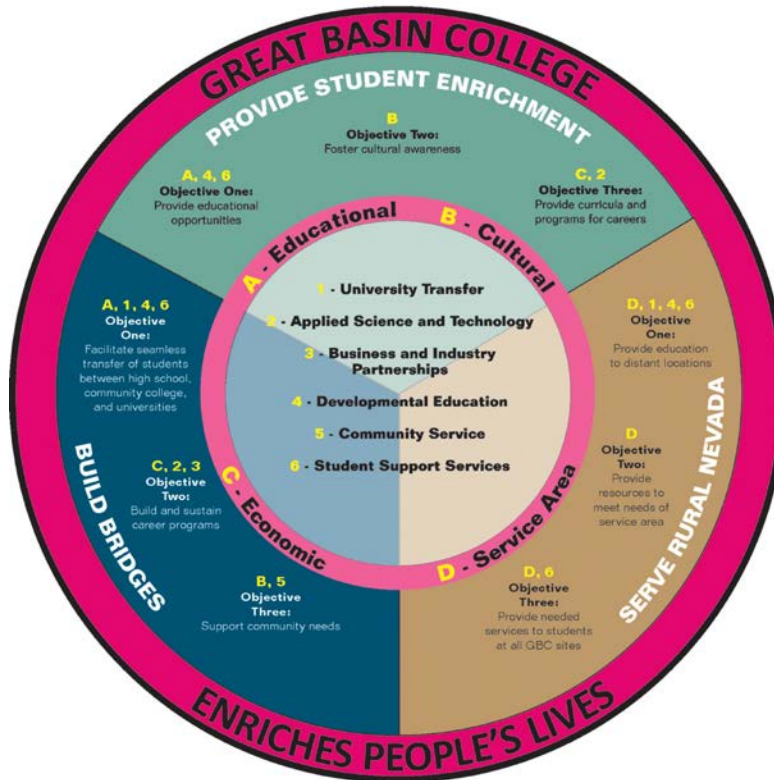




# Year 7 Report



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Prepared for the Northwest Commission on Colleges and Universities

# Table of Contents

Introduction.....	iv
Institutional Context.....	v
Preface.....	vi
Brief Update on Institutional Changes since the Last Report.....	vi
Response to Recommendations/Issues Requested by the Commission .....	viii
Date of Most Recent Review of Mission and Core Themes .....	ix
Chapter 1: Mission, Core Themes, and Expectations.....	1
Standard 1.A: Mission.....	1
The Institution’s Mission Statement .....	1
Interpretation of fulfillment of the Institution’s Mission .....	1
Articulation of an Acceptable threshold or Extent of Mission Fulfillment.....	2
Standard 1.B.: Core Themes.....	3
Core Theme 1: Provide Student Enrichment .....	4
Objective 1.1: Provide educational opportunities .....	4
Objective 1.2: Foster cultural awareness.....	5
Objective 1.3: Provide curricula and programs for careers.....	6
Core Theme 2: Build Bridges.....	6
Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities .....	7
Objective 2.2: Build and sustain career programs .....	8
Objective 2.3: Support community needs.....	9
Core Theme 3: Serve Rural Nevada.....	9
Objective 3.1: Provide education to distant locations.....	10
Objective 3.2: Provide resources to meet needs of service area .....	11
Objective 3.3: Provide needed services to students at all GBC sites.....	12
Chapter 2: Resources and Capacity.....	13
Executive Summary, Eligibility Requirements 4 through 21.....	13
Operation.....	13
Governance .....	13
Academic Program.....	13
Public Information and Admissions.....	14
Infrastructure and Finances .....	14
Accreditation Compliance .....	15
Standard 2.A: Governance .....	15
Standard 2.A: Governing Board.....	17
Standard 2.A: Leadership and Management .....	20
Standard 2.A: Policies and Procedures .....	22
Standard 2.B: Human Resources .....	32
Standard 2.C: Education Resources.....	36
Standard 2.D: Student Support Resources .....	43
Standard 2.E: Library and Information Resources .....	49
Standard 2.F: Financial Resources .....	51
Standard 2.G: Physical and Technological Infrastructure.....	55
Chapter 3: Institutional Planning.....	60
Standard 3.A: Institutional Planning.....	60
Institutional Strategic Plan.....	60
Advisory Groups and Planning.....	61
Budget Planning.....	62
Facilities Planning.....	64
Program Planning .....	65

Great Basin College Foundation.....	65
Marketing Plan .....	65
Emergency Preparedness Planning .....	65
Chapter 4: Core Theme Planning, Assessment, and Improvement.....	68
Executive Summary: Eligibility Requirements 22 and 23.....	68
Institutional Framework for Evaluation .....	69
Core Themes Overview.....	71
Theme 1: Provide Student Enrichment .....	71
Provide Student Enrichment: Planning.....	71
Provide Student Enrichment: Assessment.....	74
Provide Student Enrichment: Improvement.....	77
Theme 2: Build Bridges .....	78
Build Bridges: Planning .....	78
Build Bridges: Assessment.....	79
Build Bridges: Improvement.....	81
Theme 3: Serve Rural Nevada.....	82
Serve Rural Nevada: Planning .....	82
Serve Rural Nevada: Assessment .....	84
Serve Rural Nevada: Improvement .....	86
Chapter 5: Mission Fulfillment, Adaptation, Sustainability .....	88
Eligibility Requirement 24: Scale and Sustainability .....	88
Standard 5.A: Mission Fulfillment.....	88
Creating Assessments for Mission Fulfillment.....	91
Data-gathering for Indicators and Assessments .....	91
Assessment: Core Theme 1 .....	92
Assessment: Core Theme 2 .....	93
Assessment: Core Theme 3 .....	95
Communication .....	96
Standard 5.B: Adaptation and Sustainability .....	96
Adequacy of Resources, Capacity, and Effectiveness .....	96
Planning and Monitoring .....	97
Conclusion .....	100
Appendix A .....	A,1
Appendix B .....	B,1
Appendix C .....	C,1
Appendix D.1 .....	D.1,1
Appendix D.2 .....	D.2,1
Appendix D.3.1 .....	D.3.1,1
Appendix D.3.2 .....	D.3.2,1
Appendix D.3.3 .....	D.3.3,1
Appendix D.3.4 .....	D.3.4,1
Appendix E .....	E,1
Appendix F .....	F,1

## Introduction

Great Basin College began in 1967 as Elko Community College – the first community college in Nevada – governed by an advisory board working through the Elko County School District. In 1969 the State assumed control of the institution and provided direct funding. Governance for the college was subsequently passed to the Board of Regents for the University of Nevada (now the Nevada System of Higher Education), and was renamed Northern Nevada Community College. The college was accredited in 1974. In 1995 the college was renamed Great Basin College prior to receiving authorization and accreditation to deliver select Bachelor’s degrees in 1999.

Great Basin College serves six rural counties in Nevada, with the main campus in Elko. In 2006, GBC added Nye County to bring it to the current six-county service area, now covering over 62,000 square miles, or 56% of Nevada’s land-mass. The population of this region is now about 127,000. There are permanent GBC centers in Winnemucca, Ely, and Pahrump, a staffed satellite site in Battle Mountain, and the capacity to deliver courses to smaller satellite sites in over 20 other locations. Full-time faculty and support for student services are present at all permanent centers. The college also has residential housing for approximately 140 students in Elko.

In providing higher education to its vast service area, distance education technology is used extensively. Over 60% of GBC’s enrollment is through either interactive video connection or online (Internet) courses.

GBC offers two-year Associate of Arts, Associate of Science, Associate of General Studies, and Associate of Applied Science degrees. Associate of Applied Science degrees are available in several fields of career education and technical training, and several related Certificates of Achievement are available. Extensive workforce development programs upgrade existing employee skills in electrical/mechanical, computing, and health science areas. GBC has a particularly close relationship with Nevada’s mining industry. Recent years have seen growth in the number of Tech Prep and dual credit classes coordinated between GBC and the six school districts within the service area.

GBC maintains a unique role as a community college offering select Bachelor’s degrees to serve the educational and workforce needs of rural Nevadans. In fall 1999, the college initiated its first Bachelor’s degree, a Bachelor of Arts in Elementary Education. Subsequently, GBC initiated Bachelor of Applied Science, Bachelor of Arts in Integrative Studies, Bachelor of Science in Nursing, and Bachelor of Arts in Secondary Education degrees. GBC also collaborates with the University of Nevada, Reno, to deliver a Bachelor of Social Work 3+1 program.

This report is a significant revision from the first attempt of presenting a Year One, Standard One report in 2011, following the new and recently implemented NWCCU format and cycle for accreditation. In the first attempt GBC focused on a recently created long-term Institutional Strategic Plan that was developed after the last NWCCU full review in 2008. Much time had been invested in creating a web-based system for documenting and assessing planning, but this did not interface well with the new institutional core themes-based format. It was an unsuccessful attempt at putting the proverbial square peg in a round hole. This report seeks to have whittled the corners off the peg to create a better fit.

## Institutional Context

Great Basin College is one of four public community colleges in Nevada under the auspices of the Board of Regents for the Nevada System of Higher Education (NSHE). NSHE also oversees two universities, one state college, and a research institute. Operating funding comes primarily from State revenues, supplemented with a lesser but increasing proportion from student fees.

GBC offers Associate of Arts and Associate of Science degrees with the primary purpose of student transfer to baccalaureate programs, and an Associate of General Studies degree. Associate of Applied Science degrees are offered in 12 majors, with many of the degrees offering two or more emphasis options for specific student focus. Certificates of Achievement (30 or more credits) are available in 16 areas, generally within the same disciplines as the AAS degrees. These degrees and certificates are in the general fields of health sciences, career and technical programs, agriculture, business, computing, criminal justice, and early childhood education. Recognition of Achievement certificates are given in several areas for completion of programs of less than 30 credits.

The presence of major active metal mines in all six counties of the service area requires GBC to have very strong links to the mining industry. Several technical programs (diesel, electrical, instrumentation, millwright, and welding) are very closely tied to mining workforce needs. These are strongly supported by mines collaboratively through an aggressive scholarship and internship program named the Maintenance Training Cooperative (MTC). The five mechanical-electrical programs are structured into a cohort-based 48-week compressed schedule that allows for the timely completion of an AAS degree or Certificate of Achievement. This benefits both employers and potential employees. The mining industry has also been a strong supporter of the college through donations of time, money, equipment, supplies, expertise, and other means of support.

GBC was one of the pioneer community colleges in the nation to offer select baccalaureate degrees. These are of significant value in a rural region with an often place-bound population. Since the inception of the first degree in 1999, GBC now has five Bachelor's degrees. Upper division enrollment is about 10-15% of the total college enrollment and has remained fairly constant in this proportion in recent years.

GBC is strongly invested in distance education to serve its large service area with widely distributed and relatively small population centers. This style of population distribution is referred to as a "rural" population but is more accurately termed "frontier." For many years GBC has taught classes synchronously to several sites through interactive video (IAV). More than 20 sites in the GBC service area have IAV capability, and classes may originate from any of the main GBC centers or even certain satellite sites. For over a decade about 20% of GBC instruction has been through IAV. Since 2004, GBC online instruction has had a significant growth rate of about 20% each year and now accounts for over 40% of total enrollment. Full-time instructors are located at the main campus and the three Centers, and all are expected to teach classes both locally and distantly to all other GBC sites as one integrated campus.

All public institutions of higher education in Nevada are currently struggling with funding as the result of a deteriorated state economy. The 2011 biennial legislative session cut funding for higher education by about 13% and significantly raised student fees. GBC developed strategies to survive some cuts but is now experiencing reduced enrollment due in part to the combination of budget cuts with increased student fees. A potential new threat to funding exists from the political division between Nevada's north

and south, centered on a perception of inequitable distribution of funding across the State. A new formula for the distribution of funding for higher education in Nevada is in the process of being implemented. When implemented, this formula will reduce GBC's funding by about a third over a span of three to six years. Working within the context of such funding uncertainty presents many challenges.

## **Preface**

### **Brief Update on Institutional Changes Since the Last Report**

This execution of Chapter 1 represents a significant revision from the first submission in the spring of 2011. Based on evaluator comments for this chapter, GBC revised the wording of the mission – though not the mission itself – to make its meaning clearer and more readily assessable. Institutional core themes were subsequently reconsidered and revised from four to three to better reflect what GBC does in fulfillment of its mission.

Great Basin College created its last full report in conjunction with a site visit in the spring of 2008. Since then GBC has participated in some notable changes, though no reportable substantive changes as required by NWCCU. Below is a summary of the more significant changes.

#### **Facilities**

In the fall of 2008 GBC opened the new 30,000 square foot Electrical and Industrial Technology Building. This houses state-of-the-art space and equipment for instruction in Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, Land Surveying/Geomatics, and the Elementary and Secondary Education programs. The building also houses a well-equipped Academic Success Center for tutoring and test proctoring and many new faculty offices. This building was a significant addition to the GBC Elko campus.

Stemming from a large donation to the Great Basin College Foundation from the estate of Gwendolyn and Paul Leonard, the College Community Center was significantly remodeled and now houses the Leonard Center for Student Life. Student government offices and activity spaces were greatly increased, and the food service and seating capacity were increased and improved. The Center now has the Great Basin Gallery, space designed for the presentation of student art and other shows, displays and exhibits. This has resulted in a positive effect on Student Life activities and community engagement.

As a lesser change, a small facility was opened for the Tonopah satellite site (Nye County) in 2011. Previously Tonopah was the largest population center in the GBC service area to not have a facility for receiving IAV classes, advising, and other basic student services. The center is open on a part-time basis. Other facilities have been leased in Pahrump (Nye County) on an irregular basis to augment the space already owned there. These facilities are for workforce development programs. There was the addition of a modular unit at the Winnemucca center that increased instruction capacity. Installation of a 72 kW solar voltaic system over the High Tech Center on the Elko campus was completed in the spring of 2011.

#### **Planning**

GBC reviewed and updated its mission statement in 2008, and from that developed a new long-term Institutional Strategic Plan. After being given the requirement of institutional core themes as a basis for accreditation, themes were forced upon that plan, but this did not work as well as hoped. Now the

mission statement has been revised again (2011) with the idea of keeping the mission, core themes, and Institutional Strategic Plan more aligned with each other.

The wide-ranging Institutional Strategic Plan includes the institution as a whole and individual departments and programs, both academic and functional. This plan is documented in an online program developed internally by GBC personnel. Goals, objectives, and action plans are created by responsible parties and then updated and revised as progress is made. Every attempt is made to align the plan with themes; however, this is sometimes still forced because of the programmed design of the original online format.

### **Institutional Data Base and Record Keeping**

All NSHE institutions have converted to a new student record system. The statewide implementation project is named iNtegrate, based on the Oracle PeopleSoft platform. This system became active for GBC in the fall of 2011. This conversion required a significant investment of resources, and implementation caused distress to both students and staff. It is hoped that with more user familiarity the system will provide record keeping and data utilization benefits.

### **Personnel and Organization**

Former President Paul Kilpatrick resigned in 2008 to take a position at a different community college. Carl Diekhans, long-time GBC faculty member and Vice President for Administrative Services, became Interim President for one year, and was then given a three-year contract as President. President Diekhans announced his retirement in the fall of 2011. Vice President for Student Services Lynn Mahlberg served as the interim President while a search was conducted for a new President. Dr. Mark Curtis was appointed as the new and current GBC President as of July 1, 2012.

There have been several other changes in administrative personnel and reporting channels at all levels. These generally are in response to a declining budget. In spite of these changes, administrative responsibilities are being performed as required, though oversight is thinly spread. Annually contracted academic faculty positions have been reduced from 70 (41 tenured) in the fall of 2008 to 64 (38 tenured) in the fall of 2010. There has been further reduction to 62 (39 tenured) in the fall of 2011 and 59 (35 tenured) in the fall of 2012. A few faculty positions are now being refilled. Over this time period, GBC has reduced its total workforce by about 20 positions, or about 10%.

There was a significant redesign of the academic faculty annual evaluation process. Developed primarily through faculty involvement, the new system considers multiple functions of faculty and is designed to identify areas for individual professional enrichment. The new system is implemented through an internet-based program.

### **Programs**

Since 2008, more programs have been eliminated or suspended than have been added. Seven programs of one-year or more (Certificate of Achievement or higher) have been eliminated or suspended, and four have been added. Some programs that were planned for development have been delayed.

### **Enrollment**

GBC enrollment for the fall of 2007 was 3251 unduplicated headcount, or 1657 full-time equivalent student enrollment (FTE). The fall semester of 2009 marked the first semester GBC passed the threshold of 2000 FTE, and the enrollment for the fall of 2010 was 2022 FTE (3708 unduplicated headcount). This was a 22% increase in FTE over this time, and a 14% increase in student headcount. A

significant change was the increase in the number of traditional students taking full-time credit loads. General local concerns by students and parents over the economy were thought to be the most significant factors for these increases; students were staying closer to home.

In the fall of 2011, an 8.7% decline in enrollment occurred (1848 FTE, 3524 headcount). For the fall of 2012, this downward trend in enrollment continued, with a decrease of 6% to 1738 FTE, with a headcount of 3183. (Due to a change in official NSHE reporting, the official fall 2012 FTE is reported as 1689, with 3067 headcount.) Several factors are thought to have contributed to the recent decline, including fewer credits enrolled per student due to student fee increases, fewer class sections offered due to budget cuts, difficulty with the new student registration system, increased employment opportunities in the local gold-based economy, and families feeling more secure in sending their children to colleges and universities away from home

### **Financial**

Between 2007 and 2010, when enrollment grew by over 20%, the GBC State general fund budget was reduced about 10%. In response to the cuts in State funding, student fees have increased over 30% since 2008 but are far from closing the gap created by the budget cuts. In the 2011 biennial legislative session, there was an additional 13% cut in State funding and 5% increase in student fees. Another 8% increase in student fees was approved and implemented for the fall of 2012.

Of yet greater concern is proposed future funding for GBC. A drastic revision of the NSHE funding formula has been proposed that significantly redistributes funding for higher education within Nevada. It is proposed that GBC will receive an additional 32% reduction in funding in the coming years, with the funds redistributed to other colleges in NSHE.

## **Response to Recommendations/Issues Requested by the Commission**

There were no recommendations from the 2008 full evaluation report, and thus no response for that is required. Concerns were raised within the 2008 report regarding assessment and shared governance, requiring no follow-up reports. Assessment is a major emphasis within this current report, and no major governance issues have arisen.

There were three recommendations received from the 2011 Year One Self Study Report:

***Recommendation One:*** *The panel recommends that the GBC clarify institutional accomplishments or outcomes that represent an acceptable threshold of mission fulfillment (Standard 1.A.2).*

***Recommendation Two:*** *The panel recommends that the GBC identify core themes that individually manifest essential elements of its mission and collectively encompass its mission, and that relate to what it is doing rather than what it is planning to do (Standard 1.B.1).*

***Recommendation Three:*** *The panel recommends that GBC clarify the objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes (Standard 1.B.2).*

In response to these recommendations, GBC essentially started anew for this current self-study on achieving NWCCU Standard One requirements. This began with a reevaluation of what was an awkward and lengthy mission statement (Standard 1.A.1). The former mission statement included a lengthy list of



“commitments,” items closer to values, and other elements that could not be readily assessed. The mission wording is now revised to be clear, concise, and assessable, lending itself well to identifying institutional core themes and objectives to support them.

In its first attempt at the Year One Report in 2011, GBC was caught between the old and new formats of accreditation. In 2008, GBC invested much time and effort in creating an elaborate method of Institutional Strategic Planning in anticipation of a 2013 accreditation report and site visit on the old schedule. This did not mesh well with the new format and schedule. The effort to force one into the other did not work effectively for the report submitted in 2011.

The current GBC mantra is, “It’s about what we do, not what we plan to do.” This has assisted in changing our approach and presentation. With that statement in mind, the rest of this chapter responds to the recommendations received.

## **Date of Most Recent Review of Mission and Core Themes**

Prior to the first submission of the GBC Year One Report in 2011, the most recent review of the GBC mission was in 2008. The review was in preparation for the creation of the new Institutional Strategic Plan. In 2009, while developing the Strategic Plan and after learning of the impending requirement for institutional core themes, core themes were defined and incorporated into the organization of the Strategic Plan. The four identified core themes by GBC at that time that were incorporated into the Strategic Plan were *Student Success, Planning and Assessment, Sustainability, and Serving Rural Nevada*. The NSHE Board of Regents accepted the Institutional Strategic Plan in August of 2009.

In response to the three recommendations received from the reviewing panel in 2011, GBC implemented further review of mission and core themes. GBC again revised the wording of its mission, and this was approved by the NSHE Board of Regents on December 2, 2011. With anticipation of Board approval, GBC Faculty Senate and President’s Council approved new and revised institutional core themes in August of 2011. The new core themes are *Provide Student Enrichment, Build Bridges, and Serve Rural Nevada*.

# Chapter 1

## Standard 1

### Mission, Core Themes, and Expectations

#### Standard 1.A: *Mission*

##### The Institution's Mission Statement

###### **GREAT BASIN COLLEGE MISSION**

*Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.*

##### Interpretation of Fulfillment of the Institution's Mission

The GBC mission is essentially to do all things regarding higher education for all people within a sparsely populated, 62,000 square mile service area. With diminishing resources and great expectations from communities, this is challenging. GBC is the only institution of higher education with a physical community presence for 56% of the area of Nevada.

In fulfilling its mission GBC expects, through its core themes, to meet the following commitments:

- **Access:** Courses supporting academic, technical, developmental, and general education programs should be available throughout the service area together with required student services.
- **Delivery:** To establish a direct and tangible presence for students throughout the service area, GBC should make available temporally synchronous classes when and where economically feasible. Appropriate distance education delivery should be available to maximize learning opportunities.
- **Programs:** Where resources allow, every community that has sufficient demand for academic and/or technical programs should have them available for completion.
- **Completion:** Students should have the opportunity to successfully complete their courses and programs in a timely manner.
- **Partnerships:** The College must seek and engage educational, community, agency, and business and industry entities to provide for beneficial partnerships.
- **Equitable Distribution:** Resources and services for students should be pragmatically distributed across the service area in response to demand and needs.
- **Cultural Opportunities:** The members of each community should be offered cultural and personal enrichment opportunities.

Mission fulfillment must be interpreted as doing the best that can be done for each community and the residents in between with the resources available. Prioritization of resources relative to needs is challenging yet highly important.

## **Articulation of an Acceptable Threshold or Extent of Mission Fulfillment**

Three institutional core themes and supporting objectives are derived from the GBC mission, and thus collectively express mission fulfillment. In fulfilling core theme objectives, GBC accomplishes acceptable mission fulfillment as defined through each objective.

The three **GBC Core Themes** are:

- 1. Provide Student Enrichment**
- 2. Build Bridges**
- 3. Serve Rural Nevada**

The expression of acceptable mission fulfillment encapsulating these themes is provided in detail in Section II of this Chapter. Defining acceptable thresholds of mission accomplishment for GBC within the context of institutional themes is often a matter of examining choices and making selections pragmatically. The choices of allocating programs, resources, services, and so forth are difficult when operating in a single campus location. GBC's challenges in these regards are multiply complicated by the factors of the frontier distribution of the population being served. All programs and services cannot be delivered to all locations, though the demand to do this is sometimes expressed.

The following statements generally define expectations of and commitment to mission fulfillment as articulated through core themes and objectives in subsequent sections of this chapter:

### **Access**

As a minimum, every student should have access to classes and services that support completion of developmental and general education programs. Annual review of the scheduled range of general education and developmental class sections and their availability by location will document this. The internet is considered a universal site, though because of issues of internet connectivity, even this may not always be assured. Some students may not prefer the access mode for their location (for example, live versus online), but basic availability is key.

### **Delivery**

The GBC main campus in Elko and the GBC Centers (Ely, Pahrump, and Winnemucca, and generally the Battle Mountain satellite site), should have every needed class for fulfilling program commitments available at least every other year, attempting to provide live or IAV delivery modes. This must account for published program availability at individual sites. Programs announced as fully available through the internet must have classes scheduled appropriately to meet this responsibility.

### **Programs**

There should be an inventory of programs of study available at individual sites. Include the identification of programs available completely through the internet. Upon annual review, determine and strategically plan for opportunities for program expansion and for new programs, or determine if programs should be discontinued.

### **Completion**

GBC expects to meet or exceed completion rates for courses and certificate/degree programs as compared to its peer institutions on a state and national basis.

### Partnerships

An inventory of partners in education, communities, agencies, and business and industry will determine if GBC is successfully engaging in partnerships. As time passes, more and/or stronger partnerships should be successfully engaged.

### Equitable Distribution

Faculty, services, facilities and other means of support for educational programs must be made adequately available to provide the programs offered in consideration of the needs of sites.

### Cultural Opportunities

Inventories of cultural and personal enrichment opportunities will demonstrate the type and number of opportunities available throughout the GBC service area. Opportunities should be available at all Centers, and the quality and number of opportunities should be maintained or increased through time.

The specific indicators for mission fulfillment are appropriately dispersed through the descriptions of relevant GBC Core Themes that follow. These are embedded in the descriptions and outcomes of the objectives that support these Core Themes.

## Standard 1.B: Core Themes

Three institutional core themes embrace the GBC Mission and describe what GBC does. Themes and theme objectives are illustrated in Table 1 and are described in detail in their respective sections of this chapter. The three core themes were derived by the GBC *ad hoc* Accreditation Steering Committee through consideration of the recently revised mission statement. The Committee represents a broad base of GBC functions, both administrative and academic, that meets regularly during the self-evaluation process. After careful consideration and debate, the three core themes and objectives to support each were approved by the GBC Faculty Senate and President’s Council.

Theme 1	Theme 2	Theme 3
<b>Provide Student Enrichment</b> <i>Assessed from a student perspective</i>	<b>Build Bridges</b> <i>Assessed from an external perspective</i>	<b>Serve Rural Nevada</b> <i>Assessed from the perspective of the service area</i>
<b>Objective 1.1:</b> Provide educational opportunities	<b>Objective 2.1:</b> Facilitate seamless transfer of students between high school, community college, and universities	<b>Objective 3.1:</b> Provide education to distant locations
<b>Objective 1.2:</b> Foster cultural awareness	<b>Objective 2.2:</b> Build and sustain career programs	<b>Objective 3.2:</b> Provide resources to meet educational needs of service area
<b>Objective 1.3:</b> Provide curricula and programs for careers	<b>Objective 2.3:</b> Support community needs	<b>Objective 3.3:</b> Provide needed services to students at all GBC sites

**Table 1.** Presented above are the GBC institutional core themes and supporting objectives. An expanded version of this Table showing indicators for objectives is given in Appendix A. The holistic view of the integration of the GBC mission with core themes and supporting objectives is presented in Appendix B.

## **Core Theme 1: Provide Student Enrichment**

*From the student perspective, functions of the college directed toward personal enrichment and success (such as curriculum, instruction, educational programs, and student services) are available, sufficient, and effective.*

The fundamental core of existence for Great Basin College is and always has been working with students to achieve their personal enrichment and intended success. The entire GBC community is committed to the enrichment and success of its rural Nevada students. This is not a new theme except that it is now institutionally and procedurally formalized.

“Enrichment” may come in many forms, derived from, “the addition or increase of some desirable quality, attribute, or ingredient” (Webster’s Dictionary). From the perspective of GBC, enrichment may arise from within the arenas of knowledge, critical thinking, culture, working skills, personal awareness and fulfillment, and many others, including literally making people monetarily enriched through careers.

Determining what constitutes “enrichment” and defining student success in achieving this requires first discerning what students perceive as their personal educational aspirations. Student aspirations and needs generally exist within three broad areas – educational, cultural, and careers. These are the roots of the three GBC **objectives** for this theme:

1. Provide educational opportunities
2. Foster cultural awareness
3. Provide curricula and programs for careers

### **Objective 1.1: Provide educational opportunities**

*A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.*

Student attainment of personal educational aspirations may occur on many levels of engagement, and the means of achieving these goals are sometimes elusive and changing. Student success may be as simple as completing one or two classes to upgrade work skills or for personal knowledge and fulfillment. Success may be completing a Certificate or AAS degree program to lead to a technical career. It may also be to complete a sequence of classes (maybe or maybe not an Associate’s degree) to transfer to another institution for the purpose of completing a Bachelor’s degree. At GBC, students may plan on completing a Bachelor’s degree without moving from their home town within a sparsely populated region. Success may be finding a rewarding job or career, becoming better citizens, or fulfilling a range of other aspirations.

Once personal educational goals are identified, fulfillment is completion of courses and programs. But there is more involved. To be successful, students must also have access to requisite support services. Advising, tutoring, financial, library and other services must be adequately available for all students. Students must know what opportunities are available at GBC, effectively choose their pathway for efficient completion, and then get underway. Once underway, students then need the resources and support to continue successfully through the individual steps they must take. For some this can be arduous, often beginning with remedial needs. But with solid preparation and ongoing support, students are expected to complete the individual steps required to attain their personal goals.

Student success for non-traditional students is nurtured through enhanced academic and career counseling to help them juggle the responsibilities of jobs, family, and higher education.

GBC serves primarily the goals of the students as identified by themselves, and not as imposed by external constituencies. Only students themselves fully understand the unique circumstances of their individual lives. We assist them as best we can and as they will allow us. A challenge to defining how students achieve success now comes from influences external to GBC. In the current educational and political environment, people and forces from outside of institutions of post-secondary education are implementing and enforcing their own definitions of goal completion upon students and institutions.

**Objective 1.1 Indicators:**

- a. Opportunities
  - Number and types of programs available
  - Qualifications and number of full-time faculty in correlation to programs
  - Financial resources available
  - Student services resources available
- b. Outcomes
  - Number and percent of students attaining their educational goals
  - Completion rates for courses and programs
  - Persistence rates for new students
  - Student satisfaction ratings determined from targeted questions

Rationale for Indicators: A primary means of student enrichment is through the availability of a range of academic and technical programs, adequately supported. Assessing this objective involves first determining if enough and appropriate opportunities exist for students to be engaged. Second, it must be determined how well students perform when participating in these opportunities. Outcomes should be comparable to those of similar institutions nationally and within Nevada, with the desire that outcome indicators improve by increasing with time.

**Objective 1.2: Foster cultural awareness**

*Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.*

In rural Nevada, exposure to and appreciation of cultures and the arts are challenged principally by distance. The range of exposures to different cultures is limited by the relatively low diversity within the local populations. For the arts, people must either travel distances to larger population centers, or performers, presenters and exhibits must be brought in. To help keep students culturally engaged, personal and social activities must be provided. There are several components to creating a stimulating environment to nurture student experiences and success.

**Objective 1.2 Indicators:**

- a. Demographics of GBC and the service area
- b. Number of integrative seminars meeting cultural outcomes
- c. Values maps for Fine Arts and Humanities courses
- d. Student satisfaction ratings determined from targeted questions
- e. General education learning outcomes achievement (curriculum maps)

Rationale for Indicators: To address the cultural awareness of the service area, it is first important to know the area demographics. This indicator is to provide baseline information to help understand how cultural awareness might better be fostered. Other indicators address the awareness of cultures and appreciation of the arts through achieved outcomes of courses and the availability of events.

### **Objective 1.3: Provide curricula and programs for careers**

*Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.*

Preparing for or advancing in careers is a primary reason many students attend GBC. This aspect of enriching people's lives is often closely related to educational goals but is often more focused on specific knowledge and skills for jobs. GBC works with employers to identify the knowledge and skills required for employment, and then to develop or improve programs to deliver these abilities to students.

Opportunities for student enrichment and success in careers at GBC have grown since the late 1990s, even while certain programs were eliminated. An expanded service area, recent growth in the mining industry, growth in student enrollment, and the addition of Bachelor's degree programs have contributed to the growth in available career programs. Unfortunately, declines in funding have detracted from the ability to increase programs for the additional potential that exists. The change in college mission in the late 1990s to include baccalaureate programs has not lessened the college's commitment to people interested in career and technical education; this has been noted in two doctoral studies.

#### **Objective 1.3 Indicators:**

- a. Opportunities
  - Number and type of career-directed degrees and certificates
- b. Outcomes
  - Job placement rates by program
  - Student satisfaction rates with workforce preparation
  - Alumni surveys on employment results
  - Advancement in studies following completions

Rationale for indicators: The first indicator is to assess the range of opportunities available for people to participate in and determine the adequacy for perceived need. Then, the willingness of employers to hire these individuals and the satisfaction of people in their preparation for their jobs are measures of the success of this objective. Also, students continuing studies after completing programs to enhance their abilities for advancement in their careers is a desirable outcome. Appropriate numbers and types of programs for the job opportunities available, with positive and improving measures in placement, satisfaction and advancement, indicate acceptable mission fulfillment.

### **Core Theme 2: Build Bridges**

*Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC mission.*

Many elements of GBC's mission cannot be attained without partnerships and collaborations of various types and with different entities. Through the years, GBC has established many partnerships, and more are anticipated for the future. Developing new partnerships and expanding existing ones as appropriate must continue.

At some level, the elements of the second statement of the GBC mission highlighted below indicate the necessity of participation in partnerships:

*Educational, cultural, and related economic needs of the multicounty service area are met through programs of **university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services** in conjunction with certificates and associate and select baccalaureate degrees.*

Three theme-based **objectives** for seeking successful partnerships derive from the above statement:

1. Facilitate seamless transfer of students between high school, community college, and universities
2. Build and sustain career programs
3. Support community needs

### **Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities**

*The three mission elements of university transfer, applied science and technology, and developmental education, collectively reflect the need for educational partnerships and collaborations with high schools and with other colleges and universities. Educational partnerships must be formed and sustained for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.*

GBC partners with service area school districts in several respects centered on the goal of more students making successful transitions into college. The Tech Prep program allows students to articulate appropriate career and technical education classes to GBC certificate and degree programs. Dual credit opportunities have existed for many years to assist able students to complete college work before high school graduation. These are being expanded and strengthened. Recently, GBC and Elko County School District began a partnership to address remediation problems regarding the gap between high school proficiency and college freshmen placement. This type of partnership is being extended to other school districts. Also, school districts have supported the GBC education program with student teaching placements, which has in turn benefitted the schools with consistent access to quality teachers from GBC who are more likely to be retained in the long term.

University transfer partnerships are both formal and implicit. General articulation agreements exist with Nevada universities and the state college for many disciplines. Two formal agreements include a Bachelor of Social Work 3+1 program with the University of Nevada, Reno, and an Early Childhood Education 2+2 Bachelor's degree program with the University of Nevada, Las Vegas. GBC publishes generic patterns of study to guide students within disciplines commonly studied for transfer. GBC also has articulation agreements with Nevada community colleges to accept their graduates into GBC baccalaureate programs.



**Objective 2.1 Indicators:**

- a. Percent of first-year students enrolling in remedial and college English and math, and success rates
- b. Tech Prep: number of students participating and number of credits and courses awarded
- c. Dual credit enrollment (headcount and FTE), by each high school
- d. Transfer rates, both external and continuing internally at GBC
- e. Number of students transferring into GBC from other colleges and universities

Rationale for Indicators: The first three indicators reflect how well GBC partners with high schools to prepare future college students to their best advantage. Whether going into academic programs or technical programs, it is desirable that, with time, proportionately more graduating high school students are prepared at the minimum for college-level English and mathematics. Opportunities in Tech Prep and dual credit courses indicate further advancement in college readiness. The fourth indicator reflects the success in preparing GBC students to move to more advanced educational levels, whether continuing at GBC or transferring externally to another institution. It is desirable that these indicators should increase through time. The last indicator reflects GBC's ability to offer programs of value as indicated by attracting students from other colleges.

**Objective 2.2: Build and sustain career programs**

*Business and industry partnerships are explicit in the GBC mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.*

Workforce development partnerships are well established at GBC in fields as divergent as the mining industry, health service providers, school districts, governmental agencies, and the general business and service community. As examples, the nursing program has been a strong and consistent program for GBC, relying on many clinical agreements with local hospitals and other health service providers. The Maintenance Training Cooperative (MTC) has been a model of collaboration with the mining industry. MTC members supply scholarships, internships, and other forms of support to students for GBC's condensed, 48-week AAS technical degree programs.

GBC's Education and Integrative Studies baccalaureate degree programs work in partnership with school districts and governmental agencies, respectively, to offer programs that fulfill the needs of these employers. The Bachelor of Applied Science degree addresses the needs of students from technical programs as they advance technically and to supervisory roles. The Bachelor of Social Work 3+1 program is a partnership between GBC, the University of Nevada, Reno, and local social work providers.

Program development for applied science and Bachelor's degrees is done in partnership with entities having an interest in graduates from the programs. New programs are created with insight from employers, and established programs undergo ongoing review and input from advisory boards (applied sciences) and program committees (Bachelor's degree programs). For program reviews on a five-year cycle, regular partners and external reviewers are part of the process.

**Objective 2.2 Indicators:**

- a. Number and type of contract training courses offered
- b. Employer satisfaction
- c. Advisory boards and program committees (participation and resulting changes)
- d. External investment in GBC programs
- e. Number of programs with external workforce-based agreements, listed by discipline affiliation and location
- f. Number of students in internships/apprenticeships

Rationale for Indicators: A strong measurement of successful partnerships for careers derives from the satisfaction of employers. (The employee perspective is addressed in Theme 1.) Advisory board and program committee inputs are important indicators that employers have confidence in programs. Employer investment in programs is similarly a key indicator of collaborative support. Employers assisting in clinical, practicum, internships, apprenticeship, and similar opportunities not only assist students in gaining the experience they need, they are also assuring themselves a pool of skilled and knowledgeable people from which to hire.

**Objective 2.3: Support community needs**

*Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college mission.*

GBC partners with communities in several ways for cultural, personal, and civic enrichment. Continuing Education produces a strong program of community education classes to provide lifelong learning opportunities. These utilize people who are living in the communities to teach various classes of general interest, ranging from cooking to crafts to fly tying to travel. There is strong enrollment in fitness classes in the community-funded fitness center. The community-funded theater is not used just for GBC events, but also for a variety of other community activities. GBC's Intellectual and Cultural Enrichment Committee (ICE) sponsors many events of cultural interest open to the community. The Mark Dawson Child and Family Center is a partnership between the college and the community at large, engaging young children to be prepared for learning.

**Objective 2.3 Indicators:**

- a. A list of the number and range of community partnerships
- b. The number and type of community events and activities and number of participants
- c. Faculty community service: percent of faculty indicating community service on annual evaluations

Rationale for Indicators: The listed indicators all measure community engagement and partnership. The first is to address partnership with community service organizations. The second addresses cultural activities. The third describes direct engagement between faculty members and their communities. Continuing or growing engagement is a positive indicator of this theme.

**Core Theme 3: Serve Rural Nevada**

*To fulfill a fundamental element of its mission, GBC delivers all of its commitments and services throughout its six-county service area as well as resources will pragmatically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local and distance delivery methods.*

Serving rural Nevada is more than just delivering classes to remote sites, though GBC does this well. In its last full-scale report from NWCCU (2008), GBC received three commendations recognizing its commitment to rural service. This requires more than just internet and telephone hookups; it means GBC staff driving hundreds or thousands of miles each year. The needs of all communities and students at all locations must be considered.

GBC strives to provide resources to allow its centers and satellites to attain at least some degree of autonomy in providing community college services in their respective regions. Though curricular, financial, and organizational control is clearly maintained through the main Elko campus, efforts are made to allow directors and coordinators the ability to plan for the uniqueness of their individual localities. In addition to scheduling classes, GBC supports its centers with needed student services, including advising, financial aid, library access and assistance, and more. GBC has the ability to connect with many students at over 20 sites through various communication methods.

The communities of rural Nevada are linked by a technological infrastructure designed to deliver higher education and provide avenues for rural Nevadans to engage the larger world. This infrastructure must be maintained and improved as necessary. Because of GBC's leadership and innovation in distance learning technology, tens of thousands of citizens of rural Nevada are provided the opportunity to acquire the assets provided by higher education. With those assets they will improve their own lives and make significant contributions to the social fabric of their communities.

Three **objectives** demonstrate what is central and current about Great Basin College's commitment toward serving rural Nevada:

1. Provide education to distant locations
2. Provide resources to meet educational needs of the service area
3. Provide needed services to students at all GBC sites

### **Objective 3.1: Provide education to distant locations**

*GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.*

GBC is committed to providing a live presence for as many of its students as can reasonably be afforded. If sufficient students and adequate instruction are available for any location, a live presentation is the first option. However, from sheer economic restraints, GBC has pioneered many approaches to distance education for access to courses and programs. Currently 55% of total GBC enrollment is through distance technologies. GBC has full-time faculty located at its main campus and at its three Centers; faculty members at these locations are expected to address students at all GBC sites throughout the service area. Faculty members at Centers are expected to teach out as well as in, and thus all GBC sites are intimately linked, essentially as one campus.

Many classes are delivered live within single classrooms, but interactive video (IAV) has been embraced by GBC for over 15 years to link many classrooms in remote locations into one common class with synchronous interaction between instructor and students. This technology continues to be widely used by GBC for personal immediacy. For those students not well engaged in online learning, this survives as the "next best thing" to live instruction. This accounts for about 20% of GBC enrollment.

The internet recently emerged as GBC's largest campus. Online classes delivered through the internet were first utilized by GBC in the late 1980s when the technological ability was first available. Since then the variety and sophistication of these courses has advanced steadily. This form of delivery now comprises about 40% of GBC enrollment. While access to the internet is still limited or absent in some locations, this delivery has narrowed the problem of student access. Many technical, laboratory, and other "hands on" classes and programs are not available online, but the list of unavailable courses is continually shrinking. Asynchronous online classes not only address the place-bound population, but also the time-bound. Online classes have found a dedicated audience in those with work, family, and other commitments that do not allow them to attend classes with a structured time commitment.

The clear distinction between live and distance delivery of courses is continually being diffused through faculty innovation. The majority of live and IAV classes now have online enhancements to serve several instructional functions. These include access to supplemental material, an effective avenue for transmitting papers and assignments, taking examinations, and other benefits. The proportion between live/IAV interaction and online components varies widely between courses, as needs and usefulness dictate. In counter respect, some online classes are scheduled with required or optional times for synchronous interaction on the internet, a format referred to internally as "LiveNet."

The functionality and effectiveness of distance education at GBC continues to increase.

**Objective 3.1 Indicators:**

- a. Number of programs fully available online
- b. Number of class sections in distance education (online and IAV)
- c. Course success rates and grade distribution for distance education courses in comparison to live
- d. Completion rates for certificates and degrees by location
- e. Retention rates by location
- f. Center and satellite site needs fulfilled by synchronous courses specific to an area

Rationale for Indicators: These indicators are readily obtained, quantitative, and comparable between delivery method and location received. They indicate the access to classes and programs throughout the full service area and the relative effectiveness. Since distance and time are the primary challenges of fulfilling the GBC mission, these numbers well indicate how we address our mission to serve rural Nevada. Also indicated are the comparability of distance and remote instruction to that afforded at the main campus.

**Objective 3.2: Provide resources to meet educational needs of service area**

*To serve a rural mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.*

It is impossible to provide all resources with absolute equity to all sites within a thinly populated region. Smaller population centers are proportionately more difficult to serve. GBC attempts to provide the resources of staffing, facilities, equipment, and related needs to the level that can be economically justified at each center and satellite site. The number of students who enroll at individual locations is the primary guideline for resource distribution.

**Objective 3.2 Indicators:**

- a. Staffing at each center or site
- b. Facilities available at each center or site
- c. Number of programs available at each location
- d. County needs assessment schedule and outcomes
- e. Demographics of population and students by site
- f. Student satisfaction ratings by site

Rationale for Indicators: These indicators allow the college to view its resource allocation in a consistent format. There is no ultimate benchmark for these indicators except to review them for appropriateness for the individual locations. Monitoring the demographics of the service area is a guide to how we should serve our rural service area. Rural populations of the western U.S. have different characteristics than more urban areas.

**Objective 3.3: Provide needed services to students at all GBC sites**

*To fully serve a rural mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.*

Just as there must be effort to assure resources are equitably distributed, so must be relevant services for students. Services such as advising, library, and financial aid cannot have the same local presence at all sites, so the challenge is to supply these services in spite of the distance from the main campus. Some services may be addressed with a presence at individual centers, but others must be delivered through a combination of travel, IAV, and the internet.

**Objective 3.3 Indicators:**

- a. Availability of and satisfaction with support services (advising, library, financial aid, tutoring, testing, career) at each site
- b. Number and type of scheduled continuing education courses
- c. Community meetings hosted through IAV

Rationale for Indicators: The first item is a list of the basic services students need to successfully complete their education, regardless of location. There must be a determination of adequacy for these services. The other items are indications of service-area-wide inclusion.

# **Chapter 2**

## **Standard 2**

### **Resources and Capacity**

#### **Executive Summary, Eligibility Requirements 4 through 21**

##### **Operation**

Great Basin College has been operating continuously as an institution of higher education since 1967. Independent regional accreditation has been maintained with good standing since 1974. GBC sustains a unique mission in higher education as a comprehensive community college with traditional Associate's degrees and certificates, but also offering select baccalaureate degrees to serve a widely dispersed rural population. As a member institution of the publicly funded Nevada System of Higher Education (NSHE), GBC is legally delegated through policy the organizational and operational independence to meet the requirements of regional accreditation. In delivering its mission for higher education, GBC treats all people with the dignity and respect duly deserved, without discrimination. The college stands on its exemplary record as evidence of this.

##### **Governance**

GBC is one of eight member institutions of NSHE. NSHE is governed by a 13-member elected Board of Regents that represents 13 geographically defined districts of Nevada. One of these Regents represents the GBC service area as part of one vast legislative district. The Board employs a Chancellor who is the chief executive officer for the Board. The Chancellor is delegated with the oversight of the institutional presidents. The GBC President is the chief executive officer of GBC, with duly delegated authority to make most college decisions on behalf of the Chancellor and Board. The GBC President supervises three Vice Presidents and a Chief Development Officer as senior administrators. These four administrators oversee the major functional areas of the college, including academic affairs, business affairs, student services, and external relations. The Vice President for Academic Affairs has oversight of the academic faculty. The faculty represents a wide range of disciplines and expertise to support existing programs. All faculty members are eligible to participate in the Faculty Senate, and all are required to participate in college service in some manner. A system of shared governance exists such that all GBC policies and academic programs are reviewed and approved by both Faculty Senate and the administration.

##### **Academic Programs**

The current GBC college catalog contains accurate descriptions of the college's academic programs. This includes the expected student learning outcomes, admissions requirements, and the detailed course requirements to complete each. Programs include 12 Associate of Applied Science (AAS) degrees, Associate of Arts (AA) and Associate of Science (AS) degrees for transfer, five Bachelor's degrees, and a 3 + 1 collaborative Bachelor's degree program with the University of Nevada, Reno.

Within the AAS degrees, there are several emphases and Certificates of Achievement (30 credits or more) that may be earned and that allow flexibility for students to achieve personal goals. There are also various short programs for licensure and recognition of skills for employability. The AA and AS degrees are defined by general education requirements; these allow students to complete a program of study for transfer to a baccalaureate program. AA and AS “Patterns of Study” are identified in the catalog. These are suggested sequences of courses for transfer and not defined majors. Bachelor’s degrees are carefully selected to meet the educational needs of rural Nevada, focusing on education, health care, workforce advancement, and other forms of studies. Three of the Bachelor’s degrees contain emphases to provide options for students.

As described in the college catalog, GBC has strong, coherent, well defined general education requirements based on stated college objectives that meet or exceed expectations for regional accreditation. The baccalaureate programs include well defined major requirements in addition to the general education requirements, designed for the specific needs of rural Nevada. In delivering general education and program courses, the GBC faculty is accorded all expected and appropriate rights for academic freedom as defined in policy. The GBC Library supports the faculty and all programs and disciplines through a full array of expected resources. The Library on the Elko campus contains the traditional sources of information such as books, periodicals, and databases. In a consistent trend, the Library is evolving toward a future that is more electronic and virtual in nature. The availability of databases, periodicals, books, and other sources of information through the Internet allows the Library to have both more resources available and to have them available more readily throughout the sparsely populated 62,000 square miles of the GBC service area.

## **Public Information and Admissions**

The GBC college catalog is updated annually to assure that timely, accurate information about the college and the programs provided is available for students and the general public. Few catalogs are printed any more. Many are distributed on CDs, but most access is through the GBC web home page. Also, it is observed through website analysis that most people now do not look for college information through the GBC catalog link in the web home page, but go directly through links dedicated to specific college information. The college catalog and web sites provide information on college mission, programs and courses, names and credentials of faculty and administrators, grading, various rules and policies, services available, and all other information required for accreditation.

For admission to the college, GBC maintains a fundamental open-door policy. This, however, does not assure admission to every program or enrollment in every class. Certain programs have admissions requirements that are stated in the catalog, program handbooks, and in program websites. Also, many classes have prerequisites for enrollment, particularly regarding English and mathematics proficiency.

## **Infrastructure and Finances**

Currently, GBC is seeing two trends for facilities occur simultaneously. On one hand, the need for traditional classroom space has slightly declined in recent years because of the increased demand for online classes. On the other hand, the need for specialized clinical, lab, and shop space for health science and technology classes is increasing and currently under some degree of stress. There is also a trend to deliver more classes at distance though interactive video (IAV) to increase the efficiency for delivering classes in the “live” mode. More recently, a trend is emerging to deliver classes through

“lecture capture.” By this means a class is delivered through IAV while being recorded, with the recording becoming incorporated for online delivery, allowing a single class to be delivered both synchronously and asynchronously. To support applied technology and health sciences programs and to deliver classes at distance, GBC is becoming increasingly invested in technology and its support.

Until now, GBC has maintained relatively good financial stability. However, the future of GBC funding is tenuous depending on the outcome of the current (2013) Nevada Legislative biennial session. New funding models and implementation schedules are being considered, all with the effect of drastically reducing GBC future funding. A new funding model proposed by the NSHE Board of Regents will reduce GBC funding by about 33% over the next two to five years. The potential funding plans and promises outside of GBC control are so many and diverse that GBC cannot effectively plan beyond the current year. All possible reserves are being retained for the future, and the outcome will not be completely known until June of this year. For GBC funding as it exists, measures for financial accountability are well defined and follow generally accepted practices. NSHE and GBC policies provide for full oversight and disclosure of funds, and all required audits are regularly conducted and reviewed by the Board of Regents.

## **Accreditation Compliance**

All information supplied in this report is accurate and completely reflects the status of the college and its programs to the best of the knowledge the GBC administration and staff. All information included in this report has been distributed to the full campus for review and comment. As a public institution within the State of Nevada, it is required of GBC that all information not deemed confidential – such as personnel files and student records protected by FERPA – is a matter of public record. Representatives of NWCCU may request to examine any further information they may wish in regard to GBC fulfilling the Standards addressed in this report. GBC has given its best effort to fully and completely meet the accreditation Standards as detailed by NWCCU.

## **Standard 2.A: Governance**

### **2.A.1: College Governance Structure**

At the campus level, GBC faculty, staff, administration, and students are actively engaged in the decision-making process. The major campus governance structure includes the President’s Council, the Faculty Senate and its standing and bachelor program committees, Classified Council, Student Government Association (SGA), GBC Advisory Board, and GBC Foundation Board (addressed in section 2.F.8 of this report). From time to time, college ad hoc committees perform important tasks (such as Strategic Planning Steering Committee, Budget Taskforce). All of these groups provide multiple forums for voices and interests to be heard in the considerations of college mission, business, directions, and policies.

In all campus issues, the President of the college has the final authority. Except by authority delegated from the President, most other campus actions are in the form of recommendations to the President for consideration.



The most significant information relevant to GBC governance is provided at the following sites:

President's Council (PC): <http://www.gbcnv.edu/administration/admin/council.html>

Faculty Senate: <http://www.gbcnv.edu/senate>

SGA: [http://www.gbcnv.edu/student\\_life/sga.html](http://www.gbcnv.edu/student_life/sga.html)

Classified Staff: <http://www.gbcnv.edu/classified/>

### **President's Council**

The President's Council serves as both an information-gathering and a decision-making group. It receives recommendations from the major college governing groups. It also acts as a forum for debate and discussion on policies, procedures, issues, concerns, and interactions between the various college functions. Final decisions on matters of policy and procedure are reserved to the President. President's Council includes the President, three Vice-presidents, Chief Development Officer, two Deans, Director of Institutional Research and Effectiveness, Faculty Senate Chair, Classified Council Chair, and SGA President. However, other college personnel participate in many President's Council meetings.

### **Faculty Senate**

GBC has a long and generally positive history of shared governance with faculty. The GBC Faculty Senate is the formal governing body for faculty, representing both academic and administrative faculty. The Senate and its committees address college issues on many levels and can make formal recommendations to the President through the President's Council. The issues addressed range from curricular to policy to advisory. Faculty through its Senate has primary control over curricula. The Senate Chair reports directly to the GBC President and attends all NSHE Board of Regents meetings.

### **Classified Council**

The two major purposes for the Classified Council are to serve and represent all rights and interests of the classified staff of GBC and to serve as an advisory group to the President. The Council meets monthly with classified representatives from all GBC sites.

### **Student Government**

GBC has a well-structured, traditional form of student government. Members listen to student issues and serve as student advocates. The Student Government Association (SGA) operates with representatives from throughout the college service area. SGA consists of an executive board and a senate. The number of senators is not to exceed ten on the Elko campus, two each on the Winnemucca, Ely, and Pahrump campuses, and one from Battle Mountain.

At the campus level, the SGA President meets regularly with both the Vice President for Student Services and the President of GBC. The SGA President reports on activities and presents student issues at President's Council. The SGA President also attends NSHE Board of Regents regular meetings and participates in the Nevada Student Alliance (NSA). SGA is instrumental in fostering student clubs.

### **GBC Advisory Board**

The GBC Advisory Board is composed of members of the greater GBC community to serve as a source of outside input and ideas and as a body from which to receive comment on GBC activities and proposals. The group meets on bi-monthly schedule during the academic year. Information regarding the GBC Advisory Board is found at <http://www.gbcnv.edu/administration/advisory.html>.

## 2.A.2: Division of Authority

The NSHE Board of Regents (the Board) is the governing board for public higher education in the State of Nevada. The scope of authority of the governing board in relationship to the Nevada public institutions of higher education is prescribed in the NSHE *Board of Regents' Handbook*. Title 2, Chapter 1 of the Handbook contains all of the NSHE policies that delineate the authority, organization, and administration of each of the institutions. All college bylaws are approved by the Board of Regents. GBC *Policy and Procedures* (<http://www.gbcnv.edu/administration/policies.html>) is based on NSHE documents and prescribes local policy and procedures.

The aim of the Board and its Chancellor's Office is to set and approve institutions' academic and administrative structures, while allowing and delegating authority which makes possible more effective and efficient management for each NSHE institution. The Board hires institutional presidents (who report to the Chancellor) and annually evaluates the presidents; the Board also approves the President's selection of vice presidents.

## 2.A.3: Accreditation Monitoring

The GBC Vice President for Academic Affairs (VPAA) serves as the GBC Accreditation Liaison Officer to the Commission. The VPAA regularly attends meetings of the Commission and monitors the **Commission's** Standards as they relate to GBC policies and actions. As legislative and external mandates occur, the relationship of these to the Standards also is reviewed for potential conflict. Generally, Commission Standards are considered at the NSHE level before they are implemented and potentially affect GBC directly. GBC has no collective bargaining agreements.

## Standard 2.A: Governing Board

### 2.A.4: Governing Board Definition

NSHE is a constitutional entity created by the Constitution of the State of Nevada. The exclusive control and administration of NSHE is vested by the Constitution (Article 11, Section 4) in an elected Board of Regents. The System policies, regulations, and procedures are updated on an ongoing basis with input from NSHE campus constituencies, including GBC. Changes in NSHE policies are incorporated into the *GBC Policy and Procedures* as needed and institutional bylaws are updated regularly by the GBC President's Office. The GBC President reports directly to the Board through the Chancellor.

The NSHE Board is currently composed of thirteen elected members representing thirteen unique geographic districts in Nevada. About one-third of the thirteen regents are elected in the general election every two years to fulfill staggered six-year terms. The regents annually elect their own chair and vice-chair. The members receive minimal salary (\$80 per meeting) and reimbursements for travel and per diem. Nevada State Law precludes Board members from having contractual, employment, or personal financial interests in NSHE.

Title 4, Chapter 1 of NSHE Code defines the basic functions of the governing board. The NSHE Mission, (Section 1), Ethical Code of Conduct for Regents (Section 2), and Prohibitions for Members of the Board of Regents (Section 3) are given in this chapter. These define the appropriate relationship of Board members to the system it governs, and conform to this Standard 2.A.4.

## 2.A.5: Committee of the Whole

The NSHE *Board of Regents Handbook* in Title 1, Article III, delineates the scope of authority, composition, powers, and compensation of its members. This section of the Handbook makes it clear that the NSHE Board of Regents acts as a committee of the whole. Title 1, Article III, Section 5 states:

*No member of the Board of Regents can bind the board by word or action unless the Board has, in its corporate capacity, designated such a member as its agent for some specific purpose, and for that purpose only.*

In other words, even though the Board is elected by geographic region, each member represents all NSHE institutions. The only board with authority over GBC is the NSHE Board of Regents. Standing and special Board committees report to the Board and do not act independently of the full board. The standing committees of the Board are Audit; Business and Finance; Academic and Student Affairs; Cultural Diversity; Investments and Facilities; Health Science System; and Workforce, Research and Economic Development.

All meetings of the Board and its committees must be in compliance with Nevada open meeting laws (Title 1, Article III, Section 6). These laws prescribe procedures for the posting of meetings, the conditions under which a majority of Board members may meet, and other conditions which must be met in conducting official public business.

## 2.A.6: Board Policies

The policy role of the Board of Regents in regard to NSHE institutions is central to the governance of GBC. Board oversight responsibility begins with and is based on the NSHE *Board of Regents Handbook* as the repository of bylaws and policies for the system, as supported by the Nevada Revised Statutes (NRS). NSHE Board policies, or NSHE “Code,” are found at:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>

Closely related Board procedures are found in the NSHE *Procedures and Guidelines Manual* at:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/procedures-guidelines-manual/>

Currently the Board meets four times annually, interspersed with Special Meetings as deemed necessary to provide timely oversight of the System. Policy issues are deliberated and approved directly by the full Board, but many are delegated through appropriate committees to bring back to the full Board for final approval. Institutional bylaws must be approved by the Board. Policies may be developed by institutions so long as they do not controvert those of NSHE.

At regular meetings, Regents discuss and approve Handbook policy revisions, set tuition and fees, act on committee recommendations, approve contracts for presidents and athletic coaches, and become more informed by questioning Chancellor’s Office staff and officials from NSHE institutions. They also participate in master and strategic planning and review capital improvement projects. The Board listens to expert comment and to general public comments.

## **2.A.7: College President Selection**

In the case of a vacancy in the office of a president of a member institution, the chair of the Board of Regents appoints a Regent's Presidential Search Committee to begin the selection process. The Presidential Search Committee will oversee the details of the search and determine if a search firm will be hired. The composition of the search committee will include representatives of the Board, college faculty and staff, student government, and the service area community. It is chaired by a Regent. After paper evaluations, possible telephone interviews, and selection of finalists, the Committee carries out live interviews, deliberates and makes a recommendation to the full Board for either their approval (selection) or instructions to continue the search.

As specified by Title 1, Article VII, Section 4, the President is appointed by and serves at the pleasure of the Board, reporting through the Chancellor. The President shall have a written contract that outlines the terms and conditions of the appointment.

The GBC President is evaluated annually by the Chancellor to provide ongoing feedback and communication and is further evaluated periodically to provide a more comprehensive evaluation involving three Board members (usually in the next-to-last-year of each contract period; Title I, Article VII, Section 4b and c). The format and criteria are based on principles developed by the Association of Governing Bodies for formative reviews. The procedure is detailed in the *NSHE Policies and Procedures Manual*, Chapter 2, Section 2.2. The Chancellor provides confidential evaluation reports to the Board.

The delegation of authority and responsibility to the College President by the Board is provided in Title 1 of the *Board of Regents Handbook*. Specifically, Article II, Section 3 provides that the Board may delegate authority to its officers, and Article VII, Section 1 designates the President as an officer of NSHE. Article VII, Section 4 provides the range of authority and responsibility delegated to the President to implement and administer Board policies.

## **2.A.8: Board Evaluation**

The Board of Regents, through its ongoing *Efficiency and Effectiveness Initiative*, regularly reviews its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initial phase of the Initiative focused on Board operations and policies, and resulted in several changes including changes to meeting schedules and reduction in the number of approvals required by the Board in order to focus the Board's activities on oversight, instead of administrative decision-making. The second phase of the *Initiative*, related to Human Resources, Payroll and Purchasing operations and included a number of recommended Board policy changes to improve efficiency and effectiveness throughout the System. The Initiative is an ongoing process and as additional operational areas are reviewed, additional policies will be examined.

In addition, the Board regularly discusses and examines its policies as issues come up in the context of its meetings. Moreover, the Chancellor of the System and the NSHE attorneys have responsibility for making recommendations to the board related to Board policies that should be reviewed and addressed. Currently, the Chancellor has established a Code Review Taskforce which is examining the key Board personnel rules for the System in the NSHE Code, Title 2, Chapters 5 & 6.

On October 19, 2012, the Board held its most recent workshop focused on Board governance issues. An expert facilitated a discussion regarding the Board’s effectiveness in key areas of responsibility. The discussion served to establish a clearer understanding of the responsibilities and roles of the Board, the Chancellor and the Presidents in managing the System. The topics of discussion included (1) challenges confronting higher education and governance; (2) strategic system goals; (3) effective System Boards; and (4) governance risk factors and Board responsibility for oversight. As a result, recommendations were made where the Board could approve specific objectives and strategies to improve its organization and effectiveness. The Board will be considering policy revisions in these areas at future Board meetings, as a result of this review.

## Standard 2.A: Leadership and Management

### 2.A.9: Institutional Leadership

GBC administrative leadership at the institutional level occurs with those administrators who attend the President’s Council. These are listed in the table below. Many directors also play leadership roles, but not at levels that affect the functioning of the full institution. Four senior administrators report directly to the President, covering four primary areas of function of the College. These positions are Vice President for Academic Affairs (VPAA: faculty, programs, instruction, etc.), Vice President for Business Affairs (VPBA: finances, human relations, computing services, etc.), Vice President for Student Services (VPSS: admissions and records, career center, financial aid, recruitment, student relations, etc.), and the Chief Development Officer (GBC Foundation, public information, media services). GBC has two Deans who report to the VPAA. One is the Dean for Applied Sciences (AS) (Business, Computing, and Career and Technical Education Departments) and the other is the Dean of Health Sciences and Human Services (HS&HS) (Nursing, Human Services, EMS, and Radiology Technology programs). All other academic departments and programs report directly to the VPAA. The Director of Institutional Research and Effectiveness (IRE) reports to the VPAA.

The table below provides an overview of current institutional administrators at GBC:

<b>GBC Chief Administrative Positions (Members of President’s Council), 2012-2013</b>					
<b>Position</b>	<b>Name</b>	<b>Degree(s)</b>	<b>Years at GBC</b>	<b>Total Years in Education</b>	<b>Professional &amp; Classified Employees Supervised</b>
<b>President</b>	Dr. Mark Curtis	AAS, BS, MA, EdD	1	31	5
<b>VPAA</b>	Dr. Michael McFarlane	AB, MS, PhD	30	30	79
<b>VPBA</b>	Ms. Sonja Sibert	BS, MBA	6	6	36
<b>VPSS</b>	Ms. Lynn Mahlberg	AA, BA, MBA	22	26	36
<b>Chief Development Officer</b>	Dr. John Rice	BA, MFA, PhD	17	21	5
<b>Dean, AS</b>	Mr. Bret Murphy	BT, MED	29	30	30
<b>Dean, HS&amp;HS</b>	Dr. Kris Miller	BSN, MSN, PhD	2	39.5	12
<b>Director, IRE</b>	Ms. Catherine Fulkerson	BA, MA	2	22	1

The GBC President appoints vice presidents of the College, subject to approval of the NSHE Chancellor. Other administrators may be appointed directly by the President. Policy governing appointments of these administrators is provided in the NSHE Handbook in Title 2, Chapter 1, Section 1.6. Organizational charts are available for all lines of reporting for GBC. These charts describe the oversight of administrators in planning, organizing, managing, and assessing functions of the college.

### **2.A.10: College President**

Dr. Mark A. Curtis was hired as the current President of Great Basin College effective July 1, 2012. Dr. Curtis has full-time responsibilities for the college and has been deemed qualified for the position by the NSHE Board of Regents through published criteria during the search process. Dr. Curtis is the most recent in a stable historical procession of highly qualified Presidents for GBC. The President attends all meetings of the NSHE Board of Regents to present reports, answer questions, and to contribute to the discussion on behalf of GBC. In turn, the President conveys information and actions from the Board back to the College.

Dr. Curtis's educational and experiential backgrounds match well the mission of GBC. His earlier education was in technical fields, an understanding of which is essential with the technical emphasis of many of GBC's programs. His Doctoral degree is in Educational Leadership (Western Michigan University), and he later earned a Certificate of Management Development (Harvard University, Graduate School of Education). These degrees prepared him to administer the full scope of education available at a comprehensive community college.

Dr. Curtis began his professional career in manufacturing, and then entered higher education in teaching. He regularly ascended through several administrative positions, becoming Vice President of Instruction, then Vice President of Academic and Student Affairs, for a period of five years at Alpena Community College in Michigan. Alpena is a college similar in many respects to GBC. This background has provided Dr. Curtis with exemplary qualifications for the presidency of GBC.

### **2.A.11: Mid-level Administrators**

As mid-level administrators, GBC has 16 Directors, 3 Managers, a Controller and a Facilities Officer distributed across the functions overseen by the three vice presidents. There are also several positions with the title of "coordinator." Many of these positions are primarily responsible for functions rather than supervising personnel. Some supervise only one or two people – maybe none – but the title of "Director" is appropriate to the function served. The organizational charts for the college show how these positions relate to the functions performed and the supervising senior administrators.

Since the last NWCCU accreditation visit in 2008, several mid-level administrative positions have been eliminated or held vacant due to budget cuts and reorganization. Eliminated or vacant positions include Dean of Extended Studies, Deputy to the President, Director of Human Resources, Director of Computer Services, Director of Student Life, and Director of Pahrump Valley Center. Duties performed by these positions were reassigned to persisting personnel.

Institutional collaboration across functions occurs through weekly Administrators' Meeting and semi-monthly President's Council meetings. The Administrators' Meeting is among the president and the four senior administrators where issues of institutional significance are discussed and related to each of the areas served by these administrators. These meetings do not have minutes and items are freely discussed, particularly as they relate across administrative areas. The President's Council is a larger and more formal forum with minutes recorded (<http://www.gbcnv.edu/administration/admin/council.html>). Directors also meet across functions as members of Faculty Senate, Faculty Senate committees, and in other informal meetings such as the Technology Group and the Marketing Group.

## **Standard 2.A: Policies and Procedures**

### ***Academics***

#### **2.A.12: Academic Policies**

Academic policies affecting GBC originate both at the college level and from the NSHE Board of Regents. All GBC policies are in compliance with NSHE policy, and many GBC policies have been created as directives from NSHE policy. A searchable source of NSHE policies is at the following Internet link:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>

GBC policies are found through the GBC website at the following link:

<http://www.gbcnv.edu/administration/policies.html>

Policies of particular concern to students are provided in the college catalog as well as being available through the GBC website. GBC and NSHE policies are readily available to faculty, linked online through the GBC Faculty and Staff site from the home page. GBC Policy 3.50 defines the credit hour and how credit hour approval and review shall occur as part of the overall approval and review process for courses.

#### **2.A.13: Library Policies**

Policies and procedures regarding access to and use of library and information resources are readily available to the GBC community through the library website (<http://gbcnv.edu/library/>). Individual policies including the circulation of materials, government documents, interlibrary loans, and reference services are listed under *Using the Library; Procedures and Policies*, found at the Internet link of <http://gbcnv.edu/library/info/policy/library.html>. The GBC Library also publishes a wide variety of brochures and information publications aimed at specific disciplines to describe the resources available to students and faculty.

Policies and procedures are discussed and explained to all students at student orientation sessions held each semester. Policies are enforced in part by utilizing the library circulation system. For example, students and faculty with overdue materials are notified and held accountable for these materials.

## **2.A.14: Credit Transfer Policies**

The index to GBC's current catalog leads students to the Transfer Center section on pages 23-24. Transfer policies and procedures describe transferring credits to and from GBC, general education requirements within NSHE and with regionally accredited institutions, and student recourse for dissatisfaction with transcript evaluations. All of the policies and procedures seek to maintain program integrity while assisting students to accomplish their educational goals. Specific policies are stated in GBC Policies 6.1.4.2 and 6.1.6.1-4.

Each Bachelor's degree-granting institution within NSHE is required to maintain transfer agreements with the community colleges in the State. The State's two universities have online links to provide students with articulation information. GBC directs students to these links through the Advising and Career Center and in the catalog pages cited above. Student rights and responsibilities regarding transfer to other institutions are also found through the College web page at the link [http://www.gbcnv.edu/rights\\_responsibilities](http://www.gbcnv.edu/rights_responsibilities)

NSHE *Handbook* Title 1, Article VI, Section 3 (c.3) states that the Board of Regents' Academic and Student Affairs Committee has the responsibility for making recommendations to the full Board regarding articulation and transfer within NSHE. Title 4, Chapter 14, Section 13 outlines duties of the System Articulation Board in supporting effective articulation within Nevada (GBC has two members on this Board). Section 14 of the same chapter lists conditions for transfers and admissions within NSHE for Associate's degrees to baccalaureate-granting institutions. GBC must also observe this policy in receiving transfers into its Bachelor's degree programs.

### ***Students***

## **2.A.15: Students' Rights**

The current GBC catalog, on pages 26-35, address students' rights and responsibilities regarding non-discrimination, FERPA, Student Right-to-Know, policies and procedures for student conduct, possible sanctions, and procedures for student appeals of sanctions. The definition of academic honesty is on pages 30 and 31, and the process for grade appeals and for appeals regarding professional conduct is provided on pages 53 and 54. GBC Policy 6.1.10.1 provides the student grievance procedure for those who feel they have suffered an academic injustice. These are in accordance with the NSHE Code, Title 2, Chapter 6, Sections 16.1 - 16.18, as restated in pages 208-218 in current GBC catalog. The VPSS, in the role of Administrative Officer, also provides awareness training for sexual harassment, unlawful harassment, and hate crimes. Services for students with disabilities are briefly described on page 36 of the catalog with contact information for the Students with Disabilities Officer.

The VPSS is the Administrative Officer in matters of student complaints and grievances (excepting grade appeals). The procedure for student grievances is described on page 28 of the current catalog. There have been very few grievances that proceeded to the formal procedure. Stated procedures have been followed and grievances were resolved expeditiously in a fair and consistent manner.

The VPSS also receives complaints or charges of student misconduct. The *Student Conduct Policy* provided in pages 28-32 of the catalog outlines misconduct, disciplinary sanctions, and disciplinary proceeding procedures. For the past five years, cases of academic dishonesty resulted in 112 warnings



and 11 reprimands for plagiarism, and 6 warnings for cheating. Students have also received disciplinary sanctions for alcohol and illegal drug possession in housing and also for disruptive behavior.

All students' rights policies and procedures are followed in a consistent manner. Depending on the context or facts of the situation and/or the severity, GBC legal counsel may be consulted for guidance or approval of resolution.

### **2.A.16: Admission and Placement Policies**

Great Basin College has a basic open door admissions policy, but this does not provide automatic admission to all courses and programs. In particular, many courses require English or mathematics prerequisites, which in turn require sufficient placement to assure successful completion. Certain programs, in increasing numbers, have entrance criteria for formal acceptance.

Through completion of INT 100, *GBC Orientation*, English and mathematics placement testing is required for all first-time full-time students and for degree-seeking part-time students before completing 24 credits. Placement testing is required for all students before enrollment in any college-level English or mathematics course, and is available at all GBC centers. Pages 19-21 of the current college catalog provide the required placement scores on available standardized tests for entrance to levels of courses. For courses that require sequential prerequisite knowledge, prerequisite courses are clearly identified in the course catalog descriptions and enforced through the student enrollment system.

Programs that require official admission each have individual program handbooks. The handbooks provide the specific acceptance criteria, then describe how students successfully continue in and complete the programs. Also provided are criteria for dismissal, readmission, and procedures of this nature. Handbooks are updated regularly and readily available to students. Examples of programs that require formal admissions include Nursing (Associate's and Bachelor's), Radiology Technology (Associate's), Education (Bachelor's), and Bachelor of Applied Science. Some technical programs have also recently initiated basic program admission criteria.

There are also policies for continuation and termination from the college as a whole. These are stated in the college catalog under Standard 2.A.15 of this report.

### **2.A.17: Policy Regarding Co-curricular Activities**

The GBC Student Government Association (SGA) sponsors and promotes co-curricular activities. The SGA website ([http://www.gbcnv.edu/student\\_life/sga.html](http://www.gbcnv.edu/student_life/sga.html)) provides information for student government, the student handbook, and SGA philosophy. The importance of participating in the development of skills and responsibilities through participating in the governance of an organization is described.

Three of the eight purposes of the SGA are directly related to responsibilities for co-curricular activities:

1. Assist in the directing and coordinating of student activities.
2. Support SGA sanctioned student organizations.
3. Encourage cooperation between students, staff, and faculty. (*SGA Constitution*, Article I (B 4-6))

SGA sponsors and oversees all student organizations, all of which have a co-curricular function. A student advocate assists and advises SGA in forming student organizations, and student organizations

are required to have a faculty advisor. The qualifications for being certified as a student organization are given in “Student Organizations,” in the SGA *Constitution*, Article IX. A manual is provided by SGA to student organizations to assist in the development of each club and for planning activities and events.

*Argentum* is GBC’s annual literary and art magazine with contributions by students, faculty, staff, and community members. Past issues and information are located at: <http://www.gbcnv.edu/argentum/>. The guidelines for participation and submission of works to be included are subject to the same co-curricular guidelines as all student functions. GBC does not currently have a student newspaper.

## ***Human Resources***

### **2.A.18: Human Resources Policies**

All full-time GBC personnel are grouped as either classified staff (non-exempt salary) or professional staff (exempt salary). Each has its own published set of policies and procedures. Many part-time personnel, both students and non-students, are paid on letters of appointment (LOAs), with less procedural requirements. In addition to those general policy statements provided here, GBC Bylaws, Section 5 (found with GBC Policies and Procedures) provides many specifics related to GBC employment.

Classified personnel with GBC are considered State employees. As such, GBC follows all policies and procedures established by the State of Nevada’s Department of Personnel and NSHE’s Business Center North (BCN). Policies and procedures for the classified staff are available to them online at [www.bcn-nshe.org/hr/](http://www.bcn-nshe.org/hr/). These policies and procedures ensure that all GBC classified personnel are treated equally. Policy and procedures relating to classified staff are also found in in GBC Policies and Procedures, Chapter 5, Policy 5.40.

Policies and procedures for professional staff are distributed through Chapter 5 of GBC Policies and Procedures (<http://www.gbcnv.edu/administration/policies.html>). GBC policies and procedures are readily available through the GBC home page under the *Faculty and Staff* link. These policies and procedures are reviewed as they are used and revised as appropriate. Policies and procedures are also reviewed as new requirements are initiated from State and Federal oversight. The online GBC Faculty Handbook also contains a link to this site.

Part-time employees serve at the pleasure of the college, and as such have less procedural policies for oversight. These employees still have basic employee rights and obligations (such as under Affirmative Action/Equal Employment Opportunity), and these are also provided in Chapter 5 of GBC Policies and Procedures. A link to the policies and procedures is in the GBC Adjunct Faculty Handbook at [http://www.gbcnv.edu/faculty/Adjunct\\_Faculty\\_Handbook.pdf](http://www.gbcnv.edu/faculty/Adjunct_Faculty_Handbook.pdf).

### **2.A.19: Conditions of Employment**

When classified employees are hired with GBC they are scheduled for an orientation with the Human Resources office. During this orientation employees are given a packet of information which includes rights and responsibilities for employees and employer. They are given an employee handbook from the State of Nevada Department of Personnel, which includes information regarding the process for evaluations, promotion, retention and termination. The employees’ supervisors prepare and retain copies of the work performance standards for positions and these are reviewed and signed by employees and supervisors upon hire and when responsibilities and duties change.

Administrative and academic faculty follow the policy and procedures outlined in the NSHE Board of Regents' Handbook. These policies are restated and in some cases amplified in GBC Policy and Procedures, Chapter 5. New faculty members are also provided an orientation which provides an introduction to this information. New academic faculty members are introduced to procedures for tenure and non-tenure tracks. Tenure and mentoring committees continue working with new faculty members in their respective tracks.

### **2.A.20: Confidentiality of Records**

All active employee records are housed in locked, fire-proof cabinets kept in locked offices with only human resources employees having keys to access the cabinets and offices. Past employees' files are secured in locked files in rooms that are locked when staff is not in the work area. The human resources staff, administrators, and the employee's immediate supervisor are the only ones allowed access to employees' records. Tenure committee members for tenure-track faculty are allowed by NSHE Code to view information in the employee's file during the probationary period. All employees have access to their own personnel file at any time they wish to review it.

### ***Institutional Integrity***

### **2.A.21: Official Communications**

The primary publications that communicate GBC programs and services are its annually revised college catalog, the semester class schedules, and the pages available through its website. The college catalog revisions are overseen by the office of the VPSS. As programs, services, policies, and other intentions of the college are reviewed and changed, these are reported to the VPSS office where they are noted and approval is obtained from appropriate quarters of the college. Every year during the late spring an updated college catalog is completed and disseminated to communicate essential college information for the coming academic year. All programs of the college are listed in the catalog to accurately represent the program outcomes, the course distribution (general education, program requirements, etc.), and the semester-by-semester sequencing of courses for timely completion. Limited numbers of catalogs are published in print media, and some are distributed through CDs. The widest use of the GBC catalog is now through the Internet via the GBC homepage, where catalogs for the last several years may be viewed.

The semester class schedules are created by departments and input electronically into the PeopleSoft enrollment management system. Generally, fall schedules are developed by the early spring and made available online during March or April. Paper copies are mailed to addresses throughout the service area in late July or early August. Spring schedules are created in the early fall and made available online in October, with paper copies mailed to arrive at addresses shortly after the Thanksgiving holiday. GBC employs a long-term committed schedule (four years out) through which departments and programs communicate essential class schedules for students and advisors to refer to for timely completion of programs (<http://www.gbcnv.edu/academics/longterm.html>).

Essentially all information relative to GBC is found through the college web site ([www.gbcnv.edu](http://www.gbcnv.edu)). Catalogs, schedules, and much other information is automatically updated as the information becomes available, and is thus consistent with the other formats of the same information. Various department,

program, and operations sites are developed and updated by the personnel in charge of them. Some are updated more regularly than others.

The Chief Development Officer, collaborating with the President, VPSS, and VPAA, coordinates all other announcements, statements and other publications of the college. Press releases regarding academic and training programs, special events, scholarship opportunities and other matters related to the college are regularly disseminated. The collaborative effort assures effective communication of academic intentions, programs and services to students and to the broad public audience. Additionally, a regular schedule of advertising in print and broadcast media is established in every community within the college service area.

## **2.A.22: Ethical Standards**

Great Basin College is guided by many policies, procedures, and practices—some long-standing and others ever evolving— that support institutional integrity. These are defined by the State of Nevada, NSHE, and GBC through appropriately delegated authority. Ethics are embedded in GBC expectations of students as stated in the General Education objectives and in the outcomes of many programs of study.

As stated in NSHE Code (Title 4, Chapter 1, Section 3), all public officials and employees are subject to the code of ethical standards of the State of Nevada (*Nevada Revised Statutes* (NRS) 281A.400 – 281A.480). These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services (NRS 281A.400), voting (NRS 281A.420), bidding on contracts (NRS 281A.430), and honorariums (NRS 281A.510).

General policies regarding standards of fair treatment for faculty, staff and administration may be found in the NSHE Handbook (Title 2, Chapter 6; Rules and Disciplinary Procedures). These are reproduced on pages 208-214 in the current GBC college catalog. Chapter 6 does not define what is ethical as much as to define those activities that are prohibited. The chapter also describes disciplinary actions, sanctions, hearing procedures, and appeals to assure fair and equitable treatment of employees. Policies regarding student recruitment, Equal Employment Opportunity, and Affirmative Action are in the NSHE Handbook in Title 4, Chapter 8, and reproduced on pages 214-218 of the current GBC catalog.

The authority to establish institutional grievance procedures and the conditions under which they may be applied is delegated to GBC through NSHE Code in Title 2, Chapter 5, Section 5.7. GBC definitions and the procedures for filing grievances by academic and administrative faculty are provided in section 5.9 of the GBC Bylaws (found with GBC Policies and Procedures). The policy provides specific timelines. The grievance procedure for classified staff is provided in section 5.10, which is essentially to direct staff to State of Nevada procedures with assistance from the GBC Human Resources office. Grievance procedures for all GBC employees regarding Affirmative Action and Equal Employment Opportunity are provided in GBC Policy 5.50.7.

Student complaints and grievances are handled through the office of the VPSS. GBC Policy 6.1.10.1 states the student grievance procedure with timelines. Students are always encouraged to attempt to resolve issues informally before pursuing a formal grievance. The informal procedure is to first contact the instructor, then failing to resolve the issue, visit the instructor's department chair. From there, work with the VPAA to resolve the matter. Complaints rarely advance past the department chair. GBC Policy 6.1.10.2 – 10.7 defines prohibited activities as well as expected conduct for students.

As a demonstration of ethical standards and conduct being practiced, during the period of 2009 to 2012 (since the last GBC accreditation report), there have been no academic, administrative, or classified staff

grievances filed, and only one student grievance. The Human Resources and Student Services offices occasionally distribute the grievance procedures to individuals, but these are rarely acted on.

GBC is audited regularly for its policies and procedures. Auditors generally give good marks to the college for following all guidelines and procedures, substantially indicating ethical practices.

### **2.A.23: Codes of Conduct**

Overarching policy regarding conflict of interest is found within NSHE Code, Title 4. Chapter 1 defines the basic functions and expectations of the governing board. In particular within this chapter, Section 2 (Ethical Code of Conduct for Regents) and Section 3 (Prohibitions for Members of the Board of Regents) contain language prohibiting conflict of interest. Chapter 2 of Title 4 defines the requirements of the NSHE administration and its prohibition of conflict of interest. Chapter 3 relates to the professional staff of the NSHE institutions and clearly defines policies to prohibit conflict of interest, including Sections 7 (Nepotism), 8 (Conflicts of Interest), and 9 (Compensated Outside Professional Services).

Specific examples of Code that prohibit conflict of interest for the governing board include Sections 2.4.c, 2.4.e, 3.1 (a –d), and 3.2 of Title 4, Chapter 1. Of this Code, Section 2.4.c states that all NSHE business must be conducted in an open, ethical, and above-board manner. Section 2.4.e states that Regents refuse to use their position for political or personal gain or aggrandizement. Section 3.1 prohibits Board members from conflicts of interest arising through contracts or purchases from NSHE, through the management of investment accounts, or nepotism. Section 3.2 provides that Regents shall complete annual disclosure statements demonstrating that there are no activities that might create conflict of interest.

For all paid staff of NSHE, the prohibition against conflicts arising through nepotism is spelled out in detail in Title 4, Chapter 3, Section 7. Section 8 of this chapter addresses conflict of interest in particular regarding the NSHE Chancellor and institutional Presidents. Section 9 provides in detail the policies for compensated outside professional services by faculty members. This includes prohibition of conflict of interest and much more. Each NSHE institution must submit an annual report to the NSHE office describing the nature of compensated outside professional activities by its faculty.

At the institutional level, a strong counter exists for control of conflict of interest issues in the college and the System procedures for contracts. GBC Policy 4.1 (Purchasing), subsection 4.1, specifically prohibits conflict of interest. In Policy 4.4 (Accounting Regulations and Procedures), subsections 4.1 and 4.2 specifically relate procedures for contracts that prohibit conflict of interest.

GBC maintains no affiliations that affect its academic autonomy.

### **2.A.24: Intellectual Property**

The primary mission of GBC is in teaching and not in research and scholarship (though these are not discouraged). The primary work of GBC faculty as defined in the workload policy is to teach, prepare to teach, perform student advising, and take care of various college administrative responsibilities. With these considerations, GBC defers to NSHE Code for policies on intellectual property in most regards, particularly for such intellectual property as inventions and copyright. For GBC faculty, these would normally be derived from work outside of contract time and would not occur on GBC property or with GBC facilities or equipment.

Policies governing intellectual property are provided in NSHE Code Title 4, Chapter 12, where significant guiding detail is provided. Section 8 of this chapter requires institutional policies to be consistent with these System policies and that such institutional policies require approval by the Board of Regents. GBC Intellectual Property Rights are published as GBC Policy 3.21. This policy covers only two forms of intellectual property, video-taped courses and web-based materials.

### **2.A.25: Accreditation Status**

GBC makes the accurate representation that it is fully accredited through NWCCU. This is given on page 14 of the current college catalog and at <http://www.gbcnv.edu/about/overview.html>. GBC was first accredited by NWCCU in 1974, and has continuously retained its accreditation in good standing since then. Information on GBC accreditation is also provided through the GBC web site, which includes links to accreditations documents (<http://www.gbcnv.edu/administration/accreditation.html>).

### **2.A.26: Contractual Agreements**

The only correct contracting party of NSHE is the Board of Regents. Therefore, all contracts submitted for approval and execution by the Chancellor should reflect the NSHE Board of Regents as the contracting party and not a division or entity within a division or campus. This is stated in GBC Policy 4.4, Section 4.2 (Accounting Regulations and Procedures). NSHE Business Center North administers all purchase agreements and contracts except for those delegated to the college president.

GBC Policy 4.1, Sections 1.0 to 4.0, cover the basic purchasing procedures, many of which involve contracts. These are based on NSHE Code, Title 4, Chapter 10, Section 1 (Purchasing Policy), and support Section 2 (Supplier Diversity and Inclusion). Chapter 5 of the NSHE Procedures and Guidelines Manual provides important information on fiscal procedures; Section 2 specifically relates to purchasing procedures, and Section 3 covers preparation and approval of contracts. Many of the limits on and types of authorizations for different types of transactions are detailed in these Procedures.

The signature requirements for the various contracts and agreements, whether at the institutional level or the NSHE level, provide the major assurance that all transactions conform to GBC's mission, policies and procedures, and comply with NWCCU standards. Conforming to the Commission's Eligibility requirement 3, GBC devotes all its resources to the education mission and core themes.

### ***Academic Freedom***

### **2.A.27 and 2.A.28: Academic Freedom**

GBC adheres to the policies in NSHE Code, Title 2, Chapter 2, regarding academic freedom and responsibility, without further institutional refinement. A summary is found on page 14 of the current GBC college catalog, and the NSHE Code may also be accessed through the GBC Faculty Handbook.

The first paragraph of the Preamble of the GBC Faculty Senate Bylaws states the following:

*The basic functions of Great Basin College are to preserve, augment, criticize and transmit knowledge; to develop skills; to foster creative capacities; and to establish the opportunity for*

*the community at large to be exposed to these functions. These functions are performed by a community of scholars who must be free to exercise independent judgment in the planning and execution of their educational responsibilities. The government of an institution of higher education should be designed to allow these individuals to select and carry out their responsibilities with maximum effectiveness and integrity.*

In specific discussions on the nature of academic freedom, the American Association of University Professor's (AAUP) 1940 *Statement of Principles on Academic Freedom and Tenure* is sometimes cited. This is not part of any adopted GBC policy, but is used as a guideline.

There have been no formal complaints or grievances in regard to academic freedom at GBC. Informally, there have been rare cases of students complaining about the content of some courses. In most cases these students have been advised by the instructor of the course that the material is appropriate for the course in question, and the VPAA has supported these instructors. In some cases the students have chosen to withdraw from the class in question. There have been a few occasions where the VPAA has questioned an instructor on the appropriateness of certain discussion topics, but with no formal action.

### **2.A.29: Scholarship and Objectivity**

The expectations of student conduct (GBC Policy 6.1.10) include the following prohibition:

*17) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.*

This statement is placed into the syllabus of many courses. In teaching students that these standards must be attained, instructors themselves are expected to abide.

Assessment of courses through the annual evaluation process provides an indicator of faculty adhering to this standard. Each semester a class is peer reviewed for the adequacy, accuracy, and appropriateness of its content and presentation. Student responses on class ratings forms and student satisfaction surveys indicate course material is being presented appropriately. A syllabus for every class taught every semester is kept on file, again with no obvious indications of inappropriate presentation.

## ***Finance***

### **2.A.30: Management of Fiscal Resources**

The Board of Regents' Business and Finance Committee recommends and monitors budgets and oversees financial policy (Title 1, Article VI, Section 3.b). It is the duty of the NSHE Chancellor to establish financial practices and assure accordance of budgets for the Board of Regents (Title 1, Article VII, Section 3.e). It is the duty of the college President to recommend and administer budgets in accordance with NSHE policy (Title 1, Article VII, Section 4.e.4).

GBC abides by both NSHE and GBC policies and procedures and all applicable local, state and federal regulations. Many of the policies and procedures cited for Standard 2.A.26 also apply here. Applicable policy resides in NSHE Code, Title 4, Chapters 9 (Internal Audit, Finance, and Administration), 10 (General Business Management), 14 (Planning), and 17 (Fees and Expenses). Chapter 5 of the NSHE Procedures and Guidelines Manual (Fiscal Procedures) provides procedures for many financial matters.

These include purchasing, preparation of contracts, planning, and many more. GBC policies of direct effect to financial matters, and based on NSHE policy, are in Chapter 4, Policies 4.1, 4.2 and 4.4. Policies 4.3, 4.6, 4.7, and 4.10 are of peripheral effect.

GBC is regularly audited by NSHE internal auditors and annually by external auditors to assure policies are being followed. NSHE audits are regularly presented to the Board of Regents Audit Committee for review.



## Standard 2.B: Human Resources

### 2.B.1: Qualified Personnel

The table below lists the major functional areas of the college and the types and number of employees staffing each area. These do not include the administrative staff listed for Standard 2.A.9. Administrative faculty members are salaried personnel with annual professional contracts, and the classified staff is employed for hourly wages. The part-time staff designates employees working on letters of appointments (LOAs) without benefits, and includes student workers.

<b>FUNCTION</b>	<b>Administrative Faculty</b>	<b>Classified Staff</b>	<b>Part-time Staff</b>
<b>Admissions and Records</b>	3	3	4
<b>SIS Ops</b>	3	1	3
<b>Career Center/Recruiting &amp; Retention</b>	4	1	2
<b>Controller's Office</b>	4	3	1
<b>Human Resources</b>	1	2	-
<b>ABE/ESL</b>	2	-	7
<b>Financial Services</b>	2	3	1
<b>Institutional Research</b>	2	-	-
<b>Buildings and Grounds</b>	2	17	1
<b>Academic Success Center</b>	1	-	19
<b>Distance Education</b>	3	2	13
<b>Library</b>	4	1	3
<b>Computer Services</b>	4	-	7
<b>Media Services</b>	-	2	-
<b>Centers and Satellites</b>	7	13	68

Though considerably more strained than before budget cuts in recent years, GBC is marginally managing to adequately support its services and operations on a daily basis. Any additional stress such as new systems and operating policies strains affected functions greatly. GBC has little redundancy or backup for many of its required functions.

Classified positions follow selection guidelines (GBC Policy 5.50.6) set by the State of Nevada, Department of Personnel (DOP) and NSHE-Business Center North. All work performance standards (job descriptions) are based on the employee's job title and class specifications set by the DOP. All job duties are reviewed annually or as duties change, and new work performance standards are completed if necessary. A job description that outlines the qualifications and responsibilities of each position resides in each employee's file. These files are maintained by the Human Resources Department.

Professional positions are selected through a process outlined in GBC Policy 5.50, sections 3 – 5, with additional search committee guidelines (<http://www.gbcnv.edu/fscommittees/Personnel.html>) posted by the Personnel Committee. Once the need for an administrative position is determined and authorized, these search procedures are followed. Academic faculty positions are discussed in Standard 2.C.5.

## **2.B.2: Personnel Evaluation**

Classified staff members are reviewed annually on their merit date using a process defined by the State of Nevada DOP at <http://dop.nv.gov/emphand.pdf>, as relayed in GBC Policy 5.40.12. New classified staff members are reviewed at 3, 7, and 11 months after hire, then annually on their merit date thereafter. The evaluation is based against each employee's work performance standards, and must be performed by a supervisor who has completed required training designed by the State DOP.

Administrative faculty evaluation occurs annually as outlined in the NSHE Handbook, Title 4, Chapter 3, Section 4. Within the NSHE guidelines, GBC administrators up to the level of deans are reviewed annually through the process defined in GBC Policy 5.24. The evaluation is made by the employee's immediate supervisor using a standard form. On the form the employee and administrator each comment on the employee's previous year's goals and achievements. The supervisor comments on the employee's performance during the previous year, to which the employee may respond. The employee states professional goals for the coming year. The supervisor rates the employee on a 1-4 scale on each of five professional competencies listed on the form and determines if the employee performed meritoriously during the previous year.

## **2.B.3: Professional Growth**

GBC provides opportunities for professional growth through several avenues, described here:

### **Funding opportunities**

Funds are available from several appropriate accounts for faculty and service departments to engage in professional development activities. There is a "Professional Development" operating account that is allocated money annually specifically for this purpose. It is mostly used for attending conferences and such, and will usually be distributed to about 12-15 people annually. A portion of this is given to the oversight of the faculty Compensation and Benefits Committee for distribution, with assistance from accounts overseen by the VPAA when needed and justified.

Many academic departments and all service areas have operating accounts from which they may use funds for professional development. These may be used alone or to supplement professional development account funds. The vice presidents may also have control over certain other accounts that may be used as needed for training in areas of institutional need. Funding is a concern during these times of budget cuts. Money in department operating accounts was reduced 25% for the current biennial budget. If further cuts are made as anticipated, these will be among the first accounts to be further reduced.

### **In-service programs**

At the beginning of each semester a program of in-service presentations is created to advance professional development. A faculty Professional Enrichment Committee was created in 2010 to assist in creating this schedule and to address needs throughout the college. It is attempted to schedule a combination of presenters from outside the college with presentations by in-house expertise on a variety of relevant topics. During the summer and at other times during the year, free in-house sessions are offered to employees on a variety of skills relating to office procedures, communications, and such.

### **Grant-in-aid**

All full-time GBC staff members within NSHE are able to participate in grant-in-aid benefits. Grant-in-aid provides the waiver of student fees for up to six credits of classes per semester, subject to approval of supervisors. Many faculty and staff members take advantage of this opportunity, advancing job skills and sometimes obtaining degrees.

## **2.B.4: Qualified Faculty**

Being a community college offering select baccalaureate degrees, GBC requires a faculty with a wide range of skills and educational backgrounds. The general guideline is that instructors are expected to hold a degree at least one level higher than the level to which the programs are being taught, or equivalent experience. A table showing degree distribution across the disciplines included as in indicator for GBC Core Theme 1, Objective 1.1. The adjunct faculty is held to the same level of degree expectations as the full-time faculty.

For those career and technical areas for which Bachelor's degrees are not typically available, appropriate certification and/or experience is required. For these positions, faculty members not holding a degree are encouraged to work toward achieving one. For Bachelor's degree programs where there is the expectation of at least some faculty with doctoral degrees, GBC has greatly increased the number of instructors over the years. This has occurred through selective hiring for new positions and from the internal advancement of existing faculty members.

For GBC, the challenge in the sufficiency of the faculty is not in an unacceptably high ratio of students to faculty. Over the years the challenge as a rural college has been to have classes with enough students to meet funding expectations. The ratio has been improving by increasing over the years from about 12.5 students per class in 2008, to 16 in 2010, to about 18 currently. The biggest challenge over the years has been to provide a faculty of sufficient diversity to cover the range of disciplines needed to provide a full range of academic experiences expected for a solid general education program. Currently, GBC has sufficient faculty enough to cover all needed disciplines, but some disciplines are distributed very thinly.

## **2.B.5: Faculty Workload**

During the 2004-2005 academic year there was a joint effort between the GBC Faculty Senate and the VPAA to develop a comprehensive workload policy. Previous to this, the workload policy was only one page with vague references to expectations and to 15 credits of instruction. The new workload policy defines all expectations for faculty including instruction, office hours, advising, Faculty Senate committee duties, alternative assignments, and minimum hours of work per week. All are in accordance with NSHE Code. The workload policy defines workload in terms of workload units (WU) which are based on the traditional expectations of credit hours of instruction. Using workload units, alternative duties and assignments may be awarded workload when not specifically in instruction. GBC Policy 5.21 defines

how the workload units are assigned for all duties. Scholarship, research and artistic creation are not primary responsibilities for GBC faculty.

In the workload policy, faculty workload is initially determined by either credits of instruction, student contact hours, or number of students enrolled in classes. Reassignments are then determined and added to the workload using specific duties defined in the policy. The policy clearly defines how workload is awarded for online instruction. The policy also defines provisions for awarding overload pay and potential stipends. Small revisions and guidelines to the policy were added in 2009. In general, the policy has held up well to implementation for the years it has been in effect.

## **2.B.6: Faculty Evaluation**

All full-time GBC faculty members are evaluated annually using a rigorous process. NSHE Code provides policy requiring annual evaluation for faculty in Title 2, Chapter 5, Sections 5.12 and 5.13, further stated in Title 4, Chapter 3, Section 4. These are adhered to and elaborated upon by GBC Policies 5.22 (full-time faculty) and 5.25 (adjunct faculty). The GBC procedure is the result of a focused effort from faculty and administration that was initiated in 2007, followed by a three-year successful effort. The revised process was approved for initial implementation and trial for the 2010-2011 year. After adjustments, the process was formally adopted in the fall of 2012 as GBC Policy 5.22. In the past, in addition to annual evaluation, each faculty member was then subjected to a more rigorous evaluation process every five years. It was determined that the rigor of the new annual process, upon its adoption, was sufficient that the fifth-year evaluation requirement (GBC Policy 5.23) will be dropped.

The annual evaluation process is multi-faceted. Each fall, faculty members set evaluation percent weights covering three performance roles, including Teaching, Professional and Service. This is done on a password protected web-based program developed in-house. Supervisor approval of the weights is required at the beginning of the academic year. The evaluation of performance of the roles is then completed through combinations of self, peer, and supervisor input at the end of the year. Evaluations also include student input from individual class ratings using the *IDEA* system and forms. From the final evaluation documentation, a summary sheet is made for each faculty member that includes faculty response to the previous year's evaluations, goals for the current year, brief written comments from the supervisor, and the level of the annual rating in categories defined by NSHE Code (Excellent, Commendable, Satisfactory, or Unsatisfactory). This form is signed and placed in faculty personnel files.

In the summary evaluation, supervisors may include within their comments suggestions for improvement in areas of documented concern. In the case of an unsatisfactory rating for an annual evaluation, it is required by NSHE Code (Title 4, Chapter 3, Section 4.6) that a written plan for improvement be provided to the faculty member.

Adjunct faculty members are evaluated every five years. They are evaluated by their department the first semester that they teach, and then every fifth year following that if they are present. The five-year interval is observed even if there are gaps in time when they are not teaching. GBC Policy 5.25 addresses adjunct faculty evaluation.

## Standard 2.C: Education Resources

### 2.C.1 and 2.C.2: Program Rigor and Expected Outcomes

All GBC programs must pass through an established approval process to assure appropriate content and rigor in line with stated student learning outcomes. After the need for a program is established, the appropriate department and/or individuals are identified to form the program outcomes and content. Since GBC programs must eventually have NSHE approval, the NSHE new program approval form and procedure are used from the beginning of the process. The program must first be reviewed and recommended for approval by the GBC Curriculum and Articulation Committee and then by the Faculty Senate. After approval by the GBC President's Council, the program is forwarded to NSHE for approval. Certificates of at least 30 credits and all Associate's and Bachelor's degrees must be approved by the NSHE Academic Affairs Council (AAC). The AAC is overseen by the NSHE Vice Chancellor for Academic and Student Affairs and is composed of the chief academic officers of each of the eight NSHE institutions. Certificates require only AAC approval. Degrees further require approval of the NSHE Board of Regents.

In recent years few new programs have been created. Most activity relating to this Standard has been to assure that existing programs have published student outcomes that are being assessed. This has been achieved through periodic program review aided by the role of the GBC Assessment Committee. GBC programs and their content are all available for examination in the college catalog and through the web site ([www.gbcnv.edu/programs](http://www.gbcnv.edu/programs)).

GBC courses must also pass through an internal approval process to demonstrate appropriate content and rigor. A standard new course form must be completed by a qualified faculty member, then approved by the Curriculum and Articulation Committee, Faculty Senate, and several administrators. The minimum required information for a new course syllabus is available through the college web site (<http://www.gbcnv.edu/syllabus/>). GBC course numbering and content must align with that of the other NSHE institutions through the Common Course Numbering (CCN) system. The CCN designations assure the appropriate and consistent level of outcomes for courses across the System.

Because of the wide distribution of population within the GBC service area, not all programs are delivered to all sites. Where it is possible to deliver coursework with appropriate content and rigor through local instruction or distance instruction, GBC attempts to deliver its programs as broadly as possible. However, locations not having access to adequate clinical, laboratory, or shop settings may not be able to have some programs delivered. Adjunct faculty teaching courses for programs at remote sites do so under program and department approval and supervision.

Expected outcomes for all GBC degree programs are published in the college catalog. For those programs with program handbooks, outcomes are also provided in these documents. It is required that all GBC classes have complete syllabi containing learning outcomes and the measurements thereof. This requirement is monitored through the GBC Assessment Committee, utilizing the faculty annual evaluation process. Syllabi are provided to students at the beginning of each class. In live or interactive video classes, syllabi are generally handed out in paper format, but may also be available online as part of an online enhancement for those classes. For online classes, the syllabi are available through the learning management system. An electronic file of all GBC syllabi is maintained. The file with all syllabi is available online at a site not accessible to the general public, but is available upon request.

### **2.C.3 and 2.C.4: Credit and Degrees**

All new GBC courses and degrees must be reviewed and approved for content and expected student outcomes by the GBC Curriculum and Articulation Committee, Faculty Senate, and administration. All degree programs have published outcomes in the college catalog. All course outcomes – with measurements – are included in every course syllabus. The outcomes for courses align to outcomes for degree programs, though clear documentation of the alignment is work in progress; some programs are further along than others. All GBC courses in degrees must be added to the NSHE CCN list, where they are either added as unique courses or correlated to courses existing at other institutions. This assures some degree of consistency in the content of many courses among the NSHE institutions.

Faculty members are required to keep accurate records of all student grades. Many now use the grade recording capacity within the online learning management system, even for live and IAV classes. This allows students to continually review their grades on assignments, tests, and such. Grades reflect the measurement of student learning outcomes as stated in course syllabi, as well as general performance in the class. Adjunct faculty oversight and approval is by department, often using common departmental syllabi. This assures outcomes standards are maintained regardless of instructor or site of instruction.

Title 4, Chapter 16, Section 37 of NSHE Code generally defines grading (page 52 of current GBC catalog). Grading criteria are further refined by GBC rubrics (<http://www.gbcnv.edu/academics/grades.html>).

Every GBC degree program is presented in the college catalog in two forms. First, the required courses are listed by category of requirements (i.e., general education, program requirements, and such). Then, each program is presented in the recommended semester-by-semester sequence that courses should be taken. In this sequencing, courses are arranged to account for prerequisites and the times offered. To assist with schedule planning, GBC maintains a long-term committed schedule of select courses. This is found at <http://www.gbcnv.edu/academics/longterm.html> , under “Academics” on the GBC website home page.

All degree programs must meet the GBC general education requirements, presented on page 56 of the current GBC catalog. GBC utilizes an integrated format for general education, requiring most general education courses to contain elements of all expected general education learning outcomes.

Admission and graduation requirements for all degree programs are published in the college catalog. The catalog is available online, on CDs, and in limited numbers in printed paper. Limited entry programs, such as Nursing, Radiology, and Bachelor’s degree programs, also have program handbooks with admission and graduation requirements stated.

### **2.C.5: Curriculum Design**

All new courses, programs and significant revisions of these are generated by the faculty. The VPAA and other administrative agents assist as needed. Courses and programs must first be approved by the faculty Curriculum and Articulation Committee, then by the Faculty Senate. Administrative and NSHE approval occurs only after approval by the faculty. The faculty alone forms learning outcomes and determines the methods of assessing those outcomes. As part of the annual faculty evaluation process, peer review is used for ongoing review of the syllabus and assessment of each course. The forms for course assessment were developed by the faculty Assessment Committee.

The selection of new faculty is through a search process that relies on a high level of participation by the faculty. This begins with the prioritization of all desired GBC faculty positions by the Department Chairs Committee. Under a recently revised format, every time there is either a faculty vacancy or State funding becomes available for additional positions, the Department Chairs Committee ranks and recommends the positions available by discipline; the ranking must then be approved by Faculty Senate. When a department loses a faculty member, the position is not automatically backfilled for that department, but must be reinstated through the Department Chairs Committee prioritization process.

Annually the VPBA makes an evaluation of how many positions may be afforded by the budget, and the final decision of which positions from the prioritized list will be filled is made by the President. The search for new faculty follows policy and procedures given for Standard 2.B.1. The department in which the position will be located forms a search committee, generally of 5-7 faculty and staff members with backgrounds appropriate for the search. The VPAA or Dean supervising the new position may participate as an ex officio member. The search committee creates an approved position description, widely advertises the position, reviews and ranks applications, interviews candidates, and makes recommendations for hiring. The President of the College makes final decisions on hiring.

### **2.C.6: Use of Library Resources**

Librarians and the faculty work together to ensure that library and informational resources are integrated into the learning process. As the prime example, all English 102 students are encouraged to meet one-on-one with a Reference Librarian to explore the resources available to them via the library website. This one-on-one session is referred to as a “FRI,” for “focused research interview.” In the session, the librarian exposes the student to the vast amount of information that the student can access via the library website from any location. Data-base searching is explained in great detail. Search strategies are tailored to meet the student’s individual research topic’s needs. Librarians also make presentations on library resources and data-base searching to individual classrooms in collaboration with and input from individual instructors. These sessions are usually discipline-specific. Librarians travel to all GBC campuses once a semester for one-on-one focused research interviews, classroom presentations, and tutorials. These activities are reiterated in Standard 2.E.3.

### **2.C.7: Experiential Learning**

Students wishing to receive experiential learning credit (referred to by GBC as “non-traditional credit”) must first complete 15 credits at GBC. At that time, they may petition for credit by providing substantial documentation and explanation of how their previous experience is equivalent to a specific course at GBC. Examples of experiential learning include military training, Peace Officers Standard Training, and attendance at post-secondary proprietary institutions. The GBC process for obtaining non-traditional credit is stated in GBC Policy 6.1.4.3, and is published in the current GBC catalog on pages 21 and 22.

The petition and supporting documentation is submitted to the Admissions and Records Office and then forwarded to the appropriate academic department for evaluation. The department makes a recommendation which is sent to the Academic Standards Committee and then Faculty Senate for review for denial or approval. If the petition receives approval, it is then posted on the student’s transcript and identified as non-traditional credit for the number of credits indicated for the course equivalency being sought. A maximum of 15 credits may be obtained by any student for non-traditional credit. Credit for prior experiential learning is only applicable toward Associate of Applied Science and Associate of General Studies degrees, or a Certificate of Achievement.

## **2.C.8: Transfer Credit**

Transcripts brought into GBC from other institutions are carefully evaluated through the GBC Admissions and Records Office and appropriate courses are articulated. Only courses from colleges and universities that are regionally accredited are considered for transfer. The preliminary articulation decisions are based on course descriptions as found in institutional catalogs. Whenever there is uncertainty regarding course equivalencies, the relevant course description is sent to the appropriate academic department for determination. For courses taken at other NSHE institutions, the Common Course Numbering (CCN) system is employed and available online through the NSHE website. Courses on the CCN list have been articulated System-wide through departmental consensus, and thus courses on this list are automatically accepted as equivalent courses at GBC. When all articulations have been determined, they are entered into the student's academic record and the student is notified.

Transfer is addressed by NSHE Code in Title 4, Chapter 14, Section 14. Transfer agreements are required of all Bachelor's degree-granting institutions in NSHE for articulation of NSHE community college courses. These are generally created by examining the catalogs of NSHE community colleges and documenting the courses that will transfer for a given degree program. Completion of an Associate of Arts, Science, or Business at an NSHE community college guarantees completion of lower division general education requirements when transferring to an NSHE Bachelor's degree program. Specific articulation agreements may be created between two colleges. These may substitute certain lower division courses that are similar but not identical to those that would be taken at the institution granting the Bachelor's degree. For the GBC Bachelor of Applied Science (BAS) degree, completion of any Associate of Applied Science degree at a regionally accredited college assures admission into at least one program emphasis.

### ***Undergraduate Programs***

## **2.C.9 and 2.C.9: General Education**

In 1999, in preparation for the initiation of baccalaureate degrees, the GBC faculty created a new general education program based on an integrative approach. The adoption of the integrative approach was accepted to the point that GBC later adopted "Integrative Studies" as one of its Bachelor's degree programs and there is a course prefix of "INT" to refer to Integrative Studies courses. The General Education program objectives (outcomes) and courses leading to these are provided in the current college catalog on pages 55 and 56. GBC General Education requirements meet or exceed those required by NSHE for Nevada institutions (Title 4; Chapter 14, Section 19; Chapter 16, Section 25).

Courses represented in the GBC matrix of General Education courses (catalog page 56) utilize an integrative approach that requires all General Education objectives to be addressed in each class to at least "some degree." (A limited number of courses in the applied sciences do not follow this approach.) Standard forms delineating objective integration are used to make applications for approval as General Education courses. The General Education objectives of *Communication Skills*, *Critical Thinking*, *Personal & Cultural Awareness*, *Personal Wellness*, and *Technological Understanding* (page 55) are integrated throughout courses within the broad disciplines of English/Communications, Mathematics, Science, Social Science, Humanities, Fine Arts, and Technology (page 56). No more than three courses with one course prefix may be in any one general education discipline "box."



The general education components of Associate of Applied Science (AAS) programs are generally parallel those for AA and AS degrees, differing only in that some less integrative and more technical classes may be in the AAS list that are not in the AA/AS lists. These programs may in certain cases have general education as embedded elements within the program coursework rather than as discreet courses. As an example, the Nursing AAS program has the “Human Relations” and “Technology” components embedded within it. The communications, computation, and human relations requirements are shown in the college catalog for Certificates (page 61) and AAS degrees (pages 56 and 60-61).

In the recent past General Education was overseen by the Curriculum and Articulation Committee. In 2012, a standing General Education Committee was formed specifically for all general education matters. With the recent creation of a dedicated General Education Committee, the program is undergoing review and reassessment. At least some revision seems eminent in the near future.

The General Education components of GBC transfer and baccalaureate programs are specifically identified with the degree requirements for each within the GBC catalog. These are stated generally for all programs on page 56, and are given in more detail and for specific programs within pages 57 through 75 (transfer Associate’s degrees) and pages 118 through 157 (Bachelor’s degrees). General Education outcomes and assessments are identified within the syllabus of each course delivered in fulfillment of these requirements.

GBC transfer degrees include the Associate of Arts (AA) and Associate of Science (AS) degrees. One specific element of the GBC mission is to provide programs of university transfer, which these degrees fulfill. GBC does not have formal majors within these degrees, and thus these are primarily programs of general education adhering to stated GBC General Education outcomes. Students, with assistance from advisors, add the appropriate content courses to meet the lower division requirements of the Bachelor’s degree programs being transferred into. Within pages 62-75 of the current catalog, some AA and AS “patterns of study” are given. These are provided as guidelines for students to transfer within given disciplines, and emphasis courses may be modified by students with their advisors to match the requirements of the college to which transfer is anticipated. Outcomes for each pattern of study are stated in the GBC catalog. Patterns of study are different than transfer agreements, which are created by receiving institutions.

Another element of the GBC mission is to deliver select baccalaureate degrees. The five GBC Bachelor’s degrees have been chosen because of specific needs identified within the service area that are not adequately addressed by other institutions of higher learning. This also fulfills the GBC mission to serve rural Nevada. The student learning outcomes for each Bachelor’s degree program are clearly stated in the GBC catalog and in program handbooks maintained by each program. The General Education outcomes for Bachelor’s degree programs are the same as for Associate’s degrees in the lower division, but are amplified with further General Education requirements in upper division courses (page 56), requiring higher skills in writing, critical thinking, and oral communication. Central to all GBC Bachelor’s degrees are upper division Integrative Seminars in the disciplines of Humanities/Fine Arts, Mathematics, Science, and Social Science.

## **2.C.11: Applied Programs**

All courses taught to fulfill program requirements have assessable outcomes (stated in course syllabi) that align with and support the outcomes of the programs. These include courses taught for specific degree requirements of programs and courses taught for the General Education program. For many programs, curriculum maps have been made that demonstrate alignment. These are located in a curriculum map file. For other programs, the alignment exists but the documentation of curriculum maps in a standard format is in process.

For a few applied science programs, some outcomes, particularly for general education, are embedded within program courses. Examples for the Nursing program were discussed under Standard 2.C.9 above. For Nursing programs, the faculty are qualified as part of their preparation for their profession in which human relations and technological understanding are fundamentally required and integrated into courses. Another current example is a pilot program that embeds technical mathematics into welding and diesel courses. For embedded math, an instructor with a strong technical math background is embedded into the classes with the regular content instructor to deliver the math instruction and assess the results.

### ***Continuing Education and Non-Credit Programs***

## **2.C.16 and 2.C.17: Continuing Education Programs**

Providing community services and lifelong learning opportunities to residents of the GBC service area are essential to the GBC mission. Business and industry partnerships, developmental education, and community service are explicitly stated elements of the GBC mission that help GBC fulfill the educational, cultural, and economic needs of the rural service area. All programs administered by the Continuing Education office of GBC fall under one or more of these mission elements, and Continuing Education activities support all GBC Core Themes.

Continuing Education provides access to credit and non-credit courses for people of all ages through a variety of personal enrichment and academic courses in Elko, Ely, Winnemucca, Battle Mountain, and Pahrump. Many businesses and service organizations contract with GBC Continuing Education for professional development, particularly computer skills training all GBC Centers at some time. The current semester schedule can be viewed at [www.gbcnv.edu/community.html](http://www.gbcnv.edu/community.html). Continuing Education oversees the dual credit programs where high school students earn simultaneous college and high school credit. All school districts in the GBC service area have or are planning to be involved in this. Articulation agreements, applications, and further information regarding dual credit can be accessed at <http://www.gbcnv.edu/academics/dualcredit.html>. The department also offers driver's education ([www.gbcnv.edu/drivers-ed](http://www.gbcnv.edu/drivers-ed)) for approximately 500 students a year.

In conjunction with GBC Tech Prep, Continuing Education has offered the Native American Youth Career and College Camp and the GBC Kids/Teen College for students ages 5-17 at Elko, Winnemucca and Battle Mountain (<http://www.gbcnv.edu/kidscollege>). Continuing Education offers educational travel opportunities for college students, adults, and families, ([www.gbcnv.edu/travel](http://www.gbcnv.edu/travel)). Recent tours include: China (2008, 2010), Ashland Oregon (2009), Washington D.C. (2010), The Basque Country (2011), and Greece and Turkey (2012).

The Director of Continuing Education is also co-chair of the GBC Intellectual and Cultural Enrichment (ICE) Committee, recently changed to Arts & Cultural Enrichment (ACE) Committee. The committee is now developing a new logo to better reflect what it does. ICE/ACE sponsors many events such as the GBC Film Festival and produces *Argentum*, the literary and arts publication. The ACE website is located at [www.gbcnv.edu/ice/](http://www.gbcnv.edu/ice/). Events can also be found on Facebook by searching for ICE + GBC. (These sites will soon be changing to ACE + GBC and [www.gbcnv.edu/ace/](http://www.gbcnv.edu/ace/).)

Continuing Education courses, activities, and programs are administrated by the Director of Continuing Education, as approved by the Vice President of Academic Affairs (VPAA). At weekly “Deans and Director” meetings, the Director of Continuing Education communicates and collaborates with the VPAA and the two GBC academic deans about Continuing Education courses and programs.

All Continuing Education courses offered for academic credit are approved by the GBC Curriculum and Articulation Committee and are in the GBC catalog. When a course is offered, the instructor and the syllabus must be approved by the appropriate department. Those courses that have no departmental “home” (such as AV 110, Private Pilot Ground School; and TT 109B, Basic Driver’s Education) are directly overseen by the Director of Continuing Education. Continuing Education instructors are certified in their disciplines or qualified to teach based on their credentials which they must supply to the GBC Human Resources office. A syllabus with course objectives and learning outcomes is required for Continuing Education credit courses and these are available in the GBC syllabus archive. These courses are assessed in the same manner as all GBC courses. GBC faculty and adjunct faculty members routinely teach Continuing Education courses and/or suggest course topics, speakers, and events.

### **2.C.18 and 2.C.19: Continuing Education Credit**

GBC does not record or transcript Continuing Education Units (CEU’s) for students. Certificates with the course date, topic, and number of hours of instruction are awarded to participants for completion of professional development, non-credit courses. Individuals may then submit the course information to the appropriate licensing board or certification agency.

Granting of credit for Continuing Education courses is based on 15 hours of instruction for one credit hour. Continuing Education credit courses are provided in direct response to the GBC mission for workforce development and community service. The courses are based on NSHE policy in the same manner as other GBC academic credit courses, and subject to the same standards and approval processes as all GBC credit courses. This includes appropriate departmental approval for instruction, syllabus, and all other standards.

Students enroll for non-credit Continuing Education courses through a user-friendly website that does not require a GBC application for admission. Students may enroll online at [www.campusce.net/gbcnv](http://www.campusce.net/gbcnv) or contact GBC Continuing Education for assistance to register over the phone or in person. Instructors are not required to provide grades for non-credit community education classes, but they can access class rosters and attendance sheets through *CampusCE* (the online admissions system). Students may also access their course history through *CampusCE*.

## **Standard 2.D: Student Support Resources**

### **2.D.1: Student Programs and Services**

GBC Student Services provides leadership and support for many programs and services that help students achieve educational objectives. The specific services and functions provided include recruitment, admission advising, admissions, student records, enrollment management, financial aid services, student housing, student retention, student activities, mental health counseling, and services to students with disabilities.

The services and functions listed above are all administrated by the VPSS. All functions are directly overseen by qualified directors and/or coordinators with appropriate authority delegated by the VPSS. Each is of great importance in its individual right. They are organized in a cohesive flow that brings students into the college, gets them started and supported in many respects of their schooling and life, and brings them through to completion. Other services available include proctored testing for a variety of assessment needs, tutoring, open computer labs with help-desk assistance, bookstore, and others. These are under the oversight of either the VPSS or VPAA. Specific aspects of many of the services and functions listed here are addressed individually within Standards elsewhere in this report.

Effective delivery of education through distance technology is another important service to GBC students. A Director of Online Education and a Coordinator of Classroom Technology (which mainly supports the interactive video (IAV) function) are critical to keeping access to these delivery formats open and effective for GBC's rural service area.

### **2.D.2: Student Safety and Security**

GBC maintains a good working relationship with local Police and Sheriff Departments who provide assistance as needed at all GBC locations. On the Elko Campus, GBC maintains a small security department of four full-time Security Officers and one Environmental Health, Safety and Security (EHS&S) Director. At the GBC centers, the site Directors contact the local Police or Sheriff should security problems occur that they are unable to handle. Each year the EHS&S Director files the campus crime statistics for each GBC location with the Department of Education. The Director also maintains and updates safety and security policies and procedures and recommends to the GBC administration any new policies or requirements as needed from changes in NSHE policy or new laws. Within the last six months there has been a college-wide effort to rekey and change locks on all college facilities to permit safe sheltering within during an emergency. The crime statistics and the safety and security policies are available from the Safety and Security website (<http://www.gbcnv.edu/security/index.html>) or by contacting the Director.

### **2.D.3: Student Potential to Benefit**

The GBC website at <http://www.gbcnv.edu/admissions/> provides comprehensive information about admission to the college. *GBC Orientation* (INT 100) is required for first-time, full-time students, or by part-time students before they complete 24 credits of coursework. Sections of the orientation are available live, through IAV for the Centers, and online. For this orientation, students are required to complete English and mathematics placement testing and are given advising requirements and other relevant academic information. GBC is an open door community college with admissions requirements

only for certain programs. The program admission requirements for these are located in the current GBC catalog or at <http://www.gbcnv.edu/programs/programs.html>.

Delivery of developmental education is an element of the GBC Mission, and thus GBC must allow enrollment of students with remedial needs in English and mathematics. However, many courses in programs have prerequisites that quickly filter those students who cannot prove their ability to advance through English and mathematics. GBC gives all students the opportunity to prove their ability to benefit, but advancement through programs is not assured by the college. There is continuous assessment to determine the best approaches for the remedial needs of students.

Students advancing within programs may electronically access degree audits that reflect progress toward degree completion. The degree audit compares a student's completed, in-progress, and articulated transfer courses to the student's specific degree requirements. This report provides a timely summary to students and their advisors.

#### **2.D.4: Program Elimination**

Once a student has declared a major, there are six years (Associate's degree or certificate) or ten years (Bachelor's degree) in which to complete the degree based on the requirements of the year of declaration. If there are substantial changes in requirements, the student will not be impacted as long as there is completion within that time frame. The student also has the choice to switch to the catalog year in which the student is graduating if there have been changes. The exception to this occurs for programs that have a formal admission process. The catalog year for students in those programs is determined by the year the student is accepted into the program rather than the year the student has declared the program.

Under the unusual circumstances that programs are discontinued and there are still students enrolled, students are alerted and provided a two-year time-frame and schedule of classes for completion. The program works with the students to find suitable courses for possible substitutions. Students may also be advised into other programs. Past examples of eliminated programs are the Arts and Humanities Administration emphasis of the BA in Integrative Studies and the AAS in Broadcast Technology.

#### **2.D.5: Catalog Information**

The current catalog is accessible through the GBC's website homepage, <http://www.gbcnv.edu/catalog/>. The bound paper catalog is distributed to faculty at all GBC sites. Additional paper copies for faculty and paper copies for students and others are available for \$7.00 each. Students may request a free CD. The following list provides the page numbers that provide the important college information:

- a) Institutional mission, core themes: Mission on **pp. 15-16**; core themes TBA in 2013-2014 catalog.
- b) Entrance requirements and procedures: **p. 17**
- c) Grading policy: **pp. 50-53**
- d) Information on academic programs and courses: **pp. 57-155**
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: **pp. 215-218**
- f) Rules, regulations for conduct, rights, and responsibilities: **pp. 206-214**
- g) Tuition, fees, and other program costs: **pp. 41-42**
- h) Refund policies and procedures for students who withdraw from enrollment: **p. 43**

- i) Opportunities and requirements for financial aid: **pp. 47-49**
- j) Academic calendar: **p. 5**

## **2.D.6: Accurate Publication of Requirements**

Published information on the requirements of specific programs is found in the college catalog descriptions of programs within pages 62 – 157. Many programs have no particular eligibility or employment requirements for students entering or graduating from programs, but those that have requirements provide them here. Handbooks published for specific programs contain more detailed information that is given to students. For non-credit programs delivered through Continuing Education, brochures containing accurate information about the programs are provided to interested students.

General career and occupational information is available at the Admission Advising and Career Center on the Elko campus. A primary source of information is the on-line Nevada Career Information System, <http://www.nevadaworkforce.com/cgi/career/?PAGEID=3>. This is available at all GBC sites. Basic information on GBC and its program accreditations is listed on page 14 of the current college catalog.

## **2.D.7: Student Records**

The GBC policy for retention and disposition of student records is clearly laid out in the GBC catalog (pages 26-27). Official student records are stored at the main campus in locked, fireproof files. Only Admission and Records staff have access to these files. Most records are in electronic form, and all electronic records are secure and backed up regularly by System computing (SCS) as part of the NSHE PeopleSoft student information system. Disciplinary files are stored in locked, fireproof files in the VPSS office area.

GBC strictly follows all regulations as laid out by the Family Education Rights and Privacy Act (FERPA). It is required that students provide written permission before GBC will release any personally identifiable information from a student's education record. While under the provisions of FERPA it is allowable to disclose some directory information (such as name, dates of attendance, degrees, etc.), all students are given the opportunity to submit an "Opt Out" Form to assure that no directory information is disclosed.

## **2.D.8 and 2.D.9: Financial Assistance**

The GBC Financial Services Office has primary accountability for all aspects of student financial aid as overseen by the Director of Financial Services. This office is responsible for the oversight of the distribution of Pell Grants, certain student loans, a variety of scholarships, and other forms of aid. The available types of financial aid available are published in the current college catalog on pages 45-50, together with information on obtaining, maintaining, and potentially reinstating aid. Information on the availability of financial aid is also located through the GBC website at <http://www.gbcnv.edu/financial/>. The initial step in obtaining financial aid is often filling out a FAFSA form to determine the student level of eligibility for various forms of aid. Following that, students are advised as appropriate regarding what assistance may be available. The Financial Services function is regularly audited for accountability.

The Financial Services Office also works in collaboration with the GBC Foundation and the Scholarships and Awards Committee. The Foundation raises money for scholarships for distribution, often with certain restrictions on their award. The Scholarships and Awards Committee serves to review scholarship applications and appropriately distribute them to qualified applicants.

Every student who receives financial aid signs a form certifying that they have read and understand repayment obligations and other requirements of financial aid. Students taking out loans are required to complete a loan entrance counseling quiz after they have read the student loan requirements. This is done before they sign the master promissory note. GBC monitors and helps students who have become delinquent on their student loans before they default on those loans. GBC's 2009 default rate was 7.9% compared to a national average of 8.8%. The 2010 rate was 11.3% compared to the national average of 9.1%. With GBC's low loan volume, small changes create large differences in percentage rates.

### **2.D.10: Academic Advisement**

Personnel in the Admissions Advising and Career Center are trained to advise new and continuing students, as are advisors and directors at all of the centers. All teaching faculty are expected to perform academic advising as part of their regular workload. Once a student has decided on a degree objective, the student is urged to meet with a faculty member in the appropriate department or program for advising. The objective is to link a student to the most knowledgeable and enthusiastic source for the degree sought. Faculty can view lists of advisees within the student information system.

Changes in program requirements are always published in the next college catalog and readily available. Concurrently, student degree audits are updated each year, providing important accurate information to both students and advisers. There is communication between faculty, advisers, the Admissions and Records Office, Curriculum and Articulation Committee, and others, which further enhances the accuracy of advisement and awareness of all graduation requirements. New courses and significant program changes go through the Curriculum and Articulation Committee, and once reviewed and approved, are published in the Faculty Senate minutes.

Under "Student Responsibilities" in our catalog (page 25), students are informed that advising appointments are necessary, and this is stressed throughout their time at GBC. Beginning with the new student orientation, the importance of advising is explained and students are given an opportunity to meet one-on-one with faculty from their area(s) of interest.

### **2.D.11: Co-curricular Activities**

Co-curricular activities as they relate to Standard 2.D.11 are addressed in large part in Standard 2.A.17. In order to involve more students of various interests and academic pursuits, SGA officers created the Student Organization Leaders Board (SOL). It is SOL's responsibility to meet twice a month to plan and organize a variety of activities for all of the campus community to participate in. This includes supporting the Student Nursing Organization's (SNO's) participation in the Festival of Trees community wide event; Skills USA (for Career and Technical Education students) in their regional and national competitions, as well as other student-oriented activities on all campuses. These include Halloween dances, Red Ribbon Week, Hunt for the Hungry, the Easter Egg Hunt for the Child Care Center, and bi-weekly Friday Follies. Each activity in some manner aligns with at least one of the college Core Themes.

### **2.D.12: Operation of Auxiliary Services**

The only auxiliary services operated by GBC are student housing and the Mark H. Dawson Child and Family Center (Child Center). The GBC Bookstore and the Bighorn Bistro food service are contracted

services that operate on the Elko campus, but are not auxiliary services operated directly by GBC. Contract training is operated on a self-supporting budget outside of State funding, but this serves a central educational role in fulfilling the GBC Mission for partnership with industry for workforce development in technical fields. This is not an auxiliary function.

GBC Student housing is located only in Elko. Housing supports the GBC mission by providing residences for students from across the rural service area to attend programs that cannot be distributed through distance technologies. A diverse student population often with disparate needs lives in student housing. The computer lab and study areas promote quiet areas to study, and there are many activities that support a sense of community. The Housing Advisory Board, which is compiled of staff, administration, and students, meets several times a year to discuss concerns and recommend revisions to housing policy. In all, this is a joint effort with many team members working together in unity for the good of our students. Student housing is under the administration of the VPSS.

The Child Center is operated on the Elko campus as a laboratory school for the Early Childhood Education (ECE) program while offering quality preschool programs to families in the Elko area. ECE students complete their internships under the supervision of a master teacher while practicing and applying methodologies they have learned within the ECE program. Local high school students may receive practicum placements in the GBC lab school for experience working with young children, in some cases leading to Tech Prep credit. The Child Center is accredited through the National Association for the Education of Young Children (NAEYC). The Child Center has an Advisory Board that includes GBC faculty and administrative representation. The Child Center is under the administration of the VPAA.

### **2.D.13: Intercollegiate Athletics**

GBC has no intercollegiate athletic programs.

### **2.D.14: Distance Education Student Identity**

Initial student verification and security is maintained through accurate registration using the MyGBC Self-Service Center button on the college home page. Students must log in using their MyGBC ID to gain access to registration and educational resources and services. Students are responsible for maintaining the security of usernames, passwords and any other access credentials assigned, and for providing complete and true information about themselves in any identity verification process. The WebCampus button on the GBC web home page is the portal for logging into the secure course management system for delivering online classes. New or returning GBC students receive unique login and password credentials for initial access to WebCampus. These login credentials are only available to students through letters mailed directly to them from the Online Education office. Login and passwords are not given out in the same correspondence for security reasons.

Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, GBC faculty members design courses to employ assignments and evaluations unique to the courses and that support academic integrity. Some assessments are proctored, which require an affidavit from the proctor, typically a public or higher education librarian. At a GBC location tests may be proctored in the Academic Success Center in Elko or at any of GBC's centers. Students are required to present state photo identification (from their respective state) to the proctor prior to taking the exam. The exams are password protected and only the instructor, the Director of Online Education (for technical reasons), and the proctor have the password. Students are not charged



additional fees to cover the cost of identity verification at GBC. Students are briefed on academic integrity on most class syllabi and are required to sign a document verifying understanding of what constitutes academic integrity before taking tests using *LockDown Browser*. Though not a guarantee of who writes papers, originality-check software, such as *TurnItIn*, inhibits plagiarism and dishonesty.

## **Standard 2.E: Library and Information Resources**

### **2.E.1: Library Resources**

In meeting the educational and informational needs of students and the faculty, the Library fulfills its mission, the College mission, and participates in all GBC Core Themes. The library meets these needs by providing information in several formats and means. Information in the book collection is constantly being updated as new titles are published, both in hard copy and now in electronic form. About 10,500 traditional books are available on the GBC Main Campus or through loan to the campus Centers. Currently the Library subscribes to almost 150,000 eBooks (nearly 30,000 searchable through MARC records) from a variety of vendors. The subject content is vast, and the delivery of content is always evaluated as to the ease of use by the end user. The electronic book titles are available via the library website and can be accessed by any GBC student through the Internet and catalogs.

The library subscribes electronically to over 60 commercial data bases. Most of the data bases are updated on a continuous basis. Some of the data bases provide archived material. Data bases cover many disciplines in a variety of content formats such as periodicals, journals, encyclopedias, newspapers, documents, reference books, photographs, and charts. Certain data bases are purchased to meet the needs of specific programs. *CINAHL plus* and *Nursing Reference Center* for the Nursing program are two examples of such data bases.

The Library's electronic resources are ideal for students because of the wide geographical area GBC encompasses. This well serves the college Mission and Core Themes to serve rural Nevada, enrich students, and build bridges to communities. Students and faculty can access this information from virtually anywhere in the world, 24 hours a day via the Library website, "the library without walls."

### **2.E.2: Library Planning**

The GBC Library strives to meet the needs of the GBC community by constantly asking students and faculty for recommendations for items to be added to our various collections. A formal avenue of input is through the Library Committee of the Faculty Senate. This committee exists specifically to advise the Library on its functions and operations. Less formally, on the Library website under Faculty and Staff, there is a form where faculty can submit suggestions for additions to the collections. Moreover, there is a space on the library website for suggestions or comments on any aspect of the library operation from all members of the GBC Community.

In recent surveys, both faculty and students were asked to rate various aspects of library resources and services. In both cases, the responses to the survey questions were positive. As examples of positive points, over 85% of students know that the Library has WiFi and popular books to check out, and agree that the level of service is good or outstanding, with a helpful, friendly Library staff. From faculty, over 70% know they can use the Library computer lab for class presentations and say that they frequently use Library databases. 88% rated the Library service as good or outstanding, and 92% say the focused research sessions are very helpful. Students have responded that they would like to see more group study space available, and as a negative, 23% of students say they "never" use the library.

### **2.E.3: Library Instruction**

The GBC Library staff provides instruction and support for students, faculty, and staff in many ways. To start, the library is always involved in new student orientations. Students are introduced to the Library staff and the many services provided. The students are given their library cards at these sessions, and they are introduced to the library website and the various resources on the library site including data bases and electronic books.

The Library staff participates in “In-service” training sessions before semesters, where the librarians share their expertise with faculty and staff. These sessions have also been used to introduce new resources. Also, new resources are highlighted throughout the year during Faculty Senate meetings.

A very effective method of teaching students how to use Library resources has been through Focused Research Interviews (FRIs, discussed in Standard 2.C.6). For these interviews, Research Librarians work directly with students in English 102 (Composition II) classes to show them strategies for researching their term papers. Librarians travel to all GBC sites and work with students in online classes.

The Library staff also “takes the library to the classroom” when demonstrating how to use search strategies and various data bases tailored to specific instructors and courses. Instructors may request such instruction either in person or via the library web page under “Request Instruction for a Class or Group.” Librarians also travel to campus Centers to provide this same instruction. Every semester, in-depth orientation for new Nursing students is provided.

### **2.E.4: Library Capacity and Utilization**

The GBC Library systematically evaluates the quality, adequacy, utilization, and security of the library and its resources including electronic access in several ways. Quality and adequacy are determined through communication with departments and programs whose students and faculty utilize the information. Students and faculty are surveyed regarding their library needs. Statistics are constantly tracked on the library website, including all database and eBook use. These data are kept on file in the library for reference and use. Circulation statistics are tracked to analyze usage and make appropriate materials selections based in part on these statistics. The Library staff works with the various library vendors to make sure that it has the most current information and collections.

The Library also collaborates with other organizations and institutions to broaden and maximize available resources. Two examples of collaboration occur with the University of Nevada, Reno, and the Nevada State Library and Archives. The former has a “Union” catalogue whereby resources and services are shared; from the later, resources are shared in the form of statewide data bases.

The library works with GBC Computer Services to assure all library computer resources are protected from any and all security problems. Standard Internet security is applied to the Library as it is to all GBC functions to prevent computer viruses and other malicious acts involving computers and computer applications. Library passwords are changed regularly and frequently.

## **Standard 2.F: Financial Resources**

### **2.F.1: Financial Stability**

GBC is primarily funded by moneys directed to it through the State of Nevada General Fund as provided by the Legislature and Governor of the State of Nevada. This accounts for about 78% of GBC funding. Most remaining funding comes from student fees charged per credit directly to students (20%), as approved by NSHE (these fees are essentially the same as “tuition” charged in most colleges). Lesser funds come through various other fees charged to students (“Special Fees”). These are generally tied to specific courses, programs, and certain types of expenditures such as technology and capital improvement. Funds received from all sources are restricted in their expenditure to specific categories of accounts by NSHE and the State of Nevada.

The financial planning of GBC is inextricably tied to a statewide process and to decision-makers that include the Chancellor, Board of Regents, Governor, and State Legislature. The Nevada Legislature meets biennially during the first six months of odd-numbered years. This necessitates financial planning for the future biennial budget to move forward well before the second year of the current biennium. Generally, State revenue projections are created in advance through the Governor’s office, and NSHE is requested by the Governor to submit a budget for the whole System within given projections. Also, NSHE funding from the State is based on a multivariable formula that applies to all NSHE institutions. Because of the factors of the formula, GBC has little flexibility or opportunity to create proposed budgets. Most proposed budgets for revenues and categories of expenditure are calculated for institutions at the System level and are based on past enrollments and other established factors. The College has the opportunity to participate in State meetings that determine or influence important financial decisions for all the institutions, but there is no opportunity for decision-making regarding the budget proposal except for a few line items within the budget. Once a budget is approved by the Legislature and the Governor, budgets are allocated to NSHE institutions annually over the two-year period.

The stability of GBC funding going forward from the current biennial budget (ending June 30, 2013) is tenuous to untenable. A proposed revision to the NSHE funding formulas is projected to reduce GBC funding by about 33%. The former formula included a “rural factor” that accounted for lower class sizes in sparsely populated areas of the state, particularly the GBC service area. This factor will be substituted with a much smaller “small institution” factor. The new formula will be based on enrollment, but will be based on the enrollment that completes classes, rather than as it was before with enrollment at the beginning of a term. Factors for operation and maintenance of buildings, libraries, student services, and others will be eliminated. The term over which the funding reduction will occur and potential mitigation for the cuts are factors not yet known. Under conditions of the full budget reduction, GBC will experience drastic changes and cuts to programs and services. GBC will not fully know its funding for the 2013-2015 biennium until June of 2013.

GBC’s only current long-term financial obligation is for its student housing. Funds received from students for housing rental are sufficient to cover the cost of the loan and also cover operation, management, and maintenance costs.

## **2.F.2: Budgeting of Outside Revenue**

Budgeting and enrollment management are intimately linked for GBC as a part of its defined role within NSHE. Until recently, student enrollment was the primary driver of funding, but economic conditions in Nevada now require flat budgeting based on prior year's budgets. In essence, programs in the past have lived and died by the enrollment they generate. Programs and departments having greater enrollment generally receive greater funding.

Projections of enrollments based on trends of three previous years had been used as the basis of budgeting until 2009. Tracking and managing enrollment was essential to receiving funding and then allocating those funds within the college. The proposed budget model for the 2013-2015 biennium is enrollment-based, but based on those students completing classes rather than those enrolling at the beginnings of terms. This will influence NSHE institutions to concentrate on the management of classes for student completion and not just enrolling in classes.

GBC does not include grants or donations in the annual budgeting process unless the grants or donations are multi-year commitments. These are then budgeted one year at a time as self-supporting budgets and only if the revenues and/or expenses are over \$25,000. The funds must have been awarded or received prior to the start of the budget preparation. Examples of budgeted multi-year commitments include building projects, program initiation, and scholarship programs.

## **2.F.3: Budget and Finance Planning**

GBC's budgeting and financial activities are based on two distinct sources of funding. The largest budget is the state-supported operating budget. The other is the category of institutional self-supporting budgets. The process for the state-supported operating budget is directed by NSHE, the State Legislature, and the Governor. Approximately 86% of this budget is made up of personnel costs (wages, salary and fringe benefits). This budget request and supporting information is submitted by GBC to the NSHE office and then consolidated and remitted to the Governor's office and Legislature. Based on the differences in GBC's submitted and received budgets in recent years, the President has formed a Budget Taskforce in which all areas of the college are represented to discuss and review budget-related issues. Recommendations from the Budget Taskforce are then brought forward to the Vice Presidents and President for review. The President has the final approval for these matters. When student fees are proposed to increase, students are involved in the plans for the use of these increased fees. GBC internal planning for operating budgets is essentially based on the historical allocation of funds to departments and programs, adjusted with changing funding and as programs require. NSHE Code (Title 4, Chapter 9, Part B, Sections 1 and 2.c-d) and GBC Policy 4.2 relate to budgets.

Outside of grants and contracts, self-supporting budgets which have revenues and expenditures in excess of \$25,000 are required by NSHE policy to have annual budgets submitted to the System office. These must be approved by the Board. Individuals and/or departments are intimately involved in the preparation of these budgets.

## **2.F.4: Financial Accounting**

NSHE and GBC currently use an accounting system named *Advantage* to ensure timely and accurate financial reporting. By using a common system, monthly and quarterly reports are prepared and reviewed at both the college and the System level. Financial statements are then prepared on an annual basis and consolidated at the System level. The consolidated statements are audited by independent auditors.

Generally Accepted Accounting and Governmental Accounting Standards are adhered to in preparing financial information. Expenditures are regularly monitored and reviewed for proper signature authority and backup documentation by the GBC Controller's Office. Internal controls are audited during external and internal audit processes.

All NSHE institutions are currently in the planning stages of selecting and implementing a new financial accounting system. This follows the recent System-wide implementation of the PeopleSoft student information system, both being part of the overall project termed iNtegrate within NSHE.

## **2.F.5: Capital Budgets**

NSHE Procedures and Guidelines Manual, Chapter 5, Section 4 provides for an NSHE Campus Master Plan that allows for orderly development that should support each institution's mission, and thus its core themes. Each plan should encompass 10 years. NSHE policies also address capital improvements, which are addressed in two ways. Students are charged capital improvement fees with their registration fees. The appropriate use of these fees is discussed in NSHE Code, Title 4, Chapter 10, Section 12. These fees are generally for capital projects of less than \$100,000. Ongoing lists of anticipated GBC capital improvement and "HECC/SHECC" maintenance projects (discussed in Standard 2.G.1) are maintained by the Facilities Officer. Budget planning for larger and new building capital is addressed in Title 4, Chapter 10, Section 29. Each institution should update its master plan every two years (or as necessary) and provide the Chancellor and Regents with an institutional space profile. This profile is in conjunction with planning for capital requests for legislative biennial sessions, from which major construction funding must come. GBC Policy 2.2 provides for Strategic Planning, and section 3 of this refers to the Facilities Plan. This is further addressed in Standard 2.G.3.

NSHE maintains a prioritized list of capital improvement projects for its eight institutions, subject to regular reprioritization. Until recent State budget freezes, enrollment was one indicator for the prioritization of funding for buildings within NSHE. Often in the past, a proposed building project would receive planning funding in one biennium, then receive construction funding in the next. However, there has been no recent State funding of any NSHE building projects in Nevada. GBC's Electrical and Industrial Technology (EIT) Building was one of the last building projects funded in Nevada by State funding. This was completed in 2008.

Capital improvements made with capital improvement fees have been orderly and ongoing. There has been no significant planning for major capital projects in recent years because of the severely reduced revenue available from the State of Nevada. GBC currently carries no debt except in student housing (addressed in Standard 2.F.1), and this is balanced against housing income.

## **2.F.6: Auxiliary Enterprises**

GBC has two auxiliary operations, its student housing and the Mark H. Dawson Child and Family Center. These have self-supporting budgets except for utilities and maintenance for the Child Center facility and some maintenance related expenses for student housing. Budgets for each of the services are created annually, and accounts for these services are maintained and monitored separately. Excess revenues generated from these enterprises roll forward to the next fiscal year and are not used to support college general operations. Any self-supporting accounts that are not grants or contracts and have over \$25,000 in revenues or expenditures are required to be formally budgeted. The budgets and quarterly and annual reports on actual to budget are presented to the System office and Board of Regents for review and approval.

## **2.F.7: External Financial Audit**

Beginning with fiscal year 2005-2006, NSHE is audited on the consolidated financial statements of all member institutions, which includes GBC. Based on these statements, NSHE undergoes an annual financial statement audit by external auditors on statements closing June 30 of each year. The financial information of individual institutions is provided as supplemental information in these financial statements and audit reports. Financial statement information is required to be submitted to the System office for consolidation by late August or mid-September. The external auditors normally conduct their audit work and report their findings and the audited financial statements to the Board of Regents Audit Committee at its December meeting. Responses to audit findings are discussed during this meeting and additional follow-up discussions continue during subsequent meetings as needed.

Audited financial statements can be found at:

<http://system.nevada.edu/Nshe/index.cfm/administration/finance/audit/financial-statements>

## **2.F.8: Institutional Fundraising**

All fundraising for GBC is conducted by the Great Basin College Foundation. The GBC Foundation is a 501(c)3 non-profit corporation and operates independently of GBC. It is the only foundation authorized by the NSHE Board of Regents to raise funds on behalf of GBC. The Foundation was organized in 1982 and is governed by a 19 member Board of Trustees. It operates in accordance with all state and federal requirements and has established policies and procedures to assure compliance. The relationship between the Foundation and GBC is defined by a memorandum of understanding (MOU). The MOU currently includes an addendum which details an agreement for the Foundation to undertake a “major campaign” on behalf of Great Basin College. These documents and the Foundation policies and procedures are available for inspection at the GBC Foundation office on the Elko campus.

## **Standard 2.G: Physical and Technological Infrastructure**

### ***Physical Infrastructure***

#### **2.G.1: Physical Facilities**

All facilities created and maintained by GBC are compliant with all codes and regulations for State of Nevada Public Works Board and Federal ADA and OSHA regulations. The GBC Facilities Officer oversees construction plans and their approval by the Public Works Board. The Buildings and Grounds Manager is in charge of maintaining safe buildings, and the Director of Environmental Health, Safety and Security conducts periodic inspections to assure ongoing safety of all GBC facilities. Occasionally, representatives of the local mining industry perform voluntary inspections of some GBC technical lab facilities for compliance with MSHA (Mine Safety) standards. These are not required, but serve to prepare students for safety standards that sometimes exceed or are different from those of OSHA. GBC has its own security officers regularly patrolling the Elko campus. There is reliance on local law enforcement for security at all GBC sites in the event of emergencies. GBC has a facilities usage policy (GBC Policy 4.32) to ensure that the institution's facilities are used in the best interests of GBC and NSHE. This policy defines the priority of who may use GBC facilities and the obligations and fees for external users.

Due to budget constraints in recent years, improvement projects have been limited to potential life and safety issues and small remodel and maintenance projects. These are generally funded by per credit capital improvement fees paid by students or by "HECC/SHECC" maintenance fees allocated by the State. Under "normal" budgetary conditions, improvement projects would be brought forward by faculty, staff and administration to the Facilities Officer or through the GBC Budget and Facilities Committee. These would be reviewed and potentially moved forward to administration for consideration. These might then be funded by the State Legislature as Public Works capital projects.

The quantity of physical space is currently adequate, though stretched thinly in certain areas. Particularly in the technical and health sciences areas, more space could be effectively used if available. However, with the recent high demand and use of online instruction, regular classroom usage has in some cases slightly decreased. "High tech" classrooms are always in demand. A biennial space utilization report is discussed in Standard 2.G.3.

#### **2.G.2: Hazardous and Toxic Materials**

GBC has adopted a complete Hazardous Chemicals Program that includes a written program with regular training sessions. Copies of the program are kept in the office of the GBC Director of Environmental Health, Safety & Security (EHS&S) and in the Buildings and Grounds office. Recently, GBC received approval to use the University of Nevada, Las Vegas (UNLV) CHIMERA chemical inventory program. This program provides an online database of all chemicals, MSDS forms and emergency notification numbers. The GBC Director of EHS&S remains current with changes in product use, campus programs and health and safety standards, and is responsible for periodically updating the written program. Hazardous chemical training is available to all employees of GBC from the Director of EHS&S for departmental training or specific-need training. Emergency procedures regarding hazardous chemicals are addressed in GBC Policy 4.21.3.6 and at the GBC Safety and Security website (<http://www2.gbcnv.edu/security/chemical.html>). General safety procedures are provided in GBC Policy 4.20, which includes a section on hazardous materials.



The Director of EHS&S makes every effort to remain current on changing federal and state policies regarding hazardous chemicals including attending yearly refresher training to maintain Hazardous Waste Operations and Emergency Response certification. Hazardous waste disposal is by licensed contractors such as *Safety – Kleen* and *Clean Harbors* on an as-needed basis. The Nevada Division of Environmental Protection permits GBC as a Conditionally Exempt Small Quantity Generator. The GBC Faculty Senate has a standing Safety Committee made up of GBC staff, and the GBC Director of EHS&S is a member of the NSHE Safety, Health, and Environmental Policy Advisory Committee (SHEPAC).

### **2.G.3: Facilities Master Planning**

The last complete Facilities Master Plan was completed in 2004 for the period 2004-2012. Many of the projects identified in this report were completed. Though not updated, with the absence of funding in recent years, many unfulfilled elements of the report remain as legitimate future planning. Also, every other year each NSHE institution is required to prepare a space inventory and utilization report to present to the Board of Regents. This report considers classrooms, class labs, office space, library space, and study space. This information is used to plan for future building and remodeling projects. Both of these documents are available for inspection in the office of the VPBA.

Every two years, each NSHE institution is required to present to the Board of Regents a real property report which outlines current properties and areas of interest for future growth. The format for the 2012 report was changed at the NSHE level, and is not required to be posted on the institutions website. A copy is available for inspection in the office of the VPBA. GBC's 2010 report may be viewed at: [http://www.gbcnv.edu/administration/GBC\\_Real\\_Property\\_Report.pdf](http://www.gbcnv.edu/administration/GBC_Real_Property_Report.pdf)

### **2.G.4: Equipment**

Each year funds are distributed to departments, programs, and college functions that require equipment to achieve their outcomes and goals in support of the GBC Mission and Core Themes. There is an established process for this distribution that is overseen by the GBC Budget and Facilities Committee. These procedures are in the process of becoming GBC policy.

Money for equipment comes from per credit fees charged to all students in the forms of the Technology Fee (\$4.00/credit) and the General Improvement Fee (GIF, \$7.96/credit lower-division, \$14.86/credit upper-division). GBC collected nearly \$550,000 from these charges for fiscal year 2011-2012, with \$400,000 allocated to the Budget and Facilities Committee for distribution. The funds available for allocation are assessed each year by the VPBA. The committee has a written process for distributing these funds, approved by Faculty Senate and President's Council. Each area requesting equipment money fills out a request form that includes identification of need in strategic plans, the description and justification of items, cost of items, and supervisory approval. The process includes deadlines for submission of fund requests and for the expenditure of awarded funds. Equipment meeting the criteria for the Technology Fee is allocated from that account and other equipment from the less stringently defined GIF account. Departments may also use department operating accounts for equipment purchase, and in limited cases may use special fees charged for courses.

Equipment is managed and maintained by the departments and programs obtaining it, with some areas having staff to directly assist. The Science and Health Science Departments have coordinators dedicated to equipment and lab oversight. The Career and Technical Education programs have two technicians to provide similar assistance for their programs. Personnel from GBC Computer Services provide assistance for computing needs across all GBC campuses, and the Office for Classroom Technology provides assistance with audio-video, “SmartBoard,” and other technologies.

### ***Technological Infrastructure***

#### **2.G.5: Technological Systems**

GBC relies heavily on its technological systems and infrastructure in nearly every aspect of operations, ranging from everyday instruction to ongoing operational functions. Utilization of technology is fundamental to GBC accomplishing its Mission and Core Themes to provide student enrichment across its rural Nevada service area. Every faculty member and administrator, and most staff members, have their own computer workstations linked to a secure college network and the Internet and with updated standard office software. Students have access to computers with similar capabilities in both open and classroom computer labs. Over 60% of GBC instruction is delivered online or through interactive video (IAV) to locations throughout rural Nevada, making college attendance possible for remote, place-bound students and for students with employment or family obligations. Many live classes use online enhancement. The GBC web home page is vital as a two-way portal for connecting communities to classes, student services, and college resources. Most GBC services and functions are linked to and supported by technological applications. All academic, enrollment, record keeping, business operations, financial aid, and most other GBC functions operate through various computing applications. The email system was recently changed to better support communications.

GBC Computing Services has four full-time employees in Elko and one in Pahrump to support information technology functions. They help provide training, assist with individual computing problems, install software, and assure that technical hardware and networking issues are resolved. GBC also has an Office for Classroom Technology with a coordinator, an audio-video specialist, and a support staff member for IAV scheduling and facilitation. Computing and IAV staff members travel regularly to install and maintain computers, software, and instructional equipment at all sites and centers. There is a Director with one staff member for the scheduling and support of online instruction. The Director also oversees GBC’s Technology HelpDesk which provides immediate technical support in person, by phone, or by ticketing system. A Webmaster supports many functions interacting through the Internet. GBC is also supported by NSHE’s System Computing Services (SCS) for maintaining servers for online instruction and IAV for the entire State.

#### **2.G.6: Technological Instruction**

Training is provided regularly in uses of technology for all functions of the college. Staff members using computers extensively in daily jobs receive training in the software they must use. New personnel receive training from coworkers. When new software is introduced, training for entire departments is provided. Sometimes a train-the-trainer approach is used. Faculty and facilitators receive training in the use of IAV rooms and equipment. Often, staff members receive upgrades in their skills by attending GBC classes on specific computing functions, supported by the college. Some faculty training is held during in-service sessions just before semesters and some occurs during semesters. An example of extreme training is the recent implementation of the *PeopleSoft* student information system.

Many layers of training were required for many different users across the college and at all locations. This occurred over the course of two years. Similarly, many training sessions were held for the recent conversion of email systems. The faculty needed training when the online learning management systems (LMS) changed twice in recent years. A Faculty Senate initiative requires that faculty attend two online course workshops before teaching online. These trainings focus on best practices, course content development and LMS instruction. The Webmaster provides instruction and tutorials for many functions through the Internet. Departments, programs, and college functions may all learn to effectively work and communicate through their own web pages.

Students also receive help in basic use of computers. In open computing lab areas, lab aides are available to assist in using basic software for completing homework assignments. Lab aides also assist students taking computing classes when struggling with content. All students new to online courses are placed in a WebCampus Orientation. This provides instruction in navigating the LMS, tips to be a successful online student, and introduction to online access to the library and tutoring resources.

### **2.G.7: Technological Planning**

Planning for technological needs involves input from different sources in several ways. Major institutional planning comes from Computing Services based on knowledge and experience with the equipment and systems in place and the technologies available. This planning involves such matters as computer models and vendors, software platforms, servers, and other hardware choices. GBC Computing Services has created a planning document for the replacement of computers, legacy switches, and other hardware. This document is being incorporated into the area's Strategic Plan.

Departments, programs, and college functions plan for their needs individually. Knowing what the needs are for students or operations, these entities may allocate portions of their own operating budgets or apply for equipment funds through the Budget and Facilities Committee. Strategic Plans should provide evidence for the need for these requests. A restriction is that hardware and software must be approved for compatibility by Computing Services. Work order and equipment request forms are available online to coordinate setup processes.

Operations directors may initiate input for their areas. The Director of Online Education initiated a faculty review of LMS options that resulted in a change of the LMS platform. The Coordinator for Classroom Technology must evaluate and coordinate the acquisition of IAV equipment, "SmartBoard" systems, and related technology for classrooms for all delivery sites.

In the fall of 2011, the institution formed an informal "Technology Group" which provides input in regard to all aspects of technology. The Technology Group includes the Vice President for Academic Affairs, Chief Development Officer, Webmaster, Computer Services Coordinator, Director of Online Education, Coordinator for Classroom Technology, the Chair of the Department of Computer Technology, and a staff member from the Controller's Office. The group is developing an institutional inventory of all technology systems serving the college. Its intention is to use that information to develop technology strategies that will serve the institution in the most effective and efficient way. This group was responsible for initiating the recent change in email systems.

## **2.G.8: Technological Update and Replacement**

Update and replacement of computing technology occurs regularly, with nearly all design, procurement, installment and maintenance handled internally by Computing Services. The primary consideration for the computer replacement schedule is for student computers. There are about 700 computers in classrooms with an objective of replacing them on a five to six year cycle. There is fairly predictable equipment budgeting to acquire 100 of these computers annually, and more are acquired with other funding in other areas when available. With recent budget restrictions, this schedule may fall behind during the next few years. Once computers have served their cycle in student labs, they are then typically cycled into faculty and staff offices for another few years of useful life. On occasion, newer computers are purchased for new employees or for staff positions with higher performance needs. Sometimes certain departments (such as Computing Technology) require newer or more powerful computers and have funds to purchase these. The college has a total of about 1,150 individual computers. Software is updated regularly and occurs as frequently as weekly or as infrequently as years, depending on the vendor, application, cost, and funding. Server hardware is generally replaced every four to five years, or as needed and funding is available.

Instructional technology involves more than computers. Devices such as IAV equipment, "SmartBoards," lecture capture technology, and other audio-visual equipment are overseen by the Office for Classroom Technology. Other specialized instructional technology for classrooms and labs is handled by individual departments.

# Chapter 3

## Standard 3.A

### Institutional Planning

#### Standard 3.A: Institutional Planning

In fulfilling its Mission and Core Themes, Great Basin College has embraced a comprehensive view of planning and the communication of planning. The institution and all academic and service departments have strategic plans based on mission statements. Strategic planning has been centralized through a web-based system to document and archive planning. Plans within this system are posted online and are available for public viewing at <http://gbcnv.edu/planning>. This system comprises the basis for a pattern and format for planning and its assessment. The process is present, though in some details still being implemented.

#### Institutional Strategic Plan

GBC has a Board-approved seven-year Institutional Strategic Plan (2009 – 2016) based on an earlier approved version of GBC’s Mission (made before the expectation of Core Themes). The web-based planning system noted above was implemented in support of ongoing, purposeful, systematic, and comprehensive planning that integrates all functions and levels of the institution. Departmental missions, goals and objectives are documented as they relate to GBC’s Mission. Action plans are outlined with specific tasks and due dates identified to achieve goals and objectives. The strategic planning system allows administrators to align each departmental goal with a primary Core Theme for reporting and evaluation purposes. The initial system was not originally designed for the convenient incorporation of Core Themes.

The original concept for GBC planning and assessment is represented in Appendix C. The framework for planning and assessment (Appendix C) was created in concert with developing the Institutional Strategic Plan that was submitted to and approved by the NSHE Board of Regents in 2009. At that time, the College was so heavily invested in this framework and the web-based system that supported it that it was used as the foundation for the original Year 1 Report for NWCCU (2011). This did not work well with the new format and cycle for NWCCU. As stated in the NWCCU recommendation to GBC from the Year 1 Report, GBC needed to focus on, “...what it is doing rather than what it is planning to do.” Based on this recommendation, the GBC Mission, Core Themes, and Year 1 Report were completely revised. However, while the specific structure reflected in Appendix C did not well fit the themes-based format, the concept is still sound. GBC still struggles to fluidly resolve the original planning process and Core Theme planning into each other, and in some ways the documentation of institutional planning has suffered because of this.

GBC’s departments and programs establish and maintain their own strategic plans. These plans feature strategic priorities, which change over time, and department metrics. Metrics tend to be more stable because they measure key elements in a department’s performance, elements derived from the

department's mission statement. The plans are reviewed and updated at least once a year by various administrators, lead faculty of programs, department chairs, and classified staff.

Late in summer, 2012, GBC's Director of Institutional Research and Effectiveness (IRE) began using new software (Nuventive's *TracDat*) to help manage assessment reporting. This allows the institution to better use collected data in its planning activities and relate that data to departmental priorities, the overarching Core Themes, and higher-level institutional goals. Operational departments and functions submit assessment reports to the IRE office which assembles the information and then makes it available to the public (reports can be viewed at <http://www.gbcnv.edu/IR/assessment.html>). The assessment management software is already helping GBC become more efficient at documenting the outcomes of action plans and their results. Because the assessment plans include specific points to implement change, the assessment process for the entire college has become more tightly tied to planning.

### **Advisory Groups and Planning**

Advisory boards and councils are an important source of information to be utilized in conceptualizing and developing college plans. Many administrators and faculty of programs are advised by boards consisting of community members and other faculty. These come in different scales, ranging from institutional to program-specific.

The President meets bi-monthly with the GBC Advisory Board, composed of representatives from business, the mining industry, health care providers, civic leaders from throughout the service area, school superintendents from the GBC service area, and other interested persons. Prior to each meeting, the Advisory Board is provided with a written update from service area sites, the Faculty Senate Chair, and senior administrators of the College's primary functions. During the meetings, Board members have the opportunity to ask questions about the report, and then each representative gives an update and opinions from their particular area of knowledge. This arrangement replaces the previous format where the Advisory Board met twice a semester and listened to oral reports about the college and provided limited advice.

The President also holds bi-weekly meetings with the President's Council, a group representing administrators, faculty, classified staff, and students. The Council listens to information on the college, reviews activities and updates, and deliberates and potentially implements policy and other actions. The meetings of the Advisory Board and President's Council afford the President two avenues of input into planning. The Advisory Board makes recommendations about the development of programs and services from the perspective of the various college communities, while President's Council advises the President about the programs and activities from an internal, campus point of view.

Programs have advisory boards consisting of faculty and community members knowledgeable about aspects of the programs. All GBC Associate of Applied Science programs are expected to have advisory boards, and Bachelor's degree programs are being encouraged in that direction. Several of the programs at GBC have extensive community involvement; two examples are the Career and Technical Education (CTE) Program and the Teacher Education program. CTE is advised by members of local industries to assist in the planning of additions or changes to curricula and programs. They may also recognize opportunities for funding and other means of program assistance. One result of this planning has been the addition of electrical and diesel instructors to help meet local workforce needs.

The Teacher Education committee has a representative from the Elko County School District as well as GBC faculty from all departments. At monthly meetings, the Teacher Education faculty brings items about curricular change or other concerns to the group, which then offers advice. GBC faculty members on the committee actively work to develop or revise courses that the committee deems necessary for students or that are necessary to help the program maintain its accreditation. The committee also assists with the student admissions process. Teacher Education faculty members, in turn, serve on other K-12 boards such as the Northeastern Nevada Regional Professional Development Program which serves all the GBC service area except for Nye County. One of the education faculty members also serves on the Elko County Literacy Council, a forum to coordinate high quality literacy services from birth through 12<sup>th</sup> grade. This interweaving of the faculty and the community keep GBC abreast of workforce and educational needs, and facilitate future planning.

## **Budget Planning**

Preparation of the annual operating budget involves participation within the College. General guidelines, timelines, and instructions are formulated at the NSHE Chancellor's office. The GBC President's Council, in consultation with departmental leadership, distributes new positions and dollars to departmental and functional cost centers. The college operating budget is developed by Vice President for Business Affairs (VPBA) and is distributed to each vice-president, director, dean, and the Faculty Senate chair. Unfortunately, with recently declining funding, most departmental operating budgets have remained static or declined, leaving little opportunity to participate in budget development.

GBC has one state-supported operating budget and smaller self-supporting operating budgets. For the state-supported operating budget, the Governor's office sends out a request for all agency budgets on a biennial basis. The NSHE office then sends out guidelines for each institution to prepare their biennial budget request. GBC's VPBA prepares the biennial budget request in consideration of the needs of all areas. The NSHE system office then submits all of the institutions' budgets as a whole to the Board of Regents for approval and then to the Governor's office. The budgets are subject to approval from the Legislature and the Governor. This process is detailed in Chapter 2 of this report, under Standard 2.F.1.

From Fiscal Year 2008 to FY 2012, State support for GBC has been reduced \$2,596,015, or 15.6%. To partially offset those reductions in state support, over the same period the Board of Regents approved student registration fee increases (surcharges) of 42.9% for lower-division classes at the community colleges. Fees increased by 49.3% for upper-division classes. Of the funds generated by these surcharges, 85% went to the general fund and 15% was allocated to student financial aid. In FY 2013, there was an additional 8% increase in student fees. This increase funded an additional instructional faculty position, a full-time retention specialist, and additional part-time tutors and academic advisors at all GBC campuses. In July, 2014, the surcharge becomes a permanent part of the registration fees. Students had a strong influence in planning the uses of the revenue derived from these fees. The institution follows the NSHE and Board of Regents guidelines for the planning and preparation of self-supporting budgets. Self-supporting budgets of over \$25,000 annually are approved on an annual basis by the Board of Regents. Budget revisions during the year are also approved by the Board. The self-supporting budgets are prepared by the VPBA in conjunction with the departments.

The GBC Budget and Facilities Committee recommends the allocation of money to the various departments for equipment needs for the classroom. The allocated funds originate in student fees for general improvement and technology. To tie the allocation of these funds more tightly to planning, the Budget and Facilities Committee instituted a new process that was used for the first time in 2012-13.

Central to the new process, departments submitting requests for equipment funds are required to tie these requests to current, updated, department strategic plans. \$200,000-\$500,000 is usually distributed each year depending on the availability of funds. The process for equipment money allocation is more thoroughly addressed in Chapter 2 of this report, under Standard 2.G.4.

The past two biennia have been difficult for NSHE institutions, and plans and contingencies have been created in anticipation of possible scenarios. A GBC Budget Taskforce was created in 2010 to assist the President in creating a list of recommendations to help the college meet the budget cuts. The Committee consisted of administrators, faculty, classified staff, representatives from student government and other interested parties. The Taskforce examined the following possibilities:

- Buyouts
- Continuing vacancies
- Reduction in force
- Program reductions/restructuring
- Program caps
- Reduction of plus day contracts
- Workload caps
- Operating budget reductions

After the Budget Taskforce made recommendations to the President of GBC, a Curricular Review Committee was convened to identify faculty positions that could be cut if needed to meet the required reductions. An institutional Curricular Review Committee is required by NSHE policy for elimination of programs employing tenured faculty. To this time, only one of the Curricular Review Committee's recommendations was implemented. The process is in place to be used if necessary in future planning.

In the last several years, budget reductions have resulted in over 40 positions being eliminated and departmental operating budgets being reduced by 25%. These have resulted in college functions and services making plans for continuing with reduced funding. These have led to reduced levels of services to students through reductions in library hours and advising, longer wait times in the admissions and cashier's offices, and reductions among other services. Some programs have been restructured or eliminated. Fewer classes are available to students, and departments have reduced the numbers of course offerings available to students. Deferred maintenance is increasing due to the reduction in funding.

Over the next two to five years, GBC faces potentially devastating further budget reductions totaling about 33% of the current, already-reduced state support. With the projected budget reductions, as described for Standard 2.F.1 in Chapter 2, current budget planning is nearly impossible in any term. Past planning procedures cannot be applied to the current situation until it is known with any degree of certainty what to expect for future funding. Several new funding models and implementation schedules are being considered, some containing different scenarios for potential mitigation, all with the effect of reducing GBC funding to some unknown degree over some as yet unspecified term. The spectra of potential funding plans and promises are outside of GBC control and are so many and diverse that GBC cannot effectively plan beyond the current year.

The current budget planning strategy in the near term is to hoard all possible reserves and keep unfilled positions vacant until projected funding over the next several years is known. There may be significant



cuts to programs and services, or there may be little or none. Probably nothing will be sufficiently known until June of this year.

## **Facilities Planning**

GBC owns facilities and properties in Elko, Ely, Pahrump, and Winnemucca, operates a collaborative facility in Battle Mountain, and has agreements with local entities in smaller towns to use classrooms or other facilities for interactive video (IAV) classes. As examples, GBC leases store-front classroom space in Tonopah, and in communities such as Lund, Eureka, and Round Mountain, the college has agreements with libraries and schools to use IAV rooms. In Owyhee, GBC shares use within a tribal building.

Facility planning considers both the planning for facilities across the entire service area and plans for facilities at individual sites. Planning also occurs for large-scale projects such as new buildings and facilities, and at smaller scales in regard to maintenance and upgrades on existing facilities. Priorities must be made at all sites and for all scales. Good planning for facilities involves an awareness of the resources available and the time frame over which they will be made available. These variables are not well known at this time, making some forms of planning difficult. Aspects of GBC facilities planning were addressed in Standard 2.G.3 of this report.

There is little anticipation in the near future for new, large-scale building projects. Planning for these types of projects is essentially on hold, though the ideas are present on planning documents. Every two years, each NSHE institution is required to present to the Board of Regents a real property report which outlines current properties and areas of interest for future growth. The GBC real property report includes a section, "Properties of Interest." In the event that the campuses at Elko or Pahrump need more space, these properties have been identified as possibilities for the construction of new buildings (see page 16 in [http://gbcnv.edu/administration/GBC Real Property Report.pdf](http://gbcnv.edu/administration/GBC_Real_Property_Report.pdf)).

The only current GBC plans involving large-scale facilities projects are in Pahrump. One is a possible building exchange with the Nye County School District, and the other is the submission of an application for public land through the Recreation and Public Purposes Act (R&PP) process. The Nye County School District Board and the Board of Regents have both approved an exchange of the vacant Mt. Charleston Elementary School for the GBC High Tech Center that is located on the high school property in Pahrump. This exchange would give GBC an autonomous site that is not associated with the high school and provide great benefits for campus climate and the opportunity to offer programs. Currently, legal complications in the exchange are being worked through. On the edge of the town of Pahrump, the college and the Bureau of Land Management (BLM) have identified about 280 acres of vacant land suitable for locating a college campus in the future. The college, through a consultant, has submitted an R&PP application to the BLM. Once the patent to the land is received, GBC may then begin determining resources to develop a future campus.

Most active facility planning for GBC is with smaller-scale maintenance and upgrade plans. These are carefully planned for by priority in consideration of the state of need of the different facilities. Funds for maintenance and upgrades are relatively predictable, coming from student credit fees as described in Chapter 2 under Standard 2.F.5. The GBC Facilities Officer maintains a list of projects to be completed and their prioritization. On an annual basis the Facilities Officer works with the VPBA to determine exactly how many funds may be directed to projects for the year.

## **Program Planning**

Every two years GBC extracts the academic portions of its Strategic Plan to create its part of the NSHE Academic Master Plan. These plans are submitted to the Board of Regents for approval every two years in the fall preceding biennial legislative years. The current plan is approved for the years 2013 through 2016. This Plan presents institutional summaries in table format that include the names and brief descriptions of the programs (new or expansion), the expected implementation date, expected cost, and potential sources of external funding.

New program proposals brought before the Board for approval must be listed on the Academic Master Plan of the institution or they will not be approved. If a program is not listed, it requires a special amendment to the Plan to be approved before the proposal may be approved. Some of the programs identified in the current Academic Master Plan are now being expanded or implemented. The current Academic Master Plan and the last two are available for inspection, and are part of past NSHE Board of Regents minutes.

## **Great Basin College Foundation**

The Great Basin College Foundation contributes to institutional planning at GBC, particularly in its forward-looking campaigns. Planning and implementation of Vision 2020, the Foundation's current fundraising campaign, began with information-gathering meetings in communities across the 62,000 square-mile service area. A feasibility study was completed to discern the views of business and community leaders about the strategic direction of the college. Vision 2020 was fully implemented in 2010. It involves the funding of four target initiatives: The Fund for Scholarships, the Fund for Institutional Stability, the Fund for Emerging Opportunities, and the Fund for Health Sciences. Complete information about Vision 2020 is available at [http://gbcnv.edu/foundation/Vision\\_2020.html](http://gbcnv.edu/foundation/Vision_2020.html).

## **Marketing Planning**

GBC has recently initiated an informal "Marketing Group." Though no actions have yet been taken, the group is seeking to develop a long-term marketing plan. This is focusing particularly on effective marketing of individual programs rather than recruiting or marketing the College as a whole.

## **Emergency Preparedness Planning**

GBC Director of Environmental Health, Safety, and Security is responsible for planning for catastrophic events. The director has written policies that are included in GBC's Policies and Procedures manual. "Campus Safety and Security," "Emergency Procedures," "Crisis Communication Plan," and "Pandemic and Communicable Disease Plan" detail the planning for the institution. "Active Shooter" training sessions have been conducted during the last year at all GBC campuses.

## **Campus Safety and Security**

Elko campus security personnel are not law enforcement officers. They work closely with the City of Elko Police Department and with the Elko County Sheriff's Department to coordinate security planning and arrangements. Currently the City of Elko Police Department is the responding enforcement agency in an emergency. For the other campuses, staff members in the centers rely exclusively on local law enforcement. Within the small towns of the GBC service area, local law enforcement officers generally have very short response times in cases of emergency.

### **Crisis Communications Plan**

The Crisis Communications Plan is updated as needed. Emergency plans are reviewed yearly and updated annually or as needed. General policies about campus safety and security are available online, but because of Homeland Security Concerns, some information is limited to upper administrators.

### **Emergency Notification**

Notification of emergencies currently occurs through the GBC website and/or audible announcements. Notification is posted on the GBC homepage in a prominent area and emphasized by placement in a red box. Recently a new carillon was installed in the clock tower in the middle of the GBC Elko campus. This carillon contains a module that allows security personnel to make announcements that are broadcast via speakers located on McMullen Hall, a centrally located building on the Elko campus. The system is redundant with broadcasting stations in Media Services and in the Safety and Security office. For the other GBC sites, college activities are generally only in one building, or two buildings located very closely. Simple shouting of oral commands will generally suffice in these locations.

Security personnel are working to implement a system that will immediately notify faculty, staff, and students of emergencies via e-mail, text message, or cellphone. All faculty, staff, and students will be automatically enrolled in this notification system through an automatic upload through the PeopleSoft student information system. Those who do not wish to be enrolled must opt-out personally.

GBC's property insurance company offers assistance for disaster recovery. The company will provide immediate assistance in cases of both natural and manmade disasters. The insurance company also employs a public relations firm to coordinate correct messages in case of emergencies. Again, these plans are not completely available to the public.

### **Pandemic and Communicable Disease Plan**

Emergency planning for pandemic and communicable diseases occur at the System level rather than at the campus level. The plan was developed cooperatively with input from the Environmental Health, Safety and Security departments at each NSHE institution.

### **Emergency Flipcharts**

None of the GBC centers in Ely, Pahrump, Battle Mountain, and Winnemucca have security staff. Because of this lack of staff, the security office at GBC created and provided emergency flipcharts to these centers. Flipcharts contain local emergency phone numbers, emergency procedures for events such as evacuation, and procedures to be used in case of chemical spills, fires, bomb threats, and earthquakes. Flipcharts have recently been created for the Elko campus and were distributed to each person attending active shooter training. Copies of the flipcharts are available for inspection in the Elko office of the Director of Environmental Health, Safety and Security.

Each GBC building also has emergency evacuation plans. These plans differ according to the emergency. In case of fire, everyone evacuates the building, but if the emergency involves a shooter, occupants of the building might be directed to take shelter. Evacuation plans also have directions to help those who might need assistance because they have disabilities.

Following the events at Sandy Hook Elementary School in December, GBC safety and security staff prepared and presented to all employees shelter-within sessions with specific instructions about responding to situations involving active shooters. Information is also being disseminated to students at

all campuses and centers. The college has the ability to take a proactive stance on possible threats because NSHE legal staff and the Nevada Attorney General have ruled that information about students who exhibit unusual behavior can be passed to those who appropriately need that information. This is an attempt to prevent incidents such as that at Virginia Tech.

# Chapter 4

## Standards 3.B, 4.A, and 4.5

### Core Theme Planning, Assessment, and Improvement

#### Executive Summary: Eligibility Requirements 22 and 23

Following the most recent revision of the Mission statement, the GBC Accreditation Steering Committee established three institutional Core Themes with three objectives for each (Chapter 1). Theme 1, Provide Student Enrichment, includes providing educational opportunities, fostering cultural awareness, and providing curricula and programs for careers. Theme Two, Build Bridges, includes facilitating seamless transfer of students between high school, community college, and universities; building and sustaining career programs; and supporting community needs. Theme 3, Serve Rural Nevada, includes providing education to distant locations in Nevada, providing resources to meet the needs of the service area, and providing needed services to students at all GBC sites.

Assessment of student learning occurs primarily in Theme One. GBC provides student enrichment through its programs. Students can earn degrees in one of five baccalaureate programs or in several associate's or certificate programs. Expected student learning outcomes for those are published in the GBC catalog and program webpages (<http://www.gbcnv.edu/programs/programs.html>). Assessments of program-level outcomes occur every five years during a standard program review process and annually regarding certain information for some programs with specialized accreditation requirements (such as Education, Nursing, and Radiology Technology). Courses are taught by fully qualified and degreed faculty; Career and Technical Education program instructors are scholar-practitioners in their fields, holding combinations between degrees and industry certifications. All faculty members assess student learning as a vital part of teaching, so much so that a new assessment process has been created and implemented to assist faculty in documenting student learning (see GBC Policy No. 2.3, Institutional Assessment, at <http://www.gbcnv.edu/administration/policies.html> ).

For many years, GBC faculty included learning outcomes and specific measurements of those outcomes on their course syllabi, but developing documented assessments of those outcomes was a slower process. The Faculty Senate Assessment Committee has remedied this with the creation of a mandatory procedure. Faculty members choose one course per semester and use the annual evaluation process and tools to assess and document student learning that occurs. They write plans for improvement, and in a final step, the faculty member reflects on the efficacy of the improvement plans.

In an effort to establish an institutional framework for documenting planning, assessment, and improvement, the Institutional Research and Effectiveness (IRE) office has created guidelines and a template based on the student learning outcomes assessment report template for use in operational programs and services (see <http://www2.gbcnv.edu/IR/assessment.html> ). This framework supports GBC in its ongoing efforts to foster a culture of evidence that assists faculty, staff, and other interested constituencies in evaluating how well GBC fulfills its mission. It is built on the foundation of the mission

of Institutional Research and Effectiveness at GBC: to facilitate the management, analysis, reporting and use of data and information in support of planning, assessment and decision-making for improvement.

Indicators have been identified for each Core Theme and the associated objectives to guide in the gathering of evidence that can be compared to similar data from previous years. This gives GBC concrete and visible results either to show institutional improvement or to plan necessary actions. Because this evidence is compiled over a period of years, GBC has the ability to see how changing circumstances such as state budget cuts, a shrinking or swelling student population, or changes in workforce demands impact it. GBC can also track the effectiveness of its response to these fluctuations.

### **Institutional Framework for Evaluation**

Sufficient time has not yet passed to fully formulate a process for holistically evaluating all aspects of programs and services, particularly in respect to their alignment, correlations and integration as called for in Standard Four. However, GBC began that process by creating a comprehensive set of indicators for each of its Core Themes. Next, each departmental major goal, as documented in GBC's web-based strategic planning system, will be aligned with a primary Core Theme. Finally, the IRE office has created guidelines for use in outcomes assessment activities for operational programs and services. Each outcome is related to a primary Core Theme objective and to divisional priorities, when applicable. These assessment plans and reports can be found on the Assessment Reports webpage (see <http://www2.gbcnv.edu/IR/assessment.html>).

GBC does have a loosely configured set of assessment tools that have been aligned with one or more core themes and identified as primary or secondary evaluation measures for: 1) fulfilling our mission, goals, and core themes; 2) planning; 3) allocating resources and institutional support; and 4) assuring student learning and program outcomes. The list of regularly occurring assessment tools in the Table 4.1 is often augmented by ad hoc committee recommendations and reports, such as the President's Budget Taskforce, the Curricular Review Committee, and one-time feasibility studies, such as that for GBC Foundation's Vision 2020 campaign. This process allows GBC administrators direct access to student, employee, and community feedback for evaluation purposes and strategies for improvement.

<b>Core Theme Alignment</b>	<b>Assessment Tool</b>	<b>Primary Evaluation Measure</b>	<b>Secondary Evaluation Measure</b>
1, 2, 3	GBC Strategic Plan (2009 – 2016)	1	2
1, 2, 3	GBC Advisory Board recommendations	1	2
1, 2, 3	Core Theme Objectives and Indicators	1	3
1, 2	National Community Colleges Benchmarking Project reports	1	2
1	IPEDS Annual Data Feedback Reports	1	2
1	NSHE Performance Indicators and reports	1	3
1, 3	NSHE Equity Studies	1	2
1	NSHE Ad Hoc Studies	1	2
1, 2, 3	Strategic Plan web-based system for divisions and departments	2	3
1, 2, 3	Student Services and Academic Affairs Divisional Plans	2	1
1, 3	NSHE Disabilities Reports	2	3
1, 3	NSHE Equal Opportunity Employment Reports	2	1
1, 3	Faculty and Staff Satisfaction Surveys	2	3
1, 2, 3	Administrator Evaluation Surveys	2	4
1, 2, 3	GBC Foundation Vision 2020	2	3
1, 2, 3	Community Needs Surveys	2	1
1, 2, 3	Biennial Budgets	2	3
1, 2, 3	Annual NSHE Financial Reports on expenditures and revenue	3	2
1, 3	Faculty Senate Equipment Budget Committee Recommendations	3	2
1, 3	NSHE First-year and Third-year Program Reviews	3	4
1, 3	Remedial Education Studies for NSHE and local school districts	4	3
1, 3	Five-year Program Reviews	4	2
1, 2, 3	Specialized Accreditation Studies and Reports	4	3
1, 3	Student Satisfaction and Alumni Surveys	4	3
1, 2, 3	Employer Satisfaction Surveys	4	2
1, 3	Faculty Evaluations	4	3
1, 3	IDEA Class Ratings Summary Results	4	3
1, 3	Course Student Learning Outcomes Assessment Reports	4	3
1	Faculty Senate Assessment Committee Annual Report	4	3
1, 3	Operational Unit Outcomes Assessment Reports	4	2
1, 2, 3	Program Advisory Committee Recommendations	4	2

Table 4-1: Great Basin College Institutional Effectiveness Framework – each tool is aligned with one or more core themes: 1) provide student enrichment; 2) build bridges; and 3) serve rural Nevada. Each is used in evaluating GBC’s effectiveness in: 1) fulfilling our mission, goals, and core themes; 2) planning; 3) allocating resources and institutional support; and 4) assuring student learning and program outcomes.

## **Core Themes Overview**

Three major sections follow in this chapter, one for each of the three GBC Core Themes. For each Core Theme there follow three subsections that describe, in this order, planning, assessment, and improvement. The planning portions will address Standard 3.B (Core Theme Planning). The assessment and improvement portions will address, respectively, Standards 4.A (Assessment) and 4.B (Improvement). In relating to the discussed Standards, “planning” will be described more specifically in relation only to Core Themes. The portions on assessment and improvement will relate more broadly to include institutional practices, programs and services, as well to how they are applied to Core Themes.

This report marks the beginning of a new process of planning and assessment based on Core Themes. In that regard, certain aspects of this report represent a baseline and foundation for future planning, assessment, and improvement.

## **Theme 1: Provide Student Enrichment**

Theme 1, Provide Student Enrichment, is the broadest and most traditional of the three GBC Core Themes. This Theme is supported by the three institutional objectives of providing educational opportunities, fostering cultural awareness, and providing curricula and programs for careers. Much background data for this Core Theme is provided in Appendix D.1, D.2, and D.3, the indicators for the objectives of this Core Theme.

### **Provide Student Enrichment: Planning**

#### **Providing Educational Opportunities and Programs for Careers**

A primary means of enrichment is through the availability of a range of adequately supported academic and technical programs. A list of GBC programs is listed in Appendix D.1. The availability of these programs is of itself indicative of planning. To provide a program, a need must first be determined, and then planning must be implemented for development and maintenance of the program. Planning for future programs is indicated in the GBC Academic Master Plan, approved by the NSHE Regents, and as derived from the long-term Institutional Strategic Plan.

Because of previous planning and implementation, students at GBC have the opportunity to earn certificates, associate’s degrees, and select baccalaureate degrees, all described in the college catalog. In addition to planning for specific programs, the relationships of programs to each other are planned, particularly for the possibilities of “laddering.” Various certificates of less than 30 credits (Recognitions of Achievement) may lead to certificates of more than 30 credits (Certificates of Achievement), which may in turn lead to Associate of Applied Science (AAS) degrees. Within some of these, options for students have been planned. Now, an AAS degree may lead to one of four emphases in the Bachelor of Applied Science (BAS) degree. The Associate of Arts or Associate of Science degree programs transfer to all NSHE institutions fully articulated in regard to general education requirements, or into GBC’s own select Bachelor’s degree programs. There is also collaboration with the University of Nevada, Reno to offer a 3 + 1 Bachelor of Social Work degree. An Associate of General Studies degree is available to non-traditional students requiring an individualized program of study that is not generally intended for transfer.



Part of program planning is working with business and industry to determine the workforce needs and the requirements within individual programs. This is completed through data collection and advisory groups. Examples of data collected include job placement rates by program, surveys of alumni detailing employment results, student satisfaction rates with their workforce preparation, and advancement through graduation studies (moving from certificates earned to Bachelors' programs and beyond). This data facilitates the planning for sustained programs that offers ongoing educational opportunities. Many of these data are reported as indicators under Theme 1 in Appendix D.1 (particularly under the objectives one and three).

GBC invests much effort in the efficient planning of class schedules. Being a small college, this is a necessity and very important for students. Providing a schedule of classes to support programs requires both short and long term planning. Every program looks for the best path for student to go through. Where possible, programs look for common courses that may be shared to reduce the number of classes with low enrollment. The General Education Program was initiated to intentionally funnel more students through fewer classes more highly dedicated to the integrative objectives of the program. GBC also maintains a long-term committed class schedule that plans essential courses four years forward. This is updated annually and accounts for program needs, student locations, time commitments, and delivery platforms. This may be viewed at the following site:

<http://www.gbcnv.edu/academics/longterm.html>

Program planning also includes the formation and maintenance of a fully qualified teaching faculty to support the programs. When GBC first began considering baccalaureate programs in the late 1990s there was one Ph.D. in a faculty of about 30. Now the Bachelor's degree programs are supported by 82% of GBC's faculty who have either Master's degrees or PhDs (Table 4.2). Associate degree programs have instructors who are experts in the fields in which they teach. Welding, diesel, industrial millwright, electrical and instrumentation instructors are scholar-practitioners who often hold degrees as well as industry certifications in their areas.

The faculty Department Chairs Committee contributes to the alignment of services and the preservation of a qualified faculty that helps to provide student enrichment. This committee, with the encouragement of the administration, has changed the process by which departments hire faculty. When a faculty position is vacated, the affected department does not automatically rehire that position. Instead, the department prepares a rationale for the position to be refilled and presents that to the department chairs. If a second department has demonstrated need of a new faculty member because of the demands of a program, then that department may also present a rationale and be given the funding available from the vacated position. This has had the effect of making departments and programs look closely at their needs and at their own efficiencies. An example of the success of this occurred with a spring, 2012 vacancy in the English department. The English department stated that it no longer needed the position, and the position was granted to the Nursing department.

Department	<Assoc.	Assoc.	Bachelor's	Master's	MFA	PhD	Total
Business				1		3	4
Career & Technical Ed	3	2	4	1			10
Computer Technologies			1	4		1	6
Education				2		2	4
English				3		2	5
Fine Arts & Humanities					2	1	3
Health Sciences and Human Services			1	6		1	8
Math				3		2	5
Science				4		4	8
Social Sciences				3		4	7
<b>Grand Total</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>27</b>	<b>2</b>	<b>20</b>	<b>60</b>
<b>% of Total</b>	<b>5%</b>	<b>3%</b>	<b>10%</b>	<b>45%</b>	<b>3%</b>	<b>33%</b>	<b>100%</b>

Table 4.2: Fall 2012 qualifications and number of full-time faculty by department

### Fostering Cultural Awareness

Part of curricular planning is to assure the content, quality, and availability of courses to fulfill the general education program requirements for each degree. Cultural awareness is part of the General Education objectives. Students at the Associate's degree level must complete a series of courses of General Education, and GBC also requires upper division General Education courses at the Bachelor's degree level including a selection of seminars from among humanities, social science, mathematics, and science. Bachelor's degree programs include two to four of these seminars. When faculty members plan syllabi for courses of the General Education sequences, they take care to address the objectives through specific outcomes. The cultural awareness objective is demonstrated by an understanding of the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience. Programs use this outcome to plan the integration of cultural experiences in their areas. (General Education curriculum maps indicate the courses that include cultural awareness and are outlined in Appendix D.3).

In particular, INT 339, Integrative Humanities Seminar, and INT 349, Integrative Social Science Seminar, include cultural outcomes in the listed measurements and outcomes on the course syllabi. The Fine Arts and Humanities Department also has created value maps for its courses which include measures of cultural outcomes (Appendix D.2). Curriculum maps and student survey results (included in Appendix D.1) provide information about how satisfied students are with their growth in cultural awareness and assist faculty in planning for future improvement.

Enrichment occurs through exposure to diverse ideas and cultural differences achieved through 1) honoring diverse cultures, local and global and 2) the arts. The Art and Cultural Enrichment (ACE) Committee plans and organizes programs and events that expose GBC communities to new experiences, cultures, and viewpoints. ACE provides access to the arts and fosters a spirit of inquiry, creativity, and reflection at Great Basin College. Examples of these programs include the publication, *Argentum*, an art and literary magazine featuring work by GBC students and faculty, the GBC Film Festival, and

partnership with the Western Folklife Center. A current planning effort is taking place to provide substantiation for a grant application to the National Endowment for the Humanities. This grant would help support a Virtual Humanities program as well as some other identified projects.

## **Provide Student Enrichment: Assessment**

The primary assessments for the objectives of this Core Theme (Provide Student Enrichment) are the indicators provided in Appendix D.1. Several indicators are given for each of the three objectives, and at this early time in the new accreditation process and cycle, serve mainly as baseline information upon which to make future assessments. Broad summaries of the indications from this information are provided in Chapter 5.

In addition to the assessment of Core Themes based on the indicators of Appendix D.1, it is appropriate under this Theme to describe general institutional assessment practices that relate to student enrichment. These may be viewed from four different perspectives. The first is to view how GBC performs as an institution compared similar colleges in the broader world. A second view is look at assessment practices as they relate to academic programs. The third is to review how student outcomes are assessed within individual courses. The fourth is to view how the operations and services of the college are performing in the support of student endeavors.

### **Institutional-level Assessment**

For institutional assessment purposes, GBC participates in the National Community College Benchmarking Project (NCCBP) and utilizes the IPEDS Data Feedback reports. The institutional-level data points can be assessed against national-level and peer-level metrics and then used as a benchmark against which to assess internal measures at the program, location, or other detailed level. As examples, there is a 23% GBC graduation rate within six years of enrollment (compared to a 24% IPEDS peer rate), and there is a three-year GBC graduation rate of 25% (compared to a 20% national median in NCCBP). 2010-2011 alumni surveyed a year later indicated that 86% had achieved their educational goals, however, 60% of them were continuing with further studies. Persistence rates (fall 2010-to-fall 2011) were 61% for new, full-time students and 36% for new, part-time students. Both of these rates are higher than those for peers (52% and 33%, respectively). GBC persistence rates are higher even though the average section size and student-faculty ratios are currently near matches to those compiled nationally, while previously they were lower. It might be expected that smaller class sizes and greater contact with faculty should increase retention rates as well as graduation rates. Other factors, such as the local economy, must be involved and need to be investigated.

### **Academic Program Assessment**

All baccalaureate, associate, and certificate programs are listed in the current GBC catalog with the expected student learning outcomes. Each program, certificate, or degree also publishes its outcomes on program webpages (<http://www.gbcnv.edu/programs/programs.html>). Curriculum maps have been completed for some of these programs and are in process for the remainder. The curriculum maps show which courses within the program address specific learning outcomes. These have proven valuable, making it possible for departments to see if learning outcomes need to be added or deleted. For example, during an assessment documentation meeting with the Career and Technical Education Department during the fall of 2011, it was noted that every program emphasized safety in the workplace, but none of the degrees listed that among their program outcomes.

Assessment at the program level is also accomplished as part of specialized accreditation processes (education, nursing, and radiology technology) and/or through required regular 5-year program reviews. *A Guide to Program Review* ([www.gbcnv.edu/administration/admin/PP/03-40.doc](http://www.gbcnv.edu/administration/admin/PP/03-40.doc)) describes the 5-year program review process at GBC. Table 4.3 provides a partial schedule of the schedule of rotation of programs for review. This review involves the faculty in the program, representatives from business or industry, and a peer in a related area from another community college. Committee members are charged with collecting data, writing preliminary reports, analyzing data, evaluating the program, and assisting the chair of the Program Report Committee in writing a final report that includes evaluations and recommendations. Programs make adjustments based on the conclusions of the report. A summary report is submitted to NSHE. NSHE also reviews enrollment and cost data for new programs in the third and fifth year of existence.

2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Developmental Education	General Education	Career & Technical Education	Bachelor of Arts in Integrated Studies
Early Childhood Education		Bachelor of Applied Science	Criminal Justice
Computer Office Technology		Nursing (BSN)	
Community Service/Continuing Education		Bachelor of Arts in Elementary Education	
Nursing (AAS)			

Table 4.3: Program Reviews 2009 – 2012

### Assessment of Learning Outcomes in Courses

Teaching faculty are required to include student learning outcomes and measurements on their syllabi and have the opportunity to assign themselves points in their annual evaluations based on the quality of their course learning outcomes and measurements. They are also required, through support staff, to upload their syllabi to an online location available to GBC faculty and staff. In the past, every class syllabus was reviewed for learning outcomes and measurements, but as participation has generally become routine, this review practice stopped. As of spring 2011, 943 class sections had a syllabus while 21 sections (2%) did not. Of the 943 syllabi, 124 did not have stated learning outcomes, and 67 did not have stated measurements for those outcomes. As of fall 2011, only those instructor- class combinations that were not previously noted as having a complete syllabus were reviewed. Out of a total of 490 instructor-class combinations taught in fall 2011, 20 (4%) syllabi were incomplete and lacking either learning outcomes and/or measurements. Another 31 (6%) syllabi were missing altogether. As of fall 2012, 3% were incomplete while 4% were missing. Missing and incomplete syllabi are generally for classes of irregular format. They are rarely for traditional academic courses.

GBC has traveled a long road to its goal in the assessment and documentation of student learning outcomes. Anecdotal evidence in the past showed that the assessment of outcomes occurred whenever the outcomes were stated in a syllabus. What was not in place was any method of collecting and

documenting the assessments or improvements that faculty had made in response to information gathered. Faculty senate assessment committees have struggled with how to create a streamlined method of gathering information for documentation. Learning from previous committees' work, the current Assessment Committee has developed a process for documenting and collecting the information needed to demonstrate that assessment takes place and that improvements flow from that assessment.

Beginning in fall 2011, each faculty member has been responsible for providing evidence of student achievement of the student outcomes listed for one course taught during the fall and one course taught during the spring. Faculty have been provided with an assessment report template to record outcomes, assessment measures, assessment results, and changes made as the result of assessments. Links to the forms are now available through the Faculty Evaluation System (see <http://www.gbcnv.edu/eval2012/>), and faculty are required to upload their completed forms within that system as part of their annual review.

Following is a brief description of the process in place.

- Choose one course per semester to assess.
- Choose the outcomes that are measured by summative assessments in the chosen course.
- Complete the GBC Course Assessment Report Form, adding any reflective comments and plans for improvement. (See <http://www.gbcnv.edu/fscommittees/Assessment.html> for the blank form and for the directions for filling out the form.)
- Upload the forms to the GBC Faculty Evaluation system.

The form includes a reflection about the assessment in which faculty are encouraged to answer the following questions.

- What are students learning well?
- What are students having difficulties with?
- What changes could be made to improve student learning?
- How will those changes be put into place?
- What tools will be used to measure their success?

When the process is completed, results are made available to interested constituencies. To protect the privacy of faculty, only compilations of results are made public.

The Faculty Senate Assessment Committee is responsible for the regular review of this process as stated in its committee description. "The Assessment Committee serves to periodically review and make recommendations relevant to the standards, educational quality, implementation, oversight, and assessment of the academic program at Great Basin College" (GBC Faculty Senate Bylaws—VI.3 <http://www2.gbcnv.edu/senate/bylaws.html>). Completed assessment reports are downloaded from the faculty evaluation site, entered into *TracDat* for reporting purposes and provided to the Assessment Committee. This committee reviews the course assessments and provides an annual report giving a holistic evaluation of student learning including recommendations for improvement. The first report will be completed spring, 2013.

All full-time faculty members were asked to complete an assessment of one course in spring 2012. 83% of the faculty completed the assessment forms. The results of the first round of documented assessments are available at <http://www.gbcnv.edu/IR/assessment.html>.

## **Assessment of Operational Programs and Services**

Regular assessment of operational programs and services has been slower to arrive than for academic courses and programs. Recently, progress is being made, particularly as the ability to systematically document assessment has been obtained.

Student Services have long assessed the quality and efficiency of their functions and made improvements when indicated, but they have not documented those assessments and improvements except as they relate to strategic planning. As a result, operational outcomes assessment documents have been drafted and are in use for refinement for Student Services functions. Functional areas have identified at least one outcome to assess. This process of identifying outcomes, assessing them, and reporting on the outcomes will be expanded until all service departments are fully engaged in the assessment process and assess at least three operational outcomes annually on an ongoing basis. For now, Student Services departments align each outcome with a primary Core Theme objective (see <http://www.gbcnv.edu/about/mission.html> ) as well as one or more division priorities as outlined in the Student Services 2012-2017 strategic plan. This allows for a holistic alignment of strategic plan goals, Core Theme objectives, and operational outcomes. When this assessment process is completely integrated into academic and service departments' functions, the results can be used in a holistic evaluation of how well programs and services are aligned and integrated.

Assessment of services may be obtained through surveys. In spring, 2011, an online student satisfaction survey was administered to enrolled students. Thirteen percent of students responded. Their responses, combined with alumni survey results, revealed needs for improvement in certain areas, such as advising and security and safety (<http://www.gbcnv.edu/IR/reports.html>). The security and safety concerns indicated by student satisfaction were contrary to direct measures which indicated a perfect safety record at all GBC locations. Security staff members, however, took these perceptions seriously and have already addressed and documented the improvements made. A taskforce on advising was created, survey results were documented and distributed, and meetings were held with each department and their faculty to discuss the issues.

The ACE committee evaluates events to make decisions about future offerings. The committee prepares and administers surveys for events. From the surveys, the committee learns what the composition of the audience is (GBC faculty/students, community members or some combination), how people learned about the event, what they liked and disliked, and what level of support such events are likely to receive in the future. These surveys assist the ACE committee in its planning.

### **Provide Student Enrichment: Improvement**

GBC changes its academic programs and the services that support those programs in response to assessment results. The results from the IDEA ratings from students are made available to the Vice President of Academic Affairs, the Dean of Career and Technical Education, and the Dean of Health Sciences and Human Services. Department chairs receive adjunct faculty members' student ratings. Although assessments are not made available to outside constituencies, the above-mentioned personnel communicate generally to their departments what changes should be made. The departments then take action.

Assessments of student learning have led to specific changes in math prerequisites for science courses. The science department determined that students who were able to enroll in MATH 120 were more

successful in science courses. Students wanting to enroll in certain science courses must now have completed all developmental math or test into MATH 120.

GBC hired a new Director of the Academic Success Center in spring 2011. In response to requests from students and faculty, the new director was placed on a 12-month contract. This contract gives the Director the ability to increase the ASC's hours of service and staff it year round to serve students whenever classes are in session. This will have a direct impact on student enrichment because classes are offered during the summer. The CTE program is a 48-week condensed program; these changes in the ASC offer improved extended tutoring services to those students. Testing services are centralized in the ASC with the exception of GED testing which is scheduled to be in the ASC by the 2013-14 academic year. Centralization of testing services directly benefits students who will no longer have to go to the Library to take the Accuplacer, then to the ASC to take proctored exams for classes.

Improvements to Student Services' functions are documented in assessment reports along with a timeline and plan for future assessments (see <http://www.gbcnv.edu/IR/assessment.html> ). The advising taskforce has recommended that faculty and staff become better trained and competent in GBC's new student information system which is making much more information available to both faculty and students. This new system, PeopleSoft, contains an advising module. Because of the integration of services created by PeopleSoft, each faculty member has student advisees assigned according to the degree the students select. By clicking on "My Academics," the student is taken to a screen which shows the advisor's name and contact information. This aids the student in getting timely information about courses that will fulfill degree requirements. The system also allows the faculty to contact their advisees without going through a secondary process such as contacting the Admissions and Records Office. The results of a fall, 2012 student satisfaction inventory survey will help to assess the effectiveness of these improvements and determine whether additional changes to the process are warranted.

## **Theme 2: Build Bridges**

GBC builds and fosters partnerships and connections with many entities throughout its service area. Business and industry are key partners Career and Technical Education (CTE) programs. High school students in the service area benefit from dual credit programs. GBC collaborates with universities for student transfer and occasional grants. Partnerships with community organizations help support community events and contribute to the building of cultural awareness. Data relating to this Core Theme are presented in Appendix E. This narrative is presenting broader examples of GBC bridge building.

### **Build Bridges: Planning**

Educational partnerships allow students to better succeed when they can easily navigate between the different levels and types of educational opportunities available. GBC has dual credit programs with almost every school district in its six-county service area. These courses transfer to other institutions within NSHE and to many institutions outside Nevada. GBC also works with the high schools to provide Accuplacer testing in the junior year, so students can plan their last two years of high school courses in a way that helps them to be prepared for college-level math and English. The availability of dual credit classes is listed at <http://www.gbcnv.edu/academics/dualcredit.html>.

The Tech Prep program at GBC awards college credit to students who enroll at GBC after successfully completing specific courses at the secondary level (<http://www.gbcnv.edu/techprep/>) within career and technical areas. Strategic plans and goals for the Tech Prep program are maintained and updated regularly on GBC's Strategic Plan webpage (<http://gbcnv.edu/planning/>). The strategic plan for Tech Prep includes specific details, such as the number of students completing Tech Prep classes increases 10% yearly.

CTE programs collaborate with local industries, particularly the mining industry, to plan and offer courses both within degree programs and as a part of contract training programs. This planning maintains a curriculum that is aligned with a rapidly changing industry and leads to graduates who are ready to become functioning employees of business and industry in the service area. One initiative, the Dream-It-Do-It Campaign, includes GBC personnel, the Elko County Development Authority, and industry representatives. The project has included the development of a Skills Certification Assessment Map which identified existing training programs and established a baseline for local technical training opportunities. Now, the Northeastern Nevada Regional Development Authority is surveying businesses to identify current and future workforce skills needs so that industry needs and training opportunities can be better aligned. Students will be recruited into these technical training programs offered by GBC, and the Dream-It-Do-It campaign will help leverage funds for recruitment purposes.

GBC relies heavily on advisory boards for planning purposes. These boards work at the program, service, and community levels and provide valuable input and perspective on needs and trends. Their input influences changes in programmatic strategic plan goals, which in turn influence financial resource priorities and allocations.

GBC has collaborated with Nevada universities to benefit students transferring out of GBC to complete programs. An ongoing 3 + 1 Social Work program with the University of Nevada, Reno (UNR) has been operating successfully for over ten years. Students take prerequisite lower-division courses for two years, then they are admitted to junior status in the program at GBC. They finish the senior year of the program mostly through distance education at UNR. A one-time cohort 2 + 2 program in Early Childhood Education was recently completed with the University of Nevada, Las Vegas. After completing an agreed-upon two year GBC curriculum, the GBC students finished with online courses from UNLV with practicum placements in the various rural communities where students live. These partnerships not only serve as examples of building bridges, but also of serving rural Nevada (Theme 3). These provide opportunities for place-bound students to gain the knowledge and skills to fill many hard-to-fill rural professional positions. Many of the students who have completed these types of programs are now successfully working in the many communities across the GBC service area.

### **Build Bridges: Assessment**

The indicators for this Core Theme are presented in Appendix E, and these are the primary basis for assessment. The details presented there serve as the baseline for ongoing comparison and evaluation. However, some assessments for collaborations and partnership may take place in processes described under Core Theme One above. An example would be utilizing advisory groups in program assessment, and the programs themselves represent partnerships. This narrative is presents broader examples of the effectiveness of GBC "bridge building."



An unfortunate fact in current education is that there is a poor rate of high school student preparedness for entrance into college level classes, particularly English and mathematics. This results in many students enrolling in remedial courses in college. GBC is working to bridge this problem in two ways. One is to share data and analysis of student enrollment and class success rates with local school districts for remedial math and English classes. The hope is that by awareness of the level of the problem, the high schools may be able to address the preparedness of graduating seniors, and this should show up in future reduced rates of remediation. The second effort is in providing bridging instruction to bring students up to college level of work. GBC does well in this regard, but there could be improvement. While it appears that the rate of student completion of the highest level remediation classes at GBC is below the national rate, the rate of students continuing to a college level and successfully completing is higher than the national rate (see Appendix E, Objective 2.1). This transition is working, but it needs to affect a higher rate of students initially.

The GBC Tech Prep Program partners with local high schools and business and industry to provide learning experiences for participants that allow them to be more fully prepared for careers. This program is a highly successful partnership with data showing overall increases in the number of participants and increases in the number of students awarded credit over four years. The Tables 4.4 and 4.5 summarize the number of students, by county, applying to the program, the number completing the program, the number of awarded credits, and an estimation of tuition dollars saved.

	2009	2010	2011	2012
<b>Applicants</b>	87	242	536	378
<b>Completers</b>	48	110	252	214
<b>% Completing</b>	55.2%	45.5%	41.4%	56.6%
<b>Credits Awarded</b>	256.5	522.5	971	749
<b>Tuition Dollars Saved</b>	\$16,801	\$39,057	\$74,237	\$67,410

Table 4.4: Tech Prep student applicants, completers, credits awarded, and estimated tuition dollars saved.

County	FY 2009		FY 2010		FY 2011		FY 2012	
	HDCT	Credits	HDCT	Credits	HDCT	Credits	HDCT	Credits
Churchill	3	6.0	1	3.0	2	6.0		
Elko	34	184.5	48	198.0	166	588.0	138	454.0
Eureka	6	48.0	13	92.0	6	34.0	2	12.0
Humboldt	3	13.5	16	67.5	19	59.0	28	87.0
Lander	1	1.5					3	11.0
Lyon					4	12.0	20	60.0
Nye			11	55.5	12	63.0	9	52.0
Washoe			3	9.0	5	15.0		
White Pine	1	3.0	18	97.5	38	194.0	14	73.0
<b>Total</b>	<b>48</b>	<b>256.5</b>	<b>110</b>	<b>522.5</b>	<b>252</b>	<b>971.0</b>	<b>214</b>	<b>749.0</b>

Table 4.5: Tech Prep student completers and credits awarded by participating county.

Partnerships with business, industry, agencies, and other entities build careers for people and help meet and sustain workforce needs. GBC gathers data to assess this objective through a variety of methods. The number and type of contract training classes offered each semester has grown from 98 in 2008-09 to 121 in 2011-12. Mining accounts for 99 (82%) of those 121 classes. Courses are added or the number of sections in a particular program is increased as the result of input from industry partners or program advisory boards. These data are reflected in Appendix E.

GBC has a number of partnerships with nonprofit organizations and government agencies that provide opportunities for community events and services and support a full community college mission. A partial list is provided in Table 4.6. A more complete list can be found in Appendix E.

<b>Partner</b>	<b>Location</b>
<b>Battle Mountain Arts Presenters</b>	Battle Mountain
<b>Bristlecone Audubon Society</b>	Elko
<b>California Trail Interpretive Center</b>	Elko
<b>Committee Against Domestic Violence</b>	Lander County
<b>Communities in Schools</b>	Elko, Ely
<b>Great Basin Indian Archives</b>	State-wide
<b>Great Basin Writing Project</b>	State-wide
<b>Junior Achievement</b>	Ely
<b>PACE</b>	Elko
<b>Western Folklife Center</b>	Elko
<b>Silver Stage Players Theater Usage</b>	Elko
<b>Mining Rocks</b>	Elko
<b>NV Department of Veterans Affairs</b>	Pahrump
<b>NV State Immunization Program</b>	Pahrump
<b>Ruby Mountain Film Festival</b>	Elko

Table 4.6: Partial list of community partnerships by location.

As indicated in Table 4.7, community service by faculty has remained relatively steady until the current year when it has dropped by 8 percentage points.

<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
87%	86%	84%	76%

Table 4.7: Percent of regular faculty indicating community service on annual evaluations.

### **Build Bridges: Improvement**

Actions intended to make improvement are based on many assessments. For this Core Theme, improvements may be derived from assessments based on indicators in Appendix E, or they may come from other assessments such as programs reviews. There is considerable overlap of planning and assessment between different GBC Core Themes, a significant fact in why they are considered “core” to

the College. The following are examples of the kinds of improvements that GBC makes in regard to partnerships and collaborations.

Upon the recommendations of its advisory board, the CTE Department made a major change in the curriculum of the Diesel program. The board noted that the program was heavy in diesel engine courses. The board recommended that the program decrease the number of credits in those courses and increase credits in electronics and hydraulics courses. The program followed those recommendations. The CTE program has also increased the number of diesel classes in response to requests by industry. One diesel instructor position has been added.

The Industrial Millwright Technology program (IT) created a new class to provide students more instruction in blueprint reading and in learning how to use precision measuring tools. This course, IT 201: Blueprint Reading and Precision Measuring Tools, was developed in the spring of 2009 and implemented in fall, 2010. In another change, students in the IT program are now tested with the RPL practical knowledge test at the beginning of the year, rather than only once during the year.

The Mathematics and English Departments at GBC have met regularly with high school instructors from each area to improve the readiness of high school graduates to enroll in college level math and English courses. One strategy is to offer the Accuplacer placement exam at the high school to students early in their junior year. GBC pays for and administers this exam. This occurred in the Elko County School District for the first time in 2011, and test results were sent to them. This test is again being administered to service area high school juniors in the spring of 2013.

### **Theme 3: Serve Rural Nevada**

Great Basin College serves over 62,000 square miles of the State of Nevada's most sparsely populated regions. Core Theme 3 reflects this in its title, "Serve Rural Nevada" (Appendix B). Through a variety of media – live classes, online instruction, and interactive video – the college provides educational opportunities for people in isolated areas, bound to the places where they live or constrained by the schedules that they work. To serve rural Nevada well means to perform all functions well. GBC sees this part of its Missions and this Core Theme only as extensions of fulfilling all parts of its Mission and all Core Themes well.

#### **Serve Rural Nevada: Planning**

To fully serve a rural mission, GBC must assure that all services and programs are not being focused just in a main campus, but are distributed as equitably to all sites as can reasonably be delivered in an unusually large space. GBC provides access to students scattered through sparsely populated areas and in widely distributed small towns to complete courses and programs; in addressing distance, the element of time for the working population is also addressed. GBC engages in multiple levels of planning to support education in rural Nevada.

Planning includes meetings and discussions between GBC administrators, staff and faculty with advisory boards, community members, businesses, and organizations. County needs are assessed on a regular basis through surveys and are included in planning discussions and implementation decisions. Programs and services address rural service and education delivery in their strategic plans. In support of both planning and implementation, GBC keeps staff located in each of the GBC centers (Table 4.8), including

full-time faculty where justifiable. A major GBC commitment is to provide services and programs in person, as much as is possible, and supplement those with online information, services, and classes. Table 4.9 lists how different services are delivered to different centers or to very remote online students.

As much as possible, GBC also provides a schedule of continuing education classes to distant communities (<http://www.gbcnv.edu/community.html>). A example of what has been offered is listed in Table 4.10.

	Instructional Faculty		Non-instructional Staff		Total
	Full-time	Part-time	Full-time	Part-time	
<b>Battle Mountain</b>		2	2	8	10
<b>Ely</b>	1	14	5	8	28
<b>Pahrump</b>	3	12	7	16	38
<b>Winnemucca</b>	3	18	3	1	25

Table 4.8: Staffing at each center or satellite as of fall 2011.

	Battle Mtn.	Ely	Pahrump	Winn.	Online
<b>Advising</b>	On site	On site	On site	On site	Quickstart
<b>Library</b>	Outreach	Outreach	Outreach	Outreach	Fully
<b>Financial Aid</b>	Outreach	Outreach	Outreach	Outreach	Forms, instructions & videos
<b>Tutoring</b>	On site math, English	On site math, English	On site math, English	On site math, English	Skype and email tutoring
<b>Testing</b>	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	Course testing via Web Campus

Table 4.9: Availability of support services by location as of fall 2011.

	Carson City	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Total
Agriculture	1	1	1		1		1	1	6
Aviation		2						1	3
Business/ Industry		1							1
Crafts and Art		5						1	6
College Math Preparation		2							2
Computers						5			5
Career and Technical Education		14				2			16
Driver Education		1							1
Environment		2							2
Health Sciences and Human Services		9	1	5				1	16
Languages		6							6
Leisure		17							17
Professional Development		10	2						12
Theater		2							2
Transport Technology				10					10
Education Travel		1							1
<b>Grand Total</b>	<b>1</b>	<b>73</b>	<b>4</b>	<b>15</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>106</b>

Table 4.10: Number and type of scheduled continuing education classes by location, 2011-12.

## Serve Rural Nevada: Assessment

To serve rural Nevada well means that GBC is performing all of its functions well. Many assessments made for other Core Themes may also be applied here. Appendix F provides the indicators for this Core Theme, and these are a basis for continuing assessment. Below are some specific examples.

Student satisfaction survey results (Table 4.11) are tracked by site and provide an assessment of student perceptions of GBC. Many of the comments students made in spring of 2011 were about the availability of services at the distant locations. Accurate advising and the lack of visible security were major concerns. Students also mentioned the non-availability of a library. They believed that courses should be offered more often than on the current long-term rotation. Some students also noted that they would like to have services such as the fitness center and child care available at the centers. Students did comment that the budget cuts made some improvements unrealistic. As a very general statement

students located where no center is available (“Other”) are less satisfied than those associated with a center or the main campus. However, results are scattered.

	Elko	Ely	Internet	Other	Pahrump	Winn.
<b>Tutors are available when needed and at a reasonable charge.</b>	62%	62%	42%	41%	49%	34%
<b>Financial aid staff is knowledgeable and helpful.</b>	68%	52%	58%	33%	63%	58%
<b>I am very satisfied with the quality of financial advising at this institution.</b>	62%	57%	58%	43%	69%	42%
<b>My advisor is knowledgeable and helpful.</b>	67%	81%	71%	55%	59%	80%
<b>I am very satisfied with the quality of the academic advising at this institution.</b>	69%	86%	73%	57%	66%	83%
<b>Library resources and services are sufficient.</b>	77%	57%	50%	38%	29%	27%

Table 4.11. Student satisfaction with support services by site. Spring 2011 enrolled students responding that they agree or strongly agree with the statements within this table.

Data utilized in the assessment of rural services (Appendix F) show the following changes in relation to distance education. The number of distance education sections, which includes both Internet sections and individual interactive video (IAV) sites, has changed from 548 sections and 56% of all GBC sections in the fall of 2007 to 491 sections and 60% of all GBC sections in fall 2011. From 2007 to 2011, the number of sections of distance education classes decreased by 10%, but as a percentage of GBC instruction, they increased 4%. These data reflect decreasing numbers of sections and increasing reliance in online classes associated with decreasing funding.

The number of Internet sections during the time frame of 2007 to 2011 increased from 136 to 188 (38% increase). The decrease in sections came in the number of IAV sites, which decreased from 412 to 303 (26% decrease). This reflects a recent trend for students to gravitate toward asynchronous classes on the Internet and away from those delivered in real time (synchronous), either live or IAV. Lack of several courses in the online format in recent years created an impediment for distant students who relied on online offerings to complete degree programs. Evaluation of the above data resulted in the creation or revision of courses so that with careful planning and coordination of schedules, an increasing number of degrees are now offered completely online.

Other Core Theme indicator data (Appendix F) include the following: course success rates and grade distributions by mode of delivery; completion rates, certificates, and degrees by student location; rural retention rates by location, and county needs for live courses. This data shows that nearly one third of GBC’s FTE is associated with the centers at Battle Mountain, Ely, Pahrump, and Winnemucca.

## Serve Rural Nevada: Improvement

GBC always seeks to improve all ways in which it serves students away from the main campus, wherever they may be located. GBC seeks to increase the programs available, the availability of courses, the quality of services, and so forth. All of the metrics listed in Appendix F are there because they are of interest and concern, and need attention for any opportunities for improvement.

Improvement to distance education is often interpreted to be adding numbers of courses available. Past growth in distance delivery at GBC was a direct response to student demand. However, now with budget driven decreases in sections delivered, GBC has seen a total decrease in sections delivered at distance (by about 10%), though there is an increase in the proportion of distance classes delivered (4% increase), particularly from online delivery, which has increased 38%. (See Table 4.12)

The distance education landscape is changing. Distance education includes online, IAV, and hybrid courses. (A hybrid course has both live or IAV and online sessions.) IAV appears to be diminishing in use (though many students complain about the increasing reliance on the Internet), and online instruction continues to increase. A very recent improvement is the development of the capacity for “lecture capture” delivery of classes. In this format, classes are broadcast through IAV for those students who desire a synchronous class and a more personal experience. The broadcast is recorded and edited, then redistributed as material for online distribution, asynchronously. This is an attempt to achieve the best of both delivery methods.

Section Type	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
Internet	136	163	182	216	188
Interactive Video	412	383	379	378	303
Total Distance	548	546	561	594	491
Total GBC	985	1,033	992	969	820
% of All GBC Sections	56%	53%	57%	61%	60%

Table 4.12: Number of sections in distance education (online and IAV).

Prior to the spring of 2012, the unavailability of an online class to fulfill the oral communication requirement for the Bachelor’s degrees made it difficult for students to complete a degree without taking a synchronous class. Approval was granted in 2011-12 to add Theater 102 (Introduction to Stage Voice) into the Communications category for General Education. This course can be delivered online and now allows the oral communications component of degrees to be fulfilled online. This change affords students at a distance the option to complete most Bachelor’s degrees upper-division courses without traveling to the nearest campus, often a significant hardship. There is a plan to have one more class (AMS 310) converted to an online format by the fall of 2013 that will then make every Bachelor’s degree available online completely. The AMS 310 class was the remaining class not available online for most Bachelor of Applied Science students to complete degrees online. Current work involves departments working to assure sufficient capacity for the online delivery of General Education classes to fulfill the demand created by the different programs. This will require ongoing monitoring and communication between departments.

Other degrees are available completely online. These include the Associate of Arts and Associate of Science degrees (depending on the specific patterns of study), the Associate of General Studies, the Associate of Applied Science in two out of ten of its emphasis areas (Business Administration, Computer Technologies), and Certificates of Achievement in Business Administration, Office Technology, Substance Abuse Counselor Training, Medical Transcriptionist, and Medical Coding and Billing.

The library staff collaborates with English faculty to provide specific instruction about how to do research using databases and other library tools. The librarians use a variety of methods to do this. They travel to the distant locations to meet with students, provide webinars for those taking online courses, and have telephone conferences when necessary. Based on student response on surveys, GBC is also working to improve student advising, particularly at the centers. Pahrump has a full-time advisor on staff while other centers have part-time staff available. Faculty members at the centers are available and advise students.

The student satisfaction survey results in spring 2011 revealed a need for better lighting at several locations. This resulted in the installation of new or improved lighting. The survey also showed that students needed to be made aware of existing services such as the call boxes and video surveillance. GBC is also exploring using services provided by Rave Mobile Services to improve the safety of students who attend evening or night classes at distant centers.

The coordinator of the Tech Prep program met with schools outside of the local Elko and Spring Creek area to provide information about services. Tours of the Elko campus were also provided for students from Beatty, West Wendover, White Pine, and Churchill County high schools. During these tours, students met with CTE faculty and learned more about earning credit in tech prep courses. A Career Launch program was planned and offered to all high schools within the GBC Service Area. Career Launch is a half-hour program offered to high school students through interactive video to speak with GBC instructors on specific program areas. 2012-2013 topics will be Computer Office Technology, Radiology Technology, Agriculture, Business, MTC and CTE programs, and Early Childhood Education.

Participation of high school students taking college classes is increasing, allowing more students to be better prepared and further advanced in their studies for college. Many, but not all of these classes, are being taken for dual high school/college credit. Some students take these classes in locations where local high schools may not be able to offer a full range of classes students might otherwise be able to take in high school.



# Chapter 5

## Standards 5.A and 5.B

### Mission Fulfillment, Adaptation, Sustainability

#### Eligibility Requirement 24: Scale and Sustainability

Currently, GBC has the funding, staffing, facilities, and other resources required to sustain the number of students, programs, and services it provides and to effectively carry out its Mission throughout its service area. By all measures and comparisons, nationally and within Nevada, GBC has been effective through all of its history in the delivery of higher education within its designated Mission and service area. GBC has always performed as well as or better than peer institutions. However, the balance of resources, capacity, and effectiveness is about to be challenged. Significant changes in how GBC is funded have been proposed and are being debated as this report is being written.

Over the next two to five years, GBC faces potentially devastating budget reductions totaling about 33% of the current, already-reduced State support. With the projected budget reductions, budget planning is nearly impossible in any term. Past planning procedures cannot be applied to the current situation until it is known with any degree of certainty what to expect for future funding. Several new funding models and implementation schedules are being considered, some containing different scenarios for potential mitigation, all with the effect of reducing GBC funding to some unknown degree over some as yet unspecified term. The spectra of potential funding plans and promises are outside of GBC control and are so many and diverse that GBC cannot effectively plan beyond the current year.

In the face of what appears to be impending and significant reductions in funding, GBC will need to discover significant means to find more funding, alternative ways of using its funding, or reduce its capacity if it is to retain effectiveness. The pathway for planning for whatever change may lie ahead is not obvious. The existing effectiveness expected of programs and services offered by GBC will be retained.

#### Standard 5.A: Mission Fulfillment

As described in Chapter 1, GBC responded to NWCCU recommendations on its Year 1 Report in part by reevaluating and revising its Mission statement. In the same process, the GBC Core Themes were reduced from four to three, and the three were revised so that GBC could better define and assess mission fulfillment.

The current GBC Mission Statement is as follows:

##### GBC Mission

*Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multi-county service area are met through programs of university transfer, applied science and technology,*

*business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.*

The brief descriptions of the current three GBC Core Themes and corresponding objectives are as follows:

Core Theme 1

*GBC **provides student enrichment** through the providing educational opportunities, fostering cultural awareness, and providing curricula and programs for careers.*

Core Theme 2

*GBC **builds bridges** by facilitating the seamless transfer of students between high school, community college, and universities; by building and sustaining career programs; and by supporting community needs.*

Core Theme 3

*GBC **serves rural Nevada** by providing education to distant locations, providing resources to meet the educational needs of its service area, and by providing needed services to students at all GBC sites.*

To better gauge institutional effectiveness, GBC's Institutional Research and Effectiveness (IRE) office created a framework that includes 31 assessment tools used as either primary or secondary evaluation measures. The Institutional Effectiveness Framework collects all assessment and evaluation tools in one table (Table 5.1), effectively bringing together GBC's evaluation processes under one umbrella and consolidating the scattered efforts that have been in place for several years. As presented in Table 5.1, tools are aligned with one or more of the Core Themes, and each tool is used to evaluate GBC's institutional effectiveness. This framework includes tools to evaluate the effectiveness of the institution at scales ranging from global to local levels, such as comparisons to community colleges nationally, other colleges that serve as GBC's peer institutions, and down to and including course assessment reports.

## Great Basin College Institutional Effectiveness Framework

Core Theme Alignment	Assessment Tool	Primary Evaluation Measure	Secondary Evaluation Measure
1, 2, 3	GBC Strategic Plan (2009 – 2016)	1	2
1, 2, 3	GBC Advisory Board recommendations	1	2
1, 2, 3	Core Theme Objectives and Indicators	1	3
1, 2	National Community Colleges Benchmarking Project reports	1	2
1	IPEDS Annual Data Feedback Reports	1	2
1	NSHE Performance Indicators and reports	1	3
1, 3	NSHE Equity Studies	1	2
1	NSHE Ad Hoc Studies	1	2
1, 2, 3	Strategic Plan web-based system for divisions and departments	2	3
1, 2, 3	Student Services and Academic Affairs Divisional Plans	2	1
1, 3	NSHE Disabilities Reports	2	3
1, 3	NSHE Equal Opportunity Employment Reports	2	1
1, 3	Faculty and Staff Satisfaction Surveys	2	3
1, 2, 3	Administrator Evaluation Surveys	2	4
1, 2, 3	GBC Foundation Vision 2020	2	3
1, 2, 3	Community Needs Surveys	2	1
1, 2, 3	Biennial Budgets	2	3
1, 2, 3	Annual NSHE Financial Reports on expenditures and revenue	3	2
1, 3	Faculty Senate Equipment Budget Committee Recommendations	3	2
1, 3	NSHE First-year and Third-year Program Reviews	3	4
1, 3	Remedial Education Studies for NSHE and local school districts	4	3
1, 3	Five-year Program Reviews	4	2
1, 2, 3	Specialized Accreditation Studies and Reports	4	3
1, 3	Student Satisfaction and Alumni Surveys	4	3
1, 2, 3	Employer Satisfaction Surveys	4	2
1, 3	Faculty Evaluations	4	3
1, 3	IDEA Class Ratings Summary Results	4	3
1, 3	Course Student Learning Outcomes Assessment Reports	4	3
1	Faculty Senate Assessment Committee Annual Report	4	3
1, 3	Operational Unit Outcomes Assessment Reports	4	2
1, 2, 3	Program Advisory Committee Recommendations	4	2

Great Basin College Institutional Effectiveness Framework – each tool is aligned with one or more core themes: 1) provide student enrichment; 2) build bridges; and 3) serve rural Nevada. Each is used in evaluating GBC’s effectiveness in: 1) fulfilling our mission, goals, and core themes; 2) planning; 3) allocating resources and institutional support; and 4) assuring student learning and program outcomes.

## **Creating Assessments for Mission Fulfillment**

After GBC revised its Mission statement in 2011, it was then necessary to review and revise its Core Themes and Core Theme performance indicators to better align with the Mission and to better address the Standards for accreditation. The following steps occurred:

Step 1: The four original Core Themes of *Student Success, Planning and Assessment, Sustainability, and Serving Rural Nevada* were revised to *Provide Student Enrichment, Build Bridges, and Serve Rural Nevada*. Each Core Theme is designed to assess mission fulfillment from a different perspective: student, external, and service area, respectively. This step helped GBC to measure what it is actually doing rather than what it plans to do.

The new core themes were identified through a process of discussion in meetings of the Accreditation Steering Committee, Department Chairs Committee, individual departments, and Faculty Senate. The Accreditation Steering Committee was representative of all internal constituents of GBC, including classified staff, faculty, administration, and professional staff. External constituents were apprised of updates at Advisory Board meetings.

Step 2: Objectives were identified for each Core Theme. The Accreditation Steering Committee decided on three supportive objectives for each Core Theme, as described above. To be included as an objective, items needed to be measurable and, when combined, needed to assess the Core Theme in its entirety.

Step 3: Finally, Core Theme indicators were vetted, first by brainstorming, then by putting pencil to paper to verify potential effectiveness. Indicators were chosen using the same criteria as for objectives, that each must be measurable and in their entirety must assess an objective in some way. There are many indicators (Appendices D, E, and F), but each has shown its value in monitoring the pulse of some important aspect of the college.

## **Data-gathering for Indicators and Assessments**

As data were gathered for the indicators, the emphasis was to provide either trend data over time for GBC or comparative data for GBC against external measures such as provided by IPEDS, the National Community College Benchmarking Project, and Noel-Levitz Student Satisfaction Inventory results. These trends and comparators provide a solid context for GBC's indicators, although a broad set of truly comparable peer institutions remains difficult to identify. As more community colleges offer and graduate students with select Bachelor's degrees, GBC will be able to refine the peer list.

Sometimes, multiple sets of data ("sub-indicators") are included together to provide a more comprehensive view for one indicator. For example, indicator 1.1.a. (Financial resources, Appendix D) includes seven tables of trend and comparative data in order to encapsulate the resources available and expended in support of providing educational opportunities. In one instance, an indicator was eliminated after finding the data to be too difficult to acquire and summarize and not be substantially different from the other indicators. In another instance, the data source was changed to better represent the original intent of the indicator. The data needed to report on indicator 2.1.c. (Dual credit headcount and FTE by high school, Appendix E) could not be readily obtained because they were specific to individual students, their individual classes, and the high schools they attend, and these are available only in file drawers. Instead, it was decided to use the enrollments in all credit classes for all high school students as reported by high schools; this reflects that the intent of the indicator is to assess the extent

to which GBC facilitates seamless transfer from high school to college. Another indicator, 1.1.b. (Number and percent of students attaining educational goals, Appendix D), is still under development since GBC's alumni survey has not yet asked the question in a manner directly comparable to that asked in identifying the national median.

GBC implemented *TracDat* assessment tracking software late in the summer of 2012. In the process of entering data into *TracDat*, the IRE Director discovered that the assessment form that faculty complete in their assessment of outcomes on courses did not include criteria for assessment measures. This omission created a situation where faculty did not qualitatively determine whether students met the learning outcomes. This omission has since been resolved. Faculty are now required to enter a criterion for each learning outcome listed.

The final step in the assessment process for courses is that the faculty Assessment Committee will write a summary report and make it available to stakeholders. The first summary report will not be available until the beginning of academic year of 2013-14.

### **Assessment: Core Theme 1**

In defining this Core Theme, *Provide Student Enrichment*, GBC states that a primary means of student enrichment is through the availability of a range of academic programs, adequately supported. Indicators include both opportunities and outcomes relevant to necessary resources for student learning. These resources include types of programs, full-time faculty available to staff the programs, and financial and student services resources. The indicators that support assessment of the objectives of this Core Theme, discussed below, may be seen in Appendix D.

GBC offers students 26 programs ranging from certificates to baccalaureate degrees. In addition, students who complete 8 – 29 credits in at least two classes that meet industry-specific workforce training needs are eligible to earn a certificate named "Recognition of Achievement." Of the 60 fulltime faculty engaged in teaching the courses, 20 have Ph.D.'s. This is the result of a concerted effort by departments to bring highly-qualified instructors on staff when positions become available.

86% of GBC students who graduate report they have attained their educational goals as compared to the national median of 95%. However, these values are not directly comparable. Nationally, graduating students from community colleges are asked if they have wholly or partially (emphasis added) achieved their educational objective at graduation. GBC graduates are asked to rate the strength of their agreement with the following statement: *I have attained my educational objective*. Only 86% of the GBC respondents claim to have attained their goal in part because 60% of GBC graduates with one degree are continuing with their education to obtain another degree. In the future, the GBC question will be modified to match that being asked nationally, and then it is conceivable that GBC will meet or exceed the national median.

Six-year graduation rates, including transfer rates, stand at 23%, one percentage point less than the peer median. (In recent years this has been as high as 26% for GBC.) However, in several respects, GBC has better graduation rates than the median. For instance, 25% of GBC's Certificate and Associate students graduate in three years compared to 20% nationally. 32% of Certificate and Associate students graduate in 6 years compared to 28% nationally. Persistence rates are also somewhat higher for GBC than for GBC's peers. From fall 2010 to fall 2011, GBC students exhibited a 61% retention rate compared to a 52% median for peers.

93% of GBC graduates who were surveyed one year after graduation claimed that the time spent at GBC was a wise use of their time, and 88% said that they would enroll at GBC again (if they had it to do over). The same number said they would recommend GBC to others interested in the same field of study.

While student satisfaction rates, graduation rates, and retention rates indicate that GBC meets or exceeds the objective of providing student enrichment in comparison to peers, the college also exceeds its peers in different regard: institutional expenses per student for instruction. These stand at \$7,345 per student at GBC compared to \$5,135 spent by IPEDS peer institutions. One reason for the disparity in funding may be that GBC has been funded at a “rural” ratio in Nevada that takes into account the infrastructure needed to serve the sparse populations at the distant centers. As explained elsewhere in this report, the funding formula is changing, and GBC stands to lose substantially.

The second objective in Theme 1 is to foster cultural awareness as indicated through General Education outcomes, integrative seminars, and value maps (see Appendix D, Attachments D.2 and D.3). These all indicate in which courses GBC emphasizes cultural awareness. Student satisfaction ratings show that only 74% of Bachelor’s degree graduates and 83% of Associate’s degree graduates agreed or strongly agreed that they are satisfied in their growth in understanding of cultural diversity as a result of their course work. This indicates that GBC faces challenges in the area of fostering cultural awareness. GBC needs to offer students more direct experiences through events such as those sponsored by the Arts and Cultural Awareness (ACE) Committee. This committee’s mission statement directly addresses this issue, which is, “to organize programs and events that expose our communities to new experiences, cultures, and viewpoints.” ACE provides access to the arts and fosters a spirit of inquiry, creativity, and reflection. GBC is also in the process of applying for an NEH grant for a Virtual Humanities Center which could offer the widely-spread service area more and easier access to cultural enrichment.

The third objective of Theme 1, to provide curricula and programs for careers, is measured through numbers and types of career-directed degrees and certificates and through outcomes that include job placement rates and advancement in employment. Overall, 93% of GBC graduates were employed within six months to a year after graduation. This includes graduates earning Certificates (more than 30 credits) and Associate’s and Bachelor’s degrees. 81% of graduates agreed that their education increased their value in the job market, and 71% believed that their education helped them to find employment in their chosen field. Of those GBC graduates going on for further education, either by transferring to another institution or by moving to a higher level at GBC, 84% agreed that GBC prepared them to continue their education.

This overview of Core Theme 1 indicators shows that while GBC has accomplished much to provide educational enrichment for students, the college may need to focus more closely on fostering cultural awareness (Objective 2). Fostering cultural awareness includes honoring diverse cultures, local and global. The data do not demonstrate that this objective is fully manifested.

## **Assessment: Core Theme 2**

Core Theme 2, *Build Bridges*, measures the transfer of students between educational levels, the building and sustaining of career programs, and the support of community needs. Indicators used in assessing this Core Theme are provided in Appendix E.

Area high school students are an important constituency of GBC. Two important ways of bridging to these students include the Tech Prep and dual credit programs. The number of students in the Tech

Prep program grew from 48 in 2008-09 to 173 in 2011-12. In 2012, the 173 students completed 749 credits through their enrollment in 63 participating courses.

The number of high school students enrolled in credit classes at GBC is strong with a total of 449 students enrolled in fall 2012, and interest is growing. It is not certain what proportion of these students enroll exclusively in courses for which they receive both high school and college credit (true “dual credit” courses). However, dual credit enrollments form a majority of these, supplemented by enrollment in other college-level classes that students take to facilitate and maximize transition from high school to college.

Part of bridging students into college may require students to successfully complete remedial work in mathematics or English. GBC is at the national median (65.8% compared to 65.6%) for enrollees in remedial mathematics who complete the highest remedial class, then successfully complete the next level college class with a C- or better. Students in remedial English, however, complete at a higher rate than the national median, 80.4% compared to 71.0%. When the success rates of those same students are compared nationally to those who complete the next college-level class (W grades are excluded), GBC remedial mathematics and English students both perform at higher rates (86.5% compared to 77.4% for math, and 91.6% compared to 80.6% for English).

The English department is currently studying several methods of improving the completion rate of students who enroll in remedial courses. Multiple methods of placement and enrollment in ENG 101 with just-in-time tutoring are options being studied. Faculty are being asked to encourage advisees in remedial mathematics or English to enroll in the next level class immediately after completion of one level. This is particularly so for college-level courses in the semester immediately following the completion of remediation.

One encouraging measurement indicating transition is the transfer rate of GBC part-time students, a category which accounts for two-thirds of GBC’s student population. 16% of students who attend GBC part-time transfer to another institution compared to 11% nationally. 34% of part-time students choose to remain at GBC and transfer into a higher-level degree program.

The second objective for Core Theme 2 is to build and sustain career programs. The success of this objective is measured by the number and types of contract training classes, external investment in programs, and the number of programs with external workforce-based agreements. For many years, the Maintenance Training Consortium (MTC) scholarships have been an important indicator of the degree of GBC’s partnerships with local industry. The dollar amount of scholarships currently stands at \$310,000 annually. 67 students received MTC scholarships the current year as compared to 60 students the previous year.

The total dollar amount received by GBC from industry for contract training and MTC scholarships has declined slightly from 2010-11 when it stood at \$1,774,853. Currently, the dollar amount stands at \$1,308,289. In the current year, GBC cut back slightly on the budget allocated for contract training.

As part of a complete community college mission, GBC measures its support for community needs (Objective 3). This support includes a range of partnerships with non-profit organizations and governmental agencies that in turn fulfill their missions by partnering with GBC. Partnerships are cultural, education, and service-oriented, and they are with entities such as the Great Basin Indian Archives and service-oriented activities like blood donation through United Blood Services. Other events

run the gamut from National Cowboy Poetry Gathering performances to Community Clean-up Week, and Earth Day films to GBC Theater productions. These events occur live at Elko and other communities in the service area. Some events are broadcast to other communities in the service area through interactive video.

### **Assessment: Core Theme 3**

Core Theme 3, *Serve Rural Nevada*, is a central theme for GBC, a college which must serve students at many distant locations. These students should expect the same level of services as students who attend classes at the Elko campus, or at least a level of services that can reasonably be afforded. The indicators for Core Theme 3 measure the level of services for distant students, and are presented in Appendix F.

Providing education to distant locations is an objective within this Core Theme. Examination of theme indicators shows that online courses are available to completely fulfill the requirements of 10 Bachelor's and Associate's degrees and Certificate programs. This enables students who are place-bound, time-bound or otherwise unable to attend traditionally delivered classes to obtain their degrees. In the fall of 2011, 60% of all sections of courses offered at GBC were via distance education. (Distance education includes both interactive video (IAV) and online classes.) Success rates for completers of GBC courses offered online stand at 83% as compared to a national median of 82% for all credit courses, a national median of 77% for online courses, and 87% for all GBC courses.

Indicator 3.1.c. (Course success and grades for online classes, Appendix F) shows that students in the category, "other locations," earn fewer A's and more D's than students in larger locations. The "other" category includes very small, isolated communities such as Round Mountain and Owyhee. These classes are IAV sections, often with only one student in the classroom. Interaction in all IAV sections can be difficult to encourage, and the additional isolation seems to result in lack of peer support and increases the likelihood of lower grades. Currently, the Director of Online Education e-mails a weekly "best practices" video to faculty for online classes. An exploration of best practices in reaching and serving isolated IAV students seems called for as well.

Lately, there is much discussion regarding distant education, both online and IAV, in national educational news. Concerns are being raised about the success rates of students who take courses through non-traditional media. Student satisfaction rates at GBC show that students in the distant sites are more satisfied with their college experience than students at the Elko campus (indicator 3.2.f in Appendix F). Likewise, students at the distant sites claim that they would be more likely to enroll at GBC again if given the opportunity in comparison to Elko students.

GBC also has the objective of providing needed educational services to all GBC sites. This remains a greater challenge than simply delivering classes. Student satisfaction surveys for the GBC service area reveal somewhat erratic results (indicator 3.3, Appendix F). While all services are provided to all sites, the perception of availability and quality vary significantly and without consistent pattern. The most consistent pattern is that students not associated with a specific physical campus are generally less satisfied with support services, even though they are generally more satisfied with their overall GBC experience. So, even though all services are made available at all locations, there is room for improving the consistency of these services, and maybe a need for better communicating the availability of services.



## **Communication**

GBC will present the findings of this report to members of its Advisory Board, governing board and the Chancellor's office, and widely distribute it throughout the College community. GBC has an accreditation website available to the public (<http://www.gbcnv.edu/administration/accreditation.html>). Past accreditation reports are posted on this site, and this report, upon its completion and review by the NWCCU evaluators, will be posted for the public to view. Its availability for view will be announced broadly.

GBC regularly communicates findings in regards to Mission fulfillment through a variety of media. College administrators routinely attend community meetings sponsored by business, industry, chambers of commerce, service organizations and other organizations to discuss topics of interest to the college and to the communities it serves. Press releases are regularly disseminated throughout the state, region and to national outlets. College administrators, staff and students are regularly interviewed by broadcast media on topics pertaining to every aspect of the college mission. The college also holds community forums to discuss issues pertaining to fulfillment of the college mission. The forums are typically presided over by the President. The forums provide opportunity for the general public and stakeholders of the college to ask questions and to be provided with information that allows them to fully understand the opportunities and challenges facing the college.

## **Standard 5.B: Adaptation and Sustainability**

### **Adequacy of Resources, Capacity, and Effectiveness**

Currently, GBC has the funding, staffing, facilities, and other resources required to sustain the number of students, programs, and services that it supplies and to effectively carry out its Mission throughout its service area. By all measures and comparisons, nationally and within Nevada, GBC has been effective through all of its history in the delivery of higher education within its designated Mission and service area. However, the balance of resources, capacity, and effectiveness is about to be greatly challenged. In the face of what appears to be impending and significant reductions in funding, GBC will need to discover significant means to find more funding, alternative ways of using its funding, or reduce its capacity if it is to retain effectiveness. The existing effectiveness of programs and services offered by GBC will be retained.

Over the past several years Nevada has seen a dramatic decline in revenue received. This reduction in State revenue has necessarily been passed on to most State-supported agencies including the Nevada System of Higher Education (NSHE) and its eight institutions, of which GBC is one. GBC's share of past State revenue cuts has been approximately \$2,000,000, which translated into the elimination of 20.5 full-time equivalent positions and 25% of each academic department's operating budget. These cuts were strategic in nature and made with the preservation of GBC's core academic mission left largely intact.

The effective use of the remaining State allocations, together with generous industrial support, has allowed GBC to remain operational at its main location in Elko, its centers in Winnemucca, Ely, Pahrump and Battle Mountain, and in nineteen other locations throughout its 62,000 square mile service area. Although diminished State aid has made things more difficult, GBC's has remained a student-centered operation which through effectiveness of delivery has preserved its capacity to serve students.

Looking forward, it appears that a new funding formula for higher education in Nevada will be approved by the current biennial legislature in session as of the date of this report. This new funding formula, which focusses on success or outputs (that is, completed student credit hours and graduates) was approved by the NSHE Board of Regents and further endorsed by the Interim Committee (of the Legislature) to Study Funding in Higher Education (Interim Committee). These recommendations are now in the hands of Nevada's 77<sup>th</sup> Legislative session which will conclude its work on June 3, 2013. One important element of the funding formula revision that remains to be resolved is what, if any, mitigation factors will be used to ease GBC into what may be as large as a 33% budget reduction.

Presumably the new funding formula will be approved. A significant feature of this formula is that, in addition to the State-wide funding reductions for higher education that have occurred in the past several years, funds will now be reallocated within the State. The new formula mathematically transfers some \$13,500,000 from the System's northern institutions to those in the south. Cuts to some institutions are seen as too aggressive to be absorbed in a single year (\$4,600,000 for GBC alone). Both the NSHE Board of Regents and the Interim Committee have advocated for some level of a hold-harmless position relative to funding cuts during the 2013-2015 biennium. Actions are being discussed such that the negative effect of the new funding formula would not be fully felt until after an unknown period of years. The assumption is that, by delaying the cuts, time for adjustment would be bought. The strategy is that this time would potentially allow for two things to take place in the interim: 1) GBC could find ways to alter its business model and become more, much more efficient with greatly diminished resources, and 2) The State of Nevada will have recovered from the current recession sufficiently to allow increased total allocation to higher education in all of Nevada. This would make GBC's smaller slice of State funding come from a bigger pie, so to speak.

The proposed funding formula financially rewards positive academic outputs, such as credit hours passed and numbers of graduates. To preserve the academic core of program offerings and the faculty associated with those curricula, GBC must work to enhance its position within the new formula. This means that any further reduction in funding will need to be absorbed through increased efficiency, or programs and services will be reduced to maintain effectiveness in upholding its Mission.

## **Planning and Monitoring**

### **Planning**

GBC must follow several cycles of planning for different aspects of operation, most dictated by policy from its governing board. Institutional Strategic Plans must be submitted and approved by the Board every seven years (recently changed to conform to the NWCCU cycle for accreditation). Strategic Plans must conform to Board-approved Mission statements. From within the Strategic Plans, every two years GBC must revise and extract the components that relate to academic program planning, termed the Academic Master Plan, and this must be approved. New programs are not approved by the Board if they are not approved first in the Academic Master Plan. New programs are then evaluated by the Board on their first, third and fifth years primarily for enrollment, and then are reviewed every five years by GBC policy. At all aspects of planning, prospective resources, adequacy, and capacity are regularly assessed.

Budget and major facilities planning follow the two-year cycle of the Nevada biennial legislative cycle. Every two years, institutional plans and evaluations are submitted to determine requests for future funding and facilities. Certain budget adjustments are made by the college annually to reflect variations

in income from various revenue sources and in expenses. Likewise, facilities operation and maintenance must be reevaluated annually by the college. Annual allocation of funds for equipment purchase must be reflected in the updated Strategic Plans of GBC departments and programs. GBC is constantly reassessing its position and making adjustments relative to funding, facilities, and services as needed to address student enrollment and the demand for services.

### **Monitoring**

The President, Vice Presidents, and Faculty Senate Chair of GBC regularly attend System-level committee meetings such as Academic and Student Affairs, Budget and Finance, and Cultural Diversity. The President regularly attends meetings of the eight System Presidents with the Chancellor. The three GBC Vice Presidents also attend System meetings of their respective peers for Student Affairs, Business Officers, and Academic Affairs. Within these meetings information on a wide range of issues important to higher education are presented, discussed, and debated. The issues covered in these various forums may be of local, state, or national relevance. Policy is often initiated or carried forward through these groups, with participation by GBC.

Attendance at conferences, forums, and other forms of professional gatherings is another means of identifying current trends that may affect GBC. This is not only by administrators, but by faculty and other professionals of the college. Any breaking information that may affect change is readily exchanged through the avenues of reporting and shared governance.

There are many examples of emerging trends that affect GBC and these must be addressed. The demand for student completions of courses and degrees is affecting how the College may be funded and how students will be treated in the future. This includes new demands on students requiring remedial education and the strategies and methods used to assist them. Ideas and strategies for addressing educational assessment are changing and emerging. There are many emerging trends and ideas regarding distance education. Since GBC exists on the back of distance education, all new educational trends and technologies must be known. This is leading to the current adoption of the “lecture capture” technology and methodology for class delivery. The current requirement of state authorization for teaching across state lines is a significant challenge GBC. The means of dealing with this issue must be known and acted upon.

Many changes must be monitored and adjusted to within the State level. These are in reaction to national and local trends. NSHE recently forced institutions to implement changes in programs and degrees when it created policy requiring degree programs to be no more than 120 credits for baccalaureate programs or 60 credits for associate programs. Program committees have been forced to scrutinize degree requirements closely to determine which courses were absolutely necessary for the programs and which courses might be cut. Over the past two years, several members of the mathematics and English faculty at GBC have been active on the NSHE Remedial Education Taskforce. The taskforce engaged in a year-long study of developmental education throughout the System and made recommendations about developmental English and mathematics programs at all System institutions. Recommendations included changing the way in which students test into developmental courses, ways of increasing support for students in those courses, and methods of encouraging students to enroll in college courses. These changes aim at improving student completion of courses and degrees and will directly affect the funding that GBC receives.

Each program at GBC is monitored through program review every five years (GBC Policy 3.40). Programs follow a defined process which includes choosing a committee composed of internal and external members, data-gathering, writing and sharing the report, then sending a summary of the report to the Chancellor's office and the Board of Regents. The Vice President of Academic Affairs may meet with the review committee for a one-year follow-up if necessary.

GBC engages in reviewing its current status on a yearly basis. All units review their strategic plan and update sections by noting completion of goals, revising goals and objectives, and adding future goals. The Academic Master Plan is updated every two years. GBC maintains a long-term schedule which academic departments update every year. This schedule looks ahead over four years and provides continuity in planning and advising for programs.

The recently created Core Theme indicators were made for more than just fulfilling an accreditation requirement. They were selected in consideration of their utility in regularly monitoring the pulse of many of the internal operations and functions of the college. One form of internal institutional monitoring is satisfaction surveys that are sent to faculty and students. Enrolled students are surveyed approximately every two years, and alumni are surveyed annually the year after they graduate. In addition, some alumni are surveyed annually for specific program accreditation or reporting purposes. The faculty and staff were surveyed most recently in 2012, after five years, and this spring (2013) faculty and staff will be given an additional survey asking for input on administrator performance.

GBC uses many tools as indicators to monitor trends in enrollment, students' needs in course delivery, and community and industry needs arising from changes in the economy. Results from these alert administrators and faculty to necessary changes that must be made, and those changes are put in motion. In the past, GBC has responded to needs in a variety of ways. For example, the number of courses offered through distance education has increased, and Career and Technical Education programs began providing more contract training to address workforce training needs. On a larger scale, GBC, in recognizing its Mission to serve rural Nevada, responded to a community request and assumed responsibility for a campus at Pahrump, in Nye County.

This cycle of accreditation has caused GBC to create better tools for assessing its progress and growth. It has impelled the college to clearly differentiate planning from evaluation. The expectation is that the tools and processes that have been put to use for assessment and planning will become refined and better used as GBC looks toward the future.

# Conclusion

Great Basin College presents this as its first full accreditation report for the Northwest Commission on Colleges and Universities under the new reporting format and cycle, as adopted in 2010. As part of the conversion from the previous 10-year review cycle to the current seven-year cycle, GBC worked within a transitional three-year completion cycle. This presented challenges, but because of the contracted schedule the lessons learned in creating this report will remain relatively fresh while moving forward into the next cycle.

The major effect of the new format on the current report was to force GBC to critically evaluate its Mission statement. The GBC Mission did not significantly change in substance and expectations. However, the specific wording of the Mission was adjusted for clarity and conciseness. This change was approved by GBC's governing board. The reworded Mission allowed the College to better articulate its Core Themes, reflecting how it achieves its Mission. In the process of reevaluation, GBC reduced its original four Core Themes to three. The newly derived GBC Core Themes are the following: Provide Student Enrichment, Build Bridges, and Serve Rural Nevada. These themes are deeply fundamental to the College. Assessing one is often to be assessing aspects of the others.

The first GBC attempt at the Year 1 Report was awkward. It reflected unfamiliarity with the new format and an institution embedded in a strategic planning process that had the College locked more into the mechanics of planning than on defining what it does. The method of planning also did not mesh well with the new Core Themes format. In revising the Year One Report segment of this current report (Chapter 1), GBC took heed to report what "...it is doing, not what it is planning to do." Unfortunately, because of the short turn-around time in the transition schedule, Chapter 1 has not been formally reviewed by NWCCU since its revision. GBC is making a best-faith effort to achieve the intended outcomes of the report and greatly anticipates the response of the formal review in April of 2013.

In the overall analysis in this report, GBC sees itself as doing well, but with potential difficulties in the future, particularly in regard to funding. Indicators of performance are generally positive, but there are areas in which there may be improvement. As a comprehensive community college offering select baccalaureate degrees, GBC does as well as or better than peers in most categories of statistical comparison. However, distributing all educational opportunities and services throughout a very sparsely populated region with complete equitability will always remain a challenge that cannot be fully met. GBC does the best that it can with the resources available.

This report is being completed at a time of great uncertainty for Great Basin College. Never has the future been so unclear given that the College is facing potential budget cuts of up to 33% over an as yet undetermined period of time. The nature of formulaic funding for higher education in Nevada will be fundamentally changed with potential effects not yet fully known. When the budgetary future is better known in June of 2013, GBC will reevaluate its situation and make required adjustments. GBC will remain as a viable institution of higher education, but the scale at which it will be operating is not known. Changes may be great, or changes may be small.

## Appendix A

Theme 1	Theme 2	Theme 3
<b>Provide Student Enrichment</b> <i>Assessed from a student perspective</i>	<b>Build Bridges</b> <i>Assessed from an external perspective</i>	<b>Serve Rural Nevada</b> <i>Assessed from the perspective of the service area</i>
<b>Objective 1.1:</b> Provide educational opportunities	<b>Objective 2.1:</b> Facilitate seamless transfer of students between high school, community college, and universities	<b>Objective 3.1:</b> Provide education to distant locations
<b>Narrative:</b> A primary means of enrichment is through the availability of a range of academic programs, adequately supported	<b>Narrative:</b> Educational partnerships allow students to better succeed when they can easily navigate between the different levels and types of educational opportunities available	<b>Narrative:</b> GBC provides access to students scattered through sparsely populated areas and in widely distributed small towns to complete courses and programs; in addressing distance, the element of time for the working population is also addressed
<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Opportunities               <ul style="list-style-type: none"> <li>• Number and types of programs</li> <li>• Qualifications and number of full-time faculty in correlation to programs</li> <li>• Financial resources</li> <li>• Student services resources</li> </ul> </li> <li>b. Outcomes               <ul style="list-style-type: none"> <li>• Number and percent of students attaining educational goals</li> <li>• Completion rates for courses and programs</li> <li>• Persistence rates for new students</li> <li>• Student satisfaction ratings</li> </ul> </li> </ol>	<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Percent of first-year students enrolling in remedial and college English and math, and success rates</li> <li>b. Tech Prep headcount and number of credits and courses awarded</li> <li>c. Dual credit headcount and FTE by high school</li> <li>d. Transfer rates both external and internal continuation</li> <li>e. Number of students transferring into GBC</li> </ol>	<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Number of programs fully available online</li> <li>b. Number of sections in distance education (online and IAV)</li> <li>c. Course success rates and grade distribution for distance education courses in comparison to live</li> <li>d. Completion rates, certificates, and degrees by location</li> <li>e. Retention rates by location</li> <li>f. Center and satellite site needs fulfilled by synchronized courses</li> </ol>
<b>Objective 1.2:</b> Foster cultural awareness	<b>Objective 2.2:</b> Build and sustain career programs	<b>Objective 3.2:</b> Provide resources to meet educational needs of service area
<b>Narrative:</b> Enrichment occurs through diversity and cultural awareness, achieved through: 1) honoring diverse cultures, local and global; and 2) the arts	<b>Narrative:</b> Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs	<b>Narrative:</b> To fully serve a rural mission, GBC must assure that all resources are not being focused just in a main campus, but that resources are distributed equitably to all sites as can reasonably be delivered
<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Demographics of GBC and the</li> </ol>	<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Number and type of contract</li> </ol>	<b>Indicators:</b> <ol style="list-style-type: none"> <li>a. Staffing at each center or</li> </ol>

<p>service area</p> <ul style="list-style-type: none"> <li>b. Number of integrative seminars meeting cultural outcomes</li> <li>c. Values maps for Fine Arts and Humanities courses</li> <li>d. Student satisfaction ratings from targeted questions</li> <li>e. General education learning outcomes achievement</li> </ul>	<p>training classes offered</p> <ul style="list-style-type: none"> <li>b. Employer satisfaction</li> <li>c. Advisory boards and program committee meetings</li> <li>d. External investment in programs</li> <li>e. Number of programs with external workforce-based agreements, by discipline affiliation and location</li> <li>f. Number of students in internships/apprenticeships</li> </ul>	<p>site</p> <ul style="list-style-type: none"> <li>b. Facilities available at each location</li> <li>c. Number of programs available at each location</li> <li>d. County needs assessment schedule and outcomes</li> <li>e. Demographics of service area population and students by site</li> <li>f. Student satisfaction ratings by site</li> </ul>
<p><b>Objective 1.3:</b> Provide curricula and programs for careers</p>	<p><b>Objective 2.3:</b> Support community needs</p>	<p><b>Objective 3.3:</b> Provide needed services to students at all GBC sites</p>
<p><b>Narrative:</b> Enrichment may be obtained through education and training for new careers, sustaining careers, advancing existing careers through continuing education</p>	<p><b>Narrative:</b> Partnerships with nonprofit and community based organizations provide opportunities for community events and services and support a full community college mission</p>	<p><b>Narrative:</b> To fully serve a rural mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed equitably to all sites as can reasonably be delivered</p>
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>a. Opportunities <ul style="list-style-type: none"> <li>• Number and types of career directed degrees and certificates</li> </ul> </li> <li>b. Outcomes <ul style="list-style-type: none"> <li>• Job placement rates by programs</li> <li>• Student satisfaction rates with workforce preparation</li> <li>• Alumni survey on employment results</li> <li>• Advancement in studies following completion</li> </ul> </li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>a. Maintain a list indicating the number and range of partnerships</li> <li>b. Number and type of community events and activities and number of participants</li> <li>c. Faculty community service: percent of faculty indicating community service on annual evaluations</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>a. Availability of and satisfaction with support services</li> <li>b. Number and type of scheduled continuing education classes</li> <li>c. Community meetings hosted through interactive video</li> </ul>

## Appendix B

Below is a holistic view of the integration of all elements of the GBC mission within institutional core themes and supporting core theme objectives. The colored words of mission elements and assigned letters and numbers within the diagram illustrate the distribution within the core themes.

Great Basin College **ENRICHES PEOPLE'S LIVES**  
by providing **STUDENT-CENTERED**,  
post-secondary education to **RURAL NEVADA**.



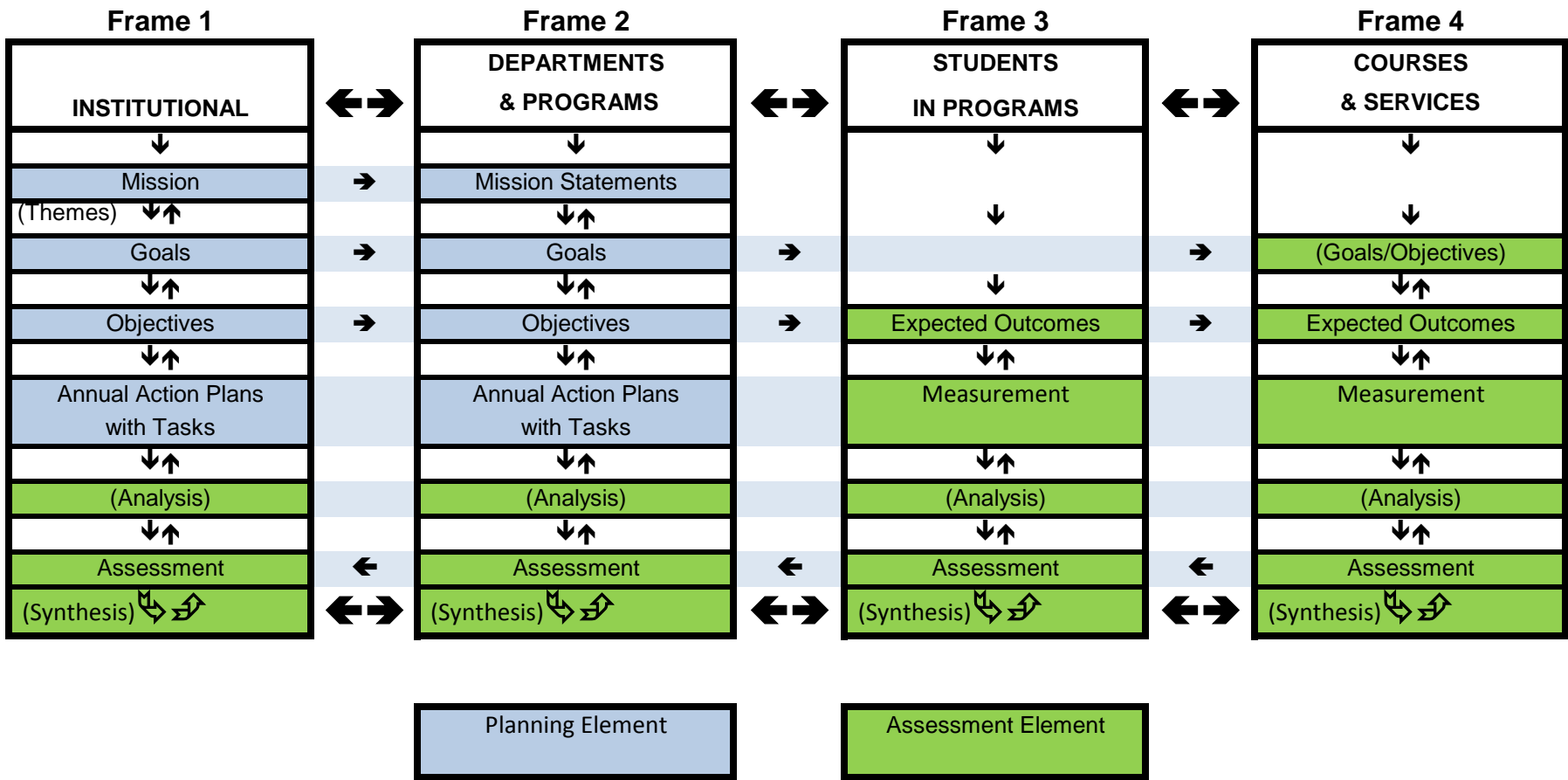
**Educational, cultural, and related economic needs** of the **multicounty service area** are met through programs of **university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services** in conjunction with certificates and associate and select baccalaureate degrees.



# Appendix C

## GBC Structural Framework for Planning and Assessment

3/5/2009



## Theme 1: Provide Student Enrichment

### Objective 1.1: Provide Educational Opportunities

#### Indicators:

##### 1.1.a. Opportunities

- Number and types of programs available 2012-2013
  - 3 Bachelor of Arts degree programs - 8 major emphases
  - 1 Bachelor of Science in Nursing degree program
  - 1 Bachelor of Applied Science degree program - 4 major emphases
  - 1 3+1 Bachelor of Social Work degree program
  - 1 Associate of Arts degree program
  - 1 Associate of Science degree program
  - 1 Associate of General Studies degree program
  - 1 Associate of Applied Science degree program - 12 major emphases
  - 16 Certificate of Achievement programs
  - 6 Recognitions of Achievement

- Qualifications and number of full-time faculty in correlation to departments and programs (fall 2012)

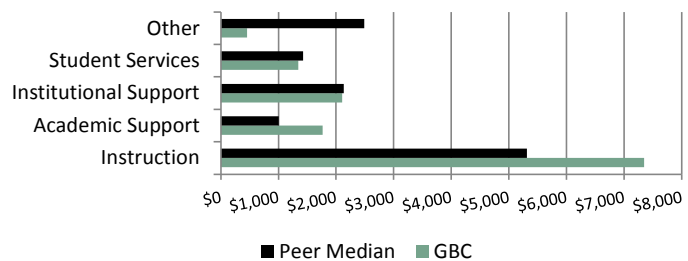
Department	<Assoc.	Assoc.	Bachelor's	Master's	MFA	PhD	Total
Business				1		3	4
Career & Technical Ed	3	2	4	1			10
Computer Office Tech.			1	4		1	6
Teacher Education				2		2	4
English				3		2	5
Fine Arts & Humanities					2	1	3
Health Sciences & Human Svcs			1	6		1	8
Math				3		2	5
Science				4		4	8
Social Science				3		4	7
<b>Grand Total</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>27</b>	<b>2</b>	<b>20</b>	<b>60</b>
<b>% of Total</b>	<b>5%</b>	<b>3%</b>	<b>10%</b>	<b>45%</b>	<b>3%</b>	<b>33%</b>	<b>100%</b>

Notes: Includes benefits-eligible teaching faculty on .51 FTE appointments or higher.

- Financial Resources
  - Institutional Finances

#### Expenses per FTE - FY2011

	GBC	Peer Median
Instruction	\$ 7,345	\$ 5,315
Academic Support	\$ 1,766	\$ 1,003
Institutional Support	\$ 2,107	\$ 2,131
Student Services	\$ 1,346	\$ 1,428
Other	\$ 457	\$ 2,488



Notes: Data are as reported to IPEDS: Instruction - includes expenses for both credit and non-credit instruction and excludes expenses for academic administration; Academic Support - libraries, audiovisual services, academic admin., acad. personnel development, and course development expenses; Institutional Support - general admin., executive activities, legal and fiscal operations, personnel, institutional research, space management, computing support at GBC and media services; Student Services - admissions, registrar, student activities and organizations, student records, and SIS at GBC; Other - scholarships and plant maintenance and operations. Elsewhere, plant maintenance and operations and information technology costs may be re-allocated to the other categories. Peer institutions include: Big Bend CC, Blue Mountain CC, Clatsop CC, Colorado Mountain College, Colorado Northwestern CC, Flathead Valley CC, Klamath CC, Lake Tahoe CC, Luna CC, Mid-Plains CC, New Mexico Junior College, Northern New Mexico College, Otero Junior College, Prince William Sound CC, Trinidad State Junior College, West Hills College Coalinga, Western Nebraska CC, Western Nevada College, Western Wyoming CC, Yakima Valley CC.

Revenue by Type

	<b>GBC</b>	<b>National Median</b>
FY 2011 Operating Revenue Sources		
% Funds from local sources	8.2%	16.6%
% Funds from State	71.0%	23.0%
% Funds from tuition and fees	12.6%	43.0%
Unrestricted Operating Funds (millions)	\$2.978	\$32.410

Notes: Local funds include grants and contracts, auxiliary sales (housing rental) and departmental sales (such as lab fees); State includes state appropriations plus state grants. Unrestricted operating revenue is defined as "...resources received that have no limitations or stipulations placed on them by external agencies or donors." Source: National Community College Benchmarking Project (NCCBP), 2012.

Revenue as reported to the Nevada State System of Higher Education (NSHE)

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>5 yr Chg</b>
State General Fund Appropriations	\$ 16,089	\$ 16,180	\$ 10,010	\$ 16,291	\$ 14,032	-13%
Revenue from student fees/tuition net scholarships	\$ 2,730	\$ 3,476	\$ 2,989	\$ 2,978	\$ 2,946	8%
Revenue from external funding	\$ 3,571	\$ 4,238	\$ 13,847	\$ 6,477	\$ 5,813	63%
Total	\$ 22,390	\$ 23,894	\$ 26,846	\$ 25,746	\$ 22,791	2%

Notes: All numbers are in \$1,000's; external funding includes operating and non-operating federal, state, local, and other grants and contracts plus gifts; FY2010 external funding includes one-time federal ARRA revenues.

Student Finances

Academic year tuition and required fees (full-time, first-time resident students)

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>4 yr Chg</b>
GBC	\$ 1,920	\$ 2,010	\$ 2,243	\$ 2,513	31%
Peer Median	\$ 2,334	\$ 2,540	\$ 2,623	\$ 2,781	19%

Source: IPEDS Data Feedback Report, 2012. Earlier reports do not have comparable peer medians.

Student scholarships from private or institutional sources (disbursed amounts)

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
No. Students	333	361	353	342	328
Avg. Amount Disbursed	\$ 2,090	\$ 2,078	\$ 1,928	\$ 2,084	\$ 2,177
% of Total FTE	21%	21%	18%	18%	19%

Students receiving Federal Pell Grants (disbursed amounts)

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
No. Students	430	460	741	900	908
Avg. Amount Disbursed	\$ 2,342	\$ 2,532	\$ 3,020	\$ 3,104	\$ 3,165
% of Total FTE	17%	16%	24%	29%	32%

State and other federal grants (disbursed amounts)

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Other federal grants	\$ 68,136	\$ 55,020	\$ 43,215	\$ 58,391	\$ 49,849
State grants	\$ 218,246	\$ 263,465	\$ 295,332	\$ 320,463	\$ 336,822
Millennial scholarships	\$ 235,728	\$ 236,211	\$ 235,306	\$ 195,290	\$ 193,380

- Student Services Resources

Full-time equivalent staff by assigned position (fall 2011)

	<b>GBC</b>	<b>Peer Median</b>
Instruction	113	88
Executive/admin/managerial	17	19
Other prof. (support/service)	36	34
Non-professional	129	72

Source: IPEDS Data Feedback Report, 2012.

1.1.b. Outcomes

- Number and percent of students attaining educational goals

	<b>GBC</b>	<b>National Median</b>
% Graduates and completers	86.3%	94.9%
% Leavers and non-completers	NA	60.0%

Note: Percent of alumni survey respondents reporting they've reached their personal goal. NCCBP recommends asking graduates very soon after leaving if they achieved their educational objective either partially or fully. GBC's data are from an alumni survey one year later that asked students who strongly they agree with the statement, "I achieved my educational objective." Source: NCCBP 2012 Aggregate Data Report

- Completion rates for courses and programs

	<b>All Credit Classes</b>	<b>National Median</b>
% A & B Grades	49.4%	56.5%
% Enrollee Success	71.3%	73.4%
% Completer Success	87.3%	82.2%
% Completed	81.7%	89.9%
% Withdrawal	18.3%	10.1%

Notes: Fall 2010 grades -- includes all credit classes except Driver's Ed; Enrollee Success = grades C- and above/total enrolled; Completer Success = grades C- and above/total minus W grades; Completed = % of total minus W grades. Source: NCCBP, 2012.

	<b>GBC</b>	<b>Peer Median</b>
6-year graduation rates	23%	24%
Transfer-out rates	23%	24%

Note: Includes certificate, associate's, and bachelor's degree-seekers who complete within 150% of the time required. Source: IPEDS 2012 Data Feedback Report, fall 2005 graduation rate cohort.

	<b>Full-time Students</b>		<b>Part-time Students</b>	
	<b>GBC</b>	<b>National Median</b>	<b>GBC</b>	<b>National Median</b>
Certificate/Associate student 3-year graduation rates	25%	20%	4%	7%
Transfer-out rates	11%	17%	16%	11%
Combined rates	36%	38%	19%	18%
Continued enrollment rate (GBC + transfer out)	53%		49%	

Note: Includes certificate, associate's degree-seekers who complete within 150% of the time required. Source: NCCBP 2012 Aggregate Data Report, fall 2008 graduation rate cohort.

	<b>Full-time Students</b>		<b>Part-time Students</b>	
	<b>GBC</b>	<b>National Median</b>	<b>GBC</b>	<b>National Median</b>
Certificate/Associate students graduating in 6 yrs	32%	28%	8%	13%
Transfer-out rates	13%	19%	12%	17%
Combined rates	46%	47%	20%	29%
Continued enrollment rate (GBC + transfer out)	52%		53%	

Note: Includes certificate, associate's degree-seekers who complete within six years of entering GBC. Source: NCCBP 2012 Aggregate Data Report, fall 2005 graduation rate cohort.

- Persistence rates for new students

	<b>Fall 2010 to fall 2011</b>	<b>GBC</b>	<b>Peer Median</b>		<b>Fall 2010</b>	<b>GBC</b>	<b>National Median</b>
	Full-time, fall-to-fall retention	61%			52%	Average section size	19.3
Part-time, fall-to-fall retention	36%		33%	Student/faculty ratio	18.9		18.3

Source: NCCBP 2012 Aggregate Data Report

Note: Includes first-year, bachelor's degree-seeking students only. IPEDS 2012 Data Feedback Report -- data reported to IPEDS were in error. Corrected numbers are here.

- Student satisfaction ratings from targeted questions

Percent of GBC graduates surveyed one year later who agree or strongly agree:

2010-11	93%	The time I spent at GBC was a wise use of my time.
Graduates	88%	All in all, if I had to do it all over again, I would enroll at GBC.

Graduates

88% I will recommend GBC to others interested in the same major field of study.

Percent of enrolled students who:

	<b>GBC</b>	<b>National Community Colleges</b>
--	------------	--

69.0%	60.0%	are satisfied or very satisfied when rating their overall experience thus far
78.0%	70.0%	report probably yes or definitely yes when asked if they had to do it over, would they enroll here again

Source: Noel-Levitz Student Satisfaction Inventory, fall 2012.

**Objective 1.2: Foster cultural awareness**

Indicators:

1.2.a. Demographics of GBC and the service area

	<b>Fall 2010</b>	<b>GBC</b>	<b>National Median</b>
% First-generation students		NA	38.0%
% International		0.3%	0.4%
% Women		66.1%	58.0%
Median age		24	23
% Minority credit students		25.3%	21.1%
% Minority employees		15.0%	10.9%
Minority student population/Service area minority population		0.95	1.15
Minority employee/Service area minority population		0.57	0.64

Note: Credit students for benchmarking purposes exclude high school students. Source: NCCBP, 2012.

	<b>Fall 2011 Students</b>		<b>Fall 2011 Employees</b>		<b>GBC Service Area</b>	
Total population	3,524	100.0%	511	100.0%	127,084	100.0%
Hispanic or Latino (of any race)	436	12%	46	9%	23,946	19%
White	2,605	74%	433	85%	93,361	73%
Black or African American	79	2%	6	1%	1,650	1%
American Indian and Alaska Native	107	3%	10	2%	4,129	3%
Asian	57	2%	10	2%	1,223	1%
Native Hawaiian/Other Pacific Islander	16	0%	1	0%	269	0%
Some Other Race/Unknown	160	4%	0	0%	104	0%
Two or More Races	64	2%	5	1%	2,402	2%
Total Minority (all but white)	919	25%	78	15%	33,723	27%

Note: Fall enrollment does not include 3 international students. 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

<b>Age</b>	<b>Fall 2011 Enrolled Students</b>			<b>GBC Service Area</b>		
	<b>% Men</b>	<b>% Women</b>	<b>% of Total</b>	<b>% Men</b>	<b>% Women</b>	<b>% of Total</b>
<15	50%	50%	0%	51%	49%	21%
15-19	40%	60%	29%	52%	48%	7%
20-24	36%	64%	22%	54%	46%	6%
25-29	38%	62%	12%	53%	47%	6%
30-39	35%	65%	16%	52%	48%	11%
40-49	32%	68%	11%	52%	48%	14%
50-59	36%	64%	7%	52%	48%	15%
60+	34%	66%	3%	51%	49%	21%
Total	37%	63%	100%	52%	48%	100%
Median Age*	24.1	24.9	24.6	40.0	39.4	39.7

Note: The median age for GBC's service area is the average of the median age for each county. Source: NV State Demographer

Enrolled students with disabilities

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Headcount	51	50	53	61	54
% of Total Enrolled	1.4%	1.3%	1.4%	1.6%	1.7%

1.2.b. Number of Integrative seminars meeting cultural outcomes

	Fall 2012
Personal and cultural awareness	3 out of 5

1.2.c. Values maps for Fine Arts and Humanities courses (Appendix D.2)

1.2.d. Student satisfaction ratings from targeted questions

Percent of 2010-11 associate's and bachelor's graduates who agree or strongly agree they are satisfied in their growth in:

	Associate's	Bachelor's	Combined
their ability to think critically	88%	93%	89%
understanding cultural diversity	83%	74%	81%
their ability to organize ideas	87%	89%	88%
their ability to communicate	86%	89%	87%
technological understanding	81%	85%	82%
understanding personal wellness	78%	67%	75%
ability to learn on my own	87%	92%	88%
ability to seek information	89%	96%	91%

1.2.e. General education learning outcomes achievement (see Appendix D.3)

**Objective 1.3: Provide curricula and programs for careers**

Indicators:

1.3.a. Opportunities

- Number and types of career-directed degrees and certificates available 2012-2013
  - 1 Bachelor of Science in Nursing degree program
  - 1 Bachelor of Applied Science degree program - 4 major emphases
  - 1 Associate of Applied Science degree program - 12 major emphases
  - 16 Certificate of Achievement programs
  - 6 Recognitions of Achievement

1.3.b. Outcomes

- Job placement rates by program

Percent of graduates employed within six months to a year

Field of Study	Certificates	Associate's	Bachelor's	Overall
All grads*	86%	90%	96%	93%
Integrative Studies	-	-	83%	-
Nurses	-	93%	100%	-
Education	-	-	100%	-

Note: \*2010-11 graduate survey for all grads one year later excludes those not employed and not seeking work; 2009-10 graduate surveys for program-specific results.

Percent of graduates employed within six months

Field of Study	Response rates to employment survey six months after graduating	Of those not enrolled, % Employed	Of those employed, % employed in their field	% Enrolled at GBC after graduating (many are also employed)
Career and Technical Education	52%	94%	100%	74%
Teacher Education	50%	100%	86%	27%
Health Professions	39%	75%	90%	14%
Business and Other	63%	78%	84%	53%

Source: Perkins six-month survey of CTE graduates plus results from state and federal employment databases.

- Student satisfaction rates with workforce preparation

Percent of 2010-11 graduates who agree or strongly agree their educational experience at GBC contributed to their ability to:

	Certificates	Associate's	Bachelor's	Overall
Find a career path that I enjoy	71%	71%	61%	69%
Increase my value in the job market	57%	78%	96%	81%
Find employment in my chosen field	86%	69%	71%	71%
Increase my earning power	71%	76%	54%	71%
Improve my work performance	86%	82%	89%	84%
Increase my chances for promotion	57%	75%	85%	76%

- Alumni survey on employment results

2009-10	2010-11	
75%	81%	Are employed one year later
19%	7%	Are not employed, still seeking work
6%	12%	Are not employed, not seeking work
69%	72%	Are employed within the GBC service area
14%	9%	Are employed elsewhere in Nevada

- Advancement in studies following completion

Percent of 2010-11 graduates continuing their education

	Certificates	Associate's	Bachelor's	Overall
Continuing their education	25%	69%	41%	60%
Of those enrolled, % advancing their education	33%	82%	55%	75%
Enrolled at GBC	100%	73%	33%	68%
Enrolled elsewhere	0%	27%	67%	32%
Agree or strongly agree GBC prepared me to continue my education	71%	86%	81%	84%

**Fine Arts and Humanities/ Art class's outcome map #2**

**Patty Fox**

**Goal: Student will be able to appreciate and express the Arts.**

<b>Objectives</b>	<b>Major Outcomes</b>	<b>Which GBC value does this major outcome reflect?</b>	<b>Courses "covering " this outcome are:</b>	<b>Course-level student learning outcomes</b>	<b>List ways you would recognize the achievement and look for evidence.</b>
The student will learn the vocabulary and mechanics of the visual language.	Produce a visual expression	Stimulate critical, independent, and creative thinking	090, 100, 101, 102, 103, 106, 107, 110, 111, 114, 115, 135, 141, 142, 160, 201, 206, 211, 212, 216, 217, 218,227, 231, 232, 235, 236, 243, 260, 261, 297, 299, 338, 392, INT 339	Progress to higher levels.	Art exhibits, student shows and enhanced learning in other areas.
The student will practice these skills as a craftsman.	Create a visual expression that indicates the skill level.	Discover potential, stimulate critical thinking, discover potential, self-directed learning skills	Same as above	Progress to higher levels.	Same as above.
The student will develop sensory skills to express one's feelings in a unique visual language.	Communicate emotion; develop greater self-knowledge, the student's work will be distinguishable from others'.	Self-directed learning skills, work in harmony with others, problem solving, discover potential, create a productive work force.	Same as above	Progress to higher levels.	Same as above.
The student will integrate creative problem solving in the process.	The student will be able to overcome unexpected obstacles.	Create problem solving. Self-directed learning skills	090, 100, 101, 102, 103, 106, 107, 110,111, 114, 115, 135, 141, 142, 201, 206, 211, 212, 216, 217, 218,227, 231, 232, 235, 236, 243, 297, 299, 338, 392, INT 339	Progress to higher levels.	Same as above.
The student will tie the cultural heritage of contemporary society to the expression of artists of the past.	The student will be able to critically compare art from throughout the ages.	Content-based knowledge, stimulate critical thinking, analytical skills	100, 101, 107, 160, 260, 261, INT 339	Progress to higher levels.	Test grades, research papers

PF F/11



AA AS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	INT 100									CA	CA
	<b>ENGLISH/ COMMUNICATIONS</b>										
6	ENG 102	Strong	Strong			Some degree				Moderate	Strong
			considerable	SIG	SIG	SIG	considerable	SIG	considerable		
	<b>FINE ARTS</b>										
	(Choose from list below)										
3 credits	ART 100	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	ART 101	Strong	Moderate			Strong				Some Degree	Some Degree
			SD	SIG	SD	SIG	SIG	SIG	SIG		
	ART 107	Strong	Strong			Moderate				Some Degree	Some Degree
			considerable	SIG	SIG	SIG	Some Degree	Some Degree	SIG		
	MUS 101	Strong	Strong			Moderate				Strong	Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	THTR 105 (formerly THTR 130)	Strong	Moderate			Strong				Moderate	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			
	<b>SOCIAL SCIENCE</b>										
	(choose from list below)										
one or two of these	HIST 101 and	Strong	Strong			Strong				Some Degree	Strong
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	HIST 102 or	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		

AA AS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
Choose 0	PSC 101 (formerly PSC 103)	Strong	Moderate			Strong				Some Degree	Some Degree
			Considerable Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
3 credits	ANTH 101	Strong	Moderate			Strong				Moderate	Moderate
			considerable	SIG	SIG	SIG	SIG	SIG	considerable		
	ANTH 201	Strong	Strong			Strong				Some Degree	Some Degree
			considerable	SIG	SIG	SIG	SIG	SIG	Some Degree		
	ANTH 202	Strong	Strong			Strong				Some Degree	Some Degree
				SIG	SIG	SIG	SIG	Considerable	Some Degree		
	CRJ 104	Strong	Moderate			Strong				Strong	Some Degree
			considerable	SIG	considerable	SIG	SIG	SIG	na		
	ECON 102	Strong	Moderate			Strong				Moderate	Moderate
			Considerable	SIG	SIG	SIG	SIG	SIG	SIG		
	ECON 103 (formerly ECON 101)	Strong	Moderate			Strong				Some Degree	Some Degree
			considerable	SIG	considerable	SIG	SIG	SIG	SIG		
	GEOG 106	Strong	Moderate			Strong				Moderate	Moderate
				SIG	SIG	Considerable	SIG	SIG	SIG	Considerable	
	HDFS 201 (AA only)	Strong	Moderate			Strong				Strong	Moderate
			considerable	SIG	considerable	SIG	SIG	SIG	SIG		
	HMS 200	Strong	Moderate*			**Strong				Strong	Strong
		considerable	SIG	considerable	SIG	Considerable	SIG	Some Degree			
PSC 210	Strong	Strong			Moderate				Some Degree	Strong	
		Considerable	SIG	Some Degree	SIG	SIG	SIG	SIG			
PSY 101	Strong	Moderate			Strong				Strong	Moderate	
		considerable	SIG	considerable	SIG	SIG	SIG	SIG			
SOC 101	Strong	Strong			Strong				Moderate	Some Degree	

AA AS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
			considerable	SIG	considerable	SIG	SIG	SIG	SIG		
<b>HUMANITIES</b>											
(Choose from list below)											
credits for AS	ART 160	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	considerable	SIG		
	ART 260	Strong	Moderate			Strong				Some Degree	Some Degree
			SIG	SIG	considerable	SIG	SIG	SIG	SIG		
	ART 261	Strong	Moderate			Strong				considerable	Some Degree
			SIG	considerable	considerable	SIG	SIG	SIG	SIG		
	ENG 203	Strong	Moderate			Strong				Moderate	Some Degree
			Some Degree	SIG	Some Degree	SIG	considerable	SIG	SIG		
	ENG 223	Strong	Moderate			Strong				Moderate	Moderate
			Some Degree	SIG	considerable	SIG	SIG	SIG	Moderate		
	FIS 100	Strong	Moderate			Strong				Moderate	Moderate
			considerable	SIG	Some Degree	SIG	SIG	SIG	SIG		
	FREN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	FREN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
HIST 105	Strong	Moderate			Strong				Some Degree	Some Degree	
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			

AA AS Degrees		Communication Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Technological Understanding
Curriculum Map -- General Education Objectives			Quantitative Ability	Reasoning and Independent Thought	Scientific Understanding	Sense of Individual in Society	Sense of the Past	Sense of Accountability	Appreciation of Fine Arts		
6 credits for AA or 3	HIST 106	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	HUM 101	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	MUS 121	Strong				Strong				Strong	Moderate
			considerable	SIG	considerable	SIG	SIG	SIG	SIG		
	MUS 125	Strong	Moderate			Strong				Strong	Moderate
			Some Degree	SIG	considerable	SIG	SIG	SIG	SIG		
	PHIL 102	Strong	Strong			Strong				considerable	Moderate
				SIG	SIG	SIG	SIG	SIG	considerable		
	PHIL 129	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	Some Degree		
	SPAN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	SPAN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	SPAN 211	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
THTR 100	Strong	Moderate			Strong				Moderate	Some Degree	
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			

AA AS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
<b>SCIENCE</b>											
(at least 3 credits for AA, 12 credits for AS)											
Choose at least 3 credits	BIOL 190	Strong	Strong			Strong				Moderate	Strong
			considerable	SIG	SIG	considerable	considerable	Some Degree	Some Degree		
	CHEM 100	Strong	Strong			Moderate					Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	CHEM 121	Strong	Strong			Moderate				Moderate	Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	GEOL 101	Strong	Strong			Moderate				Some Degree	Moderate
			SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
	PHYS 100	Strong	Strong			Moderate				Some Degree	Moderate
			SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
3 credits from above or from here	PHYS 151	Strong	Strong			Moderate				Moderate	Strong
			SIG	SIG	SIG	considerable	considerable	considerable	Some Degree		
	AGSC 100 (formerly ANSC 100)	Strong	Moderate			Moderate				Strong	Moderate
			Some Degree	Some Degree	SIG	considerable	SIG	considerable	Some Degree		
	ANTH 102	Strong	Strong			Strong				Moderate	Moderate
			SIG	SIG	SIG	SIG	SIG	SIG	SIG		
	AST 101	Strong	Strong			Strong				Some Degree	Moderate
			SIG	SIG	SIG	SIG	SIG	SIG	considerable		
BIOL100	Strong	Strong			Moderate				Strong	Moderate	
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree			
ENV 100	Strong	Strong			Moderate				Moderate	Strong	
		SIG	SIG	SIG	SIG	considerable	SIG	Some Degree			

AA AS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
Choose at least	GEOG 103	Strong	Strong			Moderate				Some Degree	Some Degree
			SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
	NUTR 121	Strong	Strong			Some degree				Strong	Moderate
			SIG	SIG	SIG	Some Degree	Some Degree	Some Degree	Some Degree		
<b>TECHNOLOGY</b>											
Choose 3 credits	EDU 214 (formerly COT 210)	Strong	Strong			Some Degree				Some Degree	Strong
			SIG	SIG	SIG	Some Degree	Some Degree	considerable	Some Degree		
	GIS 109 (formerly GIS 103)	Strong	Strong			Moderate				Some Degree	Strong
			SIG	SIG	SIG	SIG	considerable	considerable	Some Degree		
	GRC 119	Strong	Strong			Moderate				Some Degree	Strong
			SIG	SIG	considerable	Some Degree	Some Degree	SIG	SIG		
	IS 101	Strong	Strong			Strong				Moderate	Strong
		SIG	SIG	Some Degree	SIG	SIG	SIG	Some Degree			
<b>MATHEMATICS</b> (at least 3 credits for AA, at least 5 credits for AS)											
	MATH 120	Strong	Strong			Some Degree				Some Degree	Moderate
			SIG	SIG	SIG						
	MATH 126	Does not need integrative objectives									
	STAT 152	Does not need integrative objectives									

AAS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	INT 100									CA	CA
	<b>ENGLISH/ COMMUNICATIONS</b>										
6 credits	ENG 101	Not an integrated course, used for AAS only									
	ENG 102	Strong	Strong			Some degree				Moderate	Strong
			considerable	SIG	SIG	SIG	considerable	SIG	considerable		
	ENG 107	Not an integrated course, used for AAS only									
	ENG 108	Not an integrated course, used for AAS only									
	<b>FINE ARTS/HUMANITIES</b>										
	(Choose from list below)										
	ART 100	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	ART 101	Strong	Moderate			Strong				Some Degree	Some Degree
			SD	SIG	SD	SIG	SIG	SIG	SIG		
	ART 107	Strong	Strong			Moderate				Some Degree	Some Degree
			considerable	SIG	SIG	SIG	Some Degree	Some Degree	SIG		
	ART 160	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	considerable	SIG		
	ART 260	Strong	Moderate			Strong				Some Degree	Some Degree
			SIG	SIG	considerable	SIG	SIG	SIG	SIG		
	ART 261	Strong	Moderate			Strong				considerable	Some Degree
			SIG	considerable	considerable	SIG	SIG	SIG	SIG		
	ENG 203	Strong	Moderate			Strong				Moderate	Some Degree
			Some Degree	SIG	Some Degree	SIG	considerable	SIG	SIG		
	ENG 223	Strong	Moderate			Strong				Moderate	Moderate
			Some Degree	SIG	considerable	SIG	SIG	SIG	Moderate		

AAS Degrees	Communication Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Technological Understanding
		Quantitative Ability	Reasoning and Independent Thought	Scientific Understanding	Sense of Individual in Society	Sense of the Past	Sense of Accountability	Appreciation of Fine Arts		
FIS 100	Strong	Moderate			Strong				Moderate	Moderate
		considerable	SIG	Some Degree	SIG	SIG	SIG	SIG		
FREN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
FREN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
HIST 105	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
HIST 106	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
HUM 101	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
MUS 101	Strong	Strong			Moderate				Strong	Strong
		SIG	SIG	SIG	considerable	considerable	considerable	considerable		
MUS 121	Strong	Strong			Strong				Strong	Moderate
		considerable	SIG	considerable	SIG	SIG	SIG	SIG		
MUS 125	Strong	Moderate			Strong				Strong	Moderate
		Some Degree	SIG	considerable	SIG	SIG	SIG	SIG		
PHIL 102	Strong	Strong			Strong				considerable	Moderate
			SIG	SIG	SIG	SIG	SIG	considerable		
PHIL 129	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	Some Degree		



AAS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	SPAN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	SPAN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	SPAN 211	Strong	Moderate			Some Degree				Some Degree	Some Degree
			Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
	THTR 100	Strong	Moderate			Strong				Moderate	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	THTR 105 (formerly THTR 130)	Strong	Moderate			Strong				Moderate	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			
<b>SOCIAL SCIENCE</b>											
One or two of these courses	HIST 101 and	Strong	Strong			Strong				Some Degree	Strong
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	HIST 102 or	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	PSC 101 (formerly PSC 103)	Strong	Moderate			Strong				Some Degree	Some Degree
		Considerable Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			
BUS 110B (choose 1 from this and below)		Not an integrated course, used for AAS only									
HMS 200		Strong	Moderate*			**Strong				Strong	Strong
			considerable	SIG	considerable	SIG	Considerable	SIG	Some Degree		
MGT 283		Not an integrated course, used for AAS only									

AAS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
PSY 208		Not an integrated course, used for AAS only									
<b>SCIENCE</b>											
(see list below)											
3 credits	AGSC 100 (formerly ANSC 100)	Strong	Moderate			Moderate				Strong	Moderate
			Some Degree	Some Degree	SIG	considerable	SIG	considerable	Some Degree		
	ANTH 102	Strong	Strong			Strong				Moderate	Moderate
			SIG	SIG	SIG	SIG	SIG	SIG	SIG		
	AST 101	Strong	Strong			Strong				Some Degree	Moderate
			SIG	SIG	SIG	SIG	SIG	SIG	considerable		
	BIOL100	Strong	Strong			Moderate				Strong	Moderate
			SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
	BIOL 190	Strong	Strong			Strong				Moderate	Strong
			considerable	SIG	SIG	considerable	considerable	Some Degree	Some Degree		
	CHEM 100	Strong	Strong			Moderate					Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	CHEM 121	Strong	Strong			Moderate				Moderate	Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	ENV 100	Strong	Strong			Moderate				Moderate	Strong
			SIG	SIG	SIG	SIG	considerable	SIG	Some Degree		
	GEOG 103	Strong	Strong			Moderate				Some Degree	Some Degree
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree			
GEOL 101	Strong	Strong			Moderate				Some Degree	Moderate	
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree			
GEOL 132	Not an integrated course, used for AAS only										

AAS Degrees	Communication Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Technological Understanding
		Quantitative Ability	Reasoning and Independent Thought	Scientific Understanding	Sense of Individual in Society	Sense of the Past	Sense of Accountability	Appreciation of Fine Arts		
NRES 150	Strong	Strong			Moderate				Some Degree	Moderate
		Some Degree	SIG	SIG	considerable	considerable	considerable	Some Degree		
NUTR 121	Strong	Strong			Some degree				Strong	Moderate
		SIG	SIG	SIG	Some Degree	Some Degree	Some Degree	Some Degree		
PHYS 100	Strong	Strong			Moderate				Some Degree	Moderate
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
PHYS 107	Not an integrated course, used for AAS only									
PHYS 151	Strong	Strong			Moderate				Moderate	Strong
		SIG	SIG	SIG	considerable	considerable	considerable	Some Degree		
<b>TECHNOLOGY</b> (choose 3 credits)										
DT 110B	Not an integrated course, used for AAS only									
EDU 214 (formerly COT 210)	Strong	Strong			Some Degree				Some Degree	Strong
		SIG	SIG	SIG	Some Degree	Some Degree	considerable	Some Degree		
EIT 223	Not an integrated course, used for AAS only									
ELM 120	Not an integrated course, used for AAS only									
GIS 109 (formerly GIS 103)	Strong	Strong			Moderate				Some Degree	Strong
		SIG	SIG	SIG	SIG	considerable	considerable	Some Degree		
GRC 119	Strong	Strong			Moderate				Some Degree	Strong
		SIG	SIG	considerable	Some Degree	Some Degree	SIG	SIG		
IS 101	Strong	Strong			Strong				Moderate	Strong
		SIG	SIG	Some Degree	SIG	SIG	SIG	Some Degree		
IT 210B	Not an integrated course, used for AAS only									
WELD 110B	Not an integrated course, used for AAS only									
WELD 211	Not an integrated course, used for AAS only									

AAS Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
WELD 221		Not an integrated course, used for AAS only									
<b>MATHEMATICS</b>											
3 credits	Math 116	Not an integrated course, used for AAS only									
	MATH 120	Strong	Strong			Some Degree				Some Degree	Moderate
			SIG	SIG	SIG						
	MATH 126	Does not need integrated objectives									
	STAT 152	Does not need integrated objectives									

BA BSN Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	INT 100								CA	CA	
	<b>ENGLISH/ COMMUNICATIONS</b>										
	ENG 102 and	Strong	Strong			Some degree				Moderate	Strong
			considerable	SIG	SIG	SIG	considerable	SIG	considerable		
One of these courses	COM 101	Strong	Strong			Moderate				Moderate	Moderate
			Some Degree	SIG	Some Degree	Some Degree	Some Degree	considerable	Some Degree		
	THTR 102 or	Strong	Moderate			Strong				Moderate	Strong
			Some Degree	Considerable	Considerable	SIG	Considerable	Considerable	SIG		
	THTR 221	Strong	Moderate			Strong				Moderate	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	<b>FINE ARTS</b>										
	(Choose from list below)										
3 credits	ART 100	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	ART 101	Strong	Moderate			Strong				Some Degree	Some Degree
			SD	SIG	SD	SIG	SIG	SIG	SIG		
	ART 107	Strong	Strong			Moderate				Some Degree	Some Degree
			considerable	SIG	SIG	SIG	Some Degree	Some Degree	SIG		
	MUS 101	Strong	Strong			Moderate				Strong	Strong
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	THTR 105 (formerly THTR 130)	Strong	Moderate			Strong				Moderate	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		

BA BSN Degrees Curriculum Map -- General Education Objectives		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
<b>SOCIAL SCIENCE</b>											
(at least 9 credits)											
One or two of these	HIST 101 and	Strong	Strong			Strong				Some Degree	Strong
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	HIST 102 or	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
	PSC 101 (formerly PSC 103)	Strong	Moderate			Strong				Some Degree	Some Degree
			Considerable Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
Choose from these	ANTH 101	Strong	Moderate			Strong				Moderate	Moderate
			considerable	SIG	SIG	SIG	SIG	SIG	considerable		
	ANTH 201	Strong	Strong			Strong				Some Degree	Some Degree
			considerable	SIG	SIG	SIG	SIG	SIG	Some Degree		
	ANTH 202	Strong	Strong			Strong				Some Degree	Some Degree
			SIG	SIG	SIG	SIG	SIG	Considerable	Some Degree		
	CRJ 104	Strong	Moderate			Strong				Strong	Some Degree
			considerable	SIG	considerable	SIG	SIG	SIG	na		
	ECON 102	Strong	Moderate			Strong				Moderate	Moderate
			Considerable	SIG	SIG	SIG	SIG	SIG	SIG		
	ECON 103 (formerly ECON 101)	Strong	Moderate			Strong				Some Degree	Some Degree
			considerable	SIG	considerable	SIG	SIG	SIG	SIG		
	GEOG 106	Strong	Moderate			Strong				Moderate	Moderate
			SIG	SIG	Considerable	SIG	SIG	SIG	Considerable		
HDFS 201	Strong	Moderate			Strong				Strong	Moderate	
		considerable	SIG	considerable	SIG	SIG	SIG	SIG			

BA BSN Degrees Curriculum Map -- General Education Objectives	Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
		Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
HMS 200	Strong	Moderate*			**Strong				Strong	Strong
		considerable	SIG	considerable	SIG	Considerable	SIG	Some Degree		
PSC 210	Strong	Strong			Moderate				Some Degree	Strong
		Considerable	SIG	Some Degree	SIG	SIG	SIG	SIG		
PSY 101	Strong	Moderate			Strong				Strong	Moderate
		considerable	SIG	considerable	SIG	SIG	SIG	SIG		
SOC 101	Strong	Strong			Strong				Moderate	Some Degree
		considerable	SIG	considerable	SIG	SIG	SIG	SIG		
<b>HUMANITIES</b>										
(Choose from list below)										
ART 160	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	considerable	SIG		
ART 260	Strong	Moderate			Strong				Some Degree	Some Degree
		SIG	SIG	considerable	SIG	SIG	SIG	SIG		
ART 261	Strong	Moderate			Strong				considerable	Some Degree
		SIG	considerable	considerable	SIG	SIG	SIG	SIG		
ENG 203	Strong	Moderate			Strong				Moderate	Some Degree
		Some Degree	SIG	Some Degree	SIG	considerable	SIG	SIG		
ENG 223	Strong	Moderate			Strong				Moderate	Moderate
		Some Degree	SIG	considerable	SIG	SIG	SIG	Moderate		
FIS 100	Strong	Moderate			Strong				Moderate	Moderate
		considerable	SIG	Some Degree	SIG	SIG	SIG	SIG		

BA BSN Degrees Curriculum Map -- General Education Objectives	Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
		Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
FREN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
FREN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
HIST 105	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
HIST 106	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
HUM 101	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
MUS 121	Strong				Strong				Strong	Moderate
		considerable	SIG	considerable	SIG	SIG	SIG	SIG		
MUS 125	Strong	Moderate			Strong				Strong	Moderate
		Some Degree	SIG	considerable	SIG	SIG	SIG	SIG		
PHIL 102	Strong	Strong			Strong				considerable	Moderate
			SIG	SIG	SIG	SIG	SIG	considerable		
PHIL 129	Strong	Moderate			Strong				Some Degree	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	Some Degree		
SPAN 111	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
SPAN 112	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		

3 credits



BA BSN Degrees Curriculum Map -- General Education Objectives	Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
		Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
SPAN 211	Strong	Moderate			Some Degree				Some Degree	Some Degree
		Some Degree	considerable	Some Degree	Some Degree	N/A	N/A	Some Degree		
THTR 100	Strong	Moderate			Strong				Moderate	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG		
<b>SCIENCE</b>										
(Choose from list below)										
ANSC 100	Strong	Moderate			Moderate				Strong	Moderate
		Some Degree	Some Degree	SIG	considerable	SIG	considerable	Some Degree		
BIOL100	Strong	Strong			Moderate				Strong	Moderate
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
BIOL 190	Strong	Strong			Strong				Moderate	Strong
		considerable	SIG	SIG	considerable	considerable	Some Degree	Some Degree		
CHEM 100	Strong	Strong			Moderate					Strong
		SIG	SIG	SIG	considerable	considerable	considerable	considerable		
CHEM 121	Strong	Strong			Moderate				Moderate	Strong
		SIG	SIG	SIG	considerable	considerable	considerable	considerable		
ENV 100	Strong	Strong			Moderate				Moderate	Strong
		SIG	SIG	SIG	SIG	considerable	SIG	Some Degree		
GEOG 103	Strong	Strong			Moderate				Some Degree	Some Degree
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
GEOL 101	Strong	Strong			Moderate				Some Degree	Moderate
		SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		

6 credits

BA BSN Degrees		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
Curriculum Map -- General Education Objectives			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
3 credits	NRES 150	Strong	Strong			Moderate				Some Degree	Moderate
			Some Degree	SIG	SIG	considerable	considerable	considerable	Some Degree		
	NUTR 121	Strong	Strong			Some degree				Strong	Moderate
			SIG	SIG	SIG	Some Degree	Some Degree	Some Degree	Some Degree		
	PHYS 100	Strong	Strong			Moderate				Some Degree	Moderate
			SIG	SIG	SIG	considerable	considerable	SIG	Some Degree		
	PHYS 151	Strong	Strong			Moderate				Moderate	Strong
		SIG	SIG	SIG	considerable	considerable	considerable	Some Degree			
<b>TECHNOLOGY</b>											
(Choose from list below)											
3 credits	EDU 214 (formerly COT 210)	Strong	Stong			Some Degree				Some Degree	Strong
			SIG	SIG	SIG			considerable			
	GIS 109 (formerly GIS 103)	Strong	Strong			Moderate				Some Degree	Strong
			SIG	SIG	SIG	Some Degree	Some Degree	considerable	Some Degree		
	GRC 119	Strong	Strong			Moderate				Some Degree	Strong
			SIG	SIG	considerable	Some Degree	Some Degree	SIG	SIG		
	IS 101	Strong	Strong			Strong				Moderate	Strong
		SIG	SIG	Some Degree	SIG	SIG	SIG	Some Degree			
<b>MATHEMATICS</b>											
3 credits	MATH 120	Strong	Strong			Some Degree				Some Degree	Moderate
			SIG	SIG	SIG						
	MATH 126	Does not need integrative objectives									
	STAT 152	Does not need integrative objectives									

BA BSN Degrees Curriculum Map -- General Education Objectives		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	<b>INTEGRATIVE SEMINARS</b>										
3 credits	INT 339	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	considerable		
	INT 349	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	considerable		
3 credits	INT 359	Strong	Strong			Moderate				Some Degree	Some Degree
			SIG	SIG	SIG	considerable	considerable	considerable	considerable		
	INT 369	Strong	Strong			Strong				Strong	Moderate

BAS Degrees Curriculum Map -- General Education Objectives (in addition to AAS credits)		Communication Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
			Quantitative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
6 credits	<b>ENGLISH/ COMMUNICATIONS</b>										
	ENG 333 and	Strong	Strong			Some Degree				Some Degree	Strong
			Some Degree	SIG	Some Degree	Some Degree	Some Degree	Some Degree	Some Degree		
	COM 101 or	Strong	Strong			Moderate				Moderate	Moderate
			Some Degree	SIG	Some Degree	Some Degree	Some Degree	Considerable	Some Degree		
	THTR 102 or	Strong	Moderate			Strong				Moderate	Strong
			Some Degree	Considerable	Considerable	SIG	Considerable	Considerable	SIG		
	THTR 221 or	Strong	Moderate			Strong				Moderate	Some Degree
		Some Degree	SIG	Some Degree	SIG	SIG	SIG	SIG			
	<b>SOCIAL SCIENCE</b>										
	(6 credits)										
	ECON 311	Strong	Moderate			Strong				Moderate	Moderate
			Considerable	SIG	Considerable	SIG	SIG	SIG	SIG		
	INT 349	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	Considerable		
	<b>FINE ARTS/HUMANITIES</b>										
	(3 credits)										
	INT 339	Strong	Moderate			Strong				Some Degree	Some Degree
			Some Degree	SIG	Some Degree	SIG	SIG	SIG	Considerable		
	<b>SCIENCE</b>										
	(3 credits)										
	INT 369	Strong	Strong			Strong				Strong	Moderate

BAS Degrees Curriculum Map -- General Education Objectives (in addition to AAS credits)		Communi- cation Skills	Critical Thinking			Personal/Cultural Awareness				Personal Wellness	Tech- nological Under- standing
			Quanti- tative Ability	Reasoning and Independent Thought	Scientific Under- standing	Sense of Individual in Society	Sense of the Past	Sense of Account- ability	Appreci- ation of Fine Arts		
	<b>TECHNOLOGY</b>										
	(3 credits of approved lower division)										
	<b>MATHEMATICS</b>										
6 credits	AMS 310	Not an integrated course, used for BAS only									
	MATH 181	Not an integrated course, used for BAS only									
	INT 359	Strong	Strong			Moderate				Some Degree	Some Degree
		SIG	SIG	SIG	Considerable	Considerable	Considerable	Considerable			

## Theme 2: Build Bridges

### Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities

#### Indicators:

#### 2.1.a. Percent of first-year students enrolling in remedial and college English and math, and their success rates

	Fall 2011		Fall 2012	
	% Enrolled	% Passed	% Enrolled	% Passed
Remedial math	36%	67%	38%	69%
College math	5%	65%	13%	80%
Remedial English	24%	60%	30%	66%
College English	28%	61%	31%	73%

Notes: First-year students enrolling in math and English during their first semester. Passing grades include D- and above.

	Math		English	
	GBC	National Median	GBC	National Median
<b>Retention Rate:</b> Percent of students successfully completing highest remedial class who enrolled in and completed the next college level class (any grade but W)	76.1%	86.3%	87.7%	89.6%
<b>Enrollee Success Rate:</b> percent of students successfully completing highest remedial class who enrolled in and successfully completed the next college level class (C- or better grade)	65.8%	65.6%	80.4%	71.0%
<b>Completer Success Rate:</b> percent of same remedial students who completed the next college level class (no W grades) and who completed it successfully (C- or better)	86.5%	77.4%	91.6%	80.6%

Notes: Includes students who successfully completed highest remedial math or English in fall 2009 and enrolled in college-level math or English within one academic year (through fall 2010). NCCBP 2012.

#### 2.1.b. Tech Prep headcount and number of credits and courses awarded

	FY2009	FY2010	FY2011	FY2012
No. of Students	48	110	222	173
No. of credits	257	523	961	749
No. of Courses	69	64	84	63

Note: The number of courses is by high school.

#### 2.1.c. Dual credit headcount and FTE by high school -- all high school students and their enrollments

	Student Headcount			Student FTE		
	Fall 2011	Spr 2012	Fall 2012	Fall 2011	Spr 2012	Fall 2012
Albert M Lowry High School	17	20	15	5.3	5.1	5.2
American School		1			0.7	
Basic High School	1			0.4		
Battle Mountain High School	5	16	7	1.4	4.9	1.6
Beatty High School	1		1	0.2		0.2
Carlin High School	5	5	1	1.0	1.0	0.2
Centennial High School	1			0.2		
Elko High School	48	56	52	14.6	15.8	15.7
Eureka County High School	8	11	8	2.2	3.2	1.8
Foothill High School	1	1		0.2	0.2	
Gabbs High School		1	1		0.2	0.2
Galena High School			1			0.4
George Whittell High School	1	1		0.4	0.4	
Liberty High School			1			0.2
Lund High School	1		1	0.2		0.2
McDermitt Combined School	4	1	4	1.0	0.2	0.8
Nevada State High School	77	47	62	24.4	12.9	16.2
NV Home School	10	6		5.5	2.9	
Pahrnagat Valley High School	1			0.4		

Pahrump Valley High School	27	14	22	11.1	6.5	8.9
Pathways High			2			0.8
Smith Valley High School		2			0.4	
Southeast Career Technical Academy	1	1		0.2	0.2	
Spring Creek High School	61	59	34	17.9	15.9	9.7
Tonopah High School	2	3	2	0.9	0.6	0.6
Unknown Nevada High School	142	121	221	50.6	36.1	67.5
West Wendover Jr Sr High School	2	2	2	0.4	0.8	0.4
Western High School	1	1		0.4	0.2	
White Pine High School	18	9	12	6.0	2.8	4.1
Grand Total	435	378	449	144.9	111.1	134.6

Notes: Dual credit enrollments are student-high school-course specific. Enrollments here include all classes enrolled in by NV high school students, except Driver's Education. Earlier years are not comparable.

#### 2.1.d. Transfer rates, both external and internal continued enrollment at GBC

Students seeking a certificate and/or associate's degree and entering GBC in fall 2008 (3-year transfer rate)	Full-time Students		Part-time Students	
	GBC	National Median	GBC	National Median
at GBC	43%		34%	
Elsewhere	11%	17%	16%	11%

Source: NCCBP 2012

#### 2.1.e. Number of students transferring into GBC

	Fall 2011		Fall 2012	
	Headcount	% of Total	Headcount	% of Total
New First Year Students	453	70.6%	316	61.0%
New Transfer Students	189	29.4%	202	39.0%
Total	642	100.0%	518	100.0%

Note: Based on applications for admission and enrollment in credit classes.

### Objective 2.2: Build and sustain career programs

#### Indicators:

#### 2.2.a. Number and type of contract training classes offered

	2008-09	2009-10	2010-11	2011-12
No. of classes	98	126	139	121

	Fall 2010	Spring 2011	Total 2010-11	Fall 2011	Spring 2012	Total 2010-11
Mining	49	47	96	31	68	99
Computing	39		39	3	13	16
Office Management			0			0
Technical/Business Writing	3		3	2	2	4
Other	1		1	1	1	2
Grand Total	92	47	139	37	84	121

#### 2.2.b. Employer Satisfaction rates -- career program completers

	GBC	National Median
Employed in related field	83%	58%
Pursuing education	17%	21%
Employers satisfied with preparation	88%	93%

Note: Combines Perkins CTE graduate employment/enrollment surveys and data exchanges with employer surveys of AAS Radiology Technology and BA Education graduates.

2.2.c. Advisory boards and program committee meetings (participation and resulting changes)

	AAS Advisory Boards	Bachelor's Program Committees	Programs with GBC Committees	Advisory Boards
Health Sciences and Human Resources	Semi-annually			
Teacher Education	Eight times per year			
Diesel	Annually			
Electrical/Instrumentation	Annually			
Welding	Annually			
Industrial Millwright	Annually			
Criminal Justice	Semi-annually			
Perkins Career and Technical Education				Annually
Child Care Center				Semi-annually
Nye County				Annually
BA Integrated Studies program			Monthly	
Land Surveying/Geomatics		Semi-annually		
Great Basin College				Bi-monthly

Note: In addition, continuing education and degree programs undergo a program review every five years and assemble an advisory board for that purpose consisting of program faculty, representatives from professionals and practitioners in the field, and at least one colleague in a related area from another higher education institution.

2.2.d. External investment in programs -- revenue generated

GBC Foundation	2007-08	2008-09	2009-10	2010-11	2011-12
Scholarships	\$ 107,776	\$ 141,521	\$ 103,388	\$ 123,150	\$ 164,421
Capital projects	\$ 199,548	\$ 159,448	\$ 1,610,763	\$ 76,506	\$ 309,967
Program and operating support	\$ 227,386	\$ 324,377	\$ 191,394	\$ 225,370	\$ 238,870
Total	\$ 534,710	\$ 625,346	\$ 1,905,545	\$ 425,026	\$ 713,258

Note: Program and operating support includes in-kind donations

	2007-08	2008-09	2009-10	2010-11	2011-12
Contract training (Continuing Ed)	\$ 30,490	\$ 37,991	\$ 42,735	\$ 33,795	\$ 27,945
Contract training (Career & Tech Ed)	\$ 551,016	\$ 588,098	\$ 530,587	\$ 561,164	\$ 419,773
Maintenance Training Consortium (MTC) scholarships	\$ 284,500	\$ 282,941	\$ 267,750	\$ 271,952	\$ 310,000
Grants\Sponsored Programs	NA	\$ 1,482,464	\$ 1,920,209	\$ 1,774,853	\$ 1,308,289

2.2.e. Number of programs with external workforce-based agreements, by discipline affiliation and location 2011-2012 (student teaching, clinical participants, apprenticeships)

	Battle Mountain	Elko	Ely	Pahrump	Winnemucca	Other
Health & Human Services	1	26	3	4	3	5
Education		69	5	16	19	
CTE		4				

2.2.f. Number of students in internships/apprenticeships

	2007-08	2008-09	2009-10	2010-11	2011-12
Agriculture	1				
Anthropology	7				
Business	4	2		1	3
Computer-aided Drafting and Design	1	1			
Communication	4	1			
Education	29	31	29	26	16
Fire Service			1		1
Integrative Studies	11	6	17	8	11
Journalism			2		
Total	57	41	49	35	31

Note: Based on enrollment in internship classes



**Objective 2.3: Support community needs**

Indicators

2.3.a. Maintain a list indicating the number and range of community partnerships

<u>Partner</u>	<u>Location</u>
Battle Mountain Arts Presenters	Battle Mountain
Battle Mountain Cookhouse Museum	Battle Mountain
Battle Mountain Resource Center	Battle Mountain
California Trail Interpretive Center	Elko
Chamber of Commerce	Elko, Battle Mountain
Committee Against Domestic Violence	Lander County
Communities in schools	Elko, Ely
County School Districts	Elko, Lander, Nye, White Pine
County Economic Development Authorities	Elko, Lander
Great Basin Indian Archives	State-wide
Great Basin Writing Project	State-wide
Junior Achievement	Ely
County Convention and Tourism	Lander County
Mining Rocks	Elko
NV Department of Veteran's Affairs	Pahrump
Nevada Humanities Organization	Service Area
NV State Immunization Program (Webiz)	Pahrump
PACE	Elko
Silver Stage Players	Elko
United Blood Services	Elko, Ely
VISTA Sponsorships	Elko
Western Folklife Center	Elko

Note: These are non-profit organizations and governmental agencies that fulfill their missions by partnering with GBC.

<u>Community participation rate (2010-2011)</u>	<u>GBC</u>	<u>National Median</u>
Cultural Activities	1.01%	3.99%
Pulbic Meetings	27.67%	3.76%

Notes: Calculated as number of participants (duplicated headcount)/total service area population. Source: NCCBP, 2012.

2.3.b. Number and type of community events and activities and number of participants

<u>2011-12 ACE, Community &amp; Related Student Events</u>	<u>Location</u>	<u>Participants</u>
Richter Uzur Duo	Elko	130
50th Anniversary Celebration of the US Peace Corps	Elko, IAV to BM, Ely, Pahrump	100
Art Shows and Demonstrations	Elko	650
GBC 2012 Film Festival	Elko	193
Empowerment Week "Pay What You Can"	Elko	880
Community Clean-up week and Earth Day Film	Battle Mountain	35
Cowboy Poetry Speakers	IAV to All	130
Tumble Words: Shaun Griffin, poet	IAV to All	50
Dinner & Movie "Buck" in Partnership with Ranching Community Rodeo and Van Noorman horse sale	Elko	115
Argentum (art and literary magazine)	Svc. Area	226
Joni Morris Concert & Outreach events	Elko	100
GBC Theater Productions	Elko	200
Vince Jurasti Book Signing	Ely	20

2.3.c. Faculty community service: percent of faculty indicating community service on annual evaluations

<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
87%	86%	84%	76%

### Theme 3: Serve Rural Nevada

#### Objective 3.1: Provide education to distant locations

##### Indicators:

##### 3.1.a. Number of programs available completely online

		<u>2011-2012</u>	
Bachelor's degree programs	1	Bachelor's of Science in Nursing	
Bachelor's Applied Science degree programs	1	BAS Land Surveying/Geomatics	
Transfer associate's degree programs	2*	Associate of Arts, Associate of Science	
Associate of General Studies degree	1		
Associate of Applied Science degree programs	2	AAS Business Administration, AAS Computer Technologies	
Certificates of Achievement	5	Business Administration, Computer Technologies, Substance Abuse Counselor Training, Medical Transcriptionist, Medical Coding and Billing	
Recongnitions of Achievement	2	Medical Coding and Billing, Medical Transcriptionist	
<b>Total</b>	<b>12</b>		

\*Depending on pattern of study

##### 3.1.b. Number of sections in distance education (online and IAV)

Section Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Percent of Total
Internet	136	163	182	216	188	23%
Interactive Video	412	383	379	378	303	37%
<b>Total Distance</b>	<b>548</b>	<b>546</b>	<b>561</b>	<b>594</b>	<b>491</b>	<b>60%</b>
<b>Total GBC</b>	<b>985</b>	<b>1,033</b>	<b>992</b>	<b>969</b>	<b>820</b>	<b>100%</b>
% of All GBC Sections	56%	53%	57%	61%	60%	

Notes: Interactive video (IAV) classes are sectioned by site so that a single class will have multiple sections. Does not include telecourse sections which ended as of fall 07.

	Fall 2010	GBC	National Median
Online credits as % of total	37.8%		12.7%
Online sections as % of total credit sections	28.0%		12.0%

Note: Includes all credit sections with six or more students enrolled, fall 2010 (NCCBP 2012).

##### 3.1.c. Course success rates and grade distribution for online courses in comparison to others

Fall 2010	Battle Mountain	Elko	Ely	Internet	Pahrump	Winn.	Other Locations	GBC All Credit Classes	National Median All Credit Classes	National Median Online Classes
% A & B Grades	50.9%	47.4%	48.1%	51.5%	55.3%	45.0%	40.0%	49.4%	56.5%	51.2%
% Enrollee Success	80.1%	75.3%	70.6%	64.4%	75.6%	73.7%	69.1%	71.3%	73.4%	65.1%
% Completer Success	91.3%	89.6%	87.8%	83.2%	88.4%	89.8%	80.9%	87.3%	82.2%	77.1%
% Completed	87.7%	84.1%	80.4%	77.5%	85.5%	82.1%	85.5%	81.7%	89.9%	86.0%
% Withdrawal	12.3%	15.9%	19.6%	22.5%	14.5%	17.9%	14.5%	18.3%	10.1%	13.8%

Notes: Enrollee Success = grades C- and above/total enrolled; Completer Success = grades C- and above/total minus W grades; Completed = total minus W grades/total. Includes all credit classes except Driver's Ed. Internet classes include a small number of enrollments via LiveNet (NCCBP 2012).

Fall 2010	A	B	C	P	D	F	W	Total No. of Grades
Battle Mountain	33.3%	17.5%	12.9%	16.4%	4.1%	3.5%	12.3%	171
Elko	27.3%	20.1%	12.7%	15.2%	5.0%	3.8%	15.9%	4554
Ely	29.0%	19.2%	9.8%	12.6%	4.2%	5.6%	19.6%	214
Internet	32.1%	19.4%	10.9%	2.0%	4.7%	8.3%	22.5%	3508
Other	20.0%	20.0%	10.9%	18.2%	10.9%	5.5%	14.5%	55
Pahrump	36.4%	18.9%	12.7%	7.5%	4.7%	5.2%	14.5%	808
Winnemucca	25.5%	19.5%	9.6%	19.1%	4.6%	3.8%	17.9%	585
<b>Total</b>	<b>29.8%</b>	<b>19.7%</b>	<b>11.8%</b>	<b>10.1%</b>	<b>4.8%</b>	<b>5.6%</b>	<b>18.3%</b>	<b>9895</b>

Notes: Includes all credit classes except Driver's Ed. Does not include incompletes, audits, and missing grades. Internet includes a small number of enrollments taught via NetLive (NCCBP 2012).

3.1.d. Completion rates, certificates, and degrees by student location

Fall 2008 Cohort	Battle						Other Locations	All GBC	National Median
	Online	Mountain	Elko	Ely	Pahrump	Winn.			
% Completing in 3 yrs	0.0%	*	35.2%	0.0%	9.1%	0.0%	*	24.7%	20.2%
% Transferring in 3 years	8.3%	*	10.4%	0.0%	18.2%	14.3%	*	10.8%	16.8%
% Compl or transf in 3 yrs	8.3%	*	45.6%	0.0%	27.3%	14.3%	*	35.5%	37.5%
% Continuing at GBC or Transferring	66.7%	*	44.0%	83.3%	72.7%	85.7%	*	53.2%	NA

Notes: Three-year completion and transfer rates include only those full-time students beginning in certificate or associate level programs in fall 2008 and completing or transferring to a four-year school within 150% of the time it takes to complete (3 years for associates degrees and 2 years for certificates). Locations with asterisks indicate five or fewer students in the cohort and are masked. Location is based on primary location of classes at entry (NCCBP 2012).

FY 2012 Awards	Battle					NV Out of Service Area	Out of State	All GBC	Percent of Total
	Mountain	Elko	Ely	Pahrump	Winn.				
Bachelor's	2	41	2	0	9	3	4	61	13%
Associate's	20	149	8	26	32	18	7	260	58%
Certificates	9	86	4	2	6	5	1	113	25%
Recognitions	1	9	2	2	2	2	0	18	4%
Total	32	285	16	30	49	28	12	452	100%
Percent of Total	7%	63%	4%	7%	11%	6%	3%	100%	

Notes: Location is based on student address at graduation. Includes degrees granted summer, fall and spring semesters during the fiscal year as reported to IPEDS.

3.1.e. Retention rates by student location (fall-to-fall)

Bachelor's Seeking Cohorts	Battle						Other Locations	All GBC	Peer Median
	Online	Mountain	Elko	Ely	Pahrump	Winn.			
Full-time	*		57%	*	70%	33%		61%	52%
Part-time	32%	*	47%	*	50%	11%	*	36%	33%

Notes: New bachelor's degree-seeking students in fall 2010 who enrolled in fall 2011. Locations with asterisks indicate five or fewer students in the cohort and are masked. Location is based on primary location of classes on entry. IPEDS DFR 2012 -- data reported to IPEDS was in error. Corrected numbers are here.

All Credit Student Retention	Battle						Other Locations	All GBC	National Median
	Online	Mountain	Elko	Ely	Pahrump	Winn.			
Fall-to-spring	52%	58%	60%	47%	64%	59%	72%	58%	72%
Fall-to-fall	40%	49%	48%	34%	44%	45%	49%	45%	48%

Notes: Includes all full-time and part-time students enrolled in credit classes (excludes high school students), fall 2010, who: 1) graduated fall 2010 or enrolled spring 2011 for fall-to-spring retention; or 2) who graduated fall 2010, spring 2011 or summer 2011 or who enrolled fall 2011 for fall-to-fall retention. Location is based on primary location of classes. NCCBP 2012.

3.1.f. Center and satellite site needs fulfilled by synchronous courses specific to an area

No. of Live and Originating IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total
Battle Mountain	24	21	21	19	15	2%
Elko	950	858	832	698	677	74%
Ely	67	46	45	36	35	4%
Pahrump	123	124	131	113	103	11%
Winnemucca	110	112	109	98	87	9%
Other Locations	2	2	0	3	3	0%
Total	1276	1163	1138	967	920	100%

No. of Receiving IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total
Battle Mountain	77	74	77	83	69	16%
Elko	30	46	53	61	45	10%
Ely	118	109	106	88	73	17%
Pahrump	99	102	117	113	89	21%
Winnemucca	125	121	123	127	98	23%
Other Locations	106	97	72	84	60	14%
Total	555	549	548	556	434	100%

**Objective 3.2: Provide resources to meet needs of service area**

**Indicators:**

3.2.a. Staffing at each center or satellite site (fall 2011)

	Instructional Faculty		Non-instructional Staff		Total
	Full-time	Part-time	Full-time	Part-time	
Battle Mountain	0	2	2	8	10
Ely	1	14	5	8	28
Pahrump	3	12	7	16	38
Winnemucca	3	18	3	1	25

Note: Part-time staff includes student workers.

3.2.b. Facilities at each center or satellite site (2011-2012)

	No. of Owned or Leased Buildings	Assignable Square Feet
Battle Mountain	2	4,456
Ely	1	9,875
Owyhee	1	390
Pahrump	2	26,195
Tonopah	1	1,297
Wells	1	200
Wendover	1	800
Winnemucca	3	14,420

Note: Pahrump's lease of the Humahuaca property ended June 30, 2012.

3.2.c. No. of programs available at each center or site (2011-2012)

Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA degrees	3 BA degs	3 BA degs	3 BA degs	3 BA degs	Bachelor's of Arts degree programs - 8 major emphases
1	1	1	1	1	Bachelor's of Science in Nursing degree program*
1 BAS - 3 emph	1 BAS - 3	1 BAS - 3	1 BAS - 3	1 BAS - 4	Bachelor's of Applied Science degree program - 4 major emph*
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
1 AAS - 6 emph	1 AAS - 6	1 AAS - 6	1 AAS - 6	1 AAS - 12	Associate of Applied Science degree program - 12 major emph
12	12	12	12	16	Certificate of Achievement programs
2	2	2	2	3	Teacher Certifications
2	2	2	2	6	Recognitions of Achievement

\*Note: upper division classes only

3.2.d. County needs assessment schedule and outcomes

Date of Last Needs Assessment Survey	
Elko	2008
Eureka	2008
Humboldt	2008
Lander	2008
Nye	2010
White Pine	2008

Note: Both the public and businesses were surveyed in 2008.

3.2.e. Demographics of service area population and students by site (county)

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
<15	0%	0%	0%	0%	0%	0%	0%	0%	0%
15-19	26%	46%	31%	27%	24%	23%	27%	55%	29%
20-24	24%	23%	20%	30%	25%	17%	24%	11%	22%
25-29	13%	2%	11%	13%	13%	7%	12%	9%	12%
30-39	16%	15%	16%	14%	17%	20%	16%	13%	16%
40-49	11%	8%	10%	12%	12%	14%	11%	9%	11%
50-59	8%	6%	6%	3%	6%	13%	7%	3%	7%
60+	3%	0%	5%	1%	2%	6%	3%	1%	3%
Total Enrolled Students	1,818	48	329	146	470	181	2,997	407	3,524
Median Age	24.9	20.2	24.4	23.7	25.2	32.6	24.9	18.6	24.6
% Men	39%	48%	26%	34%	35%	30%	36%	34%	37%

% Women	61%	52%	74%	66%	65%	70%	64%	66%	63%
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Nevada State Population by County and Age Group

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area
<15	24%	20%	23%	23%	17%	18%	21%
15-19	8%	6%	7%	8%	6%	6%	7%
20-24	7%	5%	6%	6%	4%	6%	6%
25-29	7%	4%	7%	6%	4%	7%	6%
30-39	13%	12%	12%	11%	9%	13%	11%
40-49	14%	16%	14%	14%	13%	14%	14%
50-59	14%	18%	15%	15%	16%	16%	15%
60+	13%	20%	16%	18%	32%	21%	21%
Total	48,818	1,987	16,528	5,775	43,946	10,030	127,084
Median Age	33.4	42.4	36.2	37.1	48.4	40.8	39.7
% Men	52%	53%	52%	51%	51%	57%	52%
% Women	48%	47%	48%	49%	50%	43%	48%

Note: Median age for GBC's service area is an average median age of the six counties. Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Hispanic or Latino (of any race)	13%	10%	15%	21%	10%	9%	13%	13%	12%
White	75%	79%	77%	73%	72%	82%	75%	65%	74%
Black or African American	1%	2%	0%	0%	6%	1%	1%	7%	2%
American Indian/Alaska Native	4%	0%	3%	3%	2%	3%	3%	1%	3%
Asian	1%	0%	1%	0%	1%	1%	1%	7%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	1%	0%	0%	0%
Unknown	5%	4%	3%	3%	6%	3%	5%	2%	4%
Two or More Races	1%	4%	1%	0%	2%	2%	1%	5%	2%
Total Minority (all but white)	25%	21%	23%	27%	28%	18%	25%	35%	25%
Total Enrolled Students	1,817	43	279	115	421	165	2,989	407	3,521

Note: Does not include 3 international students.

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area
Hispanic or Latino (of any race)	23%	12%	24%	21%	14%	13%	19%
White	69%	84%	69%	74%	79%	76%	73%
Black or African American	1%	0%	0%	0%	2%	4%	1%
American Indian/Alaska Native	5%	2%	4%	3%	1%	4%	3%
Asian	1%	1%	1%	0%	1%	1%	1%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Some Other Race	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	1%	2%	1%	3%	2%	2%
Total Minority (all but white)	31%	16%	31%	26%	21%	24%	27%
Total County Population	48,818	1,987	16,528	5,775	43,946	10,030	127,084

Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

3.2.f. Student satisfaction ratings by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly agree they are overall, satisfied with their college experience	81%	91%	89%	83%	86%	91%
Percent who agree or strongly agree they would recommend GBC to a friend, colleague, or family member	86%	82%	92%	83%	86%	88%
Percent who agree or strongly agree they would still choose to enroll at GBC, if given the opportunity to make the choice over again	73%	77%	80%	74%	77%	64%
Percent who agree or strongly agree they enjoy being a student at GBC	87%	86%	95%	83%	90%	88%
Percent who agree or strongly agree they fit in at GBC	73%	70%	66%	40%	76%	67%

**Objective 3.3: Provide needed services to students at all GBC sites**

Indicators:

3.3.a. Availability of and satisfaction with support Services

	Battle Mtn.	Ely	Pahrump	Winn.	Online
Advising	On site	On site	On site	On site	Quickstart
Library	Outreach	Outreach	Outreach	Outreach	Fully
Financial Aid	Outreach	Outreach	Outreach	Outreach	Forms, instructions & videos
Tutoring	On site math, English	On site math, English	On site math, English	On site math, English	Skype and email tutoring
Testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	Course testing via Web Campus

Student satisfaction with support services by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly that tutors were available when they needed them and at a reasonable charge	62%	62%	42%	41%	49%	34%
Percent who agree or strongly agree financial aid staff is knowledgeable and helpful	68%	52%	58%	33%	63%	58%
Percent who agree or strongly agree that I am very satisfied with the quality of financial advising at this institution	62%	57%	58%	43%	69%	42%
Percent who agree or strongly agree that my advisor is knowledgeable and helpful	67%	81%	71%	55%	59%	80%
Percent who agree or strongly agree that I am very satisfied with the quality of the academic advising at this institution	69%	86%	73%	57%	66%	83%
Percent who agree or strongly agree that library resources and services are sufficient	77%	57%	50%	38%	29%	27%

3.3.b. Number and type of scheduled continuing education classes (fall 2011 - summer 2012)

	Carson City	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Total
Agriculture	1	1	1		1		1	1	6
Aviation		2						1	3
Business/Industry		1							1
Crafts and Art		5						1	6
College Math Preparation		2							2
Computers						5			5
Career and Technical Education		14				2			16
Driver Education		1							1
Environment		2							2
Health Sciences		9	1	5				1	16
Languages		6							6
Leisure		17							17
Professional Development		10	2						12
Theater		2							2
Transport Technology				10					10
Education Travel		1							1
Grand Total	1	73	4	15	1	7	1	4	106