

GBC Strategic Plan/Institutional Effectiveness Assessment Annual Report 2022-2023

MISSION

Transforming lives through education




Vision

Great Basin College will prepare students for lifelong learning in an evolving global workplace.

Philosophy

The dedicated faculty, staff and administration of Great Basin College meet the needs of our students, business and industries, and the State of Nevada, by providing robust instruction for careers in an evolving workplace. We provide a flexible mixture of degrees, certificates, workforce training, and community education along with open access, innovative delivery and a commitment to an equitable learning and working environment.

Progress is recorded under status as:

-  1. On Track: Planned outcomes will be or have been accomplished by stated timeline
-  2. Slightly Off Track: Some outcomes not met, or concerns about meeting some future outcomes; final outcomes and deadline are not currently threatened significantly
-  3. Off Track: Outcomes and/or deadlines will not be met, and contingency plans must be established

The data and reporting generated by this report will be collected throughout the year. The results will be reviewed by September 30th of the following fall with an action plan created by October 31st. Based on the review of the plan and data some fields have been updated to reflect current information.



Strategic Plan Themes, Goals and Objectives

(Assessment will be evaluated and reported annually)



Theme 1: The Student Experience

Goal: Increase the percentage of students pursuing and completing their educational goals through Great Basin College providing affordable, flexible, and equitable opportunities.


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Objective 1.1	Student Success: Support the student’s journey from point of contact to program completion or transfer.	
Owner: Academic Affairs	1.1.1 Improve and expand educational programs from dual enrollment through bachelor’s degree opportunities with well-lighted pathways.	Status 
Indicators	<ul style="list-style-type: none"> A. Annually, identify one education program opportunity based on workforce input through employer surveys sent during the summer for the previous year. B. Increase dual enrollment program pathways by 1 annually. C. 75% of graduate survey respondents will be satisfied or higher (4 or more on a 5-point scale) with their courses and programs. 	
Results Updated 4/22/23	<ul style="list-style-type: none"> A. Added Mining Skills Certificate through the development of the Mining Center of Excellence-started August 2023. B. Added two for fall of 2023: Criminal Justice and Engineering and Physical Sciences C. The graduate survey was recently updated to include the graduate’s satisfaction with program and courses. The graduate survey results were reviewed and the benchmark of 75% or above was met. The quality of their courses was met with an 84.38%. The quality of their program was 92.06%. The graduate’s satisfaction with the overall GBC experience was 90.62% (Graduate Survey-Attachment A). 	
Action Plan	<ul style="list-style-type: none"> A. All indicators were met for 2022-2023. The college will continue to monitor these indicator as they reflect assessment of GBC’s mission to transform lives through education (Question 18 on the Graduate Survey-Attachment A). 	
Owner: Recruitment and advising	1.1.2 Create clear pathways to enrollment through effective recruitment and advising.	Status 
Indicators	<ul style="list-style-type: none"> A. Identify one program that could use a cohort model annually. B. The catalog will indicate which semester courses will be offered. To be completed by Spring 2025. 	
Results	<ul style="list-style-type: none"> A. As of July 13, 2023, the following programs will use a cohort model starting in 23-24 year: Early Childhood Education Skills Certificate, Respiratory Therapy, and the MAPE program. B. This was completed for the catalog 2023-24. 	

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Action Plan	<p>A. The cohort programs have been met and will continue to be monitored for next year.</p> <p>B. This indicator has been met and a new indicator will be added for 2024-25.</p>	
Objective 1.2	Student Satisfaction: Increase student satisfaction with their variety of experiences at GBC.	
Owner: Institutional Research	1.2.1 Increase the percentage of GBC students who believe GBC has contributed to their personal and professional development by meeting their educational goals.	Status 
Indicators	<p>A. 80% percent of graduate survey respondents will be satisfied with their GBC educational experience.</p> <p>B. Each academic department will create and deliver at least one student personal or professional development opportunity annually.</p>	
Results	<p>A. From the summer of 2022, there was a 32% response rate. Of those that responded: 89.63% were satisfied or higher with the instructor’s knowledge of content area, 87.2% were satisfied or higher for course content, and 90.38% were satisfied or higher for quality of instruction. The overall total percentage for educational experience at GBC was 91.34% for satisfied or higher. This survey will be sent again in summer, 2024.</p> <p>B. For summer of 2023, of those graduates who responded: 94.12% were satisfied or higher with instructors’ knowledge of content area, and 89.55% were satisfied or higher with course content. As for education experience, the graduates responded to the statement “All, in all, if I had to do it all over again, I would enroll at GBC” with a total of 83.08% satisfied or higher rating (Graduate Survey Attachment A).</p> <p>C. A faculty member developed this process and will be delivered in Fall of 2023 (Professional Development Plan-Attachment B).</p>	
Action Plan	<p>A. This indicator has been met and will continue to be monitored.</p> <p>We have identified a faculty member to develop this indicator. The professor has developed a plan and tracking sheet for this indicator with implementation of the plan for 2023-24. Continue to monitor. See attached plan (Professional Development Plan-Attachment B).</p>	
Owner: Institutional Research	1.2.2. Measure student job placement and solicit feedback from employers for their satisfaction with a GBC education (IR).	Status 

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Indicators	<p>A. 75% percent of graduate survey respondents who are seeking employment are in a position related to their education discipline 1 year after graduation.</p> <p>B. 75% of employers are satisfied with GBC's academic education from the employer survey.</p>	
Results	<p>A. A question was added to the graduate survey to address employment and where they are employed. From this we will be able to survey employers. We are developing the employer survey to be sent this August.</p> <p>B. From the graduate survey, 45.45% stated they were currently employed in a field related to their major or field of choice. (Attachment-Add question #-Graduate Survey)</p>	
Action Plan	<p>A. A question was added to the graduate survey and the graduates did add employer's contact information so surveys could be sent. An employer survey was developed and sent in September. Due to the minimal response return, GBC will review current best practices to obtain more responses and survey results to make data informed decisions.</p> <p>B. The benchmark of 75% was not met. The plan is to rewrite the survey question to be more specifically related to the education goals of employment.</p>	
Objective 1.3	Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer post degree completion.	
Owner: Institutional Research	1.3.1 Monitor student enrollment and success, with an emphasis on disaggregated data, and apply resources efficiently to meet challenges to retention and success (IR).	Status 
Indicators	<p>Credit Momentum</p> <p>A. Maintain or increase the percent of part-time students who enroll in the fall semester that complete 12 or more credits in their first year by 2%.</p> <p>B. Maintain or increase the percent of full-time students who enroll in the fall semester that complete 24 or more credits in their first year by 2%.</p> <p>C. Maintain or increase the percent of CTE students who enroll in the fall semester that complete 24 or more credits in their first year by 2%.</p> <p>College Level Course Completion (There should be 2 categories: first time college students and dual enrollment).</p> <p>A. Increase the percentage of students who complete ENG 100 or 101 and ENG 102 or other general education English requirement in their first year by 2%.</p>	

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- B. Increase the percentage of students who complete mathematical reasoning courses in their first year (MATH116/116E, MATH 120/120E or MATH 126/126E).
 - C. Decrease DWF rates in all academic credit courses to 40% or below.
- Graduation**
- A. Increase percentage of students graduated within 3 years to 6 years (150%) depending on degree by 2% per year.
 - B. Increase percentage of non-traditional completers based on age/gender/ethnicity.

Results

Due to the changes in dual enrollment, this was changed to maintain or increase. The 2% was changed to provide consistency throughout the report.

Credit Momentum

A. Part-time Student Retention Rates - Fall to Spring		
2019	2020	2021
51.4%	44.8%	64.2%
Part-time Student Retention Rates Fall to Fall		
2019	2020	2021
41.8%	33.8%	50.8%
B. Full-time Student Retention Rates – Fall to Spring		
2019	2020	2021
79.4%	65.5%	79%
Full-time Student Retention Rates - Fall to Fall		
2019	2020	2021
59.7%	42.1%	55.1%
C. Full-time Student CTE Retention Rates from Fall to Spring		
2019	2020	2021
89%	87%	88%

All indicators for credit momentum were met.


Course Completion

A. English 100, 101 and 102 Completion Rates (Please note co-requisite courses started Fall of
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2021)			
	Enrollment	Completion	Completion Rate %
Fall 2021- Spring 22	290	193	66.55%
Fall 2022- Spring 23	399	275	68.92%
B. MATH 116/E, MATH120/E and MATH126/E			
Fall 2021- Spring 2022	200	131	65.5%
Fall 2022- Spring 2023	204	138	67.6%
C. DWF Rates			
Fall 2022 Courses	Number of courses above 40% DWF		Total Percentage of DWF over 40%
558	75		13.4%/10%-See note below.
<p>For A and B, these goals were met.</p> <p>DWF Rate-Note: There were 558 Fall-2022 courses. Out of those 558 courses there were 75 courses with a 40% rate or higher which is 13.4% of all courses. If we remove the courses sections with 9 or under students, the DWF rate would be 10%.</p> <p>Graduation</p> <p>A. GBC Graduation Rate was 42.3% in 2019, 43.3% in 2020 and 44.1% in 2021.</p> <p>B. Number of students by race/ethnicity in 2021-22 was: White 421, Hispanic/Latino 157, two or more races 25, black/African American 20, American Indian 19, Pacific Islander 8, Asian 6. Awards conferred by gender in 2021-22 was 55.9% female and 44.1% male. In 2020-21 it was 52% female and 48% male. (Strategic Metrics March 2023-Attachment C)</p>			
Action Plan	<p>A. All indicators were met with the exception of Course Completion (C). Continue to monitor the data to meet the benchmarks that have been set for continued institutional progress. For the DWF rates (C) under Course Completion, GBC has created a curriculum review committee that</p>		

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	will review best practices to decrease the DWF rates.	
Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)		
Goal: Enhance IDEAS across all college operations and services.		
Objective 2.1	Access: Remove barriers to student access and opportunities.	
Owner: Student Finance and Institutional Research	2.1.1. Improve the college culture of understanding of student access barriers.	Status 
Indicators	<ul style="list-style-type: none"> A. Gather FAFSA data to identify the specific student barriers to enrollment to create an action plan to be completed in Spring of 2023. B. Utilize graduate survey to gain a better understanding of student’s access barriers to graduation. (Graduate Survey-Attachment A). C. Review and develop bilingual print and digital materials across the college to be completed by June 30, 2025. 	
Results	<ul style="list-style-type: none"> A. Review the new federal guidelines/regulations regarding data collection for financial aid and applications. The FAFSA does not include enrollment barriers questions and with the Nevada Promise Scholarship, all Nevada high school graduates would have tuition and fees except lab fees paid for an associate degree. For year 2022-23 of the students who enrolled at GBC, there were at total of 1582 FAFSA completions. Of those 1582, 760 received Pell grants and 71 incarcerated students received the second chance Pell grant. In Fall of 2022, 1,265 received some form of financial aid in total, out of the 1582 students who completed the FAFSA form. This amounted to \$2,158,722.67 of funding distributed to students. B. From the graduate survey, the following were listed as student access barriers. There were 35 who answered this question out of 118 who completed the graduate survey 2021-2022. The items listed were advising 5.71%, financial aid 14.29%, access to higher level courses 11.43%, financial pressures 8.57%, mental stress 37.14%, technology issues 2.86%, connection to peers 14.29% and tutoring was 5.71%. C. We have very little print material due to financial constraints. We do have a FAFSA and recruitment video. This may be a challenge to achieve due to finances. 	
Action Plan	A. The plan to decrease access barriers is to remove the application fees, utilize Better Minds for	

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	mental health, use tutoring options with BrainFuse, and add a parent night in Spanish.	
Owner: Deans/CTE Director	2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of student’s needs.	Status 
Indicator	A. Increase percent of student survey respondents who indicate satisfied or higher (4 or higher on a 5-point scale) that GBC meets their scheduling and instructional delivery format expectations.	
Results	A. From the 2021-2022 survey for methods of instruction, there 91.17% were satisfied or higher. For availability of required courses, 86.76% were satisfied or higher. For courses scheduled at convenient times 70.15% were satisfied or higher.	
Action Plan	A. Data collection will take place over a three-year timeframe to set valid benchmarks. Based on the current information, benchmarks will be set at 10% below the current average and will be adjusted to set a more accurate benchmark in the future. For methods of instruction, the tentative benchmark for next year is 82%. For availability of courses, it will be 78% and for courses scheduled at convenient times, it will be 63%.	
Objective 2.2	Diversity: Focus on inclusive and equitable practices.	
Owner: Institutional Research	2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.	Status 
Indicators	A. Title IX training will be completed at 100% annually. B. All faculty and staff will attend at least 1 training per semester related to diversity, inclusion, and equity.	
Results	A. Due to changes in personnel, the last documented Title IX training was in 2020 and it was at 75%.	
Action Plan	A. GBC implemented the software system (Vector), which is an outside company, to offer the required training and will provide the tracking.	
Owner: Human Resources	2.2.2. Recruit and retain diverse exceptional faculty and staff.	Status 

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Indicators	<p>A. Review data collected from applicants to verify application pool (AAP) is encompassing a diverse faculty and staff.</p> <p>B. Develop survey tool and collect data from current employees retained greater than 2-years, as well as those employees exiting, on inclusive and equitable practices.</p>
Results	<p>A. The AAP data was reviewed (Attachment C). For faculty/Instruction of the 71 employees, 33.8% were female and 18.3% were minority. Of the 9 placements in 2021-2022 88.9% were female or a minority. For business, and financial operations there are 14 total employees. Fourteen are female and 1 is a minority. For student and academic affairs there are 29 employees. Twenty-one are female and 8 are minorities. There were 9 placements and 88.9% were female and 11.1% were a minority (AAP Data Information-Attachment D).</p> <p>B. No tool was available.</p>
Action Plan	<p>A. Continue to review data to be aware of unconscious bias. All policies and practices were followed. In addition, we need to offer more professional development for our personnel committee in IDEAS for unconscious bias in hiring practices.</p> <p>B. For indicator B, the survey tool needs to be developed and implemented for 2023-24.</p>

Theme 3: Workforce Development

Goal: Provide a skilled and knowledgeable workforce.


Objective 3.1	Partnerships, Collaborations, and Outreach: Build relationships and collaboration opportunities to provide seamless connections between community colleges, high schools, universities, and employers.	
Owner: President/Vice President	3.1.1. Continue to build the relationship with the University of Nevada, Reno as we collaborate and align our purpose, mission, and operations.	Status 
Indicator	A. Increase collaborations by 3 for 2022-2023 and re-evaluate for the next year.	
Results	A. Added L through P for a total of 5.	
Action Plan	A. This item has been met. Continue to seek opportunities for collaborative opportunities.	
Owner: Deans and Executive Director of CTE	3.1.2. Engage with employers and industry associations to collaboratively develop a workforce ready pipeline by identifying GBC students who	Status 

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	3.1.3. have taken dual enrollment and/or CTE courses and have graduated from GBC.	
Indicators	<p>A. There will be a 75% job placement rate average for a three-year period for CTE graduates who are seeking employment. (IR Department)</p> <p>B. 75% or more on the employer survey will check satisfactory or above for meeting their needs.</p>	
Results	A. The employer survey (https://www.surveymonkey.com/r/G8QXM2S) was developed and sent in September 2023. Review data in November 2023 (Employer Survey Form – Attachment E).	
Action Plan	A. There were limited responses to the employer surveys. Due to this there is a need to create a list of contacts to send the survey to and maybe seek better access through advisory boards. This needs to be completed by June 30, 2024, to send the survey out in August.	

Theme 4: Community (Continuing Education, Marketing, and Alumni)



Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with the communities we serve.

Objective 4.1	Develop and promote new continuing education and programming opportunities for community engagement.	
Owner: Academic Affairs	4.1.1. Identify and define program offerings from stakeholders within GBC service areas.	Status 
Indicator	A. Establish 2 new educational opportunities per year that have been identified through community focus group discussions by campus directors and/or advisory groups.	
Results	<p>A. The Mining Center of Excellence was created with a dual enrollment skills certificate with UNR and mining companies as partners.</p> <p>B. The Early Childhood Education skills certificate was developed through a partnership with DETR based on state needs of childcare workers.</p> <p>C. The AAS in Respiratory Therapy is in process of being developed based on healthcare partners request and the pandemic outcomes demonstrating needs.</p>	
Action Plan	A. This was met. Continue monitor annually for continued success. The plan for 2023-2024 is to start the paraprofessional skills certificate in spring of 2024.	



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Objective 4.2	Develop an alumni-relationship program to mentor students and increase connections within the communities.	
Owner: Foundation	4.2.1 Re-establish and maintain a GBC alumni association, to be managed by the Foundation using graduate data.	Status 
Indicators	<ul style="list-style-type: none"> A. Identify the feasibility to hire a staff member to support the alumni association by June 30, 2023. B. The Alumni Association will be a financially self-sustaining organization under the GBC Foundation by June 30, 2025. 	
Results	A. This was placed on hold due to changes in personnel in the Foundation.	
Action Plan	A. Personnel was hired with a start date of November 1, 2023. Continue to monitor the development of an alumni association to have a plan in place by June 30, 2024.	
Objective 4.3	Implement data-driven marketing strategies to increase and strengthen community outreach.	
Owner: Foundation/ Communication	4.3.1 Leverage social media to engage with key audiences to support enrollment efforts (Communications Department).	Status 
Indicators	<ul style="list-style-type: none"> A. Expand user generated content monthly by including student driven content from each of our four locations. B. Create video content for each department to be shared on GBC Social Media Platforms as well as paid advertising on YouTube and Google Ads. D. Provide customer service and reputation management by tracking and responding to relevant comments and conversations within one business day. 	
Results	<ul style="list-style-type: none"> A. There has been social media content from each of the different sites and for programs. B. The videos have been created and will be shared to social media sites this year (Fall of 23-Spring of 24. C. There is a new position being hired for the front desk and phones who will be responsible for customer service. 	
Action Plan	A. These items have been met and will be reviewed during the next cycle to see improvement in these areas.	


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Theme 5: Institutional Effectiveness		
Goal: Institutional Effectiveness: Demonstrate a continuous process to assess institutional effectiveness—from course to program to institution—using disaggregated data to define mission fulfillment.		
Objective 5.1	Empower the institution to make effective change by developing a strategy of continuous improvement.	
Owner: Academic Affairs and Institutional Research	5.1.1. Monitor GBC’s internal and external environments to effectively respond to emerging patterns, trends, and expectations.	Status 
Indicators	<p>A. Of stakeholders, employers and community members that serve on advisory boards are solicited for emerging patterns, trends and expectations of the college and programs. The feedback will be reflected in the meeting minutes.</p> <p>B. Review the institutional effectiveness data and assessment with the advisory boards to help make data informed decisions in the future.</p>	
Results	<p>A. Information from the advisory boards will be collected for annually. Institutional Research will summarize the information and present it to the leadership committee to document reflection and changes made due to the feedback of the advisory boards.</p> <p>B. Strategic metrics have been shared with the advisory boards and community (https://www.gbcnv.edu/IR/GBC.html). Review the institutional effectiveness data annually.</p>	
Action Plan	<p>A. Institution and programs will continue to review advisory board’s meeting minutes to ensure recommendations are reviewed for implementation.</p> <p>B. Continue to update strategic metrics and institutional effectiveness assessment plan annually.</p>	
Owner: Academic Affairs and Institutional Research	5.1.2. Review leading indicators to create an action plan for future needs.	Status 
Indicators	<p>A. Identify one high demand occupation outlined by the Bureau of Labor Statistics (BLS) for future educational opportunities for degree pathways.</p> <p>B. Identify one high demand occupation outlined by the BLS for future workforce skills certificates and pathways.</p>	




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Results	<p>A. Of the fastest growing occupations stated by the BLS, some areas we have identified as a future need is data scientists (35% growth rate), healthcare administration (28% growth rate), and cyber security (information security analyst had a growth rate of 32%). BLS-Link</p> <p>B. Of the fastest growing workforce demands, BLS identifies home health and personal care aides (22% growth rate).</p>	
Action Plan	<p>A. Identification of an educational opportunity has been completed for 2022-23. Continue to monitor educational opportunities annually.</p> <p>B. Identification of a workforce opportunity has been completed in 2022-23. Continue to monitor workforce and look at increasing the benchmark to two workforce skills certificates for 2023-24.</p>	
5.2.	Improve and inform decision-making through increased access to comprehensive, timely, and quality data.	
Owner: ALO and Institutional Research	5.2.1. Implement our closing-the-loop continual improvement process and annually review outcomes to align with the NSHE strategic plan metrics for institutional effectiveness.	Status 
Indicator	<p>A. An annual review of the GBC Strategic Plan Assessment and Institutional Effectiveness report to result in an action plan to be completed no later than September 30th of the following fall with an action plan developed by October 31st.</p>	
Results	<p>A. Data and information collected for the institutional Effectiveness Assessment Plan was completed October 31st.</p>	
Action Plan	<p>A. The data and information will be shared and reviewed. Continue to monitor and implement action plan for 2023-24 year.</p>	
Owner: Academic Affairs and Institutional Research	5.2.2. Analyze and publish disaggregated indicators of student achievement to implement strategies and deploy resources for mitigation of perceived gaps in equity and success.	Status 
Indicators	<p>A. Student enrollment, retention and graduation rates will be updated annually on the GBC website.</p> <p>B. Annually review the strategic plan assessment to develop improvement opportunities based on data.</p>	


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Results	<ul style="list-style-type: none"> A. Website updated March 2023 (Strategic Metric Plan-Attachment C). B. In process of sharing data. 	
Action Plan	<ul style="list-style-type: none"> A. Institutional Effectiveness Assessment Plan data and information was completed in October 2023. Plan disseminated November 2023 to leadership and Faculty Senate. It will be placed on website December 2023. 	
Theme 6: Resources		
Goal: Resources: Secure and sustain the resources necessary to maximize the College capacity for excellence.		
6.1	Evaluate and improve available resources annually.	
Owner: Academic Affairs/Student Affairs/ Finance Office/Grants Director	6.1.1. Use data and funding opportunities as a guide to utilize resources to meet the needs of GBC students and the institution.	Status 
Indicators	<ul style="list-style-type: none"> A. A customer relationship management (CRM) system will be implemented to gather relevant data and inform strategic decisions by June 30, 2023. B. Of the graduates who respond to contact attempts, 75% will report GBC student support resources meet their needs. C. Track how many grants we currently have and how many we apply for and receive annually. 	
Results	<ul style="list-style-type: none"> A. CRM go live date is April 2024. This was not met, but there is a implementation date. B. From the graduates who responded: 35% did not use the services, 38% were satisfied or higher with the availability of career resources. For quality of career resources: 35% did not use the services and 38% were satisfied or higher. For the overall effectiveness of the advising system at GBC: 12% did use the service, 71.6% were satisfied or higher. This benchmark was not met (Graduate Survey-Attachment A). C. This tracking is complete. (Grant List-Attachment F). 	
Action Plan	<ul style="list-style-type: none"> A. Continue with implementation of CRM. B. Review the questions to ensure correct wording of questions for the data needed. C. Continue to monitor to maintain or increase current level of grant applications. 	

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Owners: Online Education and IT	6.1.2. Continually assess current technology trends that support continuous improvement.	Status 
Indicators	A. A technology plan will be implemented to guide GBC’s efforts to meet its technology needs by June 30, 2023. B. Faculty and staff will be surveyed annually to determine relevant needs. C. Conduct annual training on systematic software.	
Results	A. A technology plan has been written and will be implemented in 2023-24 (Technology Plan – Attachment G). B. A survey was conducted in spring of 2023. C. MunchBytes Topics are located in the Professional Development Course on WebCanvas and it is available to all. There were 24 topics presented in 2022-23.	
Action Plan	A. The technology plan will be implemented in 2023-24 and continue to monitor outcomes (Technology Plan – Attachment G). B. Results have been reviewed for the survey of resources needed. Items will be purchased if funding is available. Continue to monitor (Survey of Resources – Attachment H). C. Continue to monitor.	
Owner: Executive Director of Finance and Administrative Services	6.1.3. Enhance the transparency and understanding of the budget process.	Status 
Indicator	A. Implement consistent training to take place for proposing, monitoring, and reconciling departmental budgets.	
Results	A. One meeting was held with the new director prior to his leaving. At this time, waiting for a replacement.	
Action Plan	A. To increase understanding of the budget process for the college, division, departments and programs. The deans and directors should be submitting budgets based on funding they receive.	
Owner: Executive Director of Finance and Administrative	6.1.4. Develop a diverse revenue stream to maximize success and support our long-term growth.	Status 

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Services/Grant Director		
Indicator	A. GBC will actively cultivate one new corporate partnership that advances and sustains its mission. GBC will apply for funding from a minimum of two grants and/or other external sources.	
Results	A. GBC applied and received multiple grants (Grant List – Attachment E).	
Action Plan	A. Continue to monitor and update partnerships through affiliation and MOU agreements. B. Continue to pursue grant opportunities and partnerships.	
6.2	Promote a culture of professional development and the sustainable balance of mental, physical, and emotional wellness.	
Owner: Academic and Student Affairs	6.2.1. Create professional development sessions to address a variety of needs and topics as indicated from an annual survey.	Status 
Indicator	A. Develop and schedule a professional development process. These topics, attendance and survey of satisfaction will be tracked.	
Results	A. A professional development course was created in WebCanvas for all faculty and staff to view in-services presented in the Fall and professional development. There were four Strategic Planning and Assessment in-services for the year, IDEAS ADA Accommodation Standards and Mindful Seed Professional Development, as well.	
Action Plan	A. Continue to offer in-service and professional development opportunities for all faculty and staff.	