

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
April 17, 2007

PRESENT: Paul Killpatrick, Carl Diekhans, John Rice, Lynn Mahlberg
ABSENT: Mike McFarlane, Linda Uhlenkott
GUESTS: Diane Elmore, Teresa Howell, Tammy Robinson, Bonnie Hofland, Cindy Hyslop,
David Elefson, Susanna Doerr, Bret Murphy, Julie Smith, Betty Richardson,
Sonja Siebert, Garry Heberer, Frank Daniels, Mary Swetich, Dorothy Moore,
Robert Hannu, Al Daniels

1. Approval of Minutes – deferred until the next PC meeting.
2. Enrollment Taskforce Report - John Rice introduced the participants of the enrollment taskforce. The taskforce was created before spring break to look at low enrollments and identify possible solutions. The taskforce presented a report of their findings to PC (attached.)

The report was broken into three huddle groups: retention, dual credit, and scheduling.

Tammy Robinson was the spokesperson for the retention huddle group. Tammy reported that a campus-wide approach needs to be developed for student retention. It takes a whole college campus for student retention and success. The retention huddle group would like to see this fall's in-service focus on student success. The college needs some sort of software program that can better track the demographics of the lost 300 students. An advisory board needs to be created that collects data, organizes the data, and communicates that data for action.

Teresa Howell was the spokesperson for the scheduling huddle group. She reported that the college needs to offer more internet classes and more degrees need to be offered online. Classes from every prefix should be offered online.

Diane Elmore was the spokesperson for the dual credit huddle group. She reported that her group met with the school district to see how we can market the dual credit courses. The school district has no problem with the dual credit. The biggest issue is that the students are involved in so many extra curricular activities and the need to check the grades for eligibility for those extra curricular activities. Our instructors would just need to input grades into the Power School.

The dual credit classes need to be marketed to the parents. Al Daniel said that getting the cooperation of the counselors and principal is critical. Pahrump has "Dollars for Scholars" where the superintendent of schools is very supportive and picks up the \$25 charge. Dual credit classes also give the students the opportunity to graduate early.

Susanna Doerr commented that the role of website gives the students a first-hand impression of the college. The upgraded college website will be functional by May and will address some of the issues that have been brought up.

3. John Rice commented that the college has generated some great ideas in the past and have acted on those ideas. We need to continue developing ideas and strategies and commit the resources to implement and maintain those strategies. The taskforce has put in a great deal of work in a short period of time. Paul thanked the taskforce for their hard work. President's Council will review the report to see what recommendations will be implemented to address the low enrollments.

4. Miscellaneous

**A Report to the President's Council
from the
Ad Hoc Task Force on Enrollments**

Task Force Membership

Jolina Adams, Norm Cavanaugh, Shirley Chambers, Lisa Costa Campbell, Frank Daniels, Susanna Dorr, Mary Doucette, David Ellefsen, Diane Elmore, Danny Gonzales, Cheryl Gregorson, Robert Hannu, Cindy Hyslop, Jan King, Charlene Mitchell, Scott Nielsen, Stacie Potter, Betty Richardson, John Patrick Rice, Tammy Robinson, Penny Ronk, Sonja Sibert, Julie Smith, Star Thomson, Linda Uhlenkott, Lijuan Zhai

Great Basin College
April 17, 2007

Ad Hoc Task Force on Enrollments Report

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Ad Hoc Task Force for Declining Enrollments a Frank Analysis

Given that student headcounts in Winnemucca, Ely, and Battle Mountain have largely remained the same or have grown slightly (counting the numbers of students on the Internet and in high school in those areas), the central issue for study revolves around the numerical decrease in student enrollments in Elko. It is not expedient to take a "shotgun philosophy" here. That is, it makes little sense to run around doing every random conception in the hopes that the enrollment shift will reverse itself. Before attempting to find solutions to any problem, the nature of the problem (and whether any problem exists) must be clearly understood.

I have grouped the items discussed in the meeting into several categories:

Primary Questions – These are those things that must be answered prior to taking action. The answers thereof are crucial to obtaining an understanding of enrollment trends in the GBC service area, and in Elko in particular.

Potential General Strategies – These are things that may have the effect of boosting enrollment slightly, whether or not we learn what is really going on.

Hypothetical Solutions to Hypothetical Situations – These posited "solutions" presume that we have discovered a problem, and that the majority of said problem is something specific. These solutions are narrowly-targeted, but they might possibly have an effect if indeed the majority of students involved in the enrollment decline in Elko fit the hypothesis.

Primary Questions

- **Outflow:** GBC headcount has fallen by 300 students between the fall and spring semester.
 - Where are these students located?
 - What percent are degree-seeking and non-degree students?
 - More generally, what kinds of classes were they taking?
 - Why did they choose not to enroll this semester?
- **Influx:** Who are our *new* students?
 - Where are they located?
 - What are they like, demographically? [replaces "How old are they"?]
 - What percent are degree-seeking and non-degree students?
- **Current Student Demographic:**
 - Where are our internet and high school students?
 - What are they like, demographically? [replaces "How old are they"?]
 - What percent are degree-seeking and non-degree students?
 - What are the headcount and FTE generated exclusively by degree-seeking students? How have these statistics changed from semester to semester?
- **Non-Student Demographic:**
 - What percentage of college-bound, graduating high school students come to GBC?
 - What percentages go to other colleges, and why?
- **Transfers:** Are **current** GBC students also taking classes at other colleges?
 - What courses are being transferred to GBC from other institutions?

- Where are those courses being taken?
- Why are they taking courses at other colleges? Can they get those same courses here?
- *Rebound Students:* What percentage of these students – who leave the area for college or other reasons and then return – is being reached by the college?
- *Economic Issues:* How does the local economy affect enrollment?
 - Are students getting local jobs rather than enrolling at GBC?
 - Are students leaving the area for jobs or other reasons?

Potential General Strategies

- *Advisement:* Better and more frequent advisement always leads to greater perseverance and retention. Improving the advisement process would result in increased enrollment.
- *Online and Hybrid Classes:* An increase in the number of asynchronous online offerings has a good chance of increasing enrollment.
- *Contract Training:* An increase in the effectiveness of partnerships with local businesses would increase enrollment.
- *Scholarships:* More students may come to GBC if there are more opportunities for financial aid. Many of our scholarships go un-awarded because students do not qualify. We have a large proportion of “need based” scholarships.
 - Some schools tell students what sort of scholarship support they can expect in their general brochures. It might help enrollments if we include scholarship information in our general brochures.
 - It might also help enrollments if we are able to come up with more academic scholarships – i.e., the kind for which one qualifies by virtue of grades and majors only.
- *GBC Website:* It was noted that there has been little discussion of the power of the website in enrollment management.
 - A more effective website might increase enrollment.
- *Summer Classes:* An increase in the overall number of Summer courses might increase enrollment.
- *The College Culture:* The development of a “college-town” atmosphere could increase enrollment.
 - *Non-Academic Activities:* Studies show that students who are engaged in extracurricular organizations and activities have better retention and persistence rates. How can we create more of these? How can we get students involved in them?
 - *Sports Programs:* Studies show that sports programs are effective in recruiting students, but so far there is no local data about the potential for increased enrollment if sports programs are added at GBC. This can be examined.
 - *Atmosphere of Fun:* How can we make the Elko campus a “fun place to be” with more of a “college atmosphere”?

Hypothetical Solutions

IF we learn that the desire for Summer classes is causing a drop in enrollment, or is causing students to seek Summer classes elsewhere...

- How many additional short-term, intensive courses can we offer during late Spring and early Fall?
- Would faculty offer more of these courses if they were aware that courses scheduled creatively in these time slots would be counted as annual workload?
- Can we have more conversation at the system and legislative level regarding funding for Summer school? (Estimated to cost many millions of dollars system wide.)

IF we learn that most students are having trouble enrolling at GBC due to scheduling conflicts between GBC classes, or between class and work...

- Would it help to "boxcar" classes?
 - How could we use enrollment projections to schedule facilities for boxcar classes? Would instructors be available (face-to-face or IAV)?
- Would it help to partner with the school district and hold classes in the evening at the high school? Facilities? Where do we put students?
- Would it help to offer more Friday or weekend courses?

IF we learn that most students are dropping out because they cannot complete Internet courses...

- What are the completion rates of our internet courses?
- What are the completion rates, by department, compared to the rates in traditionally-taught classes?
- Which of our classes are being offered on the internet only? Is this having a positive or negative effect on enrollment and completion?

IF our primary issue is textbook cost and availability...

- Would creating a competitive textbook market reduce the cost to students?
- Would breaking away from paper books be more effective?

Any college tends to reach a certain percentage of the local population. **IF** we are reaching "our" expected percentage...

- Can we reach the people who chosen not to enroll at GBC?
- Can we interest the non-college-bound population in a college education?
 - What can GBC offer to non-degree members of the population? I.e., what can we offer that would be sustainable from semester to semester?

IF we discover (through research, and not anecdotally) that many people who work in the mining industry don't want to be miners...

- How can we appeal to these potential students?

- How does this tie in with community economic sustainability?

IF our primary issue is funding...

How can we obtain a more solid base of non-state funds?

IF we learn (through research, and not anecdotally) that a large percentage of underprepared students drop out because of a desire not to take developmental courses...

- How can we increase their understanding of their need to become prepared? For example, several studies indicate that students fare better who have undergone developmental education.
- How can we improve their level of commitment to their education?
- What is already being done to address this under-preparedness?
- What other things can be done?

IF we are reaching few high school students...

- How can we increase these students' knowledge of GBC?
- How can we increase their desire to come here?
- If they want more dual credit opportunities, how can we make students, teachers, and administrators more aware of these? What other courses can we offer this way?

IF our primary issue is student choice in the General Education curriculum...

- What can be done to improve this?

IF our primary issue is the marketing of higher education (in general) to the population...

- How can we facilitate and participate in statewide conversations about marketing dollars and strategies to promote higher education statewide?

Would it help to find a way to offer discounts to students on technological equipment?

Would it help to find more ways to provide training to people who might be interested in existing local jobs? How can we respond more effectively to changes in the job market? How can we assist the area in creating a stable economy that does not depend on non-renewable resources?

Retention Program Huddle Group Report and Summary

Action Plan

Introduction

On April 5, 2007, the *ad hoc* Enrollment Task Force met for the second time to discuss problems and possible solutions associated with GBC's declining retention rate. Facilitating the discussion was John Rice who helped several of the members form five "Huddle Groups." Each Huddle Group was comprised of volunteers who, during the course of the 75-minute discussion, expressed a particular interest in one of the major themes that surfaced during the course of the discussion. The major areas of concern and resultant Huddle Groups are named here:

- ❖ Retention Programs
- ❖ High School/Dual Enrollment
- ❖ Developmental Education
- ❖ Summer Classes/College Boot Camp/Course Scheduling
- ❖ Internet Completion Rates

Each of the above themes represents a critical component to the academic, social, and financial vitality of all community colleges across the nation. **Retention programs** such as Peer Mentors, First Year Experience, Early Alert, and Early Registration, are just a few of the "best practices" high-performing community colleges have implemented with positive and definitive results. **Dual enrollment programs** have been instrumental nation-wide by increasing students' persistence rates while enhancing public relations. With 41% of all first-time enrollees entering community college underprepared for academic work, **Developmental Education** has become an essential element to student success. **Summer classes and "Bridge" programs** level the playing field for first-generation students. Because nontraditional students must juggle so many personal roles and responsibilities outside the school day, offering a **flexible course scheduling** has become a "must" for all community colleges. Lastly, because higher education has recently experienced exponential demand for online courses, understanding **internet completion rates** is equally crucial to the financial health of the college.¹

The concerns expressed by the April 5th Enrollment Task Force mirror the focus of many research studies published in the community college student success and retention literature (Moore, 2007). And while no single change can ever serve as the total solution to the institution's enrollment problem, neither can any single institutional component ever be ignored without adversely affecting the rest of the institution, the success of its students, and the consequent level of its annual enrollment (Bailey and Alfonso, 2005). All sectors of the community college must contribute to the success of its students if there is to be a significant change in the numbers of students retained from year to year. As researchers of the student success and retention literature have made clear, the problem of retaining students

¹ This summary comes from Dorothy's synthesis of the student success and retention research. A copy of *Eye on the Prize* is on reserve at the GBC library. If you want a photocopy of all or part of it, see Dorothy and she will loan you a copy that can run easily through the machines.

is very complex; no individual group, and “no program, no matter how well designed, can work in isolation” (p. 21).

If it is true that only a campus-wide commitment to student success will alter the course of GBC's enrollment numbers, we pose the following question:

→ What realistic plan-of-action can we develop that will corral every separate segment of the campus community into one purpose-driven whole?

The following outline is one suggested plan-of-action.

Step One: Define and Clarify

August, 2007 Welcome Back Inservice Week:

- The week's inservice activities are framed around the language of student success.²
- A guest speaker teaches GBC participants about Generation Next.
- Four synchronous workshops focus on GBC's concerted effort to see students succeed, persist, achieve, and return.
 - Workshop 1: Current retention services, programs, and procedures are clearly identified so as to increase cross-campus understanding and awareness of our current level of retention activity.³
 - Workshop 2: Connections are made between the community college literature and GBC's current and desired state of performance.
 - Workshop 3: The guest speaker contributes additional insights into how we might achieve greater success with the unique needs of today's students.
 - Workshop 4: Inservice participants collaborate together at week's end: “If this is what we know to be true, what are we going to do about it?”

Step Two: Gather and Track

2007-2008 School Year:

- GBC invests in high-quality software such as “Recruitment Plus”⁴ that will allow the institution to collect and interpret frequent and specific data on its students.

² Retention specialists recommend focusing on “student success and learning” instead of graduation rates (Culver, 2006; Fraser, 2005; Tinto, 2005).

³ Tim Culver (2006) of Noel-Levitz insists “retention planning begins by defining the current state and clarifying the desired state.”

⁴ “Recruitment Plus” is used effectively by UNR and UNLV.

- A permanent retention advisory board is created. "Recruitment Plus" allows the advisory board to administer, collect, organize, and report data gleaned from systematic and timely retention snapshots.
- Data-driven decisions are made under the consultation of a highly qualified retention specialist. This would be a one-time visitation where the consultant generates a detailed report on behalf of the institution.⁵
- GBC hosts the late spring Nevada Community College Conference. The theme of the conference relates to [TBA]⁶. The purpose of the conference is to help the other institutions find ways to succeed also.

Step Three: Monitor and Do

Beginning Summer 2008 (if not before)

- GBC creates a new department which will devote itself completely to purposes related to student success and retention.⁷
 - The department works in conjunction with an advisory board of current faculty, staff, and administration.
 - The department consists of a "head," [title TBA], a member of GBC's support staff, and three part-time student workers acting as peer-mentors.
 - The department offers and orchestrates professional development and training to faculty and staff in all matters related to student success and retention.
 - Data will be the driving force behind all decisions made related to professional development and training, program enhancement, action plans, etc.; A top priority of the department is that the decisions it makes are data-driven.
 - The department will keep the campus abreast of the various data collected and the progress made toward GBC's efforts to see its students succeed, persist, achieve, and return.

Step Four: Disseminate and Invigorate

circa A.D. 2012

⁵ Something like our PascalStapletonLord's report from 2004 or a Noel-Levitz report

⁶ Best Practices? The Purpose-Driven Community? Student Success? We're open for ideas!

⁷ See Appendix A for approximate cost to the institution

- After five years of steady growth in the enrollment and retention numbers, representatives from GBC begin presenting their scholarly work and research results at state, regional, and/or national conferences.

circa A.D. 2015

- The unprecedented success of Great Basin College inspires institutions nationwide to follow its lead. GBC becomes a beacon of hope in an increasingly uncertain, unjust, and chaotic world.

References

Bailey, T., & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community colleges. *Lumina Foundation for Education: New Agenda Series*, 6(1), 1-40.

Culver, T. (2006, October). *Analyzing your retention funnel data*. Paper presented to the National Symposium on Student Retention, Albuquerque, NM.

Ewell, P. (2006, October). *Improving student success in college: A matter of culture and leadership*. Paper presented at the National Symposium on Student Retention, Albuquerque, NM.

Fraser, D. (2005, May). *The right start to college: Student motivation day one to graduation*. Breakout session conducted at the 27th Annual NISOD International Conference on Teaching Leadership and Leadership Excellence, Austin, TX.

McCabe, R. (2000). *No one to waste: A report to public decision-makers and community college leaders*. The National Study of Community College Remedial Education. Community College Press.

Moore, D. (2007). *Eye on the Prize: Research for the faculty, administration and support service personnel of Great Basin College*. Submitted for publication.

Tinto, V. (2005, May). *Promoting student success*. Special session conducted at the 27th Annual NISOD International Conference on Teaching Leadership and Leadership Excellence, Austin, TX.

Appendix A

Financial Costs to Consider

Tracking System Software, such as "Recruitment Plus"	\$40,000
Three part-time student workers (acting as student peer mentors)	\$22,000
Support Staff	TBA
Department "Head" [title TBA]	TBA
August 2007 Inservice Guest Speaker	TBA
One -Time Retention Specialist Consultant	TBA

Dual Credit Huddle Group Summary

Joe DeBraga worked with Mike McFarlane and Jan King to get courses approved by Keith Rheult for Dual Credit to be offered in Elko County. Originally they worked on aligning GBC & Elko County high school courses together that are offered at both institutions. He now wants to work on offering more classes that are not available at the high schools to give the students more options, especially computers & business courses. This will be helpful at the rural schools where they cannot find teachers for these programs. Joe would also like to look into adding courses to align with their World History, Computer, and possibly Health courses, which are required classes at the high schools. He said that the Economics Dual Credit class is very popular, as well as dual credit classes that work around students sports & extracurricular classes such as the Choraliers.

The School District is all for promoting the dual credit program but has run into some resistance from principals & counselors. We discussed some of those issues which include: students missing out on the high school experience, students falling behind/failing in the class & tracking students who leave campus to take these classes. We emphasized this program isn't for every student, but it such a valuable asset to students who are ready for college level classes and need that extra motivation, students who can't take their required class/es due to their high school schedules (online classes are especially helpful with this), and students in rural schools who want access to a variety of classes as well as access to general education classes that their school may not be able to offer due to teacher and/or funding shortages.

A solution for tracking these students progress was brought up by Joe DeBraga. He suggested that the Dual Credit classes be entered into the school district's Power School system, which is actually used by every school district in Nevada. This system gives parents, teachers, and school administrators access to the students grades & attendance records. To implement this, the college teachers would be required to report the grades for dual credit students to a high school representative, who will then enter it into the Power School system for the high school administration to check. This would need to be done on an agreed upon schedule, possibly every 2 weeks. This will help the schools know that their students are attending class and let them know if the students continue to remain eligible for their sports activities. This is an additional safety measure on top of having students fill out a grade release form for their parents & school to view their grades. This form will be tracked in SIS to make sure every Dual Credit student has one filled out before taking the college class.

Charlene Mitchell brought up the issue of expanding this system to include Lander County & the Battle Mountain GBC center, including how Elko County School District went through Keith Rheult to have their dual credit classes approved. It could be valuable & time saving to use the same system for all the school districts & branch campuses. Each district should have list of their dual credit classes at the college & the classes they align with at the high schools. This will help with marketing the program.

Diane Elmore's son currently has 30 credits through the dual credit program with GBC & Elko High School. She said that it was difficult to sign up the first time because neither GBC nor the high school knew about the proper forms to fill out & how to enroll. Many parents don't even know about the program. While marketing has improved, we do need a united front to promote the program. Jan King currently has the forms online at www.gbcnv.edu/admissions/dualcredit along with the classes available for Elko County. It will be beneficial to include the other counties' courses on the website as well. We would like to make an official packet with all the forms needed & instructions that Jan King has provided, with the addition of some design & marketing elements from Media Services to sell the program. This can then be handed out to all the high school counselors & the GBC Admissions & Records.

Other marketing means can include:

- Utilizing the Jr. and Sr. Newsletters that the high schools send out (the school district will help coordinate this)
- Have mailings sent to all the parents- if we pay for the mailing costs, the school district will coordinate the mailing.
- Aligning with the Tech Prep Department & Anna Parker the Tech Prep Coordinator. This is another program where high school students get college credit- Tech Prep students (Juniors & seniors) take articulated/agreed upon high school Career & Tech classes (everything but gen. ed.) taught by the high school teacher and receive college credits for them. Between the two programs, students can earn a lot of college credits! The Tech Prep Department can take care of a lot of the marketing & advertising since they share the same goal.
- Follow Pahrump's marketing schedule (See attached memo)

Some other issues that came up but we did not have time to discuss in detail included:

- Making sure these high school students remain first year students when entering college, and not transfer students so they don't lose out on scholarships, financial aid, and other benefits.
- Making sure that on-line dual credit students understand how on-line classes work so they don't fall behind (is there an on-line course orientation in place already?)
- Tracking & counting dual credit students, not only as a whole, but by their high school of attendance- through GBC and through the high schools.
- How this will affect early graduation rates of the students
- How the high schools will track what dual credit classes students sign up for (using Power School to track the classes should clear this up)

- Offering a GBC Boot camp to get developmental classes all taken care of during the summer.

Next we discussed some specific dual credit courses that we will be looking into in the near future. Betty Richardson has an immediate need to offer a class to help the interpreters for deaf children in the schools, and more importantly, the teacher's aides who work with the students every day, to pass the EIAP test to be certified. It will be a requirement that these instructors and their aides be certified to work in the schools & currently none of them are. Betty's solution is to offer a class through the dual credit system to ensure they are prepared to take and pass the EIAP test. Joe DeBraga supported Betty on this & will work with GBC to make sure this class will be offered.

Joe DeBraga mentioned the need to offer a second year of the Allied Health program at Spring Creek and Elko High Schools to continue funding for the program. The first year course, which currently has about 35 students, needs to lead into a second year that somehow aligns with what GBC offers- this will be discussed on April 16th from 9am to 11:00 am between the invested high school & college faculty & community members. Al Daniels in Pahrump wanted to know more about the transition from the CNA to LPN to RN, using the College of Southern Nevada as an example, and how we can offer an online component & a dual credit component for the LPN. Diane Elmore pointed out the LPN program is less rigorous than the RN program and doesn't transition into the RN program due to that factor. She does agree about exploring/expanding the online options for teaching the LPN and other health programs. The group discussed that a high school LPN program might be a logical next step for the allied health program. Since the high school has funding for the program there may be opportunities for collaboration. It is anticipated that if we use these high school students to pilot an LPN program, it might an opportunity to increase FTE in an easily sustainable program.

The last component of the meeting included funding the Dual Credit program. We did not get into detail, but other options have been recently looked at during the Ad Hoc meeting on April 11th, which will be beneficial to include here. Nye County uses several funding sources. "Dollars for Scholars" is a national group they belong to that provides links to companies who will donate to education programs such as dual credit and it provides an organization to reach out to the local community for support. We have a packet of how to start a "Dollars for Scholars" chapter in Elko County and it maybe something to pursue. They also use a "Lending Library" administered by the school district. They purchase the college textbooks for the students to use on loan. It is funded by the Nevada Test Site, who pays money to Nye County in lieu of taxes- Nye County has asked for & received \$50,000 of this money to help support their dual credit and the Lending Library. It was suggested that community donors may be more willing to donate for a specific purpose of textbook purchases if they can choose from a list of what is needed where their money will go.

In summary, we aim to promote and expand this program, while remaining vigilant of the school district's needs for tracking students who may fall behind with their attendance and grades. We believe a partnership with the high schools'

administration to report the high school students grades through their Power School system along with the school districts support in marketing the program will be the starting point for creating a successful dual credit program in matters of growth and retention. Issues for funding the program will continue to be discussed.

ECSD Course Name	ECSD Course No.	Alt Course Number	Credit Hours	GBC Course Name	GBC Course No.	Articulated Course	Dual Credit	Elective / Required	On-Line	Telecourse Date/Time	Location Date/Time
A+ Certification	HCMF012	039940 5013250	1.00	A+ Hardware	CIT 110		YES	Elective			
Account I	HBUS003A	020740 5011355	0.50	Bookkeeping I	ACC 135B	YES	YES	Elective			
Account I	HBUS003B	020740 5021355	0.50	Bookkeeping I	ACC 135B	YES	YES	Elective			
Account II	HBUS004A	020740 5012355	0.50	Bookkeeping II	ACC 135B	YES	YES	Elective			
Account II	HBUS004B	020740 5022355	0.50	Bookkeeping II	ACC 135B	YES	YES	Elective			
Advanced Excel	HCMF010	039940 5013250	1.00	Introduction to Excel	COT 063		YES	Elective			
Advanced Microsoft Word	HCMF011	039940 5013250	1.00	Intro to Microsoft Word	COT 151		YES	Elective			
Anthropology	HST005	277730 5010431	0.50	Intro to Cultural Anthropology	ANTH 101		YES	Elective			
AP Calculus	HMATAP1	205850 5014111	1.00	Calculus I	Math 181		YES	Required			
AP Psychology	HSTAP2	171350 5010000	1.00	General Psychology	PSY 101		YES	Elective			
Architectural Drafting	HDRA003	070340 5013241	1.00	Intermediate 2D & 3D Drafting	CADD 105		YES	Elective			
Biology I	HSCI003	171140 5011113	1.00	General Biology	BIOL 100		YES	Required			
Biology II	HSCI004	171230 5012113	1.00	Intro to Cell & Molecular Biology	BIOL 190		YES	Elective			
Biology II	HSCI004	171230 5012113	1.00	Intro to Organismal Biology	BIOL 191		YES	Elective			
Biology II	HSCI004	171230 5012113	1.00	Human Anatomy & Physiology I	BIOL 223		YES	Elective			
Biology II	HSCI004	171230 5012113	1.00	General Microbiology	BIOL 251		YES	Elective			
Business Administration III	HBUS008	022340 5013245	1.00	Small Business Management	MGT 103		YES	Elective			
Business Communications	HBUS014	107130 5010942	1.00	Business Speech Communication	BUS 107		YES	Elective			
Business Law	HBUS009	276240 5010153	1.00	Business Law I	BUS 273		YES	Elective			
Chemistry	HSCI006	172140 5013113	1.00	General Chemistry I	CHEM 121		YES	Elective			
Computers	HCMF001A	030140 5010250	0.50	Computer Applications	IS 201		YES	Required			
Drawing and Painting	HART 002	010240 5012237	1.00	Drawing I	ART 101		YES	Elective			
Early Childhood I	HNEC002	050540 5010243	1.00	Apprenticeship in Early Childhood	ECE 198B		YES	Elective			
Economics	HST009	274140 5010131	1.00	Principles of Microeconomics	ECON 102		YES	Required			
English 101	HLAN007A	100350 5014145	0.50	Composition I	ENG 101		YES	Required			
English 102	HLAN007B	100350 5024145	0.50	Composition II	ENG 102		YES	Required			
French I	HFLA001	120530 5011901	1.00	French I	FREN 111		YES	Elective			
French II	HFLA002	120530 5012901	1.00	French II	FREN 112		YES	Elective			
Fundamental Design Art	HART001	116140 5011123	1.00	Visual Foundations	ART 100		YES	Elective			
Great Basin Languages	HFLA111	129940 5010402	1.00	Intro to Shoshone Language	ANTH 198B		YES	Elective			
Health Occupations	HHLT	149940 5010211	1.00	In Progress							
History 101	HST011A	273850 5010000	0.50	US History to 1865	HIST 101		YES	Elective			
History 102	HST011B	273850 5020000	0.50	US History 1865 to Present	HIST 102		YES	Elective			
Internet Web	HBUS015A	031840 5013255	0.50	Intro to Information Systems	IS 101	YES	YES	Elective			
ECSD Course Name	ECSD Course No.	Alt Course Number	Credit Hours	GBC Course Name	GBC Course No.	Articulated Course	Dual Credit	Elective / Required	On-Line	Telecourse Date/Time	Location Date/Time
Internet Web	HBUS015B	031840 5023255	0.50	Intro to Information Systems	IS 101	YES	YES	Elective			
Intro Draft	HDRA001A	070240 5011251	0.50	Basic Drafting Principles	DFT 100	YES	YES	Elective			
Intro Draft	HDRA001B	070240 5021251	0.50	Basic Drafting Principles	DFT 100	YES	YES	Elective			
Intro to Sociology	HST007	277530 5010931	0.50	Principles of Sociology	SOC 101		YES	Elective			
Intro Web Page	HCMF005	039940 5014250	1.00	Beginning Web Dev	CIT 151		YES	Elective			
Introduction to General Business	HBUS012	020140 5010255	1.00	Introduction to Business	BUS 101		YES	Elective			
Jewelry	HART 012	116740 5010121	1.00	Jewelry I	ART 106		YES	Elective			
Keyboard I	HBUS001A	020440 5011353	0.50	Comp Keyboarding I	COT 101	YES	YES	Elective			
Keyboard I	HBUS001B	020440 5021353	0.50	Comp Keyboarding I	COT 101	YES	YES	Elective			
Keyboard II	HBUS002A	020540 5012353	0.50	Comp Keyboarding II	COT 102	YES	YES	Elective			
Keyboard II	HBUS002B	020540 5022353	0.50	Comp Keyboarding II	COT 102	YES	YES	Elective			
Music Appreciation	HMUS010	114440 5010123	0.50	Music Appreciation	MUS 121		YES	Elective			
Photo	HART010	117140 5010125	1.00	Digital Photography	ART 180		YES	Elective			
Physics	HSCI008	173140 5013113	1.00	Introductory Physics	PHYS 100		YES	Elective			
Pottery	HART008	116440 5010121	1.00	Beginning Ceramics	ART 111		YES	Elective			
Precalculus	HMAT006A	205350 5013123	0.50	Precalculus I	Math 126		YES	Required			
Precalculus	HMAT006B	205350 5023123	0.50	Precalculus II	Math 127		YES	Required			
Publications	HLAN019	190240 5013921	1.00	Desktop Publishing	COT 222		YES	Elective			
Sculpture	HART 007	116340 5012125	1.00	Beginning Clay Sculpture	ART 115		YES	Elective			
Spanish I	HFLA005A	120130 5011901	1.00	First Year Spanish I	SPAN 111		YES	Elective			
Spanish II	HFLA006A	120130 5012901	1.00	First Year Spanish II	SPAN 112		YES	Elective			
Speech	HLAN013	108130 5011422	1.00	Fundamentals of Speech	COM 113		YES	Elective			
Weights I	HPHY003		1.00	Weight Training	PEX 183		YES	Required			

Scheduling Huddle Group Recommendations

1. Our committee recommends paying close attention to the intensive block of developmental math courses offered by Richard Kampf, and perhaps using it as a model for future developmental classes. We also recommend investigating ways we could form cohorts who would go through all the developmental courses in one semester, accompanied with close monitoring and advisement.
2. Teresa and Linda are also planning to offer the Technical Communication classes on a schedule which accomodates the mine schedule. (If anyone else is interested, classes offered every other Wednesday and/or Thursday would that schedule.)
3. The committee believes that we need to review the IAV schedule in order to see how IAV might be used more effectively. Classes tend to be offered in the same slots from semester to semester, which may not accommodate our students very well.
4. In general, we believe scheduling problems could be ameliorated if we used the Livenet and hybrid resources available to us in a more proactive way.
5. However, our main recommendation is to expand our online offerings. The Distance Education Committee has, as an action item for the next Senate meeting, the requirement that any class required for a degree which is unique to our institution (such as the INT courses) be offered online. If we did, students would be able to earn degrees in Land Surveying/Geometrics online, although they might have to take some courses out of our institution.
6. We recommend that each prefix put some classes online with an emphasis on general education classes.
6. We believe more degrees need to be available online. The Land Surveying/Geometrics degree is almost completely available online, and we believe others should follow suit.

DEVELOPMENTAL CLASSES FALL 2007

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 a.m. - 10:45 a.m.	Read 135 Eng 095	Read 135 (Livenet)	Read 135 Eng 095		
11:00 a.m. - 12:15 p.m.	Math 091 Math 095 Math 096	Math 091 Math 095 Math 096 Eng 095 Read 135	Math 091 Math 095 Math 096	Math 091 Math 095 Math 096 Eng 095 Read 135	
1:00 p.m. - 2:15 p.m.	Eng 095		Eng 095		
3:00 p.m. - 5:15 p.m.	Math 091 Math 095 Math 096		Math 091 Math 095 Math 096		Math 091 Math 095 Math 096
4:00 p.m. - 5:15 p.m.	Eng 095 Read 135 (Livenet)		Eng 095		
5:30 p.m. - 6:45 p.m.	Math 091 Math 095 Math 096	Eng 095 Math 091 Math 095 Math 096	Math 091 Math 095 Math 096	Eng 095 Math 091 Math 095 Math 096	
5:30 p.m. - 8:15 p.m.	Eng 095				
Eng 095 - Yellow	Math 091 - Orange	Math 095 - Blue	Math 096 - Green	Read 135 - Pink	