

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
January 31, 2012

PRESENT: Lynn Mahlberg, Mike McFarlane, Sonja Sibert, John Rice, Sarah Negrete, Cathy Fulkerson, Alex Porter, Jolina Adams, Carmen Matlock

1. Approval of Minutes – The minutes of the President's Council meeting on December 13, 2012, were approved.
2. Institutional Planning & Effectiveness Discussion – Cathy Fulkerson
 - IPEDS Data Feedback Report 2011 – Cathy Fulkerson reviewed some of the data in the IPEDS Data Feedback Report 2011. Some of the data is based on the wrong FTE amount. Cathy handed out the updated insert to correct the data. The correct FTE is 1993. Cathy has submitted the revised number to NSHE and Figure 2 and Figure 15 will change. Cathy reported we have just completed the student data. We have 12% Hispanics. We will be looking to see if the tuition increases have affected enrollments in certain ethnicities. IPEDS compares us with four year institutions so the numbers can be skewed. Many students who register at community colleges have no idea what they are getting into, or whether they are academically ready yet. This will reflect in some of the numbers as well.

GBC's average net price of attendance for full time, degree/certificate-seeking undergraduate students receiving grant or scholarship has increased. It appears students are not getting enough aid or more students need to apply for aid. There are students who do not qualify for need-based aid, but they are needy.

Lynn would like to compare these IPEDS data from the past three years. As we move forward they will be looking at IPEDS for a data source. Cathy will bring a comparison of the past three years to the next meeting.

3. SGA Update – Alex Porter reported that SGA has been hosting Welcome Back Week with a variety of activities. The first SOL meeting was held yesterday.
4. Faculty Senate Update – Sarah Negrete
 - Faculty Senate Update – Sarah Negrete reported that Curriculum and Articulation recommended Theater 102 be moved from Gen Ed to Fine Arts. It was changed to English/Communications. Mike said Theater 102 can be taken in place of English for certain bachelor programs. There are no oral requirements for associates programs. Mike wanted to make clear that this requirement would be for all the bachelor's degrees. Sarah will double check with Mary Doucette on this and will bring it back with more clarity.

Sarah reported there was a "Sense of the Senate" that we change to Groupwise email to GMAIL. It was stated that President's Council wanted this item brought forward to the

senate. President's Council did not request this. The Technology Group is not an official Faculty Senate committee. There is a technology group meeting today and Mike will address formalities and the look of the webpage.

Sarah reported that statewide the senate chairs are talking about a PEBP supplement. The Chancellor thinks a supplemental benefit will not happen. The taskforce is still going forward working on it. They are also working on a curricular review draft to change the code.

Sarah reported that David Freistroffer will be the GBC representative on the committee determining the performance piece of the formula funding. All of this has to be pulled together by the end of February.

Sarah reported the UNLV chair has been looking into the number of sabbaticals each institution has allotted. They are going to ask that institutions have the flexibility in the number of sabbaticals that they support.

Sarah reported that new faculty are being hired making more money than faculty here for a number of years. We need to put something in the formula that can somehow restore the salary of people who have been here for a number of years. It is a huge problem for retention.

- Five Year Review Process for Tenured Teaching – Sarah Negrete reported that changes to the Five Year Review Process for Tenured Teaching Faculty were approved by Faculty Senate at the January 22, 2010. For whatever reason, it never came to President's Council for their approval at that time. Sarah presented the policy changes for a first read by President's Council. It will be brought back at the next meeting for approval.
- 5. Classified Council Update – Jolina Adams announced that Classified Council will be conducting a Valentine's Day Bake Sale (February 14) to support their scholarship program.
- 6. Accreditation Update – Mike McFarlane reported spending all day yesterday at home writing. Defining mission fulfillment and how to address the acceptable level of fulfillment is difficult. It overlaps some of the things in objectives. The report is due on March 1. Linda Uhlenkott is writing Chapter 3 and Chapter 4 on planning and assessment.
- 7. Diversity – Lynn Mahlberg reported that the GBC President's Advisory Committee on Diversity will meet for the first time in February. In her travels throughout the state Lynn has identified people to serve on the committee.
- 8. President's Report – Lynn Mahlberg gave an update on the Special Board of Regents' meeting:

Strategic Directions For the Future of Higher Education - Approved

The Chancellor discussed various projects underway that support the Board of Regents'

primary goal of student success and sought approval of the various initiatives defined in the December 2011 *Strategic Directions For the Nevada System of Higher Education* document (Attached). Under new business, Regent Melcher requested that the ongoing discussion of strategic planning include an agenda item for the March 1st and 2nd meeting to discuss NSHE institutional service areas.

2012-2013 8% Fee Increase Institutional Plans – Approved

As a follow-up to the December 2011 Board meeting where the Board approved a registration fee increase of 8 percent for the 2012-2013 academic year, the board approved institutional plans. SGA President Alex Porter read into the record under public comment SGA's recommendation, which coincided and was accepted by GBC Administration.

Report on the Committee to Study The Funding of Higher Education - Approved

The Chancellor presented an overview of an alternate funding formula model that was presented to the Interim Legislative Study Committee. NSHE Institutional Presidents are meeting weekly with the Chancellor to discuss aspects of the model; Chief Business Officers and Vice President of Academic Affairs will begin meeting on the Student Credit Hour Weights; Institutional Research Directors will begin discussing common definitions for performance funding benchmarks. Faculty Senate Chairs are bringing a committee together to create measures of "quality."

Board of Regents' Handbook Revision, Discrimination and Sexual Harassment

Complaint Procedure - Approved

and CODE Revision, Sexual Harassment – 1st Hearing – Information; Final Action March 2012 meeting

Both of these items were brought forth to bring policies and Code into compliance with the Office of Civil Rights' April 4, 2011, "Dear Colleague" letter, recent Nevada legislation prohibiting discrimination based on gender identity or gender expression, and federal legislation prohibiting discrimination based on genetic information (Attached). GBC's 8% fee increase plan was approved. The Regents discussed the strategic direction of the institutions. Agenda item for March meeting that Regent Melcher requested looking at the state and the institutions' areas they serve to make sure the whole state is being served. Formula funding - performance funding (spend most time in weekly meetings on). We received the rural factor in the 2001 formula funding, but the economies of scale will be important to us this go around. What are the other states doing about the rural factor? The legislative committee on formula funding honed in on the disparity of the funding with the rural factor. Mary Swetich said Sen. Horsford was in Ely and really appreciated seeing the rural site. He got a better understanding of the rural factor. Cathy said figure 12 relates to this. We do have the staff in the areas we serve.

President Mahlberg has been conducting open door meetings at all the centers in our service area. She indicated it has been very rewarding traveling around the sites. GBC is held to high regard in our service area. Here most recent stops have been to Wendover and Wells. She met with principals and administrators on both sides of the state line. Wells is opening up a new city hall this month.

The trip to Pahrump last week was very productive. Lynn Mahlberg, Bret Murphy, Mark Fraga and John Rice had a number of meetings regarding the RPP. They also met with the BLM on the 250 acres and the sub lease of the Humahaca Center. Everyone is on board to get more lighting at the high school which is an issue at this time. We have application drafted as much as we can. We now need a site development plan. An architect will be selected soon. Tim Hafen and a number of people have been working for a long time on this property acquisition. Bret Murphy and Brent Chamberlain, GBC Advisory Board member, met with Bill Verbeck with the Mt. Charleston Corporation to discuss training opportunities. They also met with OSHA/MSHA and CSN to talk about a partnership on some training. Lynn met with the superintendent and conducted an Open Door Meeting with the President where a number of adjunct faculty attended as well as full-time faculty, staff and students. They also toured the new high school and the Federal Correctional Facility for potential classes.

9. Regents' Town Hall Meeting – Regents' Geddes and Page are hosting an interactive Town Hall Meeting with Great Basin College, College of Southern Nevada and Truckee Meadows Community College on February 23, 2012 from 4:00 p.m. - 6:00 p.m. We will start advertising this immediately.
10. CLASS Awards – Sonja Sibert reported that it seems to have lost its luster. Nominations are going down, people just doing their jobs. Do we want to continue doing this for this academic year and look at changing it for fall. Carmen said that now it's required to submit by group and that might be a factor. Nominate anybody at anytime and then hold until. Or anybody for that month. Think about and bring back.
11. Graduation
 - Graduation Speaker – discussion on potential speakers.
 - Honorary Degree - discussion on potential candidates.
 - Community Service Award
12. Miscellaneous

John Rice reported there were two responses from the geothermal users' group request for qualification for the geothermal demo project. They selected a local company. They can bring the project up to speed so we can fully enjoy the resource. They also have ideas on what we can do with the water once it has been used. We are discharging 140 degree water. It has capacity to heat 1 million square feet with the energy that is there.

John Rice announced the Nevada Humanities is meeting on campus this week. ICE will do a presentation on some of the projects that the Nevada Humanities has funded.

John Rice announced the Tony Furtado Band will be in concert at the GBC Theatre on February 12, 2012 at 6:00 p.m. Tickets will be \$15.

John Rice reminded PC that the Foundation Dinner dance is scheduled for February 25.

proposed

PROPOSED REVISION

Five-Year Review Process for Tenured Teaching

Three Easy Steps: Compile, Review and Submit a Report

Overview: Faculty who are due for a five-year review will receive notification from the VPAA's office by October. Upon notification, the following steps must be completed.

The Five-Year Review is based on a committee review, compilation and analysis of the annual GBC Faculty Comprehensive Evaluation System (FES).

Step One: Committee Review

- The committee is comprised of the faculty member and three other members as stated below.
- The faculty member will select one colleague who participated in the annual GBC FES.
- The faculty member will select one colleague within his/her department.
- The faculty member will select one colleague outside of his/her department.
- Selections must be made by the end of January.

Step Two: Committee Review

- As a committee, the colleagues selected above will review the faculty member's completed FES forms.
- Through committee review, a one to two page report will be written summarizing the faculty member's performance in each role: Teaching, Management, Creative-Scholarly Activities and Service.
- The committee will determine the 5-year review score by averaging the *Grand Total* (this is the final overall score for your annual FES) for each of the five years.
- The report must be signed by the faculty member and each member of the committee.

Step Three: Compilation and Submission

- Five Year Review Packet: Report with attached copies of each year's FES forms.
- The report must be completed by the end of April.
- Additional information may be requested by the VPAA.
- Where areas for improvement in a faculty member's performance are identified, the vice-president and others will work with the faculty member to develop and implement a plan to address identified areas of concern.



POLICY AND PROCEDURE

Title:	FIVE-YEAR REVIEW TENURED TEACHING FACULTY
Policy No.:	5.23
Department:	Academic Affairs
Contact:	Vice-President for Academic Affairs

Policy

Following the direction of the Northwest Commission on Colleges and Universities¹, Great Basin College conducts performance reviews of each tenured teaching faculty every five years. The effectiveness and quality of GBC's total educational program depend upon the presence of a competent faculty. Further, it is GBC's obligation to evaluate the performance of its faculty members and to provide for their development on a continuing basis. The five-year peer review offers just one important way that the development is fostered. Faculty will submit their annual self-evaluation as required.

Procedure

Faculty who are due for a five-year review will receive notification from the vice-president of academic affairs' office in August. Upon notification, the following steps must be completed.

Step One: Peer Selection

- The faculty member's department chair or designee will be one peer. In addition, the faculty member will choose one peer within his/her discipline and one peer outside of his/her discipline. Selections must be determined by the end of September.

Step Two: Peer Observation/Review

- Peers will observe/review the faculty member on three different activities from the self-evaluation criteria lists including the "other" category. All activities are chosen by the faculty member. It is the responsibility of the faculty member to designate who will observe what activity on what date. Each peer will write a narrative report of their observation/review and will attach any relevant documents or examples provided by the faculty member. The reports must be completed by the end of November.

Step Three: Compilation and Submission

- The peers will compile their reports into one document which will be shared with the faculty member prior to being submitted to the vice-president of academic affairs by the second week in December.
- Additional information may be requested by the vice-president.
- *Where areas for improvement in a faculty member's performance are identified, the vice-president and others work with the faculty member to develop and implement a plan to address identified areas of concern.*

NOTE: Academic faculty evaluation procedures are under revision during 2007-2008.

Faculty Senate Approval
President's Council

December 2006
January 9, 2007

Contact the assistant to the president for any questions, corrections, or additions.

¹ Policy 4.1, *Faculty Evaluation*, Northwest Commission on Colleges and Universities.

IPEDS Data Feedback Report 2011 -- FTE Correction

GBC's 2009-2010 12 month FTE was erroneously reported as 4155. That number should have been reported as 1993.

Figure 2. Unduplicated 12 month headcount of all students and of undergraduate students (2009-10), total FTE enrollment (2009-10), and full- and part-time fall enrollment (Fall 2010).

Enrollment measure

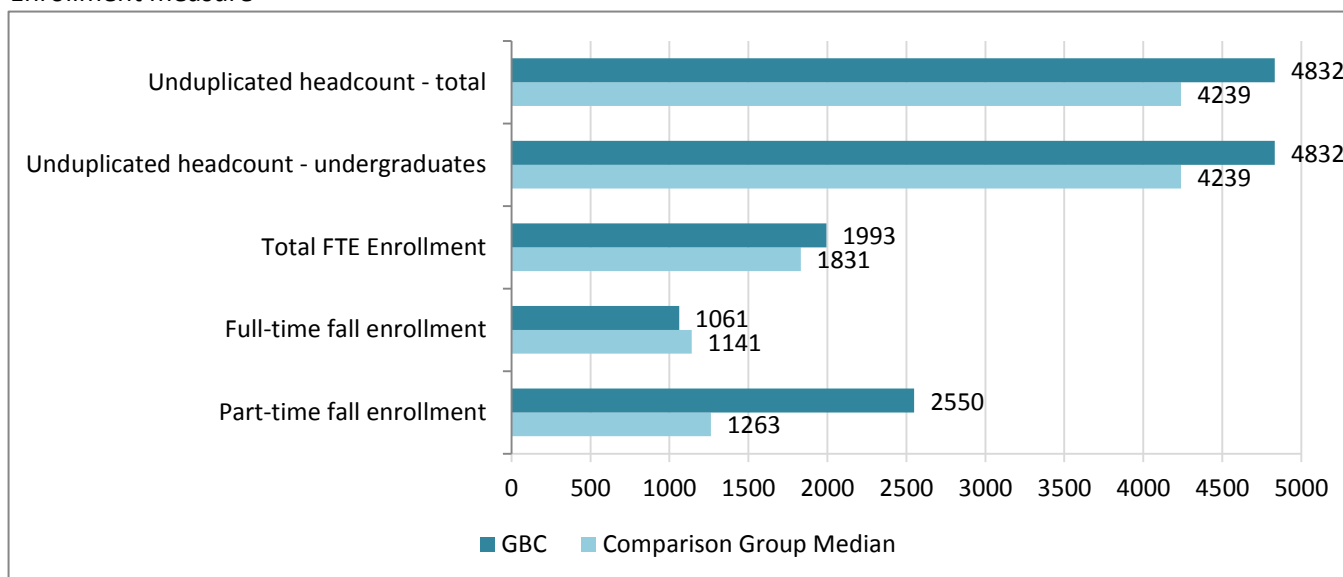
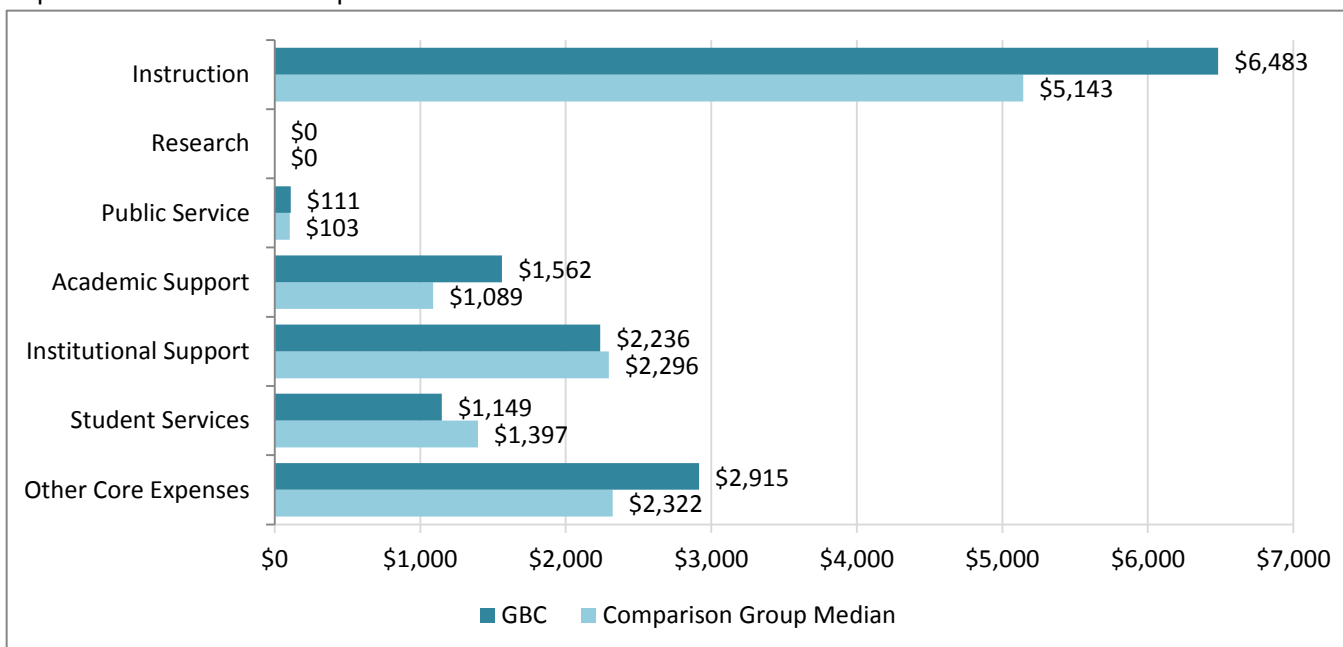


Figure 15. Core Expenses per FTE enrollment, by function: Fiscal year 2010

Expense function -- Dollars per FTE



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.

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2011



What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2010-11 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



Great Basin College
Elko, NV



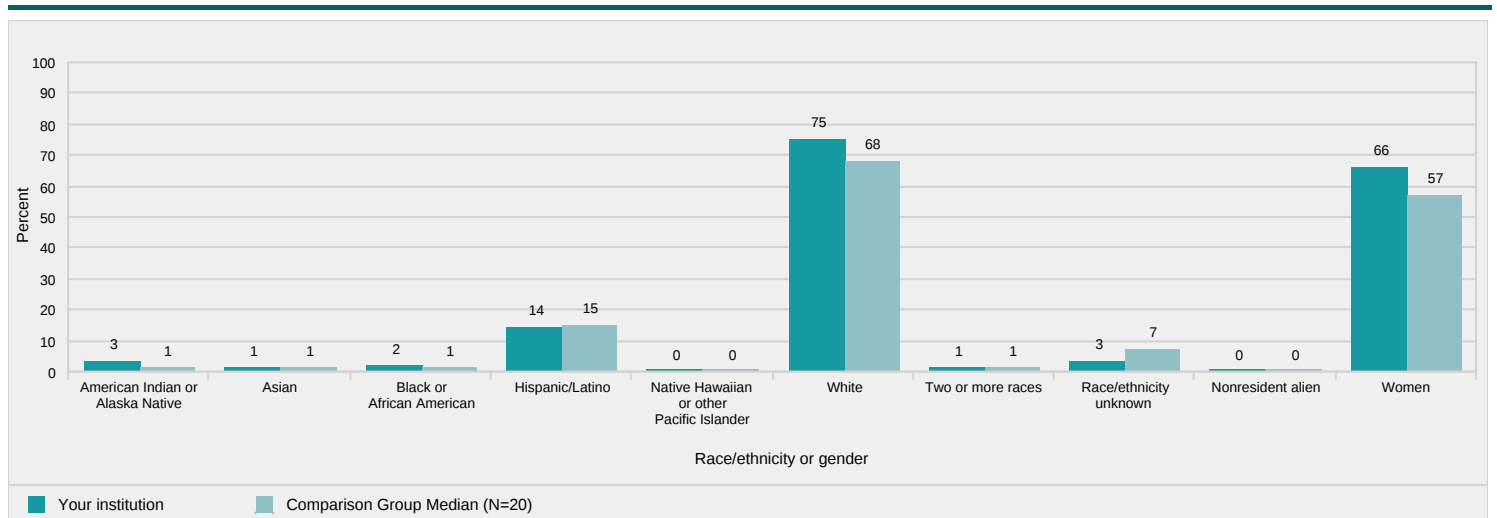
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Executive Peer Tool (ExPT)(<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Great Basin College includes the following 20 institutions:

- ▶ Big Bend Community College (Moses Lake, WA)
- ▶ Blue Mountain Community College (Pendleton, OR)
- ▶ Clatsop Community College (Astoria, OR)
- ▶ Colorado Mountain College (Glenwood Springs, CO)
- ▶ Colorado Northwestern Community College (Rangely, CO)
- ▶ Flathead Valley Community College (Kalispell, MT)
- ▶ Klamath Community College (Klamath Falls, OR)
- ▶ Lake Tahoe Community College (South Lake Tahoe, CA)
- ▶ Luna Community College (Las Vegas, NM)
- ▶ Mid-Plains Community College (North Platte, NE)
- ▶ New Mexico Junior College (Hobbs, NM)
- ▶ Northern New Mexico College (Espanola, NM)
- ▶ Otero Junior College (La Junta, CO)
- ▶ Prince William Sound Community College (Valdez, AK)
- ▶ Trinidad State Junior College (Trinidad, CO)
- ▶ West Hills College Coalinga (Coalinga, CA)
- ▶ Western Nebraska Community College (Scottsbluff, NE)
- ▶ Western Nevada College (Carson City, NV)
- ▶ Western Wyoming Community College (Rock Springs, WY)
- ▶ Yakima Valley Community College (Yakima, WA)

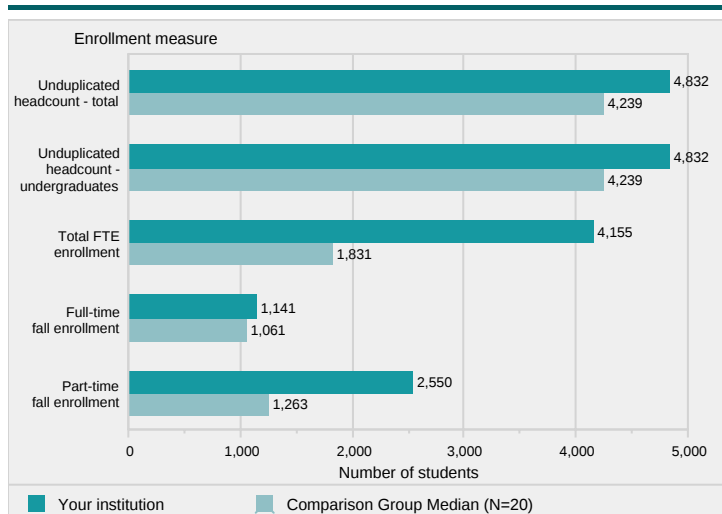
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2010



NOTE: For this survey year, institutions were required to report race and ethnicity using the 1997 (new) Office of Management and Budget categories. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Fall Enrollment component.

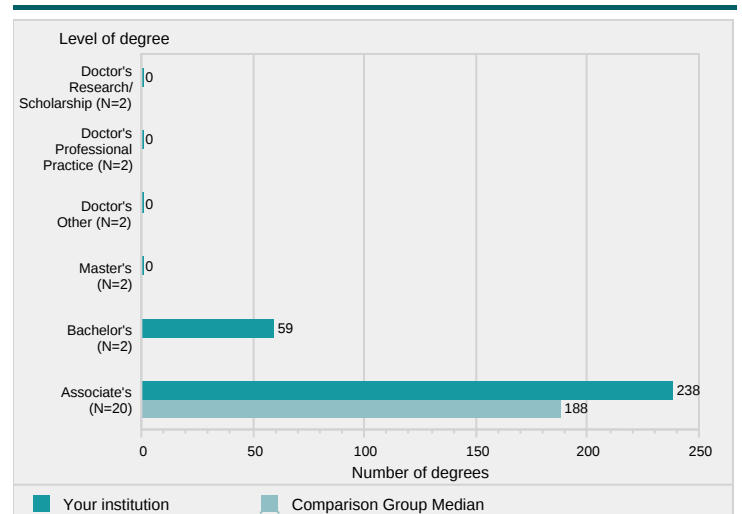
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2009-10), total FTE enrollment (2009-10), and full- and part-time fall enrollment (Fall 2010)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, 12-month Enrollment component and Spring 2011, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2009-10

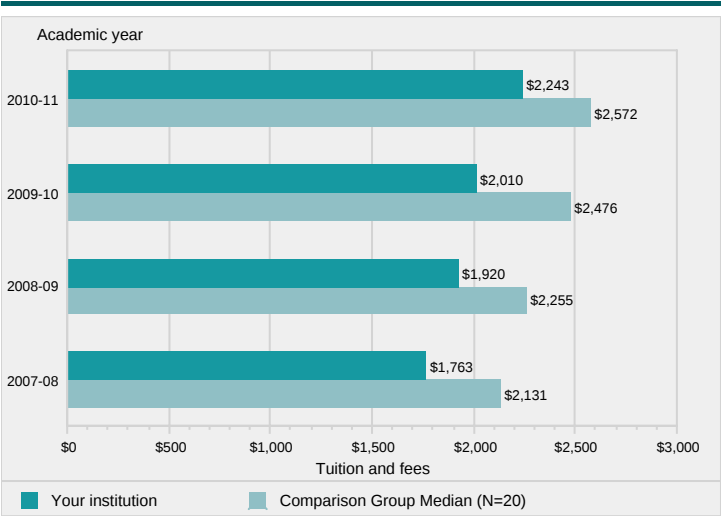


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, Completions component.

IPEDS DATA FEEDBACK REPORT

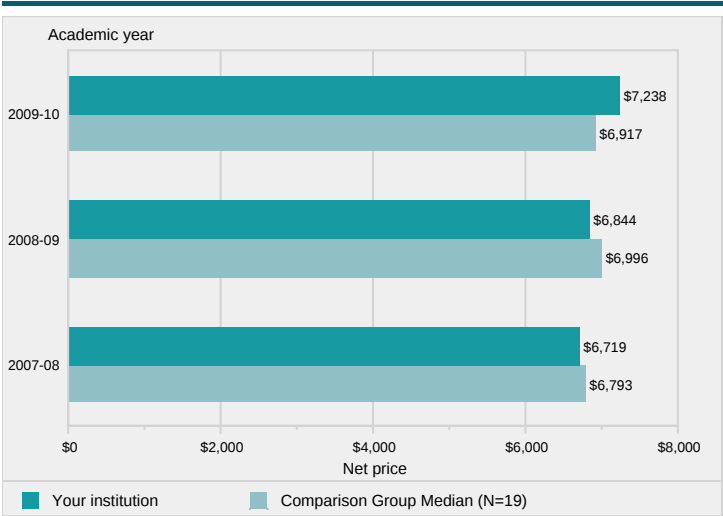
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2007-08--2010-11



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, Institutional Characteristics component.

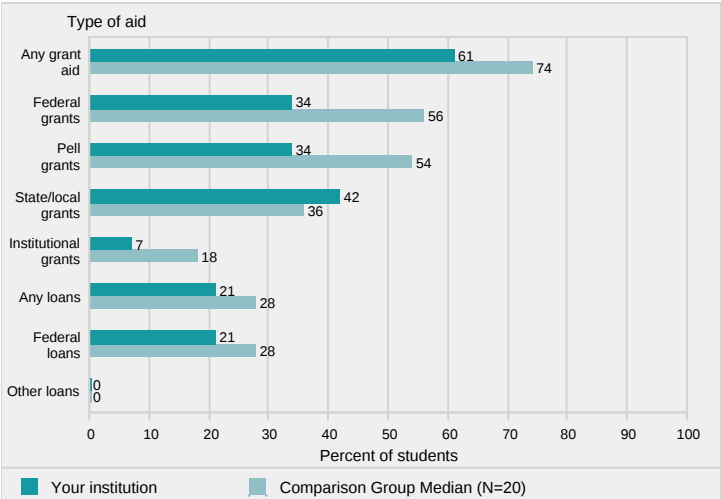
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2007-08--2009-10



NOTE: Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, Institutional Characteristics component; Spring 2011, Student Financial Aid component.

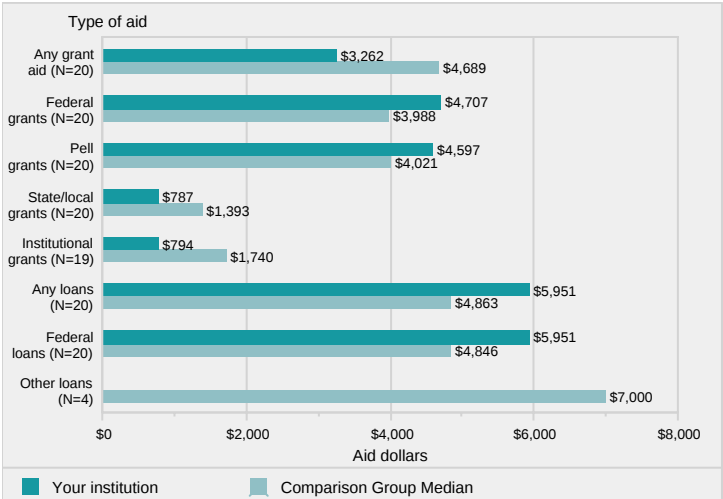
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2009-10



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Student Financial Aid component.

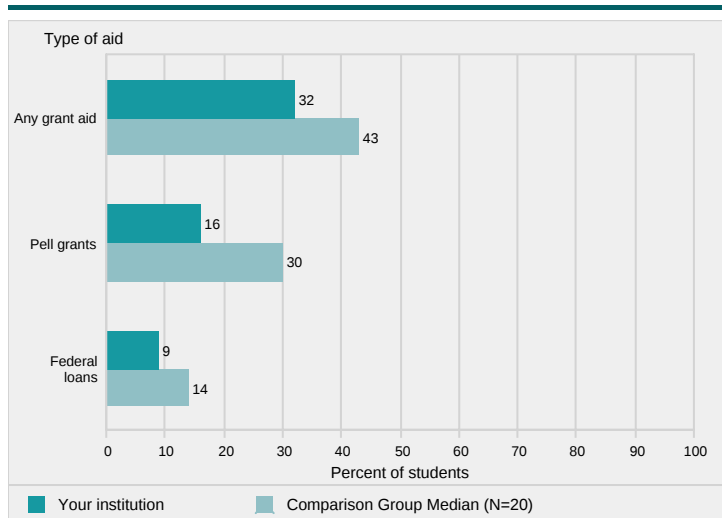
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2009-10



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Student Financial Aid component.

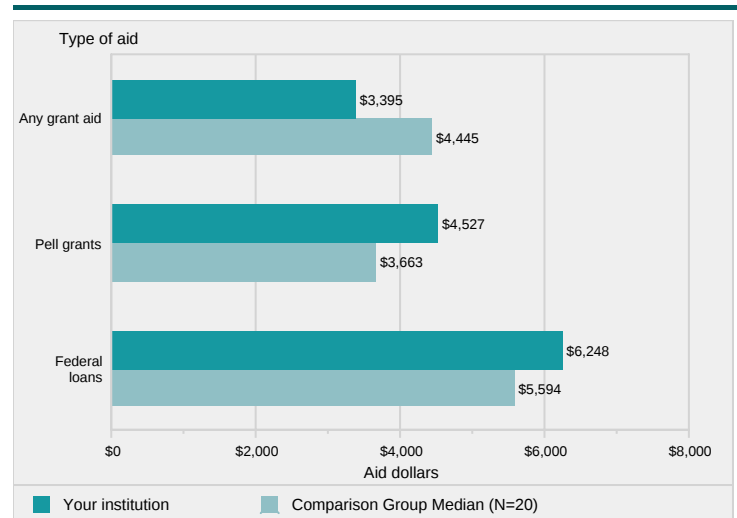
Figure 8. Percent of all undergraduates receiving aid by type of aid: 2009-10



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Student Financial Aid component.

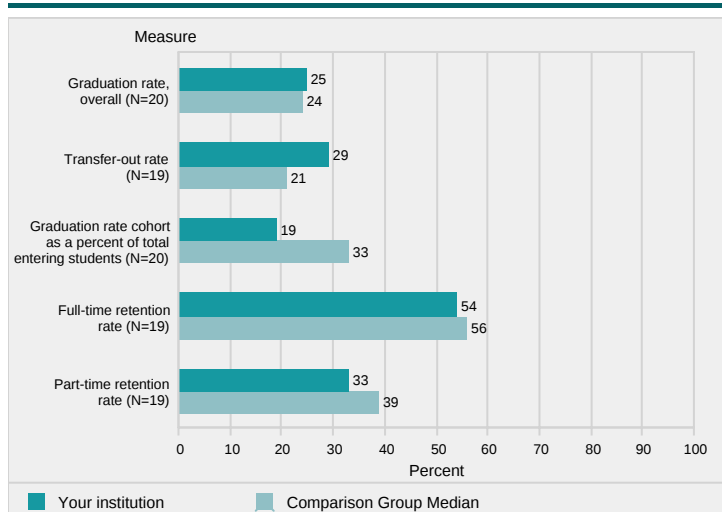
Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2009-10



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2004 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2010)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Graduation Rates component and Fall Enrollment component.

Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2002 cohort

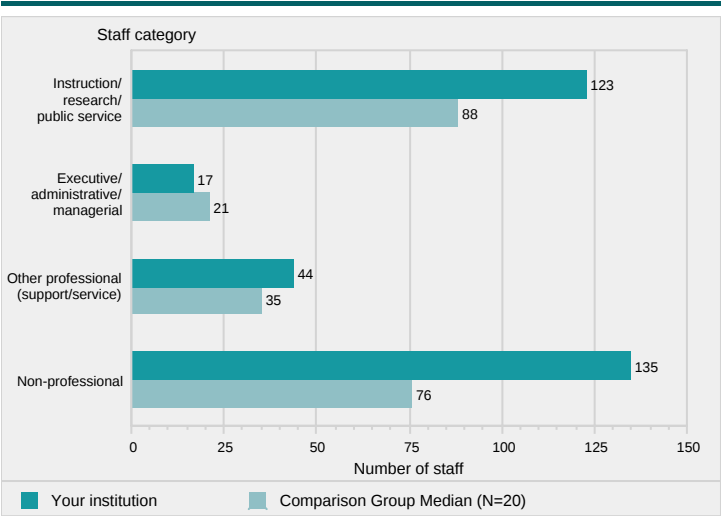


NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, 200% Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

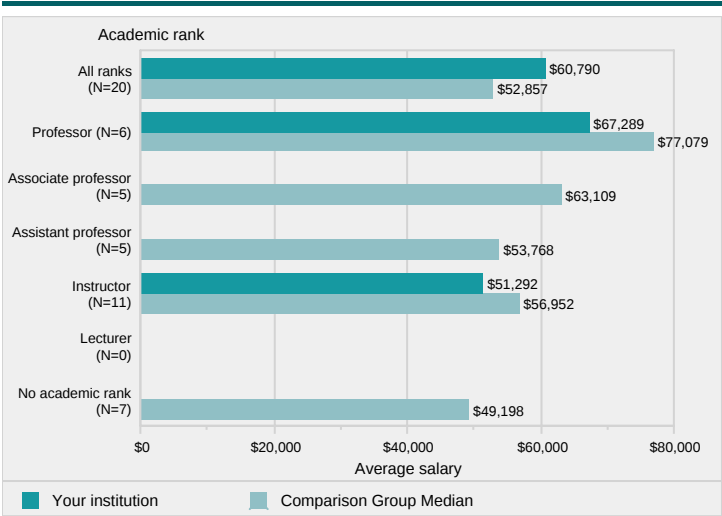
Figure 12. Full-time equivalent staff, by assigned position: Fall 2010



NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2010-11, Human Resources component.

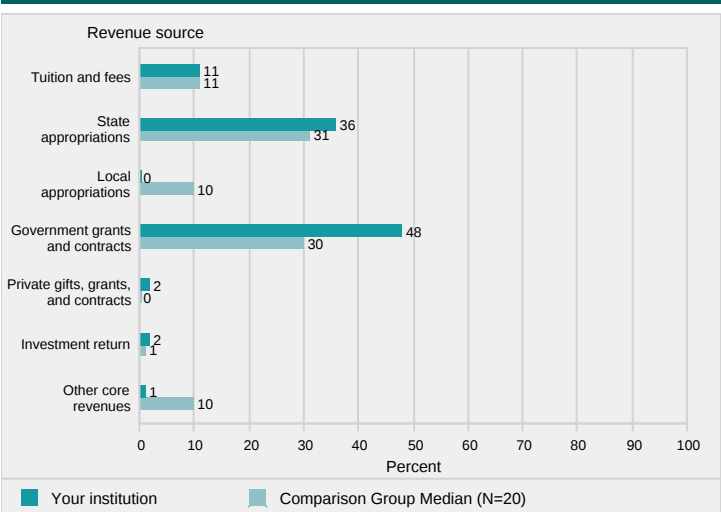
Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2010-11



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2010-11, Human Resources component.

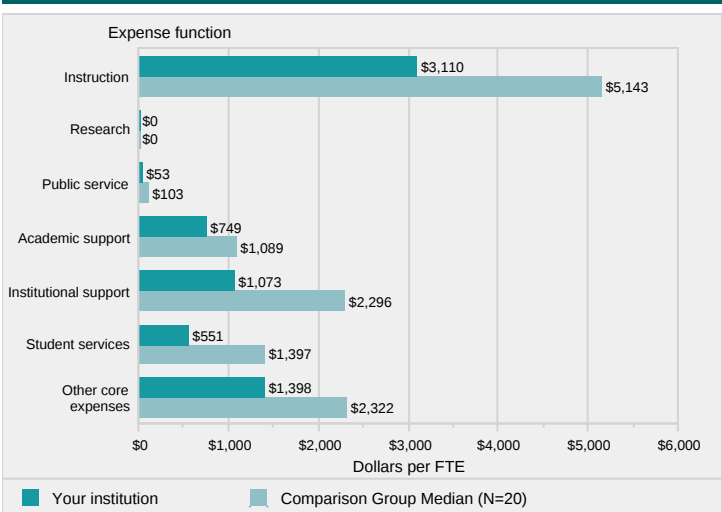
Figure 14. Percent distribution of core revenues, by source: Fiscal year 2010



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2010



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, 12-month Enrollment component and Spring 2011, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2010-11 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 (new) Office of Management and Budget categories. Detailed information about the recent race/ethnicity changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

The use of new postbaccalaureate degree categories was mandatory in the 2010-11 collection year. These categories are: doctor's degree-research/scholarship, doctor's degree-professional practice, and doctor's degree-other. (The first-professional degree and certificate categories and the single doctor's degree category have been eliminated.)

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (reported under FASB standards as net grant aid to students), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

IPEDS DATA FEEDBACK REPORT

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2010, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees

regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

Carl Diekhans, President
Great Basin College (ID: 182306)
1500 College Parkway
Elko, NV 89801
