

GREAT BASIN COLLEGE  
PRESIDENT'S COUNCIL  
August 28, 2012

PRESENT: Mark Curtis, Lynn Mahlberg, Sonja Sibert, John Rice, Kris Miller, Cathy Fulkerson, Alex Porter, Jolina Adams  
ABSENT: Bret Murphy, Mike McFarlane, David Freistroffer

1. Approval of Minutes – The minutes of the President's Council meeting on August 14, 2012, were approved.
2. SGA Update – Alex Porter reported the SGA welcome back week has been moved to Sept. 4<sup>th</sup> – 7<sup>th</sup> because of the conflict with the Elko County Fair. SGA is looking to do IAV events and go for unity, but the IAV schedule is tight. Tuesday will be the student social luncheon at 11 a.m. in the Leonard Center; Wednesday will be movie night; Thursday will be the scavenger hunt; Friday will be Friday Follies. Friday Follies will be every other week throughout the semester. SGA is starting up the SOL (Students' Organizations & Leaders) Programming Board. SOL is a board consisting of all the active student clubs. The theme this year is many communities, one voice. Election week applications are due on September 13 and voting starts on September 17. The student orientations went very well this past weekend. Alex, Isaac Duran, Grace Blair and Adriana Mendez will be attending national summit at the end of September in Washington DC. John suggested making appointments with our delegations to make the most of the trip. Alex reported at the last Nevada Student Alliance meeting that he was chosen as a representative on a state wide E-Learning committee.
3. Faculty Senate Update – No report.
4. Classified Council Update – Jolina Adams reported classified council met on the August 14. Classified will be amending their bylaws to state that the vice-chair will move into the co-chair position when one of the co-chair positions is vacated. Currently, the language is vague in this area and they want to clarify the bylaws.
5. Institutional Planning & Effectiveness – Cathy Fulkerson talked about accreditation and Standard 5 on Mission Fulfillment, Adaptation, and Sustainability. Our seven year report is due in March. Cathy has been looking at Standards 3 Planning and Implementation and Standard 4 Effectiveness and Improvement. The TracDat program is going to be very valuable in this process. Leaders need to continue to use the current strategic plan online and update it as they can. Cathy is developing data/report for the GBC Advisory Board. In March when the accreditors are here we probably have to address how are we going to deal with budget cuts.
6. President's Report – Mark Curtis reported the Legislative Committee to Study the Funding of Higher Education meets tomorrow. The new formula is being touted as being equitable, reasonable and transparent. President Curtis does not agree that it is reasonable and will do

his best to stand up for the college. Lynn Mahlberg we should feel good about the tremendous community support that GBC has. They are behind us. Cathy said what about communication to students so that they can continue to enroll without being scared off by the budget issues. Anybody currently enrolled will be completed.

7. Miscellaneous

Last meeting PC talked about the online orientation for adjuncts. In order for that to work the adjuncts need to get their IDs and access to the CANVAS quickly or it needs to be available publically on the website.

Sonja Sibert reported the date has been extended to October 31<sup>st</sup> as the last day that the Groupwise email system will be used.

John Rice reported the “Education Drives America” Bus Tour & White House Initiative for AI/AN Education will be on campus on September 13. It will be a great opportunity to showcase how GBC provides outreach to the local tribes by recruiting, retaining and graduating the American Indian student population.

Mark Curtis announced that the Governor is in town for the fair but wants a tour of the college at 8:30 a.m. on Friday.

## **NWCCU Standard Three: Planning and Implementation**

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

### **3.A– Institutional Planning**

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.
- 3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

### **3.B – Core Theme Planning**

- 3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

## **NWCCU Standard 4: Effectiveness and Improvement**

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

### **4.A – Assessment**

- 4.A.1 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

### **4.B – Improvement**

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

## **NWCCU Standard Five – Mission Fulfillment, Adaptation, and Sustainability**

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

### **5.A Mission Fulfillment**

**5.A.1** The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

**5.A.2** Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

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

**5.B.1** Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

**5.B.2** The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

**5.B.3** The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.