GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
November 10, 2015
2:35 p.m.

PRESENT: Mark Curtis, Lynn Mahlberg, Sonja Sibert, Greg Brorby, Angie DeBraga, Lisa Frazier, Cathy Fulkerson, Mardell Wilkins, Bret Murphy, Amber Donnelli, Steve Theriault, Mary Doucette, DeMarynee Saili, Michelle Phay

ABSENT: Mike McFarlane, John Rice

1. Approval of Minutes – The minutes of the President's Council meeting on October 27, 2015, were approved.

2. SGA Update – DeMarynee Saili reported the Battle Born Veterans club will have a dedication on November 10th. The annual food drive in ongoing and doing well. Yesterday was Native American cultural demonstration and fund raiser put on by the Great Basin Indigenous Student Association. It was well attended and they raised a lot of money. Last meeting DeMarynee talked about the Nevada Student Alliance wanting to create a survey on advising satisfaction. The NSA has decided that each of the institutions will conduct their own survey. There will be a student club mixer on November 23rd with an ugly sweater competition at 7:30 p.m. in the Solarium. The last SGA meeting of the semester is on November 20th.

3. Faculty Senate Update – Mary Doucette reported the faculty evaluation will go back to senate on November 20th. Steve Theriault has been appointed to the Chancellor's Faculty Compensation committee.

4. Classified Council Update – Michelle Phay reported the Chili Cook-off went well. Classified Council is currently planning their Christmas party.

5. Institutional Research Update – Cathy Fulkerson reported the assessment plans have been coming in with only a few stragglers. Her department will send our reminder notices to those they have not received.

6. Accreditation Update – President's Council reviewed the assessment plan documents that Mike McFarlane provided prior to the meeting. President Curtis reported we have to have a consensus on the GBC Institutional Assessment plan documents for 2015 - 2020. There are many assignments to the strategic plan part. Cathy Fulkerson said the assessment is an overview on how all the documents fit together. We are a little behind this year but we have a good plan in getting it in place before the evaluation visit. The focus is on mission fulfillment and is sustainable through year 7. Cathy will provide President's Council with the indicators for the December PC meeting. The assessment plan is assessment of everything else. President's Council approved the GBC Institutional Assessment Plan, 2015-2020.

7. Vice President Reports

- Business Affairs
  Proposed Refund Policy – Sonja Sibert presented an internal procedure for student class refunds. The recommended procedure will eliminate the guess work. It is an internal procedure that does need Board of Regents' approval. President's Council approved the procedure.
- Student Services – Lynn Mahlberg reported the community career fair last Friday hosted by GBC and the Elko Area Chamber of Commerce was a success. There were over fifty vendors with 136 people attending the fair. The only criticism was no cafe for people to buy lunch. As the event grows it may be good to have it in the High Tech Center.
- Academic Affairs – No report.

8. Dean/Director/Assoc. VP Reports
- Continuing Ed – Angie DeBraga reported that the Elko Rotary Club is hosting Deepa Willingham on November 19th at 5:30 p.m. in GTA 130. She is a humanities speaker and studied under the stewardship of Mother Theresa. She is Founder of Promise and Assurance of Children Everywhere, a non-profit organization that works to prevent child trafficking and eradicate extreme poverty through education of girls and women. There will be Indian cuisine and entertainment.
- Health Science & Human Services – Amber Donnelli reported they are preparing for the accreditation site visit from ACEN. This visit is mainly because of the nursing program being offered in Winnemucca and Pahrump via distance education. GBC's nursing program will be the first program to receive accreditation from ACEN for the distance education portion.
- Business & Technology – Bret Murphy no report.
- Distance Education – Lisa Frazier reported that we are holding off on the Phase 2 of Cranium Café. She has been working with Nevada State College on coding so it takes more time. The joint effort will make a better product in the end. She will conduct faculty training in the spring.
- GBC Foundation Greg Brorby reported he still needs input on the needs of the departments to prepare a list for donors. Mike McFarlane talked to department chairs last Friday about it. We need to get a lengthy list similar to what we did in April for the major donor appreciation event. We have to have a comprehensive list.

9. President's Report – Mark Curtis reported the Board of Regents will meet in December. There is Community College Committee meeting on November 30th.

10. Miscellaneous
No reports.

Jodi Gerrits and I met with Integrate project leads as well as with Jan King, Scott Nielsen, and Tawny Crum in the last week to propose a change to our refund policy. After much thought and discussion we humbly present to you our proposal for the new refund policy.

1 day classes:
100% refund - dropped before the class starts
50% refund - none

2-11 day classes:
100% refund - dropped before midnight on the first day of class
50% refund - none

Regular semester classes & dynamic extensive classes (longer than 16 weeks):
100% refund - dropped before midnight on the 7th calendar day of class
50% refund - dropped before midnight on the 14th calendar day of class

All other classes (12 days or longer, i.e. dynamically dated, 8 week sessions, winter sessions, summer sessions, etc.):
100% refund - dropped before midnight on the 4th calendar day of class
50% - dropped before midnight on the 7th day of class

This is referring to calendar days and includes weekends and holidays.

The need for the change in policy stems from an ongoing issue with inconsistency in the way our refunds are currently calculated (by class length percent). Each semester the dates change and we've found that the system doesn't give the same refund percent to every student even though they have dropped on the same day.

It is very difficult to explain to our students our current refund policy or to even give them an accurate date of when they will get a certain refund amount. This new policy would be calculated by session start date, so we would have a definite day that the student would receive a certain refund.

Additionally, it is a very manual and time consuming process for our staff to calculate each student's refund. It also takes a lot of time to manually fix the accounts that do not refund correctly. We feel that making these changes will address all of these issues as well as increase efficiency and be a lot easier to understand for everyone.

This policy change would need to be approved all the way up to the Board of Regents because it is printed in the Procedures and Guidelines Manual. We would like to get it on the agenda for the March Board of Regents meeting. It will also need to be approved at Administrators meeting as well as President's Council. Please review and send me any feedback or questions by Friday, November 6th.

I look forward to hearing from you. Thanks!

GREAT BASIN COLLEGE
INSTITUTIONAL ASSESSMENT PLAN, 2015 – 2020

INTRODUCTION

This plan defines how Great Basin College assesses its mission, operations, and programs at all levels. Every aspect of the college must be assessed on an ongoing basis to achieve and document a continuous cycle of improvement. Each college function's mission, outcomes and assessment must support effective college performance and fulfillment of the college mission.

Six categories of assessment are identified in this plan, including how they are completed and documented. From roughly broadest to most detailed levels, these are as follows:

1. College Mission
2. Institutional Core Themes
3. Institutional Strategic Plan
4. Operations
5. Academic Programs
6. Courses

ASSESSMENT CATEGORIES

This section of the Assessment Plan describes the responsibility, frequency, criteria, maintenance, and archiving of the various categories of assessment within the college. Together these define and document how well GBC performs as a college and ultimately how it fulfills its mission.

1. Mission Fulfillment

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

The GBC mission was approved by the Nevada System of Higher Education (NSHE) Board of Regents on December 2, 2011. This was included in the Year One self-study report to NWCCU in March, 2014. The Year One report contains the GBC criteria for mission fulfillment in Appendix A. Mission fulfillment is defined in terms of performance in individual criteria within seven mission elements, including Serve Rural Nevada, University Transfer, Workforce Development, Partnerships, Developmental Education, Community Service, and Student Support. Mission fulfillment is defined as meeting the minimum of at least 85% of the indicated measurements and expectations.

Responsible Parties:

- President's Council
- Director of Institutional Research and Effectiveness

Cycle:

- All criteria are evaluated and recorded each year during the period of July to September
- A brief written summary accompanies the annual review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports to NWCCU, a full report documents the state of mission fulfilment in comparison to stated expectations

Maintenance:

- Criteria evaluations are recorded and maintained on a scorecard by the Director of IRE
- Annual evaluations of criteria are reviewed by PC and summaries and reports written by President are recorded with scorecards

2. Core Themes

The GBC Core Themes, approved by the NSHE Board of Regents on March 6, 2014, were presented in the Year One report to NWCCU. The three GBC Core Themes are these:

1. **Provide Student Enrichment**
2. **Build Bridges and Create Partnerships**
3. **Serve Rural Nevada**

Three objectives are established for each core theme, and indicators for evaluating performance of each objective are identified. The Core Theme objectives and indicators are provided in Appendix C of the Year One report, and the initial values for the indicators are in Appendix D. These are the baseline for assessment of Core Theme performance going forward, and are attached to this Plan.

The GBC Core Themes and indicators are also presented in the *Strategic Plan, 2014-2021* in Appendices B and C. Appendix C includes assignments of responsibility for each indicator. These are also attached to this Plan.

Responsible Parties:

- As assigned in Appendix C, *Strategic Plan, 2014-2021*
- Assisted by the office of IRE

Cycle:

- Each criteria shall be evaluated and recorded on the dates indicated in *Strategic Plan, 2014-2021*, Appendix C
- A brief summary of overall performance on all Core Themes is written each year to accompany the review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of Core Theme completion in comparison to stated expectations

Maintenance:

- Criteria evaluations shall be recorded and maintained in the TracDat document management system by the office of IRE
- Annual evaluations of criteria shall be reviewed by PC; summaries and reports written by the Accreditation Liaison Officer are recorded in TracDat

3. Strategic Plan

Strategic Plan, 2014-2021, was created in the spring of 2014 and approved by the NSHE Board of Regents on June 5, 2014. Planning identified within the document centers on the GBC Mission, Core Themes, and Core Theme Objectives as defined in the Year One report submitted to NWCCU. In addition, this plan presents the GBC vision for the future with its Vision Statement:

> *While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.*

This statement explains the direction GBC seeks as an institution.

In large, assessment of the GBC Strategic Plan is completed in the assessment of its Core Themes as stated in assessment category 2 above. The only further assessment required is to assess progress toward the GBC vision.

Responsible Parties:

- President's Council

Cycle:

- A brief summary accompanies an annual review of progress on the college vision, with comments and recommendations for action based on the review
- The responsible party identifies and reports annually on strategic initiatives intended to move the plan forward
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of the Vision Statement in comparison to expectations

Maintenance:

- Annual reports are written by President, reviewed by PC, and recorded in the President's office

4. Operations

There are many operations ongoing within GBC that are fundamental to effective and efficient delivery of academic programs and otherwise assure the functioning of the college and achieving its mission. Examples of these operations are Admissions and Records, Human Resources, and Library. The performance of all operations is assessed in a regular and ongoing manner to assure continued excellence. Each operation must assess from the perspective of its operational mission and its expected outcomes to achieve this mission. Documented measurements for each outcome shall be used in the ongoing assessment of the operational outcomes.

Responsible Parties:

- Director, Coordinator, or other person with primary oversight of an operation

Cycle:

- At a minimum, each operation assesses at least some portion of its function each year
- All outcomes of the operation must be assessed at least once every five years and a five-year assessment plan is reported annually

Maintenance:

- The individual responsible for the operation shall also be responsible for assuring that annual assessments are reported and made available for entering into TracDat

- Outcomes, methods and criteria for assessing, and assessment results are reported to IRE annually; the office of IRE shall enter the information into TracDat
- All individuals working within an operation must be willing to participate in the input required for assessment of the operation and to make improvement as a result of those assessments

5. Academic Programs

Academic programs within GBC are generally associated with degrees or certificates. Expected learning outcomes for each program shall be stated in the college catalog with the program requirements. Documented measurements for each outcome shall be used in the ongoing assessment of the program outcomes. Academic programs are those associated with instruction, and as such, General Education and Developmental Education are treated as academic programs.

Responsible Parties:

- Program supervisor, coordinator, department chair, or other designated lead faculty of the program is responsible; if no single individual has such a designation, it is the responsibility of all those teaching within the program
- The program committee, if one exists, shall assist in program assessment

Cycle:

- At a minimum, each program shall have at least some portion of its outcomes assessed each year
- All outcomes of the program must be assessed at least once every five years
- A complete program review shall be written as per the GBC program review policy every five years on a schedule maintained in the office of Academic Affairs

Maintenance:

- Outcomes, methods and criteria for assessment, and assessments results are reported to IRE annually; the office of IRE enters the information into TracDat
- The individual responsible for the program shall also be responsible for assuring that an annual assessment report is created and made available for entering into TracDat
- All individuals teaching courses required of a program must participate with the input required for creating assessments of the program and in making improvements as a result of those assessments
- A current curriculum map for each program must be maintained, entered into TracDat by the office of IRE

6. Courses

All GBC credit-bearing courses must on a regular basis be assessed based on their expected student learning outcomes. Student learning outcomes shall be stated clearly in the syllabus of each class, together with the mechanism for measuring the attainment of the outcomes. Each course with the same prefix and number must have essentially the same core outcomes for every class taught, regardless of instructor, site or modality of delivery. This is essential for college-wide assessment of courses and their roles within programs.

Responsible Parties and Cycles:

- Each semester, each full-time instructor is required to assess at least one class section
- Every GBC course must be assessed at least once every five years, with responsibility defined by the department in which the course exists, as reviewed by the Department Chair
- Part-time instructors must include student learning outcomes in their syllabi, but are only required to assess courses if those courses are not otherwise taught by a full-time instructor; the

courses taught by part-time instructors must be assessed at least once every five years within the department

Maintenance:

- Each course assessment is attached to the annual evaluation of each faculty member
- The Assessment Committee is responsible for reviewing course assessments for completeness
- The office of IRE shall place each course assessment document into TracDat

GENERAL EDUCATION

As an academic program of GBC, General Education must be assessed on an ongoing basis. General Education courses must be assessed for their general education outcomes as well as their course content outcomes. General Education outcomes are stated in the college catalog, and are included in the syllabus of every General Education course together with how they will be achieved and assessed.

The General Education Committee is charged with the oversight of General Education assessment. In this role it reviews a portion of the general education program each year and leads the five year program review as described for any academic program.

DEVELOPMENTAL EDUCATION

As an academic program of GBC, Developmental Education must be assessed on an ongoing basis. Developmental Education generally falls within the disciplines of English and Mathematics, which shall be responsible for assessment within their respective disciplines. The respective department assesses at least a portion of the Developmental Education program each year and leads the five year program review as described for any academic program, this done in coordination with the administrator of the Academic Success Center.

ROLES OF THE ASSESSMENT COMMITTEE

The Assessment Committee serves two primary roles. One is to have primary responsibility over course assessment, as described above. The other role is providing an avenue of faculty review in the overall assessment processes described in this document.

The Assessment Committee serves to periodically review and make recommendations relevant to the standards, educational quality, implementation, oversight, and assessment of academic programs. This committee maintains any items necessary to assess learning outcomes. The Director of Institutional Research and Effectiveness is an *ex-officio* member of this committee.

The committee shall make an annual review and report on the extent of assessment practice at GBC. It essentially assesses GBC assessment practices. It is important for this committee to be the faculty voice in developing, reviewing and refining the Institutional Assessment Plan. The committee is not responsible for performing any of the particular categories of assessment described in this plan or the assessment of any specific operation, program, or courses. The committee role is evolving as GBC continues to refine assessment practices.

The Assessment Committee, in association with the office of Institutional Research and Effectiveness and the Accreditation Liaison Officer, shall review this Institutional Accreditation Plan at least every five years to determine its effectiveness. If problems are evident before that time, these should be assessed as they are discovered and remedies recommended.

Notes only:
Revise Policy 3.40, Guide to Program Reviews

Comments from Assessment Committee, April, 2015:
(Changes have been incorporated into the document above.)
Here are the notes that the Assessment Committee made regarding the plan.
1. Change 2015 to 2015-20, and schedule an update every five years.
2. Academic Programs -- Add "program committee" (if any exists) to responsible parties.
3. Courses -- Replace "outcomes" with "core outcomes" in this section.
4. Courses -- Refer to PT instructors who teach a course not taught by a full-time member of the faculty in the subsection under responsible parties and cycles.
5. Refer to the role of the Assessment Committee under the assessment of courses -- instead of separately at the end.
6. Courses -- Separate "class sections" from "courses." The departments schedule a rotation of course assessments to assure that each course is assessed once per five years. Each instructor assesses class sections every year.
7. Do we want to change "remedial" to "developmental"?

Appendix A

Mission Fulfillment

Mission Element 1: Serve Rural Nevada

Criteria	Measurement	Annual Expectation	2011-12		2012-13		2013-14		2014-15		Fulfilled	
1. Presence in rural communities	a. Number of service area communities with physical GBC presence (IAV)	Maintain at least 90% or increase number (3-year period)	NA		21		22					
	b. Number of service area communities without physical GBC presence	Maintain or decrease number (3-year period)	NA		1		1					
	c. Number of service area communities with presence but no participation	Maintain or decrease number (3-year period)	NA		8*		8*					
2. Participation by county	a. Number served and rate per 1000: Elko	Maintain at least 90% or increase (3-year period)	2733	50	2233	41						
	b. Number served and rate per 1000: Eureka	Maintain at least 90% or increase (3-year period)	60	4	44	3						
	c. Number served and rate per 1000: Humboldt	Maintain at least 90% or increase (3-year period)	527	28	455	23						
	d. Number served and rate per 1000: Lander	Maintain at least 90% or increase (3-year period)	205	3	199	3						
	e. Number served and rate per 1000: Nye	Maintain at least 90% or increase (3-year period)	578	12	600	13						
	f. Number served and rate per 1000: White Pine	Maintain at least 90% or increase (3-year period)	266	3	279	3						
3. Rural graduation	a. Number graduated	Maintain at least 90% or increase (3-year period)	369		328							
	b. IPEDS graduation rates	Be within 2% of or exceed rates of IPEDS peers	23% (24% IPEDS)		27% (22% IPEDS						Yes	

*Sites not participating differ between these two years. Five sites are common to both totals, six are unique to each.

Mission Element 2: University Transfer

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. External transfer	a. Number transfers to other colleges & universities (24 or more credits)	Maintain at least 90% or increase (3-year period)	290	NA			
2. Internal admissions to bachelor's degrees	a. Number of acceptances of GBC students	Maintain at least 90% or increase (3-year period)	30	37			
3. External admissions to bachelor's degrees	a. Number transferred into GBC	Maintain at least 90% or increase (3-year period)	55	56			
4. Total	a. All three categories above	Maintain at least 90% or increase (3-year period)	375	NA			

Mission Element 3: Workforce Development

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Programs completed	a. Number of certificate of achievements and degrees awarded each year	Maintain at least 90% or increase (3-year period)	452	423			
2. Job placement	a. Number placed within 6 months of completion	80% placement rate of those contacted (includes military or continuing education)	90.2%	91.9%			

Mission Element 4: Partnerships

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Grants, and donations	a. New applications, proposals, solicitations, or initiatives submitted	At least one new one submitted per year	25	28			
	b. Number received	Continuous receipts	29	26			
	c. Dollars received	Continuous receipts	$4,288,234	$4,561,587			
2. Contract classes	a. Number of classes offered	Fulfill requests from business and industry	137	112			
	b. Number of students served	Fulfill requests from business and industry	1286	783			
3. High school enrollment	a. Number of HS students enrolled in GBC classes (not including TT 109)	Maintain at least 90% or increase (annual)	242	350			

Mission Element 5: Developmental Education

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Students progressing from developmental to college level	a. Percent progressing	Maintain at least 90% or increase (3-year period)	66.4%	66.5%			
2. Students graduating who began with a developmental class	a. Percent progressing	Maintain at least 90% or increase (3-year period)	NA	67.6%			

Mission Element 6: Community Service

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Community service classes	a. Annual number	Maintain at least 90% or increase (3-year period)	927	880			
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)	8	6			
2. Community events	a. Annual number	Maintain at least 90% or increase (3-year period)	29	14			
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)	5	5			

Mission Element 7: Student Support

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Recruitment	a. Number of contacts	Maintain at least 90% or increase (three-years)	2576	1801			
	b. Number that applied as percentage of semester enrollment	Maintain at least 90% or increase (three-years)	354	210			
2. Advising	a. Number of students advised as percentage of semester enrollment	Maintain at least 90% or increase (3-year period)	2937	3207			
3. Retention	a. Number of students retained as percentage of semester enrollment (fall to spring)	Maintain at least 90% or increase (3-year period)	41%	42%			

Mission Fulfillment: At least 85% of all expectations are fulfilled. 2011-2012 year will be the baseline for assessment.

Appendix D

Core Themes and Indicators

Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

Indicators:

1.1.a. Number and types of programs available 2012-2013

- 3 Bachelor of Arts degree programs - 8 major emphases
- 1 Bachelor of Science in Nursing degree program
- 1 Bachelor of Applied Science degree program - 4 major emphases
- 1 3+1 Bachelor of Social Work degree program
- 3 Associate of Arts, Science, and General Studies degree program
- 13 Associate of Applied Science degree program - 12 major emphases
- 16 Certificate of Achievement programs
- 11 Recognitions of Achievement

Expectation: Maintain or increase number of programs that exceed low-yield policy requirement of 20 or more graduates every three years

1.1.b. Number and qualifications of full-time faculty (fall 2012)

	<Assoc.	Assoc.	Bachelor's	Master's	MFA	PhD	Total
Grand Total	3	2	6	27	2	20	60
% of Total	5%	3%	10%	45%	3%	33%	100%

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

Expectation: Raise overall qualifications through time

1.1.c Full-time/Part-time Faculty ratio

Year	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Ratio	64.2/37.8	60.1/39.9		

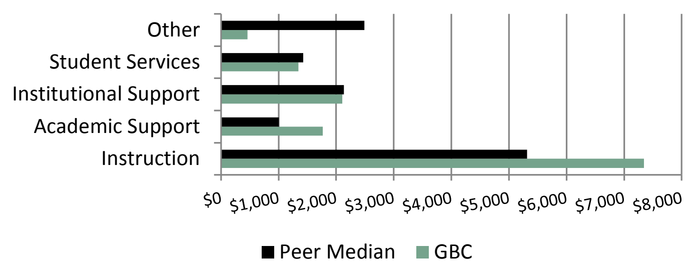
Expectation: Maintain 60%/40% FT/PT ratio

1.1.d Financial Resources

- A. Institutional Finances

Expenses per FTE - FY2011

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



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

Expectation: Maintain financial resources that exceed or are with 10% of those for the IPEDS peer group in categories except "Other"

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

	2007-08	2008-09	2009-10	2010-11	2011-12	5 yr Chg
State General Fund Appropriations	$ 16,089	$ 16,180	$ 10,010	$ 16,291	$ 14,032	-13%
Revenue from student fees/tuition net scholarships	$ 2,730	$ 3,476	$ 2,989	$ 2,978	$ 2,946	8%
Revenue from external funding	$ 3,571	$ 4,238	$ 13,847	$ 6,477	$ 5,813	63%
Total	$ 22,390	$ 23,894	$ 26,846	$ 25,746	$ 22,791	2%
annualized FTE	1643	1786	1994	1939	1742	6%
$/FTE	$ 6,814	$ 6,689	$ 6,732	$ 6,639	$ 6,542	-4%

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

Expectation: Within institutional limits of authority, work to maintain or increase annual $/FTE

- C. Student Finances

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

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

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

Expectation: Desire to have student fees below or within 10% of IPEDS peer group

- D. Student scholarships: a)private, institutional; b) Pell (disbursed amounts)

		2007-08	2008-09	2009-10	2010-11	2011-12
a)	No. Students	333	361	353	342	328
	Avg. Amount Disbursed	$ 2,090	$ 2,078	$ 1,928	$ 2,084	$ 2,177
	% of Total FTE	21%	21%	18%	18%	19%
b)	No. Students	430	460	741	900	908
	Avg. Amount Disbursed	$ 2,342	$ 2,532	$ 3,020	$ 3,104	$ 3,165
	% of Total FTE	17%	16%	24%	29%	32%
Total	No. Students	763	821	1094	1242	1236
	Avg. Amount Disbursed	$ 2,232	$ 2,332	$ 2,668	$ 2,823	$ 2,903
	% of Total FTE	38%	37%	42%	47%	51%

Expectation: Maintain a 5-year overall trend of increased support for students

1.1.e Student Services Resources

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

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

Source: IPEDS Data Feedback Report, 2012.

Expectation: Maintain numbers reasonably close to the peer group, and adjust as necessary

1.1.f. Number and percent of students attaining educational goals

	GBC	National Median
% Graduates and completers	86.3%	94.9%
% Leavers and non-completers	NA	60.0%

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

Expectation: Be within 10% of the national median

1.1.g. Completion rates for courses and programs

A. Courses

	All Credit Classes	National Median
% Completer Success	87.3%	82.2%
% Completed	81.7%	89.9%
% Withdrawal	18.3%	10.1%

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

B. Programs

		GBC	Peer Median
2009 IPEDS	6-year graduation rates	20%	22%
	Transfer-out rates	NA	21%
2010 IPEDS	6-year graduation rates	26%	23%
	Transfer-out rates	NA	23%
2011 IPEDS	6-year graduation rates	25%	24%
	Transfer-out rates	29%	21%
2012 IPEDS	6-year graduation rates	23%	24%
	Transfer-out rates	23%	24%
2013 IPEDS	6-year graduation rates	27%	22%
	Transfer-out rates	22%	18%

Note: Includes certificate, associate's, and bachelor's degree-seekers who complete within 150% of the time required. Source: IPEDS annual reports

Expectation: Exceed or be within 10% of the national median for courses

Exceed or be within 5% of the national median for IPEDS 6-year graduation rates

1.1.h. Persistence rates for new students

Fall 2010 to fall 2011	GBC	Peer Median
Full-time, fall-to-fall retention	61%	52%
Part-time, fall-to-fall retention	36%	33%

Fall 2010	GBC	National Median
Average section size	19.3	19.7
Student/facutly ratio	18.9	18.3

Source: NCCBP 2012 Aggregate Data Report

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

Expectation: Exceed or be within 10% of the national median

1.1.i. Student satisfaction ratings from targeted questions

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

2010-11 Graduates	93%	The time I spent at GBC was a wise use of my time.
	88%	All in all, if I had to do it all over again, I would enroll at GBC.
	88%	I will recommend GBC to others interested in the same major field of study.

Expectation: Maintain at least 85% for these questions

B. Percent of enrolled students who:

GBC	National Community Colleges	
69.0%	60.0%	are satistified or very satisfied when rating their overall experience thus far

78.0%	70.0%	report probably yes or definitely yes when asked if they had to do it over, would they enroll here again

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

Expectation: Exceed or be within 10% of the national median

Objective 1.2: Foster cultural awareness

Indicators:

1.2.a. Demographics of GBC and the service area

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

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

Expectation: Students should be within 5% of the population of the GBC service area

1.2.b. Number of students (unduplicated) enrolled in general education classes with moderate to strong outcomes for personal and cultural awareness

	2009-10	2010-11	2011-12	2012-13
Number enrolled				
Percent of GBC enrollment				

Expectation: Maintain or increase percentage

1.2.c. Student satisfaction ratings from targeted questions

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

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

Expectation: Maintain at least 75% for each item

Objective 1.3: Provide curricula and programs for careers

Indicators:

1.3.a. Number and types of career-directed degrees and certificates available 2012-2013

2 Bachelor of Arts (Elementary and Secondary Education)
1 Bachelor of Science in Nursing degree program
1 Bachelor of Applied Science degree program - 4 major emphases
1 Associate of Applied Science degree program - 12 major emphases

16 Certificate of Achievement programs
6 Recognitions of Achievement

Expectation: Maintain or expand the list

1.3.b. Job placement rates for programs

Percent of graduates employed within six months to a year

	Certificates	Associate's	Bachelor's	Overall
2009-10				
2010-11				
2011-12				
2012-13	86%	90%	96%	92%

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

Expectation: At least 80% employed within 6 months to a year of graduation

1.3.c. Advancement in studies by students following degree completion

Percent of 2010-11 graduates continuing their education

	30+ credit Certificates	Associate's	Bachelor's	Overall
Continuing their education	25%	69%	41%	60%
Where enrolled:				
Enrolled at GBC	100%	73%	33%	68%
Enrolled elsewhere	0%	27%	67%	32%
Agree or strongly agree GBC prepared me to continue my education	71%	86%	81%	84%

Expectation: Maintain 90% or increase percentages continuing with education
Monitor GBC proportions

Theme Two: Build Bridges and Create Partnerships

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

Indicators:

2.1.a. Percent of first-year students enrolling in remedial and college English and math, and their success rates

	Fall 2011		Fall 2012	
	% Enrolled	% Passed	% Enrolled	% Passed
Remedial math	36%	67%	38%	69%
College math	5%	65%	13%	80%
Math total	**41%**		**51%**	
Remedial English	24%	60%	30%	66%
College English	28%	61%	31%	73%
English total	**52%**		**61%**	

Notes: First-year students enrolling in math and English during their first semester. Passing grades include D- and above.

Expectation: Over time, increase percent of students enrolled in English and Math
Over time, increase percent of students passing these courses
Over time, increase proportion taking college rather than remedial

	Math		English	
	GBC	National Median	GBC	National Median
Retention Rate: Percent of students successfully completing highest remedial class who enrolled in and completed the next college level class (any grade but W)	76.1%	86.3%	87.7%	89.6%
Enrollee Success Rate: percent of students successfully completing highest remedial class who enrolled in and successfully completed the next college level class (C- or better grade)	65.8%	65.6%	80.4%	71.0%
Completer Success Rate: percent of same remedial students who completed the next college level class (no W grades) and who completed it successfully (C- or better)	86.5%	77.4%	91.6%	80.6%

Notes: Includes students who successfully completed highest remedial math or English in fall 2009 and enrolled in college-level math or English within one academic year (through fall 2010). NCCBP 2012.

Expectation: Exceed or be within 10% of the national median

2.1.b. Tech Prep headcount and number of credits and courses awarded

	FY2009	FY2010	FY2011	FY2012	FY2013
No. of Students	48	110	222	173	139
No. of credits	257	523	961	749	556
No. of Courses Articulated	69	64	84	63	57

Note: The number of courses is by high school.

Expectation: Maintain an increasing trend over time

2.1.c. Dual credit headcount and FTE by high school -- all high school students and their enrollments

	Student Headcount			Student FTE		
	Fall 2011	Spr 2012	Fall 2012	Fall 2011	Spr 2012	Fall 2012
Grand Total	435	378	449	144.9	111.1	134.6

Notes: Dual credit enrollments are student-high school-course specific. Enrollments here include all classes enrolled in by NV high school students, except Driver's Education. Earlier years are not comparable.

Expectation: Maintain a continuing or increasing trend over time

2.1.d. Transfer headcount, both external and continuing at GBC

Students transfering from GBC to another college or continuing from lower to upper division at GBC	Fall 2011	Fall 2012	Fall 2013
Elsewhere	22	NA	
at GBC	58	NA	

Source: NCCBP 2012 for transfer, advancing from sophomore to junior (>60 credits) and taking upper division courses at GBC

Expectation: Maintain a continuing or increasing trend over time

2.1.e. Number of students transferring into GBC

Fall 2011 Headcount	Fall 2012 Headcount	Fall 2013 Headcount
189	202	

Note: Based on applications for admission and enrollment in credit classes.

Expectation: Maintain a continuing or increasing trend over time

Objective 2.2: Build and sustain workforce programs

Indicators:

2.2.a. Number of contract training classes offered

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
No. of classes	98	126	139	121		

Expectation: Maintain a continued effort over time

2.2.b. Employer Satisfaction rates -- career program completers

	GBC	National Median
Employed in related field	83%	58%
Pursuing education	17%	21%
Employers satisfied with preparation	88%	93%

Note: Combines Perkins CTE graduate employment/enrollment surveys and data exchanges with employer surveys of AAS Radiology Technology and BA Education graduates.

Expectation: Exceed or be within 10% of the national median

2.2.c. Advisory boards and program committee meetings/participation

	Total Number	Meet Annually	Meet Semi-annually	Meet Monthly	Other Frequency
AAS programs	9	4	5		
Bachelor programs	4		1	1	2
Instituional and non-degree	3	2			1
Not having board	4				

Expectation: All programs should have an advisory board that meets at least once annually

2.2.d. External investment in programs -- revenue generated

GBC Foundation	2007-08	2008-09	2009-10	2010-11	2011-12
Scholarships	$ 107,776	$ 141,521	$ 103,388	$ 123,150	$ 164,421
Capital projects	$ 199,548	$ 159,448	$ 1,610,763	$ 76,506	$ 309,967
Program and operating support	$ 227,386	$ 324,377	$ 191,394	$ 225,370	$ 238,870
Total	$ 534,710	$ 625,346	$ 1,905,545	$ 425,026	$ 713,258

Note: Program and operating support includes in-kind donations

	2007-08	2008-09	2009-10	2010-11	2011-12
Contract training (Continuing Ed)	$ 30,490	$ 37,991	$ 42,735	$ 33,795	$ 27,945
Contract training (Career & Tech Ed)	$ 551,016	$ 588,098	$ 530,587	$ 561,164	$ 419,773
Maintenance Training Consortium (MTC) scholarships	$ 284,500	$ 282,941	$ 267,750	$ 271,952	$ 310,000
Grants\Sponsored Programs	NA	$ 1,482,464	$ 1,920,209	$ 1,774,853	$ 1,308,289

Expectation: External revenue coming in to GBC should be sufficient to meet or exceed the needs being required of these revenues

2.2.e. Number of students placed in workplace settings including clinical settings, student teaching, internships/apprenticeships, and other workplace experiences

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	56	40	49	35	186	

Expectation: Maintain a continuing or increasing trend over time

Objective 2.3: Support community needs

Indicators

2.3.a. Maintain a range of community partnerships

Partner	Location
Battle Mountain Arts Presenters	Battle Mountain
Battle Mountain Cookhouse Museum	Battle Mountain
Battle Mountain Resource Center	Battle Mountain
California Trail Interpretive Center	Elko
Chamber of Commerce	Elko, Battle Mountain
Committee Against Domestic Violence	Lander County
Communities in schools	Elko, Ely
County School Districts	Elko, Lander, Nye, White Pine
County Economic Development Authorities	Elko, Lander
Great Basin Indian Archives	State-wide
Great Basin Writing Project	State-wide
Junior Achievement	Ely
County Convention and Tourism	Lander County
Mining Rocks	Elko
NV Department of Veteran's Affairs	Pahrump
Nevada Humanities Organization	Service Area
NV State Immunization Program (Webiz)	Pahrump
PACE	Elko
Silver Stage Players	Elko
United Blood Services	Elko, Ely
VISTA Sponsorships	Elko
Western Folklife Center	Elko

Note: These are non-profit organizations and governmental agencies that fulfill their missions by partnering with GBC (2012-13).

Expectation: Engage in ongoing partnerships with a variety of community partners in different communities

2.3.b. Maintain a range of community events and activities

2011-12 Community & Related Student Events	Location
Richter Uzur Duo Guitar & Cello Concert	Elko
50th Anniversary Celebration of the US Peace Corps	Elko, IAV to BMtn, Ely, Pahrump
Nevada Outdoor School Kids Programs	Winnemucca
"One Enchanted Evening" Father & Daughter Ball	Elko w/svs area
Fall Art Show and Demonstrations	Elko
Winnemucca Fall Student Art Show	Winnemucca
United Blood Services Blood Drive	Ely
Deon Reynolds Photography Exhibit	Elko
GBC 2012 Film Festival	Elko
Empowerment Week "Pay What You Can"	Elko
Community Clean-up week and Earth Day Film	BMtn
Thomas Sheridan & Barry Corbin Cowboy Poetry Speakers	IAV to All
Tumble Words: Shaun Griffin, poetry & writing workshop	IAV to All
Dinner & Movie "Buck" in Partnership with Ranching Community Rodeo and Van Noorman horse sale	Elko
Love Your Body Walk sponsored by SGA	Ely
Spring Student Art Show	Elko w/svs area
Winnemucca Student Spring Art Show	Winnemucca
GBC Foundation Dinner Dance	Elko
Winnemucca Kids College	Winnemucca

Argentum (art and literary magazine)	Svc. Area
Joni Morris Concert & Outreach events	Elko
GBC Theater Productions	Elko
"Back to Bizkaia" Vince Juaristi Book Signings	Ely & Elko
Kids College	Elko
Shooting the West Photography Workshops	Winnemucca
Transit of Venus Astrological Viewing	Elko

Expectation: Engage in a variety of events and activities in different communities

2.3.c. Faculty community service: percent of faculty indicating community service on annual evaluations

2009-10	2010-11	2011-12	2012-13	2013-14
87%	86%	84%	76%	

Expectation: At least 70% of faculty will engage in community service

Theme Three: Serve Rural Nevada

Objective 3.1: Provide access to education at distant locations

Indicators:

3.1.a. Number of programs fully available online

	2011-2012	
Bachelor's degree programs	1	Bachelor's of Science in Nursing
Bachelor's Applied Science degree programs	1	BAS Land Surveying/Geomatics
Transfer associate's degree programs	2*	Associate of Arts, Associate of Science
Associate of General Studies degree	1	
Associate of Applied Science degree programs	2	AAS Business Administration, AAS Computer Technologies
Certificates of Achievement	5	Business Administration, Computer Technologies, Substance Abuse Counselor Training, Medical Transcriptionist, Medical Coding and Billing
Recongnitions of Achievement	2	Medical Coding and Billing, Medical Transcriptionist
Total	12	

*Depending on pattern of study

Expectation: Maintain or increase the number of programs available

3.1.b. Enrollment (duplicated headcount) in distance education sections (online and IAV)

Section Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Percent of Last Total
Internet	1719	2529	3296	3923		
Interactive Video	2129	1656	1855	1817		
Total Distance	3848	4185	5151	5740		
Total GBC	9172	9,644	10602	10467		
% of All Enrollment	42%	43%	49%	55%		

Notes: Interactive video (IAV) classes are sectioned by site so that a single class will have multiple sections. Does not include telecourse sections which ended as of fall 07.

Expectation: Maintain or increase enrollment in distance education classes

3.1.c. Certificate and degree completions by student location

FY 2012 Awards	Battle Mountain	Elko	Ely	Pahrump	Winn.	NV Out of Service Area	Out of State	All GBC	Percent of Total
Bachelor's	2	41	2	0	9	3	4	61	13%
Associate's	20	149	8	26	32	18	7	260	58%
Certificates	9	86	4	2	6	5	1	113	25%
Recognitions	1	9	2	2	2	2	0	18	4%
Total	32	285	16	30	49	28	12	452	100%
Percent of Total	7%	63%	4%	7%	11%	6%	3%	100%	

Notes: Location is based on student address at graduation. Includes degrees granted summer, fall and spring semesters during the fiscal year as reported to IPEDS.

Expectation: Maintain a distribution of awards through the service area reflective of sites

3.1.d. Retention rates by student location (fall-to-fall)

All Credit Student Retention	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC	National Median
Fall-to-spring	52%	58%	60%	47%	64%	59%	72%	58%	72%
Fall-to-fall	40%	49%	48%	34%	44%	45%	49%	45%	48%

Notes: Includes all full-time and part-time students enrolled in credit classes (excludes high school students), fall 2010, who: 1) graduated fall 2010 or enrolled spring 2011 for fall-to-spring retention; or 2) who graduated fall 2010, spring 2011 or summer 2011 or who enrolled fall 2011 for fall-to-fall retention. Location is based on primary location of classes. NCCBP 2012.

Expectation: Retain students throughout the service area at comparable rates

3.1.e. Center and satellite site needs fulfilled by synchronous courses specific to an area

No. of Live and Originating IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total latest
Battle Mountain	24	21	21	19	15	2%
Elko	950	858	832	698	677	74%
Ely	67	46	45	36	35	4%
Pahrump	123	124	131	113	103	11%
Winnemucca	110	112	109	98	87	9%
Other Locations	2	2	0	3	3	0%

Total	1276	1163	1138	967	920	100%

No. of Receiving IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total latest
Battle Mountain	77	74	77	83	69	16%
Elko	30	46	53	61	45	10%
Ely	118	109	106	88	73	17%
Pahrump	99	102	117	113	89	21%
Winnemucca	125	121	123	127	98	23%
Other Locations	106	97	72	84	60	14%
Total	555	549	548	556	434	100%

Expectation: Provide some level of synchronous class delivery at all locations

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

Indicators:

3.2.a. No. of programs fully available at each center or site (2011-2012)

Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA degrees	3 BA degs	3 BA degs	3 BA degs	3 BA degs	Bachelor's of Arts degree programs - 8 major emphases
1	1	1	1	1	Bachelor's of Science in Nursing degree program*
1 BAS - 3 emph	1 BAS - 3	1 BAS - 3	1 BAS - 3	1 BAS - 4	Bachelor's of Applied Science degree program - 4 major emph*
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
1 AAS - 6 emph	1 AAS - 6	1 AAS - 6	1 AAS - 6	1 AAS - 12	Associate of Applied Science degree program - 12 major emph
12	12	12	12	16	Certificate of Achievement programs
2	2	2	2	3	Teacher Certifications
2	2	2	2	6	Recognitions of Achievement

*Note: upper division classes only

Expectation: Provide the curricula not requiring specialty space and equipment for programs at sites centers

3.2.b. Demographics of service area population and students by site (county)

Gender

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Total Enrolled Students	1,818	48	329	146	470	181	2,997	407	3,524
% Men	39%	48%	26%	34%	35%	30%	36%	34%	37%
% Women	61%	52%	74%	66%	65%	70%	64%	66%	63%

Nevada State Population Gender Distribution by County

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
% Men	52%	53%	52%	51%	51%	57%	52%
% Women	48%	47%	48%	49%	50%	43%	48%

Note: Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Hispanic or Latino (of any race)	13%	10%	15%	21%	10%	9%	13%	13%	12%
White	75%	79%	77%	73%	72%	82%	75%	65%	74%
Black or African American	1%	2%	0%	0%	6%	1%	1%	7%	2%
American Indian/Alaska Native	4%	0%	3%	3%	2%	3%	3%	1%	3%
Asian	1%	0%	1%	0%	1%	1%	1%	7%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	1%	0%	0%	0%
Unknown	5%	4%	3%	3%	6%	3%	5%	2%	4%
Two or More Races	1%	4%	1%	0%	2%	2%	1%	5%	2%
Total Minority (all but white)	25%	21%	23%	27%	28%	18%	25%	35%	25%
Total Enrolled Students	1,817	43	279	115	421	165	2,989	407	3,521

Note: Does not include 3 international students.

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
Hispanic or Latino (of any race)	23%	12%	24%	21%	14%	13%	19%
White	69%	84%	69%	74%	79%	76%	73%
Black or African American	1%	0%	0%	0%	2%	4%	1%
American Indian/Alaska Native	5%	2%	4%	3%	1%	4%	3%
Asian	1%	1%	1%	0%	1%	1%	1%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	1%	2%	1%	3%	2%	2%
Total Minority (all but white)	31%	16%	31%	26%	21%	24%	27%
Total County Population	48,818	1,987	16,528	5,775	43,946	10,030	127,084

Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Expectation: Gender and race/ethnicity demographics of the student population for should approximate that of the service area population

3.2.c. Student satisfaction ratings by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly agree they are overall, satisfied with their college experience	81%	91%	89%	83%	86%	91%
Percent who agree or strongly agree they would recommend GBC to a friend, colleague, or family member	86%	82%	92%	83%	86%	88%
Percent who agree or strongly agree they would still choose to enroll at GBC if given the opportunity to make the choice over again	73%	77%	80%	74%	77%	64%
Percent who agree or strongly agree they enjoy being a student at GBC	87%	86%	95%	83%	90%	88%
Percent who agree or strongly agree they fit in at GBC	73%	70%	66%	40%	76%	67%

Expectation: For each question, 75% should indicate that they agree or strongly agree

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

Indicators:

3.3.a. Availability of support services

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

Expectation: At least some degree of availability at all sites

3.3.b. Satisfaction with support services

Student satisfaction with support services by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly that tutors were available when they needed them and at a reasonable charge	62%	62%	42%	41%	49%	34%
Percent who agree or strongly agree financial aid staff is knowledgeable and helpful	68%	52%	58%	33%	63%	58%
Percent who agree or strongly agree that I am very satisfied with the quality of financial advising at this institution	62%	57%	58%	43%	69%	42%
Percent who agree or strongly agree that my advisor is knowledgeable and helpful	67%	81%	71%	55%	59%	80%
Percent who agree or strongly agree that I am very satisfied with the quality of the academic advising at this institution	69%	86%	73%	57%	66%	83%
Percent who agree or strongly agree that library resources and services are sufficient	77%	57%	50%	38%	29%	27%

Expectation: Continuous improvement of responses over time

3.3.c. Number and type of scheduled continuing education classes (2011-12)

	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Total
2011-12	64	3	15	1	4	1	2	90

Expectation: Continue to provide continuing education opportunities throughout service area for community needs

3.3.d. Number of non-class IAV sessions scheduled

	Elko	Ely	Battle Mtn	Pahrump	Winn.	Amargosa	Beatty	Gabbs	Eureka	Jackpot
2011-12										
2012-13										
2013-14	126	23	17	23	31	1	2	2	4	1

	Lovelock	McDermitt	Owyhee	Round Mtn	Tonopah	Wells	Wendover	Total
2011-12								
2012-13								
2013-14	3	2	1	4	12	4	3	259

Expectation: Continue to provide connectivity throughout service area for community needs

2.2.c. Advisory boards and program committee meetings/participation

Delete higlighted portion

	AAS Advisory Boards	Bachelor's Program Committees	Programs with GBC Committees	Advisory Boards
Health Sciences and Human Resources	Semi-annually			
Teacher Education	Eight times per year			
Diesel	Annually			
Electrical/Instrumentation	Annually			
Welding	Annually			
Industrial Millwright	Annually			
Criminal Justice	Semi-annually			
Perkins Career and Technical Education				Annually
Child Care Center				Semi-annually
Nye County				Annually
BA Integrated Studies program			Monthly	
Land Surveying/Geomatics		Semi-annually		
Great Basin College				Bi-monthly

Note: In addition, continuing education and degree programs undergo a program review every five years and assemble an advisory board for that purpose consisting of program faculty, representatives from professionals and practitioners in the

2.2.e. Number of students placed workplace settings including clinical settings, student teaching, internships/apprenticeships, and other workplace experiences

		2007-08	2008-09	2009-10	2010-11	2011-12
Delete all	Agriculture	1				
but totals	Anthropology	7				
	Business	4	2		1	3
	Communication	4	1			
	Education	29	31	29	26	16
	Fire Service			1		1
	Integrative Studies	11	6	17	8	11
	Journalism			2		
	Health & Human Services					42
	Education					109
	CTE					4
	Total	56	40	49	35	186

Expectation: Maintain a continuing or increasing trend over time

Great Basin College
2014-2021 Institutional Strategic Plan

The GBC Institutional Strategic Plan is strongly based in its institutional core themes as approved by the Board of Regents of the Nevada System of Higher Education. The objectives, indicators, and expectations of these core themes are published in GBC's Year One Self Study report submitted to the Northwest Commission on Colleges and Universities in March, 2014. The core themes are in turn derived from the GBC Mission. The three central core themes imbedded in the GBC Strategic Plan are *Provide Student Enrichment*, *Build Bridges and Create Partnerships*, and *Serve Rural Nevada*. For each indicator and expectation presented in this document (Appendix C), the supporting metrics and data are presented in greater detail in Appendix D.

Core Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number and types of programs	Maintain or increase number of programs that exceed low-yield policy requirement of 20 or more graduates every three years	1. Develop additional selected baccalaureate degrees in each major discipline are (e.g., technology, health, science etc.). 2. Increase resources for new degrees. 3. Sustaining current programs. 4. Expand the capacity for welding, in particular expand the welding shop in Elko. 5. Seek opportunities to provide more health care programs outside of Elko.	1. VPAA and Departments 2. President, Foundation Director, Grants Director 3. President, VPAA Deans 4. President, Foundation Director 5. VPAA, Dean HS&HS, Grants Director	1. Begin discussions fall 2014, development and launch within two years 2-5. TBA	

b.	Number and qualifications of full-time faculty	Raise number and overall qualifications through time	1. Hire additional best qualified full time faculty as resources permit. 2. Increase resources to assist increasing qualifications of faculty.	1, 2. VPs and President, assisted by Department Chairs	1. Ongoing priority in hiring decisions. 2. Ongoing as resources permit	
c.	Full-time/adjunct faculty ratio	Maintain 60%/40% FT/PT ratio	1. Annual review of data from past year each summer. 2. Establish annual goals with department chairs for each discipline.	1, 2. VPs and President, assisted by Department Chairs	1. Annually by August 15 2. TBA	
d.	Financial resources	a. Maintain financial resources that exceed or are with 10% of those for the IPEDS peer group in categories except "Other". b. Within institutional limits of authority, work to maintain or increase annual $/FTE. c. Desire to have student fees below or within 10% of IPEDS peer group.	1. Enhance funding through growth in enrollment 2. Legislative advocacy 3. Pursue appropriate grants 4. Establish partnerships with business and industry 5. Seek private donations	1. President VPs, Deans 2. President 3. Grants Director 4. Deans and Dir. of Continuing Ed 5. Foundation Director	1-5. Ongoing	
e.	Human resources to support students	Maintain numbers reasonably close to the peer group, and adjust as necessary	1. Each time IPEDS reports are received, review the distribution of employees for the previous year. 2. Based on annual review and assessment of resources, determine actions required.	1, 2. President, VPs	1-2. TBA	
f.	Students attaining educational goals	Be within 10% of the national median	1. Monitor graduation rates, transfer numbers, military entrants and those taking and students passing classes and not returning.	1. IR, VPSS	1. Annually	
g.	Completion rates	Exceed or be within 10% of the national median for courses. Exceed or be within 5% of the national median for IPEDS 6-year graduation rates	1. Support the NSHE 15 to finish campaign. 2. Emphasize intervention – Early Alert program 3. <30 credit Pathways skill certificates.	1. VPAA, VPSS Deans 2. VPSS 3. VPAA, VPSS Deans	1. Immediate and ongoing. 2-3. TBA	
h.	Persistence rates for new students	Exceed or be within 10% of the national median	1. Hire retention specialist as resources permit. 2. Improve advising. 3. Enhance Academic Success Center function for retention.	1. VPSS 2. VPSS, VPAA, Deans 3. ASC Director	1. Fall 2016 2-3. TBA	
i.	Student satisfaction ratings	Maintain at least 85% for these questions	1. Administer student satisfaction survey and work on weak areas. 2. Student focus groups.	1. IR and VPSS 2. VPSS	1. Biannually starting 2015 2. TBA	

Objective 1.2: Foster Cultural Awareness						
	Indicator	**Expectation**	**Supporting Activity**	**Assigned To**	**Due Date**	**Status**
a.	Demographics of GBC and the service area	Students should be within 5% of the population of the GBC service area	1. Each summer, review the of the service area for the previous year. 2. Based on annual review, determine appropriate actions as deemed necessary.	1. VPSS, IR 2. VPSS	1. Biannually starting 2015 2. TBA	
b.	Number of students enrolled (duplicated) in general education classes meeting personal and cultural awareness outcomes	Maintain or increase percentage	1. Increase the number of students taking general education courses through increased baccalaureate and gen. ed. course offerings.	1. VPAA, Gen. Ed. Faculty.	1. Fall 2017	
c.	Student satisfaction ratings from targeted questions	Maintain at least 75% for each item	1. Taken from administered surveys. 2. Focus groups	1. VPSS and IR 2. VPSS	1. Summer following survey administration. 2. TBA	

Objective 1.3: Provide curricula and programs for careers						
	Indicator	**Expectation**	**Supporting Activity**	**Assigned To**	**Due Date**	**Status**
a.	Number and types of career directed degrees and certificates	Maintain or expand the list	1. Maintain current array of offerings. 2. Add new career oriented offerings as request by business and industry.	1. VPAA 2. President, VPAA & faculty.	1. Ongoing 2. As opportunities are identified.	
b.	Job placement rates for programs	At least 80% employed within 6 months to a year of graduation.	1. Gather data from TAACCCT III 2. Create a placement office with staff.	1. TAACCCT Grant Staff. 2. VPSS	1. Summer 2017 2. TBA	
c.	Advancement in studies following completion	Maintain 90% or increase percentages continuing with education. Monitor GBC proportions	1. Check through student data clearing house. 2. Develop a campaign to have certificate, associate and bachelor's degree recipients consider follow-on educational options. 3. Marketing pathways (laddering options) 4. Intense program marketing of online BAS programs in collaboration with other Nevada community colleges.	1. VPAA and IR. 2. VPAA & VPSS 3. Pathways Coordinator 4. VPSS, Program Supervisors	1. Annually, during late fall semester. 2-4. TBA	

Core Theme Two: Build Bridges and Create Partnerships

Objective 2.1: Facilitate seamless transfer of student between high school, community college and universities

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Performance of first-year students enrolling in remedial and college English and math	a. Over time, increase percent of students enrolled in English and Math. Over time, increase percent of students passing these courses. Over time, increase proportion taking college rather than remedial. b. Exceed or be within 10% of the national median.	1. Develop alternative courses for remedial education. 2. Continue and develop partnerships with 10 counties	1. VPAA, IR, English and Math Faculty 2. VPAA and Center Directors	1. TBA 2. TBA	
b.	Tech Prep headcount and number of credits and courses awarded	Maintain an increasing trend over time	1. Add new service agreements for newly acquired service areas.	1. Dean AS, Tech Prep Coordinator	1. TBA	
c.	Dual credit headcount and FTE	Maintain a continuing or increasing trend over time	1. Offer dual enrolment offering in newly acquired service area counties. 2. Develop and promote more dual credit master agreements and dual credit pathways for all school districts in GBC service area. 3. Report current success rate of dual credit participation (by district).	1, 2. VPAA, Director of Continuing Ed 3. IR, VPAA	1. ASAP, 14/15 academic yr. 2. TBA 3. TBA	
d.	Transfer rates, both external and internal continuation	Maintain a continuing or increasing trend over time	1. Recruit and mentor 2. Develop more 2+2 programs.	1. Office of VPAA, IR 2. TBA	1. TBA 2. TBA	
e.	Number of students transferring into GBC	Maintain a continuing or increasing trend over time	1. Recruit and mentor 2. Improve marketing efforts,	1, 2. VPSS	1. Spring 2014 2. TBA	

Objective: 2.2 Build and sustain workforce programs

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of contract training classes offered	Maintain a continued effort over time	1. Respond to industry needs. 2. Keeping current in technology. a. Equipment. b. Professional development for faculty	1, 2. Dean AS	1-3. TBA	

			3. Market contract training programs to expand the number of courses offered and increase total enrollment.	3. Director of Continuing Ed		
b.	Employer satisfaction	Exceed or be within 10% of the national median	1. Offer internships 2. Insure timely response to industry needs.	1. Dean AS, Bach. Program Supervisors 2. Director of Continuing Ed	1-2. TBA	
c.	Advisory boards and program committee meetings	All programs should have an advisory board that meets at least once annually	1. Advisory board minutes submitted to VP or Deans. 2. Ensure response to industry needs. 3. Increase the presence of partnerships (DETR, State of Nevada, Department of Veteran's Services).	1. Deans of AS and HS&HS, VPAA 2. VPAA 3. VPSS	1-3. TBA	
d.	External investment in programs	External revenue coming in to GBC should be sufficient to meet or exceed the needs.	1. Monitor these investments 2. Stay current with technology. 3. Provide professional development for faculty to stay current with technology. 4. Continue efforts to acquire acreage in Pahrump for a future campus. 5. Seek funding to develop facilities in Pahrump for offering workforce development programs. 6. Contingent on funding and facilities, offer a more workforce development programs in Pahrump.	1. Foundation, Deans and VPAA 2, 3. Deans and VPAA 4. President 5. President, Foundation Director 6. VPAA, Deans	1. Annually 2-6. TBA	
e.	Number of students participating in workplace experiences	Maintain a continuing or increasing trend over time.	1. More paid internships	1. Deans and Program Supervisors	1. TBA	

Objective: 2.3 Support community needs

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	A list indicating the number and range of partnerships	Engage in ongoing partnerships with a variety of community partners	1. Foster and grow Arts and Cultural Enrichment (ACE) Committee events. 2. Fulfill NEH grant activities within the required time frame. (The ACE committee will work closely with the NEH Humanities in Action Committee to	1. Director of Continuing Ed, VPAA 2. Grants Director, Foundation Director	1.2. TBA	

			fulfill NEH grant activities within the required time frame.)			
b.	A list indicating the number and range of community events and activities	Engage in a variety of events and activities in different communities	1. Each summer, review the list of activities from the previous year. 2. Based on annual review and assessment of resources, plan the next year's events and activities.	1,2. Director of Continuing Ed	1. Annually by August 15 2. TBA	
c.	Faculty community service	At least 70% of faculty will engage in community service	1. Each summer, review faculty evaluations for activities in community service for the previous year. 2. Based on annual review and assessment of resources, encourage faculty participation as necessary.	1,2. VPAA	1. Annually by August 15 2. TBA	

Core Theme Three: Serve Rural Nevada

Objective: 3.1: Provide access to education to distant locations

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of programs fully available online	Maintain or increase the number of programs available	1. Review the general education program to assure appropriate and effective support a larger array of fully on-line degree. 2. Market fully on-line programs, including collaboration with other Nevada community colleges.	1. VPAA, Faculty, Director of On-line Education 2. VPAA, VPSS, Deans	1. Spring 2015 2. By end of 2015	
b.	Enrollment in distance education (online and IAV)	Maintain or increase enrollment in distance education classes	1. Monitor these numbers for ongoing comparative purposes. 2. Garner GBC's share of e-NCORE offerings. 3. Have GBC on-line course offerings quality matters certified. 4. Offer more lecture capture opportunities.	1. IR, VPAA 2, 3. Director of On-line Education 4. Director of On-line Education, IAV Coordinator	1. Annually late summer 2. Spring 2015 3-4. TBA	
c.	Certificates and degree completions by location	Maintain a distribution of awards through the service area reflective of sites	1. Each summer, review the list of certificates and degrees awarded by location for the previous year. 2. Based on annual review and assessment of resources, determine	1, 2. IR, VPAA, Deans	1. Annually by August 15	

			actions required to maximize the awards given at various sites.			
d.	Retention rates by location	Retain students throughout the service area at comparable rates	1. Each summer, review the list of retention rates by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the rates at various sites.	1, 2. IR, VPAA	1. Annually by August 15 2. TBA	
e.	Center and satellite site needs fulfilled by synchronized courses	Provide some level of synchronous class delivery at all locations	1. Each summer, review the list of certificates and degrees awarded by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the awards given at various sites.	1, 2. IR, VPAA, Deans	1. Annually by August 15 2. TBA	

Objective: 3.2 Provide resources to meet needs of service area

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of programs available at each center	Provide the curricula not requiring specialty space and equipment for programs at sites centers	1. Each summer, review the list of programs available by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the programs available at various sites. 3. Continue efforts to acquire acreage in Pahrump for a future campus. 4. Seek funding to develop facilities in Pahrump for offering workforce development programs. 5. Contingent on funding and facilities, offer a more workforce development programs in Pahrump.	1, 2. VPSS 3. President 4. President, Foundation Director 5. VPAA, Deans	1-5. TBA	
b.	Demographics of service area students and population	Gender and race/ethnicity demographics of the student population for should approximate that of the service area population.	1. Each summer, review the college demographics by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to make potential adjustments at various sites.	1,2. VPSS	1. Annually by August 15 2. TBA	

c.	Student satisfaction ratings by site	For each question, 75% should indicate that they agree or strongly agree.	1. Each time the survey is administered, review the results by location. 2. Based on review and assessment of resources, determine actions required to make potential adjustments at various sites.	1,2. VPSS	1. When assessment is given 2. TBA	

Objective: 3.3 Provide needed services to all GBC sites

	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Availability of support services	At least some degree of availability at all sites	1. Expand library services. 2. Expand Library resources to support new degrees/programs. 3. Enhance upper division course support. 4. Enhance resources and make them known to respective departments. 5. Mental health counseling	1, 2. Library 3, 4. VPAA, Deans 5. VPSS	1-5. TBA	
b.	Satisfaction with support services	Continuous improvement of responses over time	1. Each time the survey is administered, review the results by location. 2. Based on review and assessment of resources, determine actions required to make potential adjustments at various sites.	1. VPSS 2. VPSS, VPAA	1. When assessment is given 2. TBA	
c.	Number and type continuing education classes	Continue to provide continuing education opportunities throughout service area for community needs	1. Continue to offer wide range of CE classes in Elko and expand to outlying areas and new territories as feasible. 2. Maintain and increase professional development courses as feasible. 3. Develop faculty/adjunct faculty and community members in outlying communities and new service area in order to have resources to serve rural areas.	1. Director of Continuing Ed 2. VPAA 3. VPAA, VPSS	1-3. TBA	
d.	Community meetings hosted through interactive video	Continue to provide connectivity throughout service area for community needs.	1. Each summer, review the list of community meetings hosted for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the use of IAV.	1. IAV Coordinator	1. Annually by August 15 2. TBA	