GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
December 8, 2015
1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Sonja Sibert, Angie DeBraga, Greg Brorby, Mary Doucette, Steve Theriault, Mardell Wilkins, DeMarynee Saili, Joe Micke
ABSENT: Lynn Mahlberg, John Rice, Lisa Frazier, Cathy Fulkerson

1. Approval of Minutes – The minutes of the President's Council meeting on November 24, 2015, were approved.

2. SGA Update – DeMarynee Saili reported the food drive held in November was a huge success. The students prepared 40 meal baskets that were distributed to students. This week SGA is working on stress release bags and will deliver them tomorrow. The Gay Straight Alliance club is hosting a study session next week and will provide breakfast foods for dinner. The branch/center SGA senators are working on their holiday parties. January 15 is the start of next semester's meetings.

3. Faculty Senate Update – Mary Doucette
Department Chair Responsibilities was brought back from last time. Mike McFarlane requested in the future to use the track changes options as that is better to compare the document changes. President's Council approved with minor changes.

   Mary Doucette reported the transfer and termination policies were not approved because of time restraints and will be brought back to the next Board of Regents' meeting in March.

4. Classified Council Update – Joe Micke reported the Classified Council Christmas party is scheduled for tomorrow from 11:00 am to 1:00 pm in the Solarium.

5. Institutional Research Update – no report.

6. Accreditation Update – Mike McFarlane sent out three documents for review: the supporting activities status report, the 2014-2021 Institutional Strategic plan Appendix c, and Appendix D Core Theme Indicators. He is trying to make it more manageable. He requested people to put the status updates into the status report form. The people who are listed as the assignees will be the primary responsibility for it. Please keep the summaries concise with no more than one or two paragraphs. These are due by mid-January. The Appendix D is where we started from.

7. Academic Faculty Evaluation Process- Mike McFarlane reported that he and Amber Donnelli and Bret Murphy have reviewed what Mary Doucette presented last time and had some clarifications that were presented to the Evaluation Committee. This document is what was agreed upon by the Evaluation Committee. The evaluation will go with the raw

scores but will calculate the adjusted score just to compare with the raw score as a test. There were other very minor clarifications that the Evaluation Committee agreed to. The significant change that will go to Faculty Senate will be the Management component. President Curtis said that given all the work that has gone into this that President's Council should approve it now and then it goes to Faculty Senate for approval. President's Council approved the Academic Faculty Evaluation Process and it will go to Faculty Senate for their approval. Mike reminded the group that this is the basic framework and that a policy will have to be written to go with it. There are also workload considerations that will have to go into it too.

8. Vice President Reports

- Business Affair - no report.
- Student Services – no report.
- Academic Affairs - no report.

9. Dean/Director/Assoc. VP Reports

- Continuing Ed and Diversity Angie DeBraga asked about the diversity group becoming a faculty senate committee. It is a group that was self-initiated by some faculty members and because of some of the bigger issues happening at the national level there is a feeling that a group such as this can be beneficial in avoiding any issues in the future. There are twenty people who participate in the group currently. President's Council recommended the group define its structure and purpose and then take it to the Faculty Senate for their approval as it would fall under that group.
- Health Science & Human Services – Amber Donnelli reported the nursing site visit went very well. The distance education program was the best they had seen. They were also very impressed at how we are administering our nursing program. The Radiology program is expanding and they are excited about that.
- Business & Technology – Bret Murphy reported working with Angie DeBraga for the fire science academy for spring for the BLM and Forest Service. The first employer graduate meeting was conducted with two more to follow where employers and graduates meet with the advisory board members to answer questions and report on outcomes. This is a good assessment tool. The electrical instrumentation program had one graduate out of twenty that was from somewhere outside the local area
- Distance Education – no report.
- GBC Foundation – Greg Brorby reported his continued work in trying to get a team together to create the Alumni Association. The Foundation's fall mailer was successful and we have already received several thousand dollars back in contributions and many cards returned with updated contact information on the donor. Greg presented the Foundation's annual report to the Board of Regents last week and it was accepted in full. Greg is still working on the needs list.

10. President's Report – Mark Curtis reported that he and Greg Brorby attended the Veterans Resource Center's Christmas party. It was an opportunity for the VRC to honor Kim Bolin who donate $4,000 to the VRC to purchase coins. The back side of the coin was designed by a veteran. The coins are given out to people who have contributed and supported the

VRC in some way or other. Greg and Mark both received a coin. Jacob Parks and the VRC are doing very good work.

At the Board of Regents meeting last week President Curtis presented the state college proposal for the first time and it was well received. Regent Trevor Hayes who was most critical at the previous meeting was the most complementary. There will be a workload differential between state colleges and community colleges. The first proposal there were questions on the phase in workload change. A policy will have to be written by Crystal Abba regarding a phase in workload policy as none exists. It will be a mix. GBC would put together a workload committee after receiving the state college designation. Our accreditation may be affected as well, so President Curtis is sending a letter to Northwest Association of Colleges & Universities to ask their advice. There is a special meeting of the Board of Regents on January 22 that will further talk about the workload and accreditation issues of GBC becoming a state college. Nevada State College and College of Southern Nevada will also be bringing forth proposals at the meetings in March and June. Regent Jason Geddes suggested all the discussions will have been hashed out and have a resolution by the August special Board of Regents meeting. We do not know what the proposals are from NSC or CSN.

11. <u>Miscellaneous</u>

Mike McFarlane reported that GBC did get the two new bachelor degrees past the ARSA committee and they will go to the full Board of Regents in March for full approval. We are aiming for fall 2016 to offer the two bachelor degrees. It will attract more students. The high school distance education request to raise rates from $50 to $100 was denied. Sonja Sibert suggested a change to policy that would say up to $100 at the discretion of the president. We don't want price competition.

POLICY AND PROCEDURE

Title:	**DEPARTMENT CHAIR RESPONSIBILITIES**
Policy No.:	**3.4**
Department:	**Academic Affairs**
Contact:	**Vice-president for Academic Affairs**

Policy

The department chair is responsible for day-to-day functions of a department. The chair works closely with students to ensure that the department is meeting students' needs. The chair is also responsible for working with support staff, assisting students in locating advisement, managing part-time instructors and overseeing department budgets. There are also important curricular and course scheduling duties.

The department chair is the advocate for the department. This includes participating in department chair meetings and in meetings with administrators.

Procedures

1.0 General

- The length of the term for department chairs is decided by department (departments should set a policy).
- Each chair will fulfill teaching load responsibilities as determined by the adopted workload policy.
- The department chair or designee should be available, by phone or email when necessary during summer months and breaks.

2.0 Responsibilities to Students

- Hear student grievances and grade appeals as outlined in the current GBC catalog and make recommendations.
- Authorize prerequisite overrides for courses taught by part-time instructors.
- Advise faculty concerning disciplinary issues with students.
- Assist in advising students.

3.0 Curriculum Responsibilities

- Approve/deny substitution and waiver request forms for department courses.
- Organize catalog review for changes.
- Sign new course forms submitted to the curriculum and articulation committee.

4.0 Scheduling Responsibilities

- Coordinate scheduling of courses with faculty and center directors.
- Coordinate with other departments to determine class times/days for the benefit of students' schedules.
- Authorize course changes and cancellations.
- Maintain long term schedule.

5.0 Hiring and Oversight of Part-time Instructors

- Collaborate with center directors, site coordinators and other faculty on the hiring of part-time instructors.

- Approve payment requests for part-time instructors (LOA's).
- Provide syllabus templates to part-time instructors and/or provide assistance on writing a syllabus for courses within the department to ensure that all syllabi meet minimum college requirements, including course outcomes and assessments.
- Review part-time instructor's syllabi for completeness and accuracy.
- Either provide an approved text book for a course or assist in the selection of a textbook for a course within the department.
- Complete an evaluation, or designate another individual to complete an evaluation, during the first semester that part-time is hired and then again every fifth year or as deemed necessary.
- Review and sign student ratings for all part-time instructors; submit to Academic Affairs.
- Include part-time instructors in appropriate activities of the department and disseminate relevant information to them.
- Facilitate part-time instructors meeting with the appropriate distance education office for online/IAV training when needed.

6.0 Hiring and Oversight of Full-time Faculty

- Select a representative from the department to serve on tenure track or mentoring committees for all new teaching faculty within the department.
- Ensure department participation on the new faculty selection committees in conjunction with the personnel committee.
- Disseminate relevant information to department faculty.
- Sign *Employee Travel Request Authorizations* for faculty in the department.

7.0 Responsibilities to Administrative Assistant

- Collaborate with appropriate supervisor to ensure that classified personnel assigned to the department are performing job elements as outlined in their Work Performance Standards.
- Assist supervisor of administrative assistant with the Employee Appraisal and Development Report.
- Provide guidance and necessary information to administrative assistants to complete job functions.
- Assist in gathering all syllabi, maintain copies for the department, and submit to Academic Affairs.
- Maintain records of all textbooks required for courses taught within the department.
- Complete part-time instructor evaluations and submit to the supervising administrator.
- Maintain budget documents, including departmental purchase orders, travel requests and supply and equipment purchases.
- Ensure department participation on classified staff selection committees.

8.0 Budget Duties

- Prioritize and manage department budget.
- Sign appropriate departmental purchase orders and monitor all department budgets with the help from support staff.

9.0 Other Duties

- Schedule and conduct regular department meetings.
- Serve on the Department Chair Committee.
- Coordinate departmental reports and reviews as required.
- Recommend department's needs to appropriate administrator.

Approved by President's Council: January 30, 2007; December 8, 2015
Approved by Faculty Senate: January 19, 2007; November 20, 2015
Approved by Department Chairs: November 6, 2015
Contact the assistant to the president for any questions, corrections, or additions.

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		

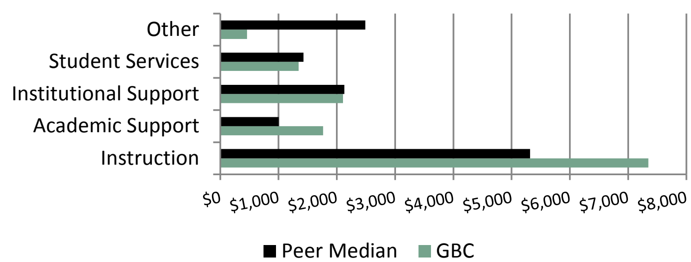
Expectation: Maintain 60%/40% FT/PT ratio

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 Committee s	Programs with GBC Committee s	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-annuall
Nye County				Annually
BA Integrated Studies program			Monthly	
Land Surveying/Geomatics		Semi-annually		
Great Basin College				Bi-monthly

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

y

;,

Old version

POLICY AND PROCEDURE

Title:	**DEPARTMENT CHAIR RESPONSIBILITIES**
Policy No.:	**3.4**
Department:	**Academic Affairs**
Contact:	**Vice-President for Academic Affairs**

Policy

The department chair is responsible for day-to-day functions of a department. The chair works closely with students to ensure that the department is meeting students' needs. The chair is also responsible for the supervision of assigned classified staff, full-time and adjunct faculty, student advising, requisition generation and budget recommendations. There are also important curricular and course scheduling duties.

The department chair is the advocate for the department at department chair meetings and in meetings with vice presidents.

Procedures

1.0 General

- The length of the term for department chairs is decided by department.
- Each chair will fulfill teaching load responsibilities as determined by the adopted workload policy.
- The department chair or designee should be available, by phone, when necessary during summer months and breaks.

2.0 Responsibilities to Students

- Hear student grievances and grade appeals as outlined in the current GBC catalog and make recommendations.
- Authorize prerequisite overrides for courses taught by adjunct faculty.
- Advise faculty concerning disciplinary issues with students.

3.0 Curriculum Responsibilities

- Authorize prerequisite overrides for courses taught by adjunct faculty.
- Approve/deny substitution and waiver request forms for department courses.
- Organize the review of catalog for changes.
- Sign new course forms submitted to the curriculum and articulation committee.

4.0 Scheduling Responsibilities

- Coordinate scheduling of courses with faculty and off-campus directors.
- Coordinate with other departments to determine class times/days for the good of the students.
- Authorize course changes and cancellations.
- Make adjustments to course caps in consultation with faculty.

5.0 Hiring and Oversight of Adjunct Faculty

- Collaborate with campus directors and other faculty on the hiring of adjuncts.
- Approve payment requests for adjunct faculty.

- Provide syllabus template to adjunct faculty or provide assistance on writing a syllabi for courses within the department to ensure that all syllabi meet minimum college requirements, including course outcomes and assessments.
- Review course syllabi for completeness outcomes and measurement for each course.
- Either provide an approved text book for a course or assist in the selection of a textbook for a course within the department.
- Complete an evaluation, or designate another individual to complete an evaluation, during the first semester that an adjunct is hired and then again every fifth year or as deemed necessary.
- Review and sign student evaluations for all adjuncts; submit to Academic Affairs.
- Include adjunct faculty in appropriate activities of the department and disseminate relevant information to them.

6.0 Hiring and Oversight of Full-time Faculty

- Select a representative from the department to serve on tenure-track committees for all new teaching faculty.
- Ensure department participation from the department on the new faculty selection committees in conjunction with the personnel committee.
- Disseminate relevant information to department faculty.
- Sign *Employee Travel Request Authorizations* for faculty in the department.

7.0 Responsibilities to Administrative Assistant

- Collaborate with appropriate supervisor to ensure that classified personnel assigned to the department are performing job elements as outlined in their Work Performance Standards.
- Assist supervisor of administrative assistant with the Employee Appraisal and Development Report.
- Provide guidance and necessary information to administrative assistants to complete job functions.
- Assist in gathering all syllabi, maintain copies for the department; submit to Academic Affairs.
- Assist to maintain records of all textbooks required for courses taught within the department.
- Collaborate to complete adjunct faculty evaluations submission to the appropriate office.
- Collaborate to maintain budget documents, including departmental purchase orders, travel requests and supply and equipment purchases.
- Ensure department participation on classified staff selection committees in conjunction with the designated hiring committee chair.

8.0 Budget Duties

- Facilitate prioritization and manage department budget.
- Sign all departmental purchase orders or delegate authority to another department member.

9.0 Other Duties

- Schedule and conduct regular department meetings.
- Serve on the Department Chair Committee.
- Coordinate departmental reports and reviews as required.
- Recommend department’s needs to appropriate vice-presidents.

Approved by Faculty Senate: January 19, 2007
Approved by President’s Council: January 30, 2007
Contact the assistant to the president for any questions, corrections, or additions.

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. IRE, 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. IRE 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, IRE 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 IRE 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 IRE. 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, IRE, 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 BT, 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, IRE 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 BT	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 BT, 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 BT 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 Director, 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 of a larger array of fully on-line degree. 2. Market fully on-line programs, including collaboration with other Nevada community colleges.	1. VPAA, Faculty, As. VP Online 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. IRE, VPAA 2, 3. As. VP Online Education 4. As. VP Online Education, Director IAV	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. IRE, 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. IRE, 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. IRE, 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, 2. Director IAV	1. Annually by August 15 2. TBA	

Strategic Planning and Core Themes:

Supporting Activity Status Report 2014-15

Please provide a brief summary on progress to date through summer, 2015, and include any supporting data. Please have all status reports returned to Cathy Fulkerson by January 15, with copy to Brandis Senecal.

Core Theme No.	Objective No.	Indicator No.	Supporting Activity No.

Primary Assignee:

Other Assignees:

Summary: