

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

January 12, 2016

1:30 p.m.

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

ABSENT: Amber Donnelly, Demarynee Saili

1. Approval of Minutes – The minutes of the President's Council meeting on December 7, 2015, were approved.
2. SGA Update – No report.
3. Faculty Senate Update – Mary Doucette reported that the diversity group that was interested in becoming a Faculty Senate committee has talked to Faculty Senate and a decision could be made by the end of the year. Mary reported the system wide faculty transfer policy will come back to the Board of Regents in March. The faculty termination policy is on hold as there were too many objections to the new policy. Also at the system level they are advocating that all faculty senate chairs have the same dates of service (July 1 – June 30). The Academic Faculty Evaluation process will be deferred to the Vice President for Academic Affairs.
4. Classified Council Update – Joe Micke reported Classified Council is planning fund raising opportunities for the Classified Council scholarships.
5. Institutional Research Update – Cathy Fulkerson requested help in proof reading from the deans and directors. She will send the documents out. Cathy will be in Elko the week of January 25th to finalize some operational assessments and talk with Mike McFarlane about accreditation things. President Curtis will mention the need to get all the information to Cathy and Mike during the Welcome Back.
6. Accreditation Update – Mike McFarlane distribute several documents on assessment and the accreditation report. He asked that President's Council review these documents and get comments and changes to him prior to the next President's Council meeting. The next President's Council meeting we will be focusing on reviewing mission fulfillment and Appendix A. Once the report is written and submitted we will start pulling programs to see course outcomes.
7. Academic Faculty Evaluation Process - Mike McFarlane reported that the changes that were discussed at the last President's Council meeting was taken back to the Evaluation Committee and they in turn submitted the changes to Faculty Senate. Everything in the evaluation has now been agreed to except the part on management. The management part

wasn't approved because of workload issues in program supervision. Mary Doucette added that a lot of people feel they do the management part but do not get credit for it. This spring the raw scores will be used in the student evaluations but the adjusted score will be calculated as well to compare. We must have an evaluation this year and will use this one as a trial while working out the details. The deadline for submittal of goals with weights to supervisor is 21 days after the form is available. The form will be built with weights for use now and when the final form is available faculty will have three weeks to fill out the form. The supervisor will then have three to respond and have the evaluation completed. Norm Whittaker is stepping down from the chair of the Evaluation Committee and John Rice is stepping in as chair. Norm Whittaker will be joining the Comp & Benefits committee.

8. Vice President Reports

- Business Affair – No report.
- Student Services – Lynn Mahlberg reported enrollments are good and financial aid is up. There were 22 students who attended a workshop for MTC scholarship. In February we will be trying out an online college fair for recruiting. Will try a college on line fair in February for recruiting. On February 17th GBC will be hosting a partnership workshop with the school districts in our service area. President Curtis will present the vision of GBC for the coming years.
- Academic Affairs – Mike McFarlane reported that spring enrollments will be about 5% up after the purge.

9. Dean/Director/Assoc. VP Reports

- Continuing Ed – Angie DeBraga reported that five continuing education classes have started and enrollments are doing well.
- Health Science & Human Services Mary Doucette reported the money for the Radiology expansion has been received. They will begin installing some of the equipment after graduation and complete the rest over the summer.
- Business & Technology – Bret Murphy reported that MTC applications are being accepted. The CTE application is now separate from the MTC applications so students have to fill out 2 applications and the application to GBC. There are fifty students trying to get in. We usually have 200 applicants and take in 190. March 1st is the deadline for applications.
- Distance Education – Lisa Frazier reported Turn It In continues to have problems. We will continue with the program until a better alternative is found. There are a couple of workshops that she recommends on Mix and Sway programs that are free that leverage the current office suite.
- GBC Foundation - Greg Brorby is working on updating the process on how the Foundation disperses funds back to the college in a more efficient manner. When we receive the check there will be a form initiated to the Controller's Office to get the department account number. It will go to the department head to let them know to do a thank you letter and when the Foundation gets the form back the money gets transferred. Greg has been working with Tawny Crum on the scholarships. The scholarship process is

a cumbersome process that needs to be updated to a more automated system and Greg is working on this as well.

10. President's Report – President Curtis reported he will be on road next week. He will be attending the GBC Institutional Advisory Council meeting from Pahrump. In Pahrump he will be meeting with community leaders to discuss campus planning. He has prepared numerous documents to present. He will be attending the special Board of Regents meeting in Las Vegas. There are some important things that will be discussed at this meeting. Increasing the weighted student credit hours for workforce development programs and an enhancement request for capacity building programs. We have submitted our request for this enhancement adding more nursing, teacher education, paramedic, human service, drug abuse counseling and surveying programs. We are requesting an advisor and recruiter and another staff person in Pahrump all to expand our presence in Pahrump. We are hoping that our state college request will be entertained. Regent Melcher asked for the Rand report (2001) to be part of the discussion. The Rand report suggested the need for additional state colleges. The community colleges were all asked to submit their mission statements for the meeting.
11. Miscellaneous
John Rice reported that rehearsals have started for spring. John thanked President's Council, Faculty Senate and the Budget and Facilities committee for the funds received to purchase new lighting and sound equipment for the theatre.

Mary Doucette reported a GBC Radiology student was accepted to attend the national meeting in June with 100 other students across the nation.

Academic Faculty Evaluation, Potential Draft Revision 2015, D&D

WEIGHT RANGES

ROLE PROPORTIONS

- | | |
|-----------------|--------|
| 1. Teaching | 50-80% |
| 2. Professional | 5-20% |
| 3. Service | 10-30% |
| 4. Management | 0-35% |

ROLE COMPONENTS

1. Teaching (50-80%)

- | | | | |
|-------------------------------|--------|--------|--------------------------|
| 1.A. Instructional Design | 20-40% | 20-35% | (consider for next year) |
| 1.B. Instructional Delivery | 30-50% | | |
| 1.C. Course Assessment | 10-20% | 20-35% | |
| 1.D. Instructional Management | 5-20% | 10-20% | |

2. Professional (5-20%)

- | | |
|-------------------------|---------|
| 2.A. Proficiency | 25-100% |
| 2.B. Scholarly/Creative | 0-75% |

3. Service (10-30%)

- | | |
|------------------|--------|
| 3.A. Institution | 20-80% |
| 3.B. Students | 20-80% |
| 3.C. Community | 0-40% |

4. Management (0-35%)

- | | |
|--------------------------|--------|
| 4.A. Department Chair | 0-100% |
| 4.B. Program Supervisor | 0-100% |
| 4.C. Program Coordinator | 0-100% |
| 4.D. Lead Faculty | 0-100% |

Note: When evaluating any role or component, if Commendable or Excellent are indicated, the justification for these rating must be provided in the text box provided.

RATINGS AND CRITERIA

1. TEACHING COMPONENT (50-80%)

1.A. Instructional Design (based on syllabi, one syllabus review each semester, criteria provided on accompanying list; each syllabus must be attached) (20-40%)

a. Syllabus Content

- 1- Did not complete a syllabus review
- 2- Syllabi reviewed have less than basic syllabus content, or only one completed
- 3- Contains all basic content required on each syllabus as indicated by * on list
- 4- Extended syllabus content (4 extra items without * on list)
- 5- Extended syllabus content (at least 5 extra items without * on list)

For ratings of 4 or 5:

1.B. Instructional Delivery (30-50%)

IDEA Scores – The average weighted raw score for all classes will be calculated and entered through the office of the VPAA (Raw or Adjusted? Raw for this year)

1.C. Instructional Assessment (at least one course must be assessed each semester, being the same as the syllabus reviewed; course assessment forms must be attached) (10-20%)

- 1- No course assessments forms submitted
- 2- One course assessment form completed and submitted
- 3- Two course assessment forms completed and submitted (one per semester)
- 4- Reflections on two courses identify specific strengths to maintain and/or identify targeted changes for the future
- 5- Reflections on three courses identify specific strengths to maintain and/or identify targeted changes for the future

*Team-taught course assessment will be credited to both team members if done together

For ratings of 4 or 5:

1.D. Instructional Management (office hours, books, grades, advising, etc.; expectations on accompanying list) (5-20%)

- 1- Several deficiencies in listed expectations
- 2- Less than full load taught or and deficiencies from (*) listed expectations
- 3- Meets minimum listed expectations (*) plus two other items on list
- 4- Minimum expectations (*) plus three other items on list
- 5- Minimum expectations (*) plus four or more other items on list

For ratings of 4 or 5:

2. PROFESSIONAL COMPONENT (5-20%)

2.A. Proficiency (25-100%) Use accompanying list of potential proficiency items

- 1- No items on list
- 2- N/A
- 3- Meets listed expectations (*) items on list
- 4- Meets listed expectations (*) items on list plus one additional item
- 5- Meets listed expectations (*) items on list plus two additional items

For ratings of 4 or 5:

2.B. Scholarly/Creative (0-75%) Use list of potential participation items

- 1- No items on list
- 2- N/A
- 3- At least one item on list
- 4- Justify in text box below
- 5- justify in text box below

For ratings of 4 or 5:

3. SERVICE COMPONENT (10-30%)

3.A. To Institution (see accompanying list of items for rating this component) (20-80%)

- 1- Does not participate satisfactorily on a committee
- 2- Does not participate satisfactorily on a committee, yet completes a service item
- 3- Completes committee service (*)
- 4- Completes committee service (*) plus two other items on list
- 5- Completes committee service (*) plus three or more other items on list

For ratings of 4 or 5:

3.B. To Students (see accompanying list of items for rating this component) (20-80%)

- 1- Not available to advise students
- 2- N/A
- 3- Be available to advise students (*)
- 4- Provide and document formal advising (Item 2) plus one other item on list
- 5- Provide and document formal advising (Item 2) plus two or more other items on list

For ratings of 4 or 5:

3.C. To the Community (see accompanying list of items for rating this component) (0-40%)

- 1- No community service
- 2- N/A
- 3- Document one item of community service on list
- 4- Document two items of community service on list
- 5- Document three or more items of community service on list

For ratings of 4 or 5:

4. MANAGEMENT COMPONENT (0-35%)

4.A. Department Chair (0-100%)

a. Perform Department Chair duties (70%)

- 1- Completes less than six starred items on the Department Chair duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes all starred items on list
- 4- Completes all starred (*) items plus two more items on list
- 5- Completes all starred items plus three or more items on list

For ratings of 4 or 5:

b. Each full-time faculty member of the department shall have the opportunity to rate department chair confidentially based on the following statement:

The department chair communicates well with department members, holds sufficient meetings, and represents the department well.

- 1- Unsatisfactory
- 2- Below satisfactory
- 3- Satisfactory

- 4- Commendable
- 5- Excellent

Please provide positive or constructive feedback in the space provided. The average rating shall be calculated and entered through the office of the VPAA.

4.B. Program Supervisor (list accompanies for this role) (0-100%)

- 1- Completes less than six starred items on the Program Supervisor duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes all starred items on list (* and **)
- 4- Completes all starred items on list (* and **) plus two more
- 5- Completes all starred items on list (* and **) plus three more

For ratings of 4 or 5:

4.C. Program Coordinator (list accompanies for this role) (0-100%)

- 1- Completes less than six starred items on the Program Coordinator duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes single starred items (*) on list
- 4- Completes single starred items (*) plus two more, including (**) items
- 5- Completes single starred items (*) plus three more, including (**) items

For ratings of 4 or 5:

Teaching Role Definition: The dynamic process of engaging in specifically designed interactions with students that facilitates, promotes, and results in student learning.

Teaching Role: 1.A.Instructional Design

Instructional Design: syllabus, grading, learning objectives, on-line development

1.A. Each faculty must review one syllabus per semester. Review the syllabus that corresponds to the selected course assessment. Every course syllabus must be reviewed at least once every five years. The following items relate to content of each class syllabus reviewed.

*	1. • Course title, course number, section numbers, and number of credits. • Instructor contact information including name, office location, work phone, work email. Office hours and days. • Course catalog description including prerequisites and co-requisites. • Description of method of instruction. • Required texts including authors and editions and lists of other required materials (e.g. text book access codes, Web sites, equipment, etc.) • Presentation includes proper spelling, grammar, usage, and organization.
*	2. Learning outcomes and measurements are provided in a table or narrative format.
*	3. • Course requirements. (e.g. exams, quizzes, laboratory reports and/or research papers.) • Grading criteria including point values and/or percentages and requirements for grade assignments; indicate whether plus/minus system applies or not.
*	4. For General Education classes only, description of how general education goals are met
*	5. Course schedule is presented in syllabus or Webcampus, contains at least basic outline of topics and test dates
	6. ADA Statement
	7. Academic Honesty and Student Conduct Statements
	8. Attendance Policy
	9. Bibliography of literature or other sources relevant to course and/or provide student learning advice on how to succeed.
	10. Policy on missed exams and/or assignments
	11. Expanded course description
	12. Include grading rubrics for appropriate assignments or other work
	13. Significant course revision: 25% or more of overall content which may include lectures, laboratory exercises or experiments, textbook changes, assessment tools, delivery method and/or conversion to online
	14. Campus Safety Statement

The starred (*) items are required for a satisfactory score.

Teaching Role: 1.B.Instructional Delivery

Instructional Delivery: presentation skills, use of media, communicate content and objectives

Note: The weighted average for the combined student ratings on IDEA forms will be calculated and entered by the office of the VPAA. (Raw or Adjusted?)

Teaching Role: 1.C.Course Assessment

Course Assessment: valid and reliable assignments/exams, timely feedback, aligned with outcomes

The GBC course assessment forms will be completed and submitted with the annual evaluation. Rating of the assessments shall be made based on the criteria provided on the ratings sheet. The course assessments shall be for the same courses as evaluated for the syllabi for each year.

Teaching Role: 1.D.Instructional Management

Instructional Management: effective organization of class structure and delivery

*	1. • Teach a minimum of 30 credits annually or other arrangements as approved by the supervising VPAA or Dean. • Post and hold required office hours. • Contact students as needed. • Respond to email and phone calls in a timely manner.
*	2. • Maintain grades and grade records, with all grades submitted on time. • Grading of all student work must be completed and returned in a timely manner. • Order textbooks in a timely manner. • Deliver final syllabi to the department administrative assistant as requested and on time.
	3. Provide alternative class scheduling such as mid-semester start time, weekends, late start and/or condensed.
	4. Order test banks and supplemental materials (including computer software)
	5. Order desk copies of textbooks.
	6. Order classroom, laboratory, or studio equipment in a timely manner.
	7. Coordinate field placements in internships, student teaching, clinical and preceptorships with outside agencies/programs, and/or Coordinate student schedules for internships, placement and/or field work.
	8. Coordinate acquisition and use of technology such as classroom, laboratory, or studio equipment, laboratory or studio spaces and other necessary items.

	9. Coordinate, manage, or supervise part-time instructors, if not covered under Management Role.
	10. Obtain and maintain permits, endorsements, certification, performance rights and/or licenses, and/or licensure needed to teach specific courses including field placements, internships, field courses, practicum courses, and/or regular courses
	11. Prepare written agreements with other departments within the college, other institutions, agencies, or organizations to conduct work and/or training
	12. Prepare and submit written proposals to outside institutions, organizations and/or agencies
	13. Prepare and submit written reports to outside institutions, organizations and/or agencies
	14. Other items approved by supervisor (describe in text box).

The starred (*) items are required for a satisfactory score.

Professional Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

Professional Role: 2.A.Proficiency

Proficiency: attend trainings, workshops and/or conferences in discipline, acquire certification, pursue professional enrichment

*	1. Attend a GBC workshop related to college instruction. For example: design, delivery and/or assessment
*	2. Keep current in discipline through reading scholarly literature, journals and/or articles in the field
	3. Hold current membership in a professional organization
	4. Serve on committee of a professional organization
	5. Hold an office or chair a committee in a professional organization
	6. Attend a professional conference or webinar related to one's area of expertise
	7. Attend regularly held professional meetings in your field of study on a local or state level (does not include program advisory board meetings)
	8. Receive credit for an educational course for professional development other than dissertation or thesis hours
	9. Participate in activities such as workshops, summer institutes, short courses and/or auditing a graduate/technical course outside of GBC
	10. Report information acquired at conference(s) or webinars back to faculty, staff and/or administration
	11. Attend professional conference outside of GBC related to college instruction. For example: design, delivery and/or assessment

	12. Attend a workshop to learn to integrate technology into existing college courses such as WebCampus enhancement, IAV cameras, ELMO or similar technologies (one count)
	13. Participate in ongoing faculty-led discussions of college teaching in online or live seminars or forums
	14. Other items approved by supervisor (describe in text box).

Professional Role: 2.B.Scholarly/Creative

Scholarly/Creative: Conduct research in field of study, produce new styles or modes of learning, produce innovative modes of expression, publish articles, books or pamphlets, present at state and/or national conferences, coordinate exhibitions, conduct professional workshops or seminars

	1. Deliver an original presentation at a professional conference related to your discipline
	2. Organize a session at a professional conference related to your discipline
	3. Serve as a sole discussant for a conference session
	4. Serve on a discussion roundtable/panel
	5. Publish an article, book review, short story, or poem in a scholarly publication
	6. Publish a new peer-reviewed book (doesn't include self-publication)
	7. Serve as an editor of a scholarly publication
	8. Serve as a reviewer for a scholarly or non-scholarly article or manuscript
	9. Publish an article, book review, short story, or poem in a non-scholarly publication
	10. Create, organize, present, and/or produce a special event, e.g. lecture, demonstrations, exhibits
	11. Receive a local award, grant, artistic commission, or fellowship, excluding tuition grants
	12. Receive a regional award, grant, artistic commission, or fellowship, excluding tuition grants
	13. Receive a national or international award, grant, artistic commission, or fellowship, excluding tuition grants
	14. Serve on a grant review panel, serve as a reviewer/jurist for an art exhibit, science/agriculture fair, art fair, etc.
	15. Serve as guest lecturer in a GBC class
	16. Create a musical, dramatic, or media work which was performed, published, exhibited, and/or broadcast. Does not include events/works that are produced as part of a class or production included in workload.
	17. Design and implement the technical work, e.g. scenery, costume, lighting, sound for a musical, dramatic, or media production. Does not include events/works that are produced as part of a class or production included in workload.
	18. Direct, perform, or produce a musical, dramatic, or media event, performance, broadcast, recording, or exhibition. Does not include events/works that are produced as part of a class or production included in workload.
	19. Serve as a test item writer or reviewer for an association outside of the college
	20. Other items approved by supervisor (describe in text box).

Service Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

Service Role: 3.A.To the Institution

Service to the Institution: serve on one or more faculty senate committees and/or tenure/mentor committees, serve as voting faculty senator, attend and participate in committee meetings

*	1. Serve and attend as a member of an approved faculty senate committee. Approved faculty senate committees are required to meet at least two meetings a year
	2. Serve on more than one faculty senate committee
	3. Serve and attend as a member of an approved faculty senate committee that has more than four regular meetings in a year
	4. Serve as faculty senate chair
	5. Serve and attend as faculty senate voting representative
	6. Serve as chair of an approved faculty senate committee
	7. Serve on other committees such as ad hoc, grant, hiring, and/or program committees
	8. Serve on a tenure or official mentoring committee
	9. Serve as chair of a tenure or official mentoring committee
	10. Serve as chair of hiring committee
	11. Organize and present in-service college workshops
	12. Participate in Career Fairs, college recognized competitions, recruitment activities and/or volunteer at a college-sponsored activity
	13. Represent GBC at system-wide meeting such as common course numbering
	14. Organize and oversee a grant that directly benefits the college
	15. Other items approved by supervisor (describe in text box)

The starred (*) items are required for a satisfactory score.

Service to the Students: advise, interpret student WHIF reports, recruit, mentor, advise student organizations (NOTE: all academic advising must be documented to be considered)

Service Role: 3.B.To Students

*	1. Be available to advise students.
	2. Provide documentation for advising students on academic programs
	3. Initiate contact with students that results in advising on academic programs
	4. Arrange internships for students (must not be included under Management Role)
	5. Travel to other communities in the GBC service area to teach, observe, or facilitate student work
	6. Advise student organization recognized by SGA
	7. Organize class attendance in conjunction with a GBC lecture, film, exhibit, performance or event in affiliation with course content
	8. Organize field trips related to course content outside of regular class hours
	9. Create and maintain a faculty Web page to benefit students
	10. Organize and oversee a grant and/or scholarship that directly benefits students
	11. Organize study groups outside of class
	12. Advise students on academic programs during the summer without compensation
	13. Other items approved by supervisor (describe in text box).

The starred (*) items are required for a satisfactory score.

Service Role: 3.C.To the Community

Service to Community: provide time and assistance, without pay, to community groups and/or organizations on behalf of GBC.

	1. Organize a series of lectures, film festivals, events and/or exhibits that are open to the public and not part of regular contractual duties. This does not include ICE Committee or other assigned committee work
	2. Organize and present a single lecture, film, event and/or exhibit for the public and/or GBC at large
	3. Organize an event for charitable purposes not related to the college
	4. Serve as a recognized college representative on local, state, regional or national committee, board and/or organization that meets physically and/or electronically
	5. Volunteer for community activities that range from Cowboy Poetry to coaching sports to hospice care (may be counted up to three times)
	6. Apply area of expertise in the community or as leader of a community workshop without pay (may be counted up to two times)
	7. Other items approved by supervisor (describe in text box).

Management Role: 4.A.a. Department Chair

*	1. Organize the review of catalog for department courses
*	2. Effectively collaborate with administrative assistant in completing department duties
*	3. Represent department at Department Chair Committee
*	4. Manage department operation funds and lab fees
*	5. Update department's web page and coordinate with department faculty to ensure web pages for programs within the department are reviewed at least annually
*	6. Effectively communicate with part-time instructors
*	7. Review qualifications and coordination of the hiring of part-time faculty, as necessary
*	8. Complete and/or coordinate evaluation of part-time instructors
*	9. Coordinate scheduling of courses with faculty, off-campus directors, and other departments
*	10. Maintain long-term schedule, as needed
*	11. Authorize course changes, cancellations, and caps, as needed
	12. Resolution of student grievances and grade appeals, as necessary
	13. Evaluate transcripts for transfer classes and approve/deny substitution requests and prerequisite overrides
	14. Initial advising about department programs
	15. Assist with syllabi, approve syllabi, and approve course materials and textbooks for department instructors, as necessary
	16. Complete a curricular review, as necessary
	17. Facilitate departmental reports, minutes, strategic plan and reviews as required
	18. Assure completion of assessment and accreditations requirements
	19. When there is no program supervisor or coordinator for programs in the department, arrange program advisory boards as required for programs

The starred (*) items are required for a satisfactory score.

Management Role: 4.A.b. Department Survey (30%)

Each member of the department shall have the opportunity to rate the department chair confidentially based on the following statement:

The department chair communicates well with department members, holds sufficient meetings, and represents the department well.

- 1- Unsatisfactory
- 2- Below satisfactory
- 3- Satisfactory
- 4- Commendable
- 5- Excellent

Please provide positive or constructive comments in the space provided.

The average rating shall be calculated and entered through office of the VPAA.

PROPOSED REVISION DRAFT 11-2015

Management Role: 4.B. and 4C. Program Supervisor or Coordinator

☐	I am a supervisor for an academic program
☐	I am a coordinator for an academic program

*	1. Coordinate with relevant departments/faculty regarding course offerings and scheduling
*	2. Check accuracy of program requirements across catalog, web pages, handbooks and academic advisement reports
*	3. Coordinate/facilitate student advisement
*	4. Ensure accuracy of the program's page on the GBC website annually and update as necessary
*	5. Perform annual program assessment
*	6. Collaborate with program faculty to expend budgets properly
**	7. Coordinate tracking of students with names, contact information, program status and other relevant information
**	8. Hold advisory board or committee meetings. For certificate coordinators: communicate and coordinate with individuals affiliated with outside entities.
**	9. Create and maintain a committee/advisory board, replace members, ensure continuity. For certificate coordinators: meet and/or coordinate with outside entities (i.e., software companies) on a consistent basis.
**	10. Develop and disseminate promotional materials such as brochures, student handbooks and/or media announcements
**	11. Assure application of established admission procedures, if required
	12. Meetings are timely and include relevant content; maintain minutes or notes for all meetings
	13. Coordinate student internships, field placements, student teaching and/or clinical preceptorships if a program requirement
	14. Develop and maintain working relationships and communication with appropriate county, state, federal agencies, schools and school districts, business and industry and other institutions with respect to the particular program
	15. Promote communication between students, and between students and faculty, e.g., develop student culture through the use of different media such as program websites and internet networking
	16. Coordinate with businesses, industry and other agencies to establish and maintain student scholarships
	17. Revise program mission statements and outcomes as needed within a year
	18. Revise program course requirements
	19. Coordinate with program teaching faculty to ensure program goals and objectives are being met within relevant courses
	20. Prepare program review

* and ** are Items required for a satisfactory score for program supervisor

* Items required for a satisfactory score for program coordinator

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)	20		20		20		23		Yes	
	b. Number of service area communities without physical GBC presence	Maintain or decrease number (3-year period)	0		0		0		3		NA*	
	c. Number of service area communities with presence but no participation	Maintain or decrease number (3-year period)	5		7		6		7		NA*	
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	2354	44	2205	41	-1%	Yes
	b. Number served and rate per 1000: Esmeralda	Maintain at least 90% or increase (3-year period)	NA		NA		NA		3	3		NA*
	c. Number served and rate per 1000: Eureka	Maintain at least 90% or increase (3-year period)	60	29	44	23	44	22	41	20	-7%	Yes
	d. Number served and rate per 1000: Humboldt	Maintain at least 90% or increase (3-year period)	527	28	455	23	477	28	512	29	13%	Yes
	e. Number served and rate per 1000: Lander	Maintain at least 90% or increase (3-year period)	205	37	199	32	196	31	211	32	6%	Yes
	f. Number served and rate per 1000: Lincoln	Maintain at least 90% or increase (3-year period)	NA		NA		NA		9	2		NA*
	g. Number served and rate per 1000: Mineral	Maintain at least 90% or increase (3-year period)	NA		NA		NA		20	5		NA*
	h. Number served and rate per 1000: Nye	Maintain at least 90% or increase (3-year period)	578	12	600	13	588	13	598	13	-0%	Yes
	i. Number served and rate per 1000: Pershing	Maintain at least 90% or increase (3-year period)	NA		NA		NA		77	14		NA*
	j. Number served and rate per 1000: White Pine	Maintain at least 90% or increase (3-year period)	266	30	279	32	262	29	231	26	-17%	No

3. Rural graduation	a. Number graduated	Maintain at least 90% or increase (3-year period)	435	422	530	531	Yes
	b. IPEDS graduation rates	Be within 2% of or exceed rates of IPEDS peers	18% (24% Peer Avg.)	26% (22% Peer Avg.)	23% (23% Peer Avg.)	24%	Yes

*As of fall 2014, GBC's service area grew from 6 to 10 counties and from 20 to 26 communities.

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)		218	217		
2. Internal admissions to bachelor's degrees	a. Number of acceptances of GBC students	Maintain at least 90% or increase (3-year period)	87	69	84	70	No
3. External admissions to bachelor's degrees	a. Number transferred into GBC	Maintain at least 90% or increase (3-year period)	16	19	25	23	Yes
4. Total	a. All three categories above	Maintain at least 90% or increase (3-year period)					

Mission Element 3: Workforce Development

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Programs completed	a. Number of skills certificates, certificates of achievement, AAS, BAS, and BSN degrees awarded each year	Maintain at least 90% or increase (3-year period)	267	283	550	608	Yes

2.Job placement	a. Number placed within 6 months of completion – CHG TO: Percent employed within 6 months of completion	80% placement rate of those contacted (includes military or continuing education)	91%	92%	90%	96%	Yes
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Note: Industry skills preparation certificates (less than 30 credits) were added in 2013-14.

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	28	26	
	b. Number received	Continuous receipts	29	26	22	22	Yes
	c. Dollars received	Continuous receipts	\$4,288,234	\$4,561,587	\$3,901,620	\$3,341,539	Yes
2.Contract classes	a. Number of classes offered	Fulfill requests from business and industry	124	120	97	95	
	b. Number of students served	Fulfill requests from business and industry	846	796	419	329	
3.High school enrollment	a. Number of HS students enrolled in GBC classes (not including TT 109)	Maintain at least 90% or increase (annual)	207	536	712	864	Yes

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)			Math -78% Eng - 67%		

2.Students graduating who began with a developmental class	a. Percent progressing	Maintain at least 90% or increase (3-year period)	56%	62%	55%	55%	Yes
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Note: 5.1. measures the percentage of students who successfully complete (grades C- and above) the highest developmental class in fall and go on to successfully complete their first college-level class within an academic year.

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)	90	72	107	134	Yes
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)	6	3	5	6	Yes
2.Community events	a. Annual number	Maintain at least 90% or increase (3-year period)					
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)					

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	1977	1553	1181	No
	b. Number that applied as percentage of semester enrollment – CHG TO: Number of first-year	Maintain at least 90% or increase (three-years)	1298 49%	1102 42%	883 41%	731 39%	No

	applicants and percent enrolled for fall semesters						
2. Advising	a. Percent of graduates satisfied or very satisfied with overall effectiveness of advising at GBC	Maintain at least 90% or increase (3-year period)	73%	61%	61%	59%	No
3. Retention	a. Number of students retained as percentage of semester enrollment (fall to spring)	Maintain at least 90% or increase (3-year period)	56%	60%	63%	67%	Yes

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

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.

The GBC Faculty and Administration Evaluation Committee and GBC faculty supervisors (VPAA and Deans) put in much time and effort over the course of the fall, 2015, semester working to simplify and make some revisions to the academic faculty evaluation process. The main focus of this effort was not large-scale change, but to make the existing process from recent years simpler and more efficient for faculty to complete and for administration to review and utilize. The attempt was to keep substantive changes small and to focus on simplification, clarification and details not addressed in the existing format. Collaboration between the two groups resulted in compromise on both sides and agreement that the revised format is fundamentally acceptable and an improvement over the format used in recent years.

The great majority of the proposed revised process has been agreed upon by both the Evaluation Committee and the administration. The GBC Faculty Senate agreed upon all of the proposed format except the section on the Management Role. Sections of the proposed format that are not completely agreed to are identified in the information provided below. In consideration of the level of agreement that was achieved, and the necessity of having an evaluation process in effect for the current year, the following is proposed for the current 2015-16 year:

- A. The format presented at the PC meeting of December 8, 2015 shall be implemented for the current year (2015-16). Without merit being a factor this year, it is a good opportunity to test the system.
- B. The format will be adapted for use in Excel forms rather than the web-based system used in recent years.
- C. This format has been generally accepted by both faculty and administration, except for the following items:
 - a. For Teaching Role components, administration has not accepted the weights from the previous form. Administration prefers the “Course Assessment” sub-component to be of equal value to the “Instructional Design” sub-component. For this year, the ranges will be the same as used before.
 - b. For the student ratings, administration has not accepted use of the raw scores and prefers the adjusted scores. The raw score will be used as the calculated value for this year. Both raw and adjusted will be calculated for comparison.
 - c. Faculty Senate has not accepted the proposal for the Management Role. The revised role description for program oversight is very similar to what has been used in the recent past, so is proposed to be used for the current year. No objections to the Department Chair role were received. Program oversight definitions are those that have been used before and will continue to be used here:
 - i. A Program Supervisor (as per the existing workload policy) is an individual who is receiving workload reassignment for duties relating to program oversight. The evaluation weight for these duties should approximately reflect the time spent.
 - ii. A Program Coordinator (as used in the evaluation system in recent years) is an individual who has principal oversight of a program but is not receiving workload reassignment for this. Faculty are not required to weight this role,

but may use this in their evaluation if they wish. The evaluation weight for this should approximately reflect the time spent.

- D. Faculty must complete and submit their role weights for the 2015-16 year by February 1, 2016. (A form will be made available.)
- E. Each faculty member must include goals for the 2015-16 year with their weights (on the same form).
- F. All faculty weights must be approved by the appropriate supervisor to be accepted. Faculty supervisors must approve faculty weights by February 22, 2016.
- G. Dates for the year-end completion of faculty evaluations are the same as in the previous year for both faculty and supervisors. (Dates will be provided.)
- H. For any evaluation component, faculty must document items completed that are above the Satisfactory level (i.e., Commendable or Excellent). Documentation for many items may be as simple as listing within the provided text box what was done for items taken credit for. If needed, supervisors may request additional information.
- I. As part of the completion of the evaluation, the faculty will include a reflection/response relating to the established goals and in general the year in review.

PART 1. (Recommendations One from both 2011 & 2013)

http://www.gbcnv.edu/accreditation/2016_documents.html

Recommendation One (2011 Year One Report): The panel recommends that the GBC clarify institutional accomplishments or outcomes that represent an acceptable threshold of mission fulfillment (Standard 1.A.2).

Recommendation One: Mission Fulfillment (2013 Year Seven Report)

While the College has done excellent work to revise the conceptual framework that provides improved congruence between its mission and core themes, the Committee recommends that the College continue this work by developing a definition of Mission Fulfillment that identifies achievement at an acceptable threshold in measurable terms. (Standard 1.A.2)

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Response (draft):

In the past two GBC written accreditation reviews from NWCCU (2011 Year One Report, 2013 Year Seven Report), GBC received a recommendation in each that addresses Standard 1.A.2. These two recommendations are treated together here. The first recommendation (2011) was that GBC clarify accomplishments or outcomes that represent a threshold of mission fulfillment. The second recommendation (2013) acknowledges that GBC had improved since the initial recommendation in 2011, but that further development was needed to be in full compliance.

GBC proposes that it now meets the expectations of Standard 1.A.2 as presented in the 2014 Year One Report to NWCCU. In this report GBC defines the threshold characteristics for the achievement of mission fulfillment. The GBC Year One Report is available at the following link:

http://www.gbcnv.edu/accreditation/GBCNWCCU_Year_One_Report_2014.pdf

The GBC Mission and the stated interpretation of mission fulfillment are given on pages six through eight of the 2014 report (Attachment 1.A here). In that section of the report, seven key elements of the mission are listed. The general expectations for each element are described, followed by the description of the acceptable threshold for fulfillment of each. For these seven elements, an additional 19 specific criteria utilizing 33 measurements are then listed in Appendix A of the 2014 report (Attachment 1.B here). The 2011-2012 academic year serves as the base year for evaluation of mission fulfillment.

The fundamental standard of an acceptable threshold for Mission fulfillment is defined as fulfilling 85% of the measurement expectations for the full list of criteria in Appendix A of the 2014 report. Evaluation of these criteria in combination with the evaluation of the general expectations for the seven mission elements provided in the text of the report (page 8) provides the basis for the overall assessment of mission fulfillment.

As described in the GBC Institutional Assessment Plan (Attachment 1.C here), the final determination of mission fulfillment gauged against expectations is made by the GBC President's Council, based on data

supplied by the office of Institutional Research and Effectiveness. The overall assessment is written by the college President.

PART 1 A. (Interpretation of Mission Fulfillment from 2014 Report)

Pages 8-10 of 2014 Year One report, to be provided as an attachment to the recommendations response: see **ATTACHMENT 1.A**

ATTACHMENT 1.A

2014 Year One Report, Pages 6-8

Interpretation of Fulfillment of the Institution's Mission

In GBC's last self-evaluation report the institutional Core Themes and their indicators were also used as the indicators of Mission fulfillment. The large number of objectives and indicators identified for Core Themes assessment were found to be too voluminous and tedious to be readily digested in addressing the basic question of Mission fulfillment. The approach in this report is to evaluate Mission fulfillment separately from Core Theme assessment while realizing that there are elements common to both.

In defining Mission fulfillment, seven basic elements of the GBC Mission are identified from which to define expectations for fulfillment. These are as follows:

1. Serve Rural Nevada
2. University Transfer
3. Workforce Development
4. Partnerships
5. Developmental Education
6. Community Service
7. Student Support

As articulated in the next section of this report, GBC must perform adequately in the summary view of the seven identified elements of its Mission to claim Mission fulfillment. The following are the general expectations for each of these elements:

1. Serve Rural Nevada. The fundamental expectation of this Mission element is that GBC provides access to educational opportunities and related student support services to as many communities in its 63,000 square miles service area as practical. In addition to having the opportunity available, there should be participation in the offered opportunities by the residents of the areas served. The students of the GBC's rural service area should also be successful in completing degrees and certificates.
2. University Transfer. A basic function of GBC as a community college is to provide lower division courses that allow students to transfer to degree programs at other colleges and universities. Now that GBC offers select baccalaureate degrees, it also considers admission of students to its own programs as an extension of this Mission element.

3. Workforce Development. This Mission element centers on offering programs in applied science and technology, but also has relations to business and industry partnerships and the larger role of GBC in education. In these regards, Mission fulfillment relates to the number of degrees and certificates awarded in all majors, and the job placement rate for all completing students.
4. Partnerships. The partnerships considered are with those providing grants and donations, relations with business and industry in providing workforce training, and relations with high schools. Each of these items is considered in establishing Mission fulfillment.
5. Developmental Education. In fulfilling a long-standing community college role, GBC must work with students needing remediation in English and mathematics before they are prepared for college work. GBC's goal is not just to get students into college level classes, but also have them receive a degree or certificate.
6. Community Service. The college addresses community service through both classes offered and events presented for the benefit of general community members. It is desired to have these activities in as many service area communities as practical.
7. Student Support. To have a fulfilled Mission, the college must have adequate programs of student recruitment, advising and retention. Fulfillment in these areas also supports the fulfillment of other elements listed above.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

As presented in the tables of Appendix A, 19 criteria with 33 measurements are identified for assessing the seven elements that gauge Mission fulfillment. For each element relevant criteria are listed for evaluation of Mission fulfillment. With each measurement for the criteria there are provided the expectations of those measurements for Mission fulfillment. The expectations are generally annual comparisons relative to the previous year's data. 2011-12 will be the baseline year for ongoing assessment. There is the basic assumption that GBC has been fulfilling its Mission up to this point. The following are the fundamental expectations for the identified elements.

1. Serve Rural Nevada. Students in every community that has the technological ability to receive IAV classes should have the ability to enroll in classes delivered at least through this mode. GBC expects to be successful at this in 90% of its communities. As a rural community college, GBC expects its IPEDS completion rates to be within 2% of the average for its IPEDS rural college peer group.
2. University Transfer. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
3. Workforce Development. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.

4. Partnerships. Receiving grants cannot be assured every year, but they must be regularly pursued. GBC feels it has been meeting its Mission expectation in regard to contract training and high school enrollment, so should maintain or exceed the baseline ability.
5. Developmental Education. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
6. Community Service. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
7. Student Support. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.

Fulfilling the expectations of 85% of the indicated measurements and expectations for the given criteria is the acceptable threshold for Mission fulfillment. After each academic year, the indicated measurements will be compiled and evaluated for accuracy and relevance. It is recognized that some measurements may decrease even though GBC is fulfilling its Mission. Certain factors outside of the control of the institution may affect enrollment and the operation of the institution, while the Mission is essentially being carried out. An annual written summary will evaluate the full scope of Mission fulfillment.

PART 1 B. (Mission Fulfillment Criteria and Expectations, 2014)

ATTACHMENT 1.B is Appendix A from the 2014 Year One Report.

ATTACHMENT 1.B

Appendix A from 2014 Year One Report

Criteria	Measurement	Annual Expectation	2011-12		2012-13		2013-14		2014-15
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 (CT and above all sites?)	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)				

Mission Fulfillment

Mission Element 1: Serve Rural Nevada

*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	Maintain at least 90% or increase (3-year period)	290	NA			

	(24 or more credits)						
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 (CT and AAS only? Or BAS?)

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
	a.New applications,	At least one new	25	28			

1. Grants, and donations	proposals, solicitations, or initiatives submitted	one submitted per year					
	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	Maintain at least 90% or	2937	3207			

	percentage of semester enrollment	increase (3-year period)					
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.

PART 1 C. (Assessment of Mission Fulfillment from plan)

GBC Mission Fulfillment Assessment (from Institutional Assessment Plan):

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 fulfillment 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

PART 2. (Recommendation Three from 2011)

http://www.gbcnv.edu/accreditation/2016_documents.html

Recommendation Three (2011 Year One Report): The panel recommends that GBC clarify the objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes (Standard 1.B.2).

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Response (draft):

In the 2014 Year One Report to NWCCU, GBC provided what are proposed to be clear Core Theme objectives with indicators appropriate to Standard 1.B.2. While not yet receiving response regarding the efficacy of the statements in that report, the College feels an expression of GBC Core Theme objectives is established. The Core Themes and objectives are listed in Table 1.

Theme One	Theme Two	Theme Three
Provide Student Enrichment	Build Bridges and Create Partnerships	Serve Rural Nevada
Objective 1.1: Provide educational opportunities	Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities	Objective 3.1: Provide access to education to distant locations
Objective 1.2: Foster cultural awareness	Objective 2.2: Build and sustain workforce programs	Objective 3.2: Provide resources to meet educational needs of the service area
Objective 1.3: Provide curricula and programs for careers	Objective 2.3: Support community needs	Objective 3.3: Provide needed services to students at all GBC sites

Table 1. A brief table of GBC Core Themes and supporting objectives from the 2014 Year One Report.

Four documents combine to further define GBC Core Theme objectives with indicators, baseline data, and assessment:

1. Narratives and indicators for evaluating the achievement of objectives accompany the Core Theme objectives in Appendix C of the 2014 Year One Report (Attachment 2.A here).
2. Appendix D of the 2014 Year One Report (Attachment 2.B here) provides specific baseline data for objective indicators as of the 2011-2012 academic year.
3. GBC Core Themes have been designated as the basis for GBC activities that support institutional planning. Appendix C from the 2014 GBC Institutional Strategic Plan (Attachment 2.C here) describes expectations and assigns responsibility for assessing the status of activities supporting Core Theme objectives.
4. In accordance with the GBC Institutional Assessment Plan section on Core Theme assessment (Attachment 2.D here), individuals assigned to oversee the status of institutional planning activities are also responsible for evaluating the expectations for indicators of the objectives of each Core Theme.

ATTACHMENT 2.A

Appendix C from 2014 Year One Report

GBC institutional Core Themes, Core Theme objectives, and objective indicators

Theme One	Theme Two	Theme Three
Provide Student Enrichment	Build Bridges and Create Partnerships	Serve Rural Nevada
Objective 1.1: Provide educational opportunities	Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities	Objective 3.1: Provide access to education to distant locations
Narrative: A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.	Narrative: Educational partnerships must be formed and sustained relating to university transfer, applied science and technology, and developmental education for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.	Narrative: GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.
Indicators: a. Number and types of programs b. Number and qualifications of full-time faculty c. Full-time/adjunct faculty ratio d. Financial resources e. Student services resources f. Students attaining educational goals g. Completion rates h. Persistence rates for new students i. Student satisfaction ratings	Indicators: a. Performance of first-year students enrolling in remedial and college English and math b. Tech Prep headcount and number of credits and courses awarded c. Dual credit headcount and FTE d. Transfer rates, both external and internal continuation e. Number of students transferring into GBC	Indicators: a. Number of programs fully available online b. Enrollment in distance education (online and IAV) c. Certificates and degree completions by location d. Retention rates by location e. Center and satellite site needs fulfilled by synchronized courses
Objective 1.2: Foster cultural awareness	Objective 2.2: Build and sustain workforce programs	Objective 3.2: Provide resources to meet educational needs of the service area

Narrative: Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.	Narrative: Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.	Narrative: To serve a rural Mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.
Indicators: a. Demographics of GBC students are representative of the service area b. Number of students enrolled (duplicated) in general education classes meeting personal and cultural awareness outcomes c. Student satisfaction ratings from targeted questions	Indicators: a. Number of contract training classes offered b. Employer satisfaction c. Advisory boards and program committee meetings d. External investment in programs e. Number of students participating in workplace experiences	Indicators: a. Number of programs available at each center b. Demographics of service area students and population c. Student satisfaction ratings by site
Objective 1.3: Provide curricula and programs for careers	Objective 2.3: Support community needs	Objective 3.3: Provide needed services to students at all GBC sites
Narrative: Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.	Narrative: Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college Mission.	Narrative: To fully serve a rural Mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.
Indicators: a. Number and types of career directed degrees and certificates b. Job placement rates for programs c. Advancement in studies following completion	Indicators: a. A list indicating the number and range of partnerships b. A list indicating the number and range of community events and activities c. Faculty community service	Indicators: a. Availability of support services b. Satisfaction with support services c. Number and type continuing education classes d. Community meetings hosted through interactive video

PART 3. (Recommendation Two from 2013)

http://www.gbcnv.edu/accreditation/2016_documents.html

Recommendation Two: Core Theme Planning (2013 Year Seven Report)

The Committee recommends that the College continue to refine its success indicators for improved alignment with core theme objectives so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle. (1.B.2; 3.B; 4.A; 4.B)

Response (Draft)

(Addressing Standards 1.B.2 and 3.B)

There are four reports that specifically address the direction received in this recommendation. The reports mentioned here are available at the following website:

http://www.gbcnv.edu/accreditation/2016_documents.html

As presented in the Part 2 response, GBC provided what are considered to be appropriate and meaningful indicators for Core Theme objective attainment in the 2014 Year One Report (Appendices C and D). This same information is included in the 2014 Institutional Strategic Plan (Appendices B, C and D). Both of these documents address Standard 1.B.2. It is further proposed that the fact of inclusion of the Core Theme objectives in the 2014 Institutional Strategic Plan demonstrates their appropriateness for planning (Standard 3.B.1). Appendix C of the Strategic Plan specifically identifies activities that support each objective indicator, further substantiating the alignment of planning with Core Themes (Standard 3.B.2).

Data for assessment and improvement activities related to Core Themes are collected and summarized by two methods, addressing Standard 3.B.3. First, as described in the GBC Institutional Assessment Plan, assessment of Core Theme indicator values in comparison to baseline data and expectations are made annually. These are based in the 2014 Year One Report (Appendices C and D). Second, there is to be an annual report of progress on planning activities that are based on the Core Theme indicators. These are based on Appendix C of the 2014 Institutional Strategic Plan. Data and assessment with interpretations and responses are recorded in the TracDat document management system.

Further reflection of planning and assessment with Core Theme alignment is evident in the GBC 2015-2019 Academic Master Plan. Updated biennially for NSHE, proposed program additions or expansions are presented in this plan for approval by the Board of Regents. Core Theme objective alignment for each item of the plan is indicated. Also, a status update is included as of January, 2016.

The data collected in assessing Core Themes will continue to be used to inform future planning. Data also is being used to refine the indicators and outcome measurements as assessment

proceeds. In several instances it has already been determined that initial assumptions on data collection for indicators are not valid because the data either are not readily available or not truly indicative for the indicators.

Standard Three: Planning and Implementation

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

3.A– Institutional Planning (Standards not listed here)

3.B – Core Theme Planning

3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services

3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Response (draft):

(Addressing Standards 4.A and 4.B)

In addition to the documents accessed through the website address given above, the archiving of assessment information is in the TracDat document management system. This computer-based system is not readily available online to external reviewers. It will be available for viewing during the scheduled visit in April, 2016.

As documented within TracDat, data is collected to substantiate the attainment of expectations for Core Theme indicators (2014 GBC Year One Report) and for planned activities relating to the Core Theme objectives (2014 Institutional Strategic Plan). This acquired data addresses Standard 4.A.1. Also, as described in the Institutional Assessment Plan, every GBC program and service is regularly assessed and the results recorded in TracDat, addressing Standard 4.A.2. This includes assessment of courses and academic programs (Standard 4.A.3). All course outcomes are listed within course syllabi; all program outcomes are listed in the College Catalog.

All programs and services are aligned to some aspect of the GBC Mission and Core Themes, and this alignment is indicated in TracDat (Standard 4.A.4). As described in the Institutional Assessment Plan, the acquired data is used for annual assessment of achievement to determine actions required for improvement (Standard 4.A.5). In the process of assessing expected outcomes, there have been instances in which it has been determined that initial assumptions on data collection for indicators are not valid because either the data are not readily available or not truly indicative of the indicators. These instances are being used to refine the indicators and outcome measurements as assessment proceeds (Standard 4.A.6). Examination of appendices submitted with the 2016 Mid-Cycle Report in comparison to the 2014 Year One Report shows where adjustments have been made in expectations and reporting.

As defined in the Institutional Assessment Plan, TracDat is used by GBC as a tool to archive and retrieve nearly all assessment information. Outcomes, objectives, indicators, expectations, measurements and evaluations relating to mission fulfillment, core themes, programs, courses and services are kept within this system. Student learning in courses is the finest granularity of assessment maintained, which is then incorporated into the evaluation of programs, core theme objectives, and ultimately mission fulfillment. This system also has the capacity to link courses to programs, and programs and services to the core themes they support. Though still early in the planning cycle, the process of using the assessments for future planning is now available to use. The main deficiency at this time is the lack of a mechanism for making this information available in a summary manner for appropriate constituencies in a timely manner. (Standards 4.A and 4.B)

Standard Four: Effectiveness and Improvement

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

services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A – Assessment

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

4.B – Improvement

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

PART 4. (Recommendation Three from 2013)

http://www.gbcnv.edu/accreditation/2016_documents.html

Recommendation Three: Institutional Planning (2013 Year Seven Report)

The College is encouraged to continue progress in its formal planning processes to improve stability and predictability for multiple scenarios. The Committee recommends that the College continue to align strategic planning with current environmental trends to ensure sustainability. (3.A.1; 3.A.3; 5.B.3)

This recommendation is primarily a reflection of GBC's considerable budget concerns that were being manifested during the accreditation site visit in 2013. From 2009 until now the GBC budget has been reduced about 45%, and by the formula, about \$1.5 million is to be reduced in the next biennial budget cycle.

Standard 3.A.1 has been addressed through development of the 2014 Institutional Strategic Plan with its contained vision statement. The development of the Strategic Plan was based on data collected (Standard 3.A.1) that recognizes the ramifications of the newly created NSHE funding formula; GBC recognized that it could not survive with the new formula without increasing student enrollment while also reducing its costs. Existing programs were identified to expand, new ones to develop, and one was terminated. In-house efforts at marketing were initiated to more widely distribute programs available from GBC, particularly online programs. The service area was increased to find more students to attract into its programs with minimal new cost. Efforts to increase dual credit high school enrollment have successfully been pursued.

As required of Standard 5.B.3, GBC continues to monitor its enrollment, income, and expenditures.

Since the 2013 visit, the following items have affected current and future funding:

Bridge funding for FY 2016 and FY 2017

4% increase in registration fee increases starting FY 2016

Expansion of the GBC service area

Seeking multi-year grants to support programs (TAACCCT, Barrick)

Development of Bachelor's degrees of opportunity

NSHE has moved up the budget planning cycle to allow for better long-term planning

Revised formulas for workforce development (CTE) courses

State college discussion has begun at the NSHE level

3.A.1. The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Note: Addressed in Strategic Plan and Academic Master Plan

3.A.3. The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Note: Addressed in 2014 Year One Report

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

Note: Addressed in Strategic Plan and Academic Master Plan