GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
February 9, 2016
1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Sonja Sibert, Angie DeBraga, Cathy Fulkerson, Amber Donnelli, Mary Doucette, Steve Theriault, Mardell Wilkins, DeMarynee Saili, Michelle Phay
ABSENT: Bret Murphy, Tom Reagan, John Rice, Greg Brorby

1. Approval of Minutes – The minutes of the President's Council meeting on January 26, 2016, were approved.

2. SGA Update – DeMarynee Saili reported the semester is off to a great start. SGA has lost a few officers over spring break. They are searching for interested students in Elko and Pahrump. They have identified some interested students in Winnemucca. SGA has been working on revisions to their constitution and bylaws and the manual for student clubs. Plans for activities for the rest of the semester have been finalized. DeMarynee will be meeting with Cathy Fulkerson to get data on how advising outcomes at GBC for a report to the Nevada Student Alliance.

3. Faculty Senate Update – Mary Doucette reported at the last Faculty Senate meeting on Friday they approved the faculty hire priority list: radiology technology, secondary education, biology instructor, and human services. Lisa Frazier did a presentation on Encore. The Faculty Senate Chairs are still opposing the transfer policy for administrative faculty. The termination policy matches the policy that the deans fall under. An ad hoc committee will convene to review the requirements for the INT 100. NSHE wants all of the terms for Faculty Senate Chairs to run the same (July 1 – June 30).

4. Classified Council Update – Michelle Phay reported the bake sale fundraiser is tomorrow. They are working on the process of nominating the outstanding Classified Council staff member.

5. Institutional Research Update – Cathy Fulkerson reported meeting with Student Services last week to talk about how the staff impacts the indicators. They will provide what they are doing to Lynn Mahlberg. They are working on their assessments. The information will be gathered and entered into TRACDAT so that the system can track these activities to make it a seamless process. There should be full implementation of TRACDAT by summer.

6. GBC Personnel Activity Report – Sonja Sibert presented a personnel activity report form for employees who are paid out of grants and for the employees who supervise grant employees as a portion of their time can be put toward the grant as well. The form will allow more accurate tracking of administrative costs for grants.

7. <u>Accreditation Document Review</u> – Mike McFarlane reported that the evaluators will arrived in Elko on April 12th and do the review on April 13-14th. There will be two reviewers and on NWCCU representative.

President's Council reviewed the Mid Cycle Report Workshop notes, the Appendix D – Core Indicators, and the Combined Recommendations.

Mid Cycle Report Workshop Notes – Mike McFarlane said the number one thing the reviewers will be looking at is mission fulfillment. All data will have to be made available to the public for accountability purposes. President's Council recommended put all data on the public website perhaps under administration page. All original documents will be located on the Institutional Research g:\ drive.

Appendix D – Core Indicators – President's Council reviewed the Core Indicators line by line. They discussed the three objectives under Theme 1. It was noted that the programs available list does not include the two new degrees in Biology and English and any new ones in the pipeline. It appears we meet objectives. We do not meet expectations in the number and qualifications of full-time faculty, but in the write up we will state that there in one English instructor with a PhD that is not included in the list as well we have six faculty member working on PhDs and two working on masters degrees.

Combined Recommendations – comments due in a week or two. President's Council recommended changing the number of faculty and overall qualifications. Also noted was the only way we are maintaining the full-time, part-time FTE ratio is because of very high overloads. We are not within the 10% for all items under the financial resources, but we are within 90% of the total line. It was noted that comparisons for each reporting institutions vary. It just provides some sort of context on what is trending with us and what is trending with the peer groups. If we add a row with totals then we are marginally meeting expectations. President's Council recommended that under persistence rates for new students, adding the total number of first year, bachelor degree seeking students after high school graduation so there is a comparison. Mike and Cath will visit on how to deal with this one. It can be explained and should be good to leave. Under Theme 2 Build Bridges and Create Partnerships, President's Council discussed concern that only 61% of the remedial students pass. President's Council discussed Theme 3 Serving Rural Nevada.

8. <u>State College Initiative</u> – Mark Curtis discussed whether we have enough external support to get us where we need to be. The June Board of Regents will be after the faculty leave for the summer. Public comment will probably be necessary to suggest support for this. Designation to a state college will reduce resistance to following the path of offering more degrees. The last time GBC had a huge increase in enrollments was when we started offering bachelor degrees and changed our name to GBC. President Curtis can visualize in ten years having 4,000 students with mix of 70% in 2 year programs and 30% in bachelor programs. In twenty years it could be 50/50. We will not be on the docket for the March Board of Regents' meeting. In June, CSN is making a pitch for something. President Curtis provided an updated argument and asked for input.

9. GBC's Golden Anniversary- Mark Curtis said that a committee will be formed to plan the events of the year of GBC's Golden Anniversary. President Curtis will take volunteers as well as ask some people to be on the committee. We will kick it off with a fund raising campaign that will start in spring 2017. GBC's commencement on May 20, 2017 coincides with the exact date that the college was founded. In August 2017 after faculty return we could have a lawn party or nostalgic night of celebration in the amphitheater, and then a donor appreciation event in fall 2017. The GBC holiday party will be bigger than normal. In February 2018 we will resurrect the formal ball that would be much more sophisticated and elegant than in the past. At the 2018 graduation we will have a celebration of what was the first graduation. At the time there were only two people that graduated and only one remains alive. We would like to have a campaign event on May 29, 2018 which is the date in 1968 that Howard Hughes donated the $180,000 to create the community college. These are just some ideas to start with, but whatever we decide to do it must be done right.

10. Online Recognition – Mark Curtis made special note of Lisa Frazier's incredible work and the work of the faculty and staff who provide online education. Last week our distance education received two accolades that we should all be very proud. Our efforts in this area will only grow and strengthen. Lisa Frazier said these national recognitions are marketing gold and we should meet with Kayla McCarson to brainstorm some marketing ideas. We have a capacity issue now but could hire quality part time instructors to pick up the load. It's a good problem to have. This can help in our argument for state college.

11. Vice President Reports
    - Business Affairs – no report
    - Student Services – Lynn Mahlberg reported next Wednesday is the GBC/School District partnership workshop. There will be approximately 65 people attending from the ten county school districts.
    - Academic Affairs – no report

12. Dean/Director/Assoc. VP Reports
    - Continuing Ed – Angie DeBraga recommended looking at Vince Juaristi's articles in the Elko Daily Free Press. There will be one per month between now and May. He just wrote one on President Adams and his experience with Basques. He has also donated $1,000 to the Great Basin Basque dancers who will be attending the Basque cultural event in Washington DC in July.
    - Health Science & Human Services – Amber Donnelli mentioned that one of Mary Doucette's radiology students won 1st place at the ASERT Conference for her poster. It's a big deal as there were 500 students. She was also accepted into a leadership program nationally for radiology students. Amber reported the Elko County Commissioners donated an old ambulance to us to do simulations. The Perkins funding can pay for stripping on the side. There was a helicopter here on Sunday that allowed students to be taught how to approach a helicopter safely. The planning continues on the radiology room expansion with things going out for bid
    - Business & Technology – no report

- Distance Education – Lisa Frazier provide information on the E Encore report. She presented this information at the last Faculty Senate meeting. Look over the report and the next President's Council meeting she will outline it in a nutshell. Lisa will be out of the office for the next two weeks.
- GBC Foundation – no report

13. President's Report – no report

14. Miscellaneous

2016 Mid-Cycle Evaluation Report
Notes from workshop of March 11, 2015

- Mission statements within NWCCU range from 2 pages to 3 words in length

☆ Student learning is one commonality to all institutions.

  - ☆☆☆ At a minimum, focus on student learning
  - Connect high level of mission to granularity of student learning outcomes
    - (Rainbow to quantum physics, painting to brushstrokes, finding order in chaos)

- Thus far, Year 7 reports that have been reviewed are still back at the levels of Standards 1 and 2. President changes sometimes cause difficulties.
- Articulate what we are trying to do, then how well we're doing it.
- Recommendations are formative, not summative.
- No Year 5 report.
- Students will perform better if they feel someone is paying attention to them.

☆ See page 7 of the Workshop user document (necessary institutional conditions to focus on).

☆ Rubric on page 11: not guaranteed to work, but a general guideline

- Many IR departments are detached.

☆☆☆ We need to write out the Assessment Plan – This is the focus!

- Do you ever fulfill your mission (fulfillment), or is this something you fulfill as aspirations?
- Some institutions have hundreds of indicators: how do you measure and validate?

☆ Align budget with goals/outcomes (?)

- For the Mid-Cycle report, evaluators will give neither recommendations nor commendations, though the commission may do so.

☆ Standard 2 is not covered in the Mid-Cycle report. May take a check list approach to policies

☆☆ Page 8 of workshop document: these are updated, so use this page

- There will be 2 evaluators, here for 1.5 days

☆☆☆ Part II of the report: need direct measures of student learning to be included

☆☆☆ Expect evaluators to ask to see assessment plans for all programs and functions of the college

☆ Report should be 15 – 20 pages in length not including appendices

- Nursing is not a good program to use as an example (it's a national model)
- Commission
  - Seeks recommendations for lodging, but makes own reservations
  - Arranges own transportation to city, then provided by college
  - Baskets: less than $50, not mandatory, don't pile on too much stuff to take home

☆☆☆ Mission Fulfillment!

- Faculty Evaluation – using formative format to make summative evaluation
- Good evaluations (Mission fulfillment): Bellevue College, Highline College, Weber State

Visit Schedule

Organizational meeting (by evaluators); have contact for them and anyone available to meet with them

- usually 4:00 p.m. at hotel
- share observations and insights
- review schedule
- compare questions
- coordinate transportation

The visit

- 1.5 days
- no “meet and greet”
- balance meetings with work time
- have work room – need printers, hard copy evidence, lockable

Suggested meetings

- President and senior leadership
- CAO
- academic leadership
- Assessment Committee and IRE
- exit meeting
    - no commendations or recommendations
    - no meeting with President prior to exist
    - small meeting with senior leadership
    - tone: collegial, formative

Post visit

- Peer Evaluation Report
- Board of Commission action
    - either accept or don’t accept report
    - may write recommendations
    - accreditation not reaffirmed until Year Seven

The Mid-Cycle Evaluation will focus on the following necessary institutional conditions:

- Having an intended mission statement defined in terms sufficiently pragmatic to guide institutional process and to provide a logical connection to the analysis of institutional outcomes and ultimately assess mission fulfillment

- Having programs and courses, including essential learning goals, defined in terms sufficiently pragmatic to guide institutional process and to provide a logical connection to the analysis of student learning outcomes and ultimately assess mission fulfillment

- Having learning outcome indicators that efficiently demonstrate the achievement of intended outcomes

- Having a valid, systematic procedure or methodology used to gather evidence of outcomes achievement over time

- Having thoughtful analysis comparing outcomes to institutional intention - Having a communication process that feeds back assessment results to be used for continuous institutional improvement

- Having sufficient evidence to demonstrate how institutional assessment is used to meet the requirements of Standard Five

Appendix D

Core Theme Objectives and Indicators

Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

Indicators:

1.1.a. Number and types of programs available

2012-13	2013-14	2014-15	2015-16	Notes
3	3	3	4	Bachelor of Arts - 3 programs, 7 emphases
1	1	1	1	Bachelor of Science in Nursing
1	1	1	1	Bachelor of Applied Science - 5 major emphases
1	1	1	1	3+1 Bachelor of Social Work (with UNR)
3	3	3	3	Associate of Arts, Associate of Science, Associate of General Studies
1	1	1	1	Associate of Applied Science degree program - 19 major emphases
16	16	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
37	37	36	42	Grand Total

Note: The 2012-13 Recognitions of Achievement were changed to Industry Skills Certificates as of 2014-15 in order to match state definitions.

Expectation:

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

1.1.b. Number and qualifications of full-time faculty

	Headcount				Percent of Total			
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2012	Fall 2013	Fall 2014	Fall 2015
< Associate's	3	5	7	6	5%	8%	11%	9%
Associate's	2	3	2	3	3%	5%	3%	5%
Bachelor's	6	6	6	5	10%	10%	10%	8%
Master's	27	27	29	32	45%	44%	46%	50%
MFA	2	1	2	1	3%	2%	3%	2%
PhD	20	19	17	17	33%	31%	27%	27%
Total	60	61	63	64	100%	100%	100%	100%

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

Expectation: Raise overall qualifications through time

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

Year	2011-12	2012-13	2013-14	2014-15
Ratio	60/40	57/43	59/41	61/39

Source: IPEDS Human Resources. FTE is calculated as 1 full-time plus 1/3 part-time.

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

1.1.d Financial Resources

- A. Institutional Finances

Core Expenses per FTE	FY2011		FY2012		FY2013		FY2014	
	GBC	Peer Median	GBC	Peer Median	GBC	Peer Median	GBC	Peer Median
Instruction	$ 7,345	$ 5,315	$ 7,168	$ 5,630	$ 6,610	$ 6,239	$ 6,590	$ 6,339
Academic Support	$ 1,766	$ 1,003	$ 1,664	$ 1,161	$ 1,750	$ 1,201	$ 1,845	$ 1,275
Institutional Support	$ 2,107	$ 2,131	$ 1,878	$ 2,523	$ 1,807	$ 2,600	$ 2,187	$ 2,831
Student Services	$ 1,346	$ 1,428	$ 1,250	$ 1,754	$ 1,195	$ 2,009	$ 1,269	$ 2,090
Other	$ 457	$ 2,488	$ 518	$ 2,511	$ 3,032	$ 2,593	$ 1,550	$ 2,335

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

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

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

	2011-12	2012-13	2013-14	2014-15	4 yr Chg
State General Fund Appropriations	$ 14,032	$ 14,032	$ 12,476	$ 12,507	-11%
Revenue from student fees/tuition net scholarships	$ 2,946	$ 4,498	$ 4,855	$ 4,895	66%
Revenue from external funding	$ 5,813	$ 5,870	$ 5,520	$ 6,155	6%
Total	$ 22,791	$ 24,400	$ 22,851	$ 23,557	3%
annualized FTE	1742	1659	1717	1728	-1%
$/FTE	$ 6,542	$ 7,354	$ 6,654	$ 6,816	4%

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

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

- C. Student Finances

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

	2011-12	2012-13	2013-14	2014-15	4 yr Chg
GBC	$ 2,513	$ 2,700	$ 2,700	$ 2,700	7%
Peer Median	$ 2,781	$ 2,895	$ 3,339	$ 3,687	33%

Source: IPEDS Data Feedback Reports.

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

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

		2011-12	2012-13	2013-14	2014-15
a)	No. Students	346	372	369	407
	Avg. Amount Disbursed	$ 2,177	$ 2,129	$ 2,430	$ 2,281
	% of Total FTE	20%	22%	21%	24%
b)	No. Students	902	849	810	744
	Avg. Amount Disbursed	$ 3,153	$ 3,096	$ 3,141	$ 3,323
	% of Total FTE	52%	51%	47%	43%
Total	No. Students	1248	1221	1179	1151
	Avg. Amount Disbursed	$ 2,882	$ 2,801	$ 2,918	$ 2,955
	% of Total FTE	72%	74%	69%	67%

Notes: Not all scholarship and grant recipients are full-time students. Source: PeopleSoft student financial aid.

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

1.1.e Student Services Resources

Full-time equivalent staff by assigned position

	Fall 2012		Fall 2013		Fall 2014	
	GBC	Peer Median	GBC	Peer Median	GBC	Peer Median
Teachers & Staff	110	88	104	88	103	87
Instructional support	77	19	68	30	64	33
Management	16	16	13	14	13	17
Other professional	25	28	27	26	30	26
Other	68	61	63	55	68	53

Source: IPEDS Data Feedback Reports. Staff categories changed in fall 2012. Earlier years are not directly comparable.

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

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

	2010-11 Graduates		2011-12	2012-13	2013-14 Graduates	
	GBC	National Median	GBC Graduates	GBC Graduates	GBC	National Median
% Graduates and completers	88%	95%	91%	94%	92%	94%

Note: Percent of alumni survey respondents reporting they agree or strongly agree that they have reached their educational objective either partially or fully as recommended by NCCBP for benchmarking purposes. GBC's Alumni survey was changed to include "either partially or fully" as of the 2011-12 graduate survey. Source: NCCBP Aggregate Data Reports.

Expectation: Be within 10% of the national median

1.1.g. Completion rates for courses and programs

A. Courses

	Fall 2011	Fall 2012	Fall 2013		Fall 2011
	GBC	GBC	GBC	National Median	GBC
% Completer Success	88%	88%	84%	83%	84%
% Completed	81%	83%	89%	91%	91%
% Withdrawal	19%	17%	11%	9%	9%

Notes: Fall 2011 grades includes all lower division credit classes; % Completed = Total enrolled minus W grades/total enrolled; % Completer Success = grades C- and above/total minus W grades; Source: NCCBP aggregate report.

B. Programs

6-year graduation rates	2011	2012	2013	2014	2015
GBC	23%	18%	26%	23%	24%
Peer Median	24%	24%	22%	23%	26%

Transfer-out rates	2011	2012	2013	2014	2015
GBC	29%	23%	22%	14%	11%
Peer Median	21%	24%	18%	15%	16%

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

Expectation: Exceed or be within 10% of the national median for courses
Exceed or be within 5% of the peer median for IPEDS 6-year graduation rates

1.1.h. Persistence rates for new students

Full-time, fall-to-fall retention	Fall 2011	Fall 2012	Fall 2013	Fall 2014
GBC	58%	71%	79%	65%
Peer Median	52%	55%	55%	58%

Part-time, fall-to-fall retention	Fall 2011	Fall 2012	Fall 2013	Fall 2014
GBC	38%	39%	28%	23%
Peer Median	33%	35%	33%	40%

Note: Includes first-year, bachelor's degree-seeking students only. IPEDS Data Feedback Reports.

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

	Fall 2010		Fall 2013	
	GBC	National Median	GBC	National Median
Average section size	19.3	19.7	20.2	18.2
Student/facutly ratio	18.9	18.3	15.66	17.3

Source: NCCBP Aggregate Data Report

1.1.i. Student satisfaction ratings from targeted questions

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

	Graduating Class			
	2010-11	2011-12	2012-13	2013-14
The time I spent at GBC was a wise use of my time.	93%	85%	88%	85%
All in all, if I had to do it all over again, I would enroll at GBC.	88%	86%	82%	84%
I will recommend GBC to others interested in the same major field of study.	88%	84%	74%	85%

Expectation: Maintain at least 85% for these questions

B. Student satisfaction ratings:

	Fall 2012		Spring 2014	
	GBC	National Median	GBC	National Median
College experience met expectations	4.9	4.9	4.9	4.9
Overall satisfaction with experience	5.6	5.6	5.7	5.6
Would enroll here again	6.0	5.8	5.9	5.7

Source: Noel Levitz Student Satisfaction Inventory summary reports; on a 7.0 point scale.

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

Objective 1.2: Foster cultural awareness

Indicators:

1.2.a. Demographics of GBC and the service area

	Fall 2011 Students		Fall 2011 Employees		GBC Service Area	
Total population	3,524	100%	511	100%	127,084	100%
Hispanic or Latino (of any race)	436	12%	46	9%	23,946	19%
White	2,605	74%	433	85%	93,361	73%
Black or African American	79	2%	6	1%	1,650	1%
American Indian and Alaska Native	107	3%	10	2%	4,129	3%
Asian	57	2%	10	2%	1,223	1%
Native Hawaiian/Other Pacific Islander	16	0%	1	0%	269	0%
Some Other Race/Unknown	160	4%	0	0%	104	0%
Two or More Races	64	2%	5	1%	2,402	2%
Total Minority (all but white)	919	25%	78	15%	33,723	27%

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

	Fall 2014 Students		Fall 2014 Employees		GBC Service Area	
Total population	3,149	100%	466	100%	149,741	100%
Hispanic or Latino (of any race)	565	18%	54	11%	25,812	19%
White	2,085	66%	391	77%	114,635	73%
Black or African American	67	2%	6	1%	1,400	1%
American Indian and Alaska Native	93	3%	4	1%	6,142	3%
Asian	69	2%	9	2%	1,752	1%
Native Hawaiian/Other Pacific Islander	25	1%	1	0%	NA	0%
Some Other Race/Unknown	158	5%	0	0%	NA	0%
Two or More Races	86	3%	1	0%	NA	2%
Total Minority (all but white/unknown)	905	29%	75	15%	35,106	27%

Note: As of fall 2014, GBC's service area expanded to include Esmeralda, Lincoln, Mineral and Pershing counties. Source: NV State Demographer's website, PeopleSoft, IPEDS Human Resources.

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

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

	2011-12	2012-13	2013-14	2014-15
Number enrolled	2820	2785	2719	2721
Percent of GBC enrollment	55%	61%	61%	61%

Source: General Education curriculum map

Expectation: Maintain or increase percentage

1.2.c. Student satisfaction ratings from targeted questions

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

	2011-12 Graduates			2012-13 Graduates			2013-14 Graduates		
	Associate's	Bachelor's	Combined	Associate's	Bachelor's	Combined	Associate's	Bachelor's	Combined
their ability to think critically	84%	89%	81%	90%	100%	92%	84%	96%	87%
understanding cultural diversity	76%	70%	70%	76%	88%	80%	76%	86%	78%
their ability to organize ideas	88%	85%	75%	85%	100%	88%	81%	96%	83%
their ability to communicate	76%	89%	75%	89%	100%	92%	83%	96%	86%
technological understanding	85%	74%	80%	83%	94%	85%	86%	83%	88%
understanding personal wellness	75%	59%	67%	79%	82%	81%	77%	82%	80%
ability to learn on my own	86%	89%	83%	90%	94%	91%	86%	93%	87%
ability to seek information	87%	96%	86%	93%	100%	95%	88%	93%	88%

Expectation: Maintain at least 75% for each item

Objective 1.3: Provide curricula and programs for careers

Indicators:

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

2012-13	2013-14	2014-15	2015-16	Notes
2	2	2	2	Bachelor of Arts (Elementary and Secondary Education)
1	1	1	1	Bachelor of Science in Nursing degree program
4	4	4	5	Bachelor of Applied Science - 5 major emphases
12	20	18	19	Associate of Applied Science degree program - 19 major emphases
16	16	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
46	54	51	58	Total

Note: The 2012-13 Recognitions of Achievement were changed to Industry Skills Certificates as of 2014-15 in order to match state definitions.

Expectation: Maintain or expand the list

1.3.b. Job placement rates for programs

Percent of Career and Technical Education graduates employed within six months

	Certificates	Associate's	Bachelor's	Overall
2011-12	91%	85%	100%	91%
2012-13	86%	90%	96%	92%
2013-14	88%	91%	89%	90%
2014-15	97%	95%	97%	96%

Note: Excludes those graduates who continue to be enrolled. Source: Perkins Accountability Reports.

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

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

Percent of graduates continuing their education

	2011-12 Graduates				2012-13 Graduates			
	30+ credit Certificates	Associate's	Bachelor's	Overall	30+ credit Certificates	Associate's	Bachelor's	Overall
Continuing their education	25%	69%	41%	60%	25%	69%	41%	60%
Enrolled at GBC	100%	73%	33%	68%	100%	73%	33%	68%
Enrolled elsewhere	0%	27%	67%	32%	0%	27%	67%	32%
Agree or strongly agree GBC prepared me to continue my education	71%	86%	81%	84%	71%	86%	81%	84%

	2013-14 Graduates			
	30+ credit Certificates	Associate's	Bachelor's	Overall
Continuing their education	21%	77%	52%	64%
Enrolled at GBC	83%	53%	28%	50%
Enrolled elsewhere	17%	47%	72%	50%
Agree or strongly agree GBC prepared me to continue my education	92%	78%	89%	83%

Source: Alumni Survey one year later.

Expectation: Maintain 90% or increase percentage of students continuing with education. Monitor GBC proportions

Theme Two: Build Bridges and Create Partnerships

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

Indicators:

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

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	% Enrolled	% Passed	% Enrolled	% Passed	% Enrolled	% Passed	% Enrolled	% Passed
Remedial math	36%	67%	38%	69%	43%	84%	48%	61%
College math	5%	65%	13%	80%	24%	90%	22%	73%
Math total	**41%**		**51%**		**67%**		**66%**	
Remedial English	24%	60%	30%	66%	22%	68%	25%	61%
College English	28%	61%	31%	73%	53%	75%	49%	76%
English total	**52%**		**61%**		**75%**		**73%**	

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

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

Students Progressing from Developmental to College-level Math

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	National Median Fall 2013
Retention Success	72%	82%	83%	80%	89%	88%
Enrollee Success	63%	73%	77%	60%	66%	67%
Completer Success	88%	88%	93%	76%	74%	78%

Notes: Includes students who successfully completed (grades C- or above) highest remedial math or English in fall and enrolled in college-level math or English within one academic year (through the next fall). Source: 2015 NCCBP Aggregate Reports.

Students Progressing from Developmental to College-level English

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	National Median Fall 2013
Retention Success	75%	89%	86%	88%	99%	91%
Enrollee Success	61%	62%	60%	66%	77%	70%
Completer Success	81%	70%	70%	75%	78%	79%

Notes: Includes students who successfully completed (grades C- or above) highest remedial math or English in fall and enrolled in college-level math or English within one academic year (through the next fall). Source: 2015 NCCBP Aggregate Reports.

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

Retention Rate: Of those students successfully completing Math 096 or 097 during fall semester and who enrolled in college-level math during the subsequent year, those who did not withdraw from their first college-level math class.

Enrollee Success Rate: Of those students successfully completing Math 096 or 097 during fall semester and who enrolled in college-level math during the subsequent year, those who successfully (C- and above) completed their first college-level math class.

Completer Success Rate: Of those students successfully completing Math 096 or 097 during fall semester and who enrolled in college-level math during the subsequent year and did not withdraw, those who successfully (C- and above) completed their first college-level math class.

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

	FY2011	FY2012	FY2013	FY2014	FY2015	5 yr Change
No. of Students	171	169	145	182	153	-11%
No. of credits	703	709	580	935	809	15%
No. of Courses Articulated	84	63	57	60	62	-26%

Note: The number of courses is by high school. Source: GBC TechPrep Coordinator, PeopleSoft student information system.

Expectation: Maintain an increasing trend over time

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

Student Headcount			
2011-12	2012-13	2013-14	2014-15
207	536	712	864

Student FTE				
2011-12	2012-13	2013-14	2014-15	4 yr Change
53.9	146.5	187.8	235.8	337%

Notes: Dual credit enrollments are student-high school-course specific. Enrollments here include all classes enrolled in by NV high school students, except Driver's Education. Source: PeopleSoft, based on self-reported high school graduation date.

Expectation: Maintain a continuing or increasing trend over time

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

Students transfering from GBC to another college or continuing as new Bachelor's-seeking students	2011-12	2012-13	2013-14	2014-15
Transfers elsewhere	238	211	209	236
Continuing at GBC in Bachelor's programs	87	69	84	70

Note: Transfers to other colleges include students completing 24 credits or more at GBC and enrolling elsewhere the next academic year. Source: National Student Clearinghouse and GBC Bachelor's degree programs. Those continuing at GBC are students newly accepted into Bachelor's degree programs. Source: GBC support personnel.

Expectation: Maintain a continuing or increasing trend over time

2.1.e. Number of students transferring into GBC

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
234	232	184	189	219

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

Expectation: Maintain a continuing or increasing trend over time

Objective 2.2: Build and sustain workforce programs

Indicators:

2.2.a. Number of contract training classes offered

	2011-12	2012-13	2013-14	2014-15
No. of classes	124	120	97	95

Expectation: Maintain a continued effort over time

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

	Fall 2011		Fall 2013	
	GBC	National Median	GBC	National Median
Employed in related field	83%	58%	49%	64%
Pursuing education	17%	22%	11%	19%
Employers satisfied with preparation	88%	94%	100%	95%

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

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

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

	Total Number	Meet Annually	Meet Semi-annually	Meet Monthly	Other Frequency
AAS programs	11	6	4		
Bachelor programs	4	1	1		2
Institutional and Support Services	10	2	2	2	4
Not having board	1				

Source: Academic Deans, program, and department directors.

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

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

GBC Foundation	2011-12	2012-13	2013-14	2014-15
Scholarships	$ 147,084	$ 157,170	$ 191,790	$ 174,707
Capital projects	$ 309,967	-	-	-
Program and operating support	$ 164,978	$ 459,417	$ 266,543	$ 172,737
Total	$ 622,029	$ 616,587	$ 458,333	$ 347,444

Note: Program and operating support includes in-kind donations. Source: GBC Foundation.

	2011-12	2012-13	2013-14	2014-15
Contract training (Continuing Ed)	$ 27,945	$ 20,325	$ 30,869	$ 52,236
Contract training (Career & Tech Ed)	$ 419,773	$ 338,598	$ 224,497	$ 158,346
Maintenance Training Consortium (MTC) scholarships	$ 339,444	$ 365,700	$ 343,296	$ 319,850
Grants\Sponsored Programs	$ 1,309,414	$ 1,237,029	$ 1,351,874	$ 2,654,827

Source: GBC Continuing Education, GBC Career and Technical Education, GBC Grants Office, and PeopleSoft financial aid data.

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

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

	2011-12	2012-13	2013-14	2014-15
Total	463	357	407	464

Notes: Based on course enrollments in internship classes, education field experiences, CTE apprenticeships, and graduates in Nursing and Radiology Technology programs.

Expectation: Maintain a continuing or increasing trend over time

Objective 2.3: Support community needs

Indicators

2.3.a. Maintain a range of community partnerships

2014-15 Partner	Location
Boys and Girls Club	Elko
Chamber of Commerce	Elko, Ely
Communities in Schools	Elko
Enterprise Holdings Foundation	National
Humboldt Development Authority	Humboldt
Humboldt General Hospital	Humboldt
JOIN, Inc.	Northern Nevada
County School Districts	Elko, Eureka, Humboldt, Lander, Lincoln, Nye, White Pine
Mining Rocks	Elko
NASA	National
National Institutes of Healthy (NIH)	National
National Writing Project	National
Nevada Arts Council	State-wide
Nevada Outdoor School	Humboldt
Nevada GEAR UP	State-wide
Nevadaworks	State-wide
NV Dept of Employment, Training, & Rehabilitation	Elko
NV EPSCoR Climate Change Project	Ely
NV Department of Education	State-wide
NV Early Intervention Services (NV DHHS)	Elko
Northeastern Nevada Museum	Elko
United Blood Services	Elko, Ely
WESTAF (Western States Arts Foundation)	Western US
Western Folklife Center	Elko

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

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

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

2014-15 Community & Related Student Events	Location
Dyslexia Workshop	Ely
United Blood Services Blood Drive	Ely
Suicide Prevention Workshop	Ely
PEBP Health screenings for public employees	Ely
Genaro Mendez Spanish & Latin American Vocal Concert	Elko
Wally's World: The Lonliest Art Show	Elko
Always Lost: A Meditation on War	Elko
Fall TED Talks: Veterans' issues	IAV to All
Nevada Humanities Speaker Teresa Jordan	IAV to All
Nevada Humanities Speaker Gary Nabhan	IAV to All
One is Silver, the Other is Gold: 25 Years of NV Folk Art	Elko
Jack Malotte native American Silkscreen Stories	Elko
GBC Film Festival	Elko
Richter Uzur Concerts	Elko
GBC Women of Excellence Event by VPSS	Elko
TED Talks Edward Snowden,NSA & Internet Privacy	IAV to All
B&W Movie Night - Plan 9 (Josh Webster, intro. talk)	Elko
Argentum & Student Art Exhibit	Elko
Canzonia & Canciones Unplugged	Elko
Winnemucca Fall & Spring Student Art Shows	Winnemucca
Virtual Humanities Website	All

Source: GBC ACE Committee and GBC Center Directors.

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

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

2011-12	2012-13	2013-14	2014-15
84%	76%	55%	72%

Source: GBC Faculty Evaluation System.

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

Theme Three: Serve Rural Nevada

Objective 3.1: Provide access to education at distant locations

Indicators:

3.1.a. Number of programs fully available online

	2011-12	2012-13	2013-14	2014-15	2015-16	Notes
Bachelor's degree programs	1	1	1	1	1	Bachelor's of Science in Nursing
Bachelor's Applied Science degree programs	1	1	1	2	4	BAS Land Surveying/Geomatics, Graphic Communications, Digital Information technology, and Management in Technology
Transfer associate's degree programs	2	2	2	2	2	Associate of Arts*, Associate of Science*
Associate of General Studies	1	1	1	1	1	
Associate of Applied Science degree programs	6	6	6	7	9	AAS Business Administration, AAS Accounting, AAS Entrepreneurship, AAS Computer Programming, AAS Early Childhood Education, AAS Office Technology, AAS Graphic Communications, AAS Network Specialist, AAS Human Services
Certificates of Achievement	5	8	8	8	9	Office Technology, Medical Coding and Billing, Early Childhood Education, Accounting, Business, Entrepreneurship, Human Resources, Retail Management
Skills Certificates	0	0	0	4	4	Medical Coding and Billing, Office Technology, Network Specialist, CompTIA Certification
Total	16	19	19	25	30	

Notes: *Depending on pattern of study. The 2012-13 Recognitions of Achievement were changed to Industry Skills Certificates as of 2014-15 in order to match state definitions. Source: Academic programs, GBC Catalog as of 2015-16.

Expectation: Maintain or increase the number of programs available

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

Section Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Percent of Total
Internet	1719	2529	3296	3923	4208	3934	4362	4635	52%
Interactive Video	2129	1656	1855	1817	1592	1384	1301	1440	16%
Total Distance	3848	4185	5151	5740	5800	5318	5663	6075	68%
Total GBC	9172	9,644	10602	10467	9681	8932	9226	8956	100%
% Distance	42%	43%	49%	55%	60%	60%	61%	68%	

Expectation: Maintain or increase enrollment in distance education classes

3.1.c. Certificate and degree completions by student location

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

FY 2015 Awards	Battle Mountain	Elko	Ely	Pahrump	Winn.	NV Out of Service Area	Out of State	All GBC	Percent of Total
Bachelor's	2	26	5	3	3	7	13	59	13%
Associate's	9	163	14	44	40	12	7	289	64%
Certificates	13	118	6	11	23	9	3	183	40%
Skills Certificates	19	105	15	52	31	11	5	238	53%
Total	43	412	40	110	97	39	28	769	170%
Percent of Total	6%	54%	5%	14%	13%	5%	4%	100%	

Notes: Location is based on county of student address; Battle Mountain - Lander county; Elko - Elko county; Ely - Eureka, Lincoln and White Pine; Pahrump - Esmeralda, Mineral and Nye; Winnemucca - HumboLdt and Pershing. Includes degrees granted summer, fall and spring semesters during the fiscal year as reported to IPEDS. As of fall 2014, GBC service area expanded to include Esmeralda, Lincoln, Mineral, and Pershing counties.

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

3.1.d. Retention rates by class location for all students enrolled in credit classes

Fall 2013	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC	National Median
Fall-to-spring	66%	53%	70%	60%	67%	60%	61%	64%	72%
Fall-to-fall	47%	39%	45%	30%	43%	45%	44%	44%	49%
Total Enrolled Fall 2013	1624	34	1076	52	254	180	39	2514	

Fall 2014	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC
Fall-to-spring	69%	66%	74%	63%	67%	74%	74%	67%
Fall-to-fall	48%	50%	52%	49%	47%	53%	39%	47%
Total Enrolled Fall 2014	1644	35	947	54	228	164	45	2339

Notes: Students can and do enroll in classes at multiple locations. Includes all full-time and part-time students enrolled in credit classes (excludes high school students), fall 2013, (excludes students enrolled and graduating from base) who: 1) enrolled spring 2014 for fall-to-spring retention; or 2) who enrolled fall 2014 for fall-to-fall retention. Does not account for students completing Industry Skills Certificates from the base. Source: NCCBP Aggregate Data Reports.

Expectation: Retain students throughout the service area at comparable rates

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

No. of Live and Originating IAV sections

	2011-12	2012-13	2013-14	2014-15	4 yr Avg % of Total
Battle Mountain	13	11	9	5	1%
Elko	707	623	586	510	75%
Ely	35	34	21	17	3%
Pahrump	98	91	77	65	10%
Winnemucca	79	73	82	79	10%
Other Locations	1	1	1	1	0%
Total	933	833	776	677	100%

No. of Receiving IAV sections

	2011-12	2012-13	2013-14	2014-15	4 yr Avg % of Total
Battle Mountain	71	66	52	66	15%
Elko	80	76	55	82	18%
Ely	77	88	72	76	19%
Pahrump	106	95	95	81	23%
Winnemucca	106	111	100	105	25%
Other Locations	5	1	1	0	0%
Total	445	437	375	410	100%

Notes: Excludes independent study, field study, and internet classes. All class locations within the service area are reported by site. Other locations are out of GBC's service area or not identified by location.

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

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

Indicators:

3.2.a. No. of programs fully available at each center or site

2015-16 Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA degrees	3 BA degs	3 BA degs	3 BA degs	3 BA degs	Bachelor's of Arts degree programs - 7 major emphases
1	1	1	1	1	Bachelor's of Science in Nursing degree program
1 BAS - 4 emph	1 BAS - 4	1 BAS - 4	1 BAS - 4	1 BAS - 5	Bachelor's of Applied Science degree program - 5 major emph
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
1 AAS - 10 emph	1 AAS - 10	1 AAS - 10	1 AAS - 12	1 AAS - 19	Associate of Applied Science degree program - 19 major emph
11	11	11	12	16	Certificate of Achievement programs
4	4	4	4	4	Teacher Certifications/Endorsements
5	5	5	7	15	Industry Skills Preparation Certificates

Note: Programs offered completely online are counted as available to students at all locations. Source: Department directors.

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

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

Gender

2014-15 Enrolled Students	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area	NV Out of Service Area	Out of State	Total Enrolled Students
Total Enrolled Students	2,036	3	43	491	196	6	18	557	71	214	3,635	753	154	4,542
% Men	38%	33%	40%	36%	32%	33%	11%	38%	62%	33%	37%	28%	44%	36%
% Women	62%	67%	60%	65%	68%	67%	89%	62%	38%	67%	63%	72%	56%	64%

Nevada State Population Gender Distribution by County

2014 County Population Projections	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area
% Men	51%	55%	52%	51%	51%	50%	49%	49%	51%	50%	51%
% Women	49%	45%	48%	48%	49%	50%	51%	51%	49%	50%	49%

Source: nvdemography.org: Nevada County Age, Sex, Race, and Hispanic Origin Estimates and Projections 2000 - 2033, Oct. 2014

2014-15 Enrolled Students	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area	NV Out of Service Area	Out of State	Total Enrolled Students
Hispanic or Latino (of any race)	17%	0%	9%	17%	18%	0%	17%	13%	14%	11%	16%	20%	10%	16%
White	70%	100%	88%	73%	68%	100%	61%	68%	69%	74%	70%	56%	74%	68%
Black or African American	1%	0%	0%	0%	1%	0%	0%	3%	6%	1%	1%	6%	3%	2%
American Indian/Alaska Native	4%	0%	0%	2%	4%	0%	6%	2%	1%	7%	4%	1%	3%	3%
Asian	1%	0%	0%	1%	2%	0%	11%	3%	3%	1%	1%	8%	2%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	0%	0%	1%	0%	0%	1%	1%	0%	1%
Unknown	6%	0%	2%	5%	6%	0%	0%	6%	4%	3%	5%	5%	7%	5%
Two or More Races	2%	0%	0%	1%	1%	0%	6%	4%	3%	3%	2%	4%	1%	2%
Total Minority (all but white)	30%	0%	12%	27%	32%	0%	39%	32%	31%	26%	30%	44%	26%	32%
Total Enrolled Students	2,031	3	43	491	196	6	18	557	71	214	3,630	752	153	4,535

Note: Does not include 7 international students.

Nevada State Population Distribution by Race/Ethnicity and County

2014 County Population Projections	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area
Hispanic or Latino (of any race)	20%	13%	12%	21%	21%	7%	11%	14%	21%	12%	17%
White	73%	82%	85%	73%	74%	90%	68%	81%	75%	80%	77%
Black or African American	1%	0%	0.0%	0.0%	0.2%	1.0%	5.0%	2%	0.34%	1%	1%
American Indian/Alaska Native	5%	5%	1%	4%	0.4%	2.0%	15.0%	2%	3%	6%	4%
Asian	1%	0.22%	1%	1%	0.4%	0.4%	1.0%	2%	1%	1%	1%
Total Minority (all but white)	27%	18%	15%	26%	26%	10%	32%	19%	25%	20%	23%
Total County Population	53,957	912	2,055	17,792	6,568	4,779	4,487	44,771	5,365	9,055	149,741

Source: nvdemography.org: Nevada County Age, Sex, Race, and Hispanic Origin Estimates and Projections 2000 - 2033, October 1, 2014

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

3.2.c. Student satisfaction ratings by site -- Spring 2014 Noel-Levitz Student Satisfaction Inventory

	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median
College experience met expectations	4.8	5.1	4.9	5.0	5.0	4.9	4.9	4.8
Overall satisfaction with experience	5.6	6.1	5.7	5.7	5.7	5.8	5.7	5.5
Would enroll here again	5.8	5.9	5.9	5.9	5.8	6.4	5.9	5.7
No. Students Participating	212	15	159	30	43	31	490	

Source: Noel-Levitz Satisfaction Inventory Summary report; on a 7.0 point scale.

Expectation: For each question, be above or within 10% of national median.

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

Indicators:

3.3.a. Availability of support services

	2014-15 Battle Mtn.	Ely	Pahrump	Winn.	Online
Advising	On site	On site	On site	On site	Quickstart
Behavioral Intervention	On site & Outreach	On site & Outreach	On site & Outreach	On site & Outreach	Phone
Disabilities Services	On site	On site	On site	On site	Forms, instructions & phone
Library	Outreach	Outreach	Outreach	Outreach	Fully
Financial Aid	Outreach	Outreach	Outreach	Outreach	Forms, instructions & videos
Tutoring	On site math, English	On site math, English	On site math, English	On site math, English	Skype and email tutoring
Testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	Course testing via Web Campus

Source: GBC departments.

Expectation: At least some degree of availability at all sites

3.3.b. Satisfaction with support services

Student satisfaction with support services by site -- Spring 2014 Noel-Levitz survey

	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median
Tutoring services are readily available	5.90	5.83	5.43	5.50	6.00	5.54	5.74	5.55
Financial aid counselors are helpful	5.50	4.89	5.42	5.25	5.57	6.17	5.51	5.12
Admissions staff are knowledgeable	5.79	6.25	5.89	5.92	5.83	6.36		
My academic advisor is knowledgeable about my program requirements	5.75	6.63	5.61	5.95	5.89	6.07	5.78	5.43
My academic advisor is concerned about my success as an individual	5.31	6.22	5.51	5.73	5.65	5.52	5.48	5.11
Library resources and services are adequate	6.08	5.91	5.71	5.20	4.95	4.70	5.74	5.70
No. Students Participating	212	15	159	30	43	31	490	

Source: Noel-Levitz Satisfaction Inventory Summary report; on a 7.0 point scale.

Expectation: Continuous improvement of responses over time

3.3.c. Number of scheduled continuing education classes

	Battle Mtn	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Wendover	Total
2011-12	0	64	3	15	1	4	1	2	0	90
2012-13	0	60	2	9	0	1	0	0	0	72
2013-14	10	61	7	9	0	10	0	10	0	107
2014-15	2	72	11	10	0	10	0	9	10	134

Source: Continuing Education Department.

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

Response to Recommendations
Great Basin College

March 1, 2016

As an addendum to the Great Basin College 2016 Mid-Cycle Report, this response addresses five recommendations GBC has received from past reports by the Northwest Commission on Colleges and Universities (NWCCU). Two recommendations were received from the 2011 Year One Report and three were received from the 2013 Year Seven Report. The recommendations are addressed here in four parts, with two of the recommendations addressed together as they address the same standard.

Several documents are referenced in the responses below. To access the documents easily, they are all linked to a single website: http://www.gbcnv.edu/accreditation/2016_documents.html

Within this website, links to the following documents are found:

2011 Year One Report
2011 NWCCU Report (with recommendations)
2013 Year Seven Report
2013 NWCCU Report (with recommendations)
2014 Year one Report
2014 Institutional Strategic plan
2015 – 2019 Academic Master Plan
GBC Institutional Assessment Plan

For each part provided below, the recommendations are given first, followed by the response. Within the responses, the standards addressed are indicated. The relevant standards are provided at the end of the report.

PART 1.

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)

Response

In the past two GBC accreditation reviews from NWCCU (2011 Year One Report, 2013 Year Seven Report), GBC received a recommendation in each addressing 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 fulfilment.

The GBC Mission and interpretation of mission fulfilment are given on pages six through eight of the 2014 report, where 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 fulfilment of each. For these seven elements, an additional 19 specific criteria utilizing 33 measurements are then listed in Appendix A of the 2014 report. The 2011-2012 academic year serves as the base year for evaluation of mission fulfillment, with subsequent annual evaluations judging the review of previous three-year intervals.

The fundament standard for an acceptable threshold of mission fulfillment is defined as fulfilling 85% of the expectations for the full list of criteria in Appendix A of the 2014 report. These criteria are evaluated in combination with the expectations for the seven mission elements provided in the text of the report (page 8). These provides the basis for the summary assessment of mission fulfilment.

As described in the GBC Institutional Assessment Plan, 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 of mission fulfillment is written by the college President.

PART 2.

> **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).

Response

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 below 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. Appendix C of the 2014 Year One Report contains narratives and indicators for evaluating the achievement of Core Theme objectives.
2. Appendix D of the 2014 Year One Report 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 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, 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.

PART 3.

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

Standards 1.B.2 and 3.B

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 the Year One Report and the Strategic Plan 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 data 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, difficult to obtain consistently, or not truly indicative for the indicators.

Standards 4.A and 4.B

The documents listed at the beginning of these responses provide the direction for collecting data to be analyzed to determine the effectiveness of the college. Information relating to mission fulfillment and the achievement of core theme objectives will be in separate reports to be made available. In addition to these documents accessed through GBC websites, the recording of program and service assessment 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.

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 acquisition and analysis of 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 a tool used by GBC to archive and retrieve assessment information. Outcomes, objectives, indicators, expectations, measurements and evaluations relating to 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. The TracDat system has the capacity to link courses to programs, and programs and services to the core themes they support. Reports are available to the public through the website of the office of Institutional Research and Effectiveness. Statements and annual reports on the achievement of mission fulfillment, core theme objectives and strategic planning are stored in a GBC shared drive accessible to all staff of the college. These will be made available to the general public through a website dedicated to this information. Though still early in the planning cycle, the process of using the assessments for future planning is now available to use.

PART 4.

> **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 was received primarily as 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% through State-wide budget cuts and a newly instituted State funding formula for higher education. About another $1.5 million is to be reduced in the next biennial budget cycle unless some form of relief is devised.

Standard 3.A.1 (planning for mission fulfillment) has been addressed through development of the 2014 Institutional Strategic Plan with its contained vision statement. The 2015-2019 Academic Master Plan contains certain programmatic planning objectives based in the Institutional Master Plan. The development of the Strategic Plan was based on collected data (Standard 3.A.3) that recognizes the ramifications of the newly created NSHE funding formula and the threats it imposes on sustainability and mission fulfillment. In the Strategic Plan, GBC recognizes that it cannot survive within the new formula without increasing student enrollment while also reducing its costs. It is recognized that the College does not exist alone to carry enrollment, but without increased funding derived through increased enrollment, it will be impossible to fulfill any mission. Existing programs are identified to expand, new ones to develop, and one was terminated. Primarily through attrition and reassignment, many positions have been eliminated. In-house efforts at marketing were initiated to more widely distribute programs available from GBC, particularly online programs. The service area was increased to bring more students into programs with minimal new cost. Efforts to increase dual credit high school enrollment have been pursued successfully.

As required of Standard 5.B.3, GBC continues to monitor its enrollment, income, and expenditures and make appropriate adjustments to assure sustainability and fulfillment of mission. In these endeavors, GBC seeks to increase enrollment in a manner that increases revenue, while looking for all opportunities to decrease expenditures or increase efficiency of expenditures being made.

Since the 2013 accreditation site visit, the following actions and initiatives have either positively affected funding and sustainability or are expected to in the future:

Bridge funding for FY 2016 an FY 2017. The 2015 biennial Nevada Legislature consented to include about $1.5 million in the biennial budget as “bridge funding.” This was to provide GBC more time to prepare to meet the budgeting constraints given by the new funding formula. This funding will discontinue with the budget delivered to the 2017 Legislature.

4% increase in registration fees starting FY 2016. Four percent increases in student fees were approved for each of the four fiscal years from 2016 through 2019. The initial increases have been designated by GBC to preserve teaching positions, followed by positions to assure student success (advising, retention, library, and so forth). There is a priority on teaching positions because more instruction results in more enrollment; this in turn brings in more State-based funding through weighted student credit hours and more student fees. Increasing the enrollment base for receiving funding is projected to assist in narrowing the budget gap created by the current funding formula.

Expansion of the GBC service area. In 2015 GBC received authorization to increase its service area from six counties and 63,000 square miles to 10 counties and over 86,000 square miles. This increased the population of the service are from about 136,000 to 152,000. The population density of the newly acquired area is low, but does allow more enrollment at minimal new cost. This is in part due to using existing infrastructure of the Nevada Net for delivering instruction through interactive video (IAV). This also brings contact with more school districts and the opportunity for delivering dual credit classes to more high school students. Currently IAV sites have been established at Lovelock (Pershing County), Hawthorne (Mineral County), and Panaca (Lincoln County). Newly acquired Esmeralda County has a population of less than 1000, but most residents are within 20 miles of the GBC site in Tonopah (Nye County).

Increase dual credit high school enrollment. Coincident with GBC seeking to expand dual credit high school-college enrollment, school districts state-wide in Nevada are being encouraged to seek these same opportunities. The result has been a significant increase in the number of high school students taking advantage of dual credit enrollment. This is an opportunity to advance their educational standing in preparation to attended college later on a full-time basis, and we will encourage them to attend GBC. During the last two years, dual credit enrollment has increased 10-15% each year.

Seek multi-year grants to support programs. Grants have been received to support instruction and development of workplace-oriented programs. Eight faculty positions are currently funded by the TAACCCT Grant (one Industrial Millwright, two nursing positions), donations from Barrick Gold, Inc. (two Electrical positions), support by Nevada DETR (one Instrumentation position), and a competitive Perkins Grant (two EMS – Paramedic positions). The strategy is to increase enrollment through instruction in these programs to the extent that during the next biennial session GBC should receive a higher level of enrollment-based funding to sustain the programs in the future after grant funding ceases.

Develop more Bachelor's degrees of opportunity. Opportunity exists within the rural GBC service area to deliver more Bachelor's degrees to place-bound students. Tapping into this potential student population not only meets the GBC mission, but is a source for increasing overall enrollment and enhancing revenue. Potential Bachelor's degrees are identified in the 2015-2019 Academic Master Plan. As of the writing of this report, BS in Biological Science and BA in English degrees have been approved. BA degrees in Natural Resources and Social Science are proceeding through the approval process. A BA in Graphic Arts is in the initial stages of new program proposal development. These five programs are pursued because of the inherent efficiencies they contain. The Biological Science and English degrees were developed because they were already essentially present as endorsements within the existing BA in Secondary Education. The Natural Resources and Social Science degrees are being formed from splitting the two emphases of the existing BA in Integrative Studies degree into two stand-alone degrees; the Natural Resources degree also has common elements with the Biological Sciences degree. The BA in Graphic Arts will have many common elements with the existing BAS in Graphic Communications, providing different career options for students while retaining instructional efficiency.

Advance the budget planning cycle (NSHE level) for better long-term planning. Within NSHE, biennial budget planning has been moved forward in time to provide greater opportunity to gauge and develop options and scenarios. It is hoped that by doing this, better proposals may be developed to present to the State Legislature and improve chances for approval.

Seek revised formula ratios for workforce development (CTE) courses. Currently within NSHE a proposal is being developed for the coming biennium to adjust the taxonomy of certain workforce development courses offered in community colleges. Adjusting upward the funding ratio weight for the more expensive program courses would have a positive effect for the budgets of all Nevada community colleges.

Initiate discussion on State College status for GBC. If GBC were to become a State College in Nevada, two potential benefits could be derived. One is that there are certain funding advantages for a State College within the existing funding formulas, and another is that with State College status, more students would be attracted to the college for no other reason than the elevation in status. This latter factor was noted with the transition to a community college offering select Bachelor's degree in the late 1990s. State College status has the potential to increase both the total enrollment at GBC and the funding per capita received for this enrollment. Though not without some controversy, these discussions have been initiated.

Due in part to these employed strategies, GBC enrollment was up 5.6% in the fall of 2015, and preliminary enrollment figures for the spring of 2016 are up by at least this proportion. Thus far expenses have been contained. The only significant increases have been due to increased payments for part-time instruction and full-time faculty overload. These should be covered by increased student fees collected. However, all GBC financial concerns for the future are not resolved. Much depends on the outcome of the 2017 Nevada biennial legislative session. There is concern if all grant-funded faculty positions will be carried forward by the increased enrollment from the respective programs.

NWCCU Standards Cited

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.

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.

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

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

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

3.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.

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.

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.

PERSONNEL ACTIVITY REPORT (PAR)
GREAT BASIN COLLEGE

Employee's Name:________________________________ Period of Report:________________________________

Project/Activity and Funder ID #	GBC Grant Account Number (if applicable)	Distribution of Time
1.		%
1. Administrative		%
2.		%
2. Administrative		%
3.		%
3. Administrative		%
4.		%
4. Administrative		%

(Please use additional forms if more space for projects is needed.)

All leave is paid based on the percentage of salary allocated to each project/activity.

Leave

Sick	%
Vacation/annual	%
Other (please specify)	%

Total distribution of activity from Project/Activity and Leave percentages: 100%

I confirm that the distribution of activity represents a reasonable estimate of all work performed by me during the stated period.

Employee's Signature:____Date:____________________

I confirm that I, as supervisor, Principle Investigator or other person, have first- hand knowledge of all work performed by the above employee and the distribution of activity represents a reasonable estimate of all work performed during the stated period.

Supervisor's Signature:____Date:____________________

Signed form to be maintained in primary grant file(s).

Revised: 01/01/2016

Instructions for Completing the PAR

The PAR is used to account for 100% of an employee's time. All employees who are paid from grant funding or whose salary is used toward match for grant projects must fill out the PAR.

1. Include full name and if paid monthly, include at least the month and year of the report on the Period of Report line. If paid more frequently than monthly, include the full dates of the period (example: month/day/year – month/day/year).
2. Determine percentages of time for project/activity by counting the number of work days/hours in a month and dividing the amount of time worked on each area by that total. Note that you must distribute all the time you are paid to total 100%, including leave. The form should not show more than 100% of your time.
3. Account for any "Administrative" time spent on a project/activity by including it on the line immediately below that project/activity. Lines are numbered to correlate with each project/activity. Administrative activities include time spent on the following while being paid for (or using your time to match) the specific project/activity:
    - General GBC activities (non-related Faculty Senate/committee meetings college meetings, and college trainings, etc.)
    - Hiring, accounting/budgeting, legal or other overhead tasks that do not directly relate to the project)
    - If you do not do any of the administrative activities, do not fill out the administrative line.
4. Fill out an additional form if more space is needed for projects/activities and indicate the additional form(s) is a continuation.
5. Sign your PAR and then have your supervisor sign it.
6. Forward the PAR to the Grants Office as soon as your supervisor signs it.
7. Contact the Grants Office if you have any questions in filling out the form.

Great Basin College Poised for Next Step: State College Status

Elko and Educational Innovation:

Elko is the very cradle of Higher Education in Nevada. Every teaching institution in Nevada can trace its roots back to Elko. The University of Nevada, now located in Reno, was founded in Elko in 1874. Later the University of Nevada Las Vegas had its beginnings in 1951 as an extension of UNR. In 1967, Elko Community College was established as the first Community College in Nevada. Its founding set the stage for the addition of Western Nevada College, Truckee Meadows Community College and the College of Southern Nevada, as they are now known. Finally, Nevada State College, Nevada's youngest institution, opened its doors in 2002 with two of their founding bachelor's degree curricula in education coming directly from those previously established at Great Basin College. Elko itself is growing with new hotels, businesses and hundreds of new apartments and homes being built in just the last three years. As we approach our golden anniversary, now is the time for Elko/GBC to once again innovate, change and increase its service to Nevada.

Introduction:

For some time now, GBC has been serving a dual postsecondary educational role for the most rural parts of Nevada: that of a community college and that of a four year institution. Founded in 1967 as a community college, GBC was authorized to award baccalaureate degrees in 1999. Since that time GBC has awarded nearly 700 bachelor's degrees, the vast majority directly to citizens of rural Nevada seeking educational advancement not otherwise available to them. Clearly GBC is a four year college with an exceedingly important and retained community college component to its mission. With GBC's current board approved mission, its on-campus housing and its vision for the future, GBC is already a mature four year institution. The next logical step is to make GBC a "State College," with the curricular freedom and marketing power that designation would provide. GBC is committed to serving the needs of our communities, so without question GBC would continue to honor its history and offer workforce development, transfer related certificates and associate degrees, as do many other institutions that have their roots in the community college movement of the 1950's and 60's.

GBC's future lies in the unfettered expansion of needed baccalaureate degrees. In our 10-county service area, several thousand people have earned associate degrees from GBC. Many of them need and desire local bachelor's degree options. GBC can and should be a different kind of State College, a fourth type of college in Nevada, if you will. However, this type of hybrid two and four year college is commonplace around the nation. All colleges must grow, mature and evolve over time if they are to improve. Now is the time to make GBC a State College and settle the conflicts and restrictions that continue to arise out of its current status.

Some fear that making GBC a State College will disadvantage students by placing the burden of transition on their shoulders, delivering the same services for a higher cost. This will not be the case.

The Big Questions:

1. *How would this change effect the affordability of college to those wishing to earn a traditional community college certificate or associate degree?*
   Answer: Although, the current state college rate for lower division courses (i.e., 100 and 200 level) is approximately $50 more than the community college rate; at a Great Basin College type hybrid state college, students taking lower division courses will be charged the community

college rate. Those taking 300 and 400 level courses would be charged at the current upper division rate established for community colleges as is the current practice at GBC.

2. *How would the differences between the Community College workload and the State College be reconciled?*
   Answer: Currently faculty at community colleges are expected to teach 15 credit hours each semester for a total of 30 per academic year. However, proposed language changes in Title 4, Chapter 3, Section 3, (Faculty Work Load Policy) Item 6c will have those teachers of upper division courses at community colleges receiving a differentiated workload that matches that of the state college. Currently state college faulty have a workload policy that requires them to teach 12 credits each semester for a total of 24 per academic year (see Title 4, Chapter 3 Professional Staff, Section 3). Specifically, this means those teaching exclusively at the certificate/associate degree level would still be expected to teach 15 hours per semester. Those teaching exclusively at the 300 and 400 level would teach 12 hours per semester. Those teaching both lower division and upper division courses would have a teaching load proportional to their specific mix of said courses. This change in workload policy has already been costed out for GBC at approximately $97,000/year. To offset this cost GBC will need to add an additional 14 FTE at the baccalaureate level. State college status and additional planned baccalaureate degrees will easily offset this increased cost. The Vice Chancellor for Academic and Student Affairs, Crystal Abba and her staff have worked to clarify how teaching loads are calculated within NSHE for institutions where both associate degrees and bachelor's degrees are offered in keeping with the description above.. Similar sliding scales are commonplace at our universities, where presidents and provosts have authority to modify workload depending upon the role the specific faculty member plays in implementing the campus mission. However, there would be no formal separation of faculty on the basis of their discipline, academic program or teaching load.

3. *Specifically How Will a Change in Status to State College Help GBC?*
   Answer: Everywhere GBC is mentioned, it is referred to as a Community College, even though GBC has been offering 4 year degrees for 16 years. This status hurts our marketing efforts and has forced us to create somewhat unusual degrees, such as the Bachelor of Arts in Integrative Studies and the Bachelor of Applied Science, each with several areas of emphasis. Our latest additions of the B.S. in Biology and B.A. in English caused some resistance, took 18 months to get approved and raised additional questions about who should get to do what within NSHE - all occurring after the Board had seen and approved the creation of these degrees in GBC's strategic and master plan presentations. State College status would eliminate these reoccurring problems and uncertainties. As the program mix starts to approach equilibrium between lower and upper division course offerings, GBC will be in a better financial position. In short, a change in status will help in marketing (as detailed on page 4 of this document under E. Marketing), make the program approval process less contentious and provide long term financial stability. Once again it is important to note the financial burden for creating this hybrid college as imposed on GBC by the new funding formula will not be passed along to students.

Additional Rationale, Arguments For and Concerns Addressed:

A. Expanding Program Offerings And Allowing The State To Retain More Of Its Own Students

Currently GBC offers 7 different baccalaureate degrees providing a total of 13 discipline options. Since permission was granted to do so by the Board of Regents in the late 1990's. Each year GBC grants on average 52+ baccalaureate degrees (e.g., 2008 = 47, 2009 = 46, 2010 = 59, 2011 = 55, 2012= 61, 2013 =42, 2014 = 62 and 2015 = 48). If GBC were a state college it could more easily expand these offerings to take care of additional local student demand that we are not capturing at all or are losing to out-of-state institutions. The table provided immediately below shows GBC students who earned 30 or more credit hours between the years 2009 - 2011 and subsequently earned a bachelor's degree.

Baccalaureate Degree Granting Institution	Number of Bachelor's Degrees Awarded
Great Basin College	256
University of Nevada, Reno	77
All Utah Institutions Combined	38
University of Nevada, Las Vegas	32
13 States Combined, Excluding AZ, CA, ID and UT	26
Ashford University, CA	7
Boise State University, ID	7
University of Phoenix, AZ	5
Grand Canyon University, AZ	1
Sierra Nevada College, NV	1
Total =	450

Those students in our service area who can and wish to go to UNLV, UNR or NSC should do so, GBC's market is those who cannot. Using live Fall 2015 enrollment data from Peoplesoft, and looking at NSC students with a home address in Nevada, of 3,504 students with a NV address, only 2 are in the GBC service area (one in Eureka, one in Humboldt). There are 9 students from Nye (designated as both a combined GBC and CSN service area for Pahrump).

More bachelor's degree level offerings would be professionally fulfilling to GBC's highly qualified academic faculty, thereby improving retention. Currently, these faculty are mostly teaching introductory and survey courses. Over time the addition of new upper division offerings will be financially beneficial to the college, while providing thousands of GBC's two year graduates and former students with correspondingly appropriate baccalaureate degree options.

B. Improving Postsecondary Education Attainment in Nevada

This relates to the low percentage of college graduates in rural Nevada. Increasing options for this rural population through a college that is trusted, respected and local, could over time significantly improve this situation. According to 2010 U.S. Census Bureau statistics, Nevada was ranked 45/50 states in bachelor's degree attainment by the population over 25 years of age. More recently, in a September 2014 article entitled "America's Most (and Least) Educated States" by Thomas C. Frohlich et. al., Nevada was ranked the 4th least educated among the states with 22.5% of its population having a bachelor's degree or higher. Only three states were worse: Arkansas at 20.6%, Mississippi at 20.4% and West Virginia at 18.9%. To make matters worse, Nevada's educational attainment is buoyed by the metro areas of Reno/Sparks, Carson City and Las Vegas. Again, according to the U.S Census Bureau in a posting updated in April of 2015, the baccalaureate level attainment of Nevada's rural counties was well below 20%.

C. The Rand Research Study of 2001

Commissioned by then University and Community College System of Nevada Chancellor Jane Nichols, the 54 page study made several recommendations. Most have been implemented (i.e., revise the funding formula, create a more transparent fee setting process, expand the need-based financial aid program and create multiple institutional advisory boards/councils). However, one recommendation remains unfulfilled, namely the establishment of more state colleges to give the citizens of Nevada the kind of access to higher education enjoyed by the citizens of most other states. Designating Great Basin College as a state college would honor this last important Rand Study recommendation and allow the institution to be part of moving NSHE in the right direction again following several years of financial difficulties.

D. Bachelor's Degree Approval Process

The current "Community College Baccalaureate Degree Proposal Development and Review Process" found in Title 4 Codification of Board Policy Statement, Chapter 14 NSHE Planning, Program Review, Articulation and Enrollment Policies, Section 9 provides the powers of veto, and delay to the University and State College Presidents. GBC took nearly 2 years of pleading and begging to get just two new degrees approved. Nowhere else in the code is such power over other institutions been granted to just a handful of presidents. Giving GBC State College status would remove the college from these code restrictions.

E. Marketing

A change in institutional status will provide GBC with a significant marketing opportunity. GBC's last important marketing occasion came as the college changed its name from Northern Nevada Community College in 1995 and then 1999 was permitted to begin offering baccalaureate degrees with the first large class of graduates coming in 2003. During this time GBC's enrollment increased 59.6% from 894 students to 1427. Conversely, WNC, Nevada's other rural community college, increased its enrollment by just 18.8% during the same time frame. A Bachelor's degree from a state college designated GBC will be perceived of added value and have more currency in the marketplace as compared to one coming from a college designated as a community college. In early February of 2016, two separate national ratings of online colleges and universities were released. On one rating out of the top 100 schools, GBC was #1 in the nation for affordability of instate tuition and on a second rating of the top 25 online schools, GBC was #2 overall for its affordability combining in-state and out-of-state tuition costs. State college status would broaden the appeal of GBC's online offerings to out-of-state student. These students help fill unused capacity making all offering more efficient (also see section on economy of scale). The dollars they will bring to GBC and the state to fund operations are not unlike the gaming and tourism dollars that come to Nevada from around the nation.

F. Economic Development

In Nevada there are two major metropolitan area, Las Vegas/Henderson and Reno/Sparks/Carson City. Each community serves as the economic development driver for their respective corners of the state. Each has important two year and four year educational institutions that serve as anchors for economic growth. Elko, although today somewhat smaller, it is growing rapidly and anchors the Northeast corner of the state. Here, Great Basin College must serve as both a community college and a senior institution. The economic health of the rural portions of the state depend in no small part on the continued growth of Great Basin College. If you examine the cities and areas in the county that are thriving, you will find a strong institution of higher learning at its core.

G. Accreditation and Carnegie Classification

The Northwest Commission on Colleges and Universities already see GBC as a four year institution and has accredited it as such. Additionally, GBC's official 2015 Carnegie Classification of Institutions of Higher Education classifies the college as (Level 4-year or above).

H. Economy of Scale

The sparse population in rural Nevada means smaller class sizes, hence less registration fee revenue. More baccalaureate level degrees will help populate courses already being offered and help mitigate GBC's economy of scale funding issue. Currently GBC has a very tight and focused set of general education options for all of its curricula including at the baccalaureate level. Every new bachelor's degree added helps to populate these general education offerings making them more productive. Additionally, virtually any new bachelor's degree added will incorporate many existing and taught courses, again making them more efficient when offered. The fixed overhead required to deliver services at a small college has been offset to a point by the small institution factor embedded in the funding formula. Yet, to thrive financially and better serve the citizens of rural Nevada, GBC needs to grow at the upper division level. This will be facilitated by state college status.

In the near term GBC will be adding the following baccalaureate degrees in accordance with its board approved strategic plan and academic master plan. See table below.

Year	Baccalaureate Degree Description	Estimated Year 3 Fall Enrollments
Spring 2016	B.A. in English and B.S. in Biological Sciences	12 Each

Academic Year 2016-2017	Splitting the Current Bachelor of Arts in Integrative Studies with areas in Social Science and Natural Resources into stand-alone degrees in those specific disciplines	12 Each addition to current enrollment of 27 each
Academic Year 2017-2018	Bachelor of Arts in Graphic Arts Also consider ABET Accreditation for Bachelor of Applied Science with emphasis in Land surveying	15 100 (Online Nationwide)
Academic Year 2018-2019	Bachelor of Science in Nursing and Bachelor of Science in Industrial Hygiene and Safety	30 New as RN to BSN Phases out 40
Future Possibilities Being Considered	Bachelor of Science in Industrial Technology Bachelor of Science in Geomatics Making stand-alone degrees out of selected individual areas of emphasis (e.g., Digital Info. Tech., & Management in Technology) now approved as part of GBC's Bachelor of Applied Science (Note: This move will strengthen those degrees and improve their market potential for graduates)	50 Upper Division 25 Upper Division 25 New Total

F. The Financial Benefits

Currently GBC's offerings are split with approximately 90% at the lower division and 10% at the upper division. More bachelor's degrees and state college status will over time begin to balance those offering closer to a 50/50 ratio ultimately yielding millions of addition dollars in registration fees and weighted student credit hour allocations from the state. This of course cannot and will not happen overnight. The UNLV Medical School, Carnegie Research Very High status for the universities and full use of NSC's new multimillion dollar campus buildings, all wholeheartedly supported by the Board of Regents, will take years to fully mature. However, growth and progress starts with a vision and GBC clearly has a vision for the future. This is not a "build it and they will come" vision. It is a vision that will have real tangible benefits to the college and the citizens of Nevada, although difficult to precisely quantify (again refer to sections on Economy of Scale, Marketing, and Postsecondary Educational Attainment).

G. Out of State Competition

Recently $2,000,000 was awarded to Western Governor's University through USA Funds to establish a Nevada branch of WGU and market it statewide. Governor Sandoval endorsed the addition of WGU in Nevada and made a commercial speaking of its importance to the state's citizens. This act provides us with additional evidence that he among others believe the citizens in Nevada are underserved at the postsecondary level. Certainly endorsing WGU is much cheaper than creating another NSHE institution. However, WGU is an online institution and in direct competition with GBC. Because of GBC's vast service area and large number of part time place bound students a majority of the institution's courses are delivered online. During the fall of 2015, 55% of the GBC's course offerings were delivered online, to students in 28 states and over 360 in Clark County. Another 17% of the college's courses were delivered via interactive video. GBC needs the all of the programmatic and marketing tools it can acquire to combat the erosion of its market share by out-of-state institutions. Making GBC a state college is a readymade, low cost option to better serving rural Nevada through an institution within the NSHE system and under the oversight of the Board of Regents.

H. Mission Creep

This is the first argument tossed out whenever GBC wants to do more. One only needs to review the institutional history of UNR and UNLV as posted on their official web sites to see each institution has evolved over time. Some might call it mission creep; others might say if you are not getting better, you are getting worse. Staying static is difficult to do and does not consider or accommodate the changing needs of the state and its citizens. UNR calls their evolution "dramatic change" and UNLV calls theirs an "amazing transformation." Now each university wants to achieve Carnegie Research Very High status and UNLV is starting a medical school. One would not call these efforts mission creep, but evolution. GBC's board approved mission statement is listed below and permits the kind of growth and evolution enjoyed by other senior institutions in NSHE.

GBC Mission Statement: 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.

I. Abandoning the Community College Mission

Some fear that by offering more baccalaureate degrees GBC might be abandoning its community college mission. GBC would have no interest in abandoning its community college and workforce development missions. The Board of Regents, founders of the college, the mining industry, the city of Elko and other communities would never allow this. Additionally, all baccalaureate degrees offered by GBC have an embedded associate degree that will be a requirement for formal admission to each respective bachelor's degree (Note: this will encourage the completion of that all-important first 2-year degree). A review of my resume' will show that my first and most important postsecondary credential was an associate degree, and that I have been a professor and senior level administrator at three different universities: Ferris State University in Big Rapids, Michigan, Northern Michigan University in Marquette, Michigan and Purdue University in West Lafayette, Indiana. In addition to their senior college status, each of these institutions continues to offer a wide variety of associate degrees and workforce development programming while fulfilling a community college role for a large portion of their respective states; GBC can do the same. Furthermore, to properly fund the community college portion of GBC's mission, additional revenue is an absolute necessity. So rather than State College status threating GBC's community college mission, it will preserve and enhance it.

Final Thoughts:

GBC has throughout its history served the citizens of rural Nevada, in many cases when no other institution would or could. During the great recession when WNC pulled back from some of its rural service area as a result of budget cuts, GBC stepped into the void. Later the Board recognized this service to rural Nevada by officially enlarging the service area. Now the college is once again asking to be allowed to enhance service to rural Nevada, to Nevadans who have largely been shut out of needed degrees until GBC stepped forward. Is this the time to empower GBC to move forward and implement a full four year mission in its service area as a state college? Yes, and for all the right reasons, now is the time to make GBC a State College!

Respectfully Submitted for Consideration
Dr. Mark A. Curtis,
President, Great Basin College
February 8, 2016

Personal Post Script:

When I was hired as President of Great Basin College, there was little mention of the multimillion dollar financial hole the college would soon be pushed into. Yet, with deep cuts in personnel coupled with several efficiency measures, GBC has managed to rally around and survive, graduating record numbers of individuals in recent years. Like many position postings, when an institution is hiring a new president, there is a laundry list of desired characteristics. One characteristic on GBC' presidential posting was: **"VISION and PPOMOTION: Articulate a dynamic vision for the College's future"..........**; I took this desired charracteristic very seriously. Nowhere in the posting did it say we want a maintainer of the status quo. A careful examination of my 45 year long career will show that I am a builder and a doer, not a maintainer. My skill set is not well suited for maintenance. Just since arriving at GBC I have managed to project optimism and keep morale relatively high at the college while doing more with much less, developed and began to implement an important and vital vision for growth, authored and publish the *5th Edition* of the *Handbook of Dimensional Measurement*, the standard reference work in the field of Metrology, authored and published an important series on College Knowledge for those considering college and authored a 19 chapter monograph on Leadership and Management.

Mark A. Curtis

e-Ncore Work Group Report & Recommendations

Report to the NSHE e-Learning Taskforce

March 2015

Standing on the shoulders of giants…

First, and at its core, NSHE possesses the skills and talent among its regular faculty and e-learning program staff to take e-learning to new levels of impact…Second, NSHE students are willing and eager to study online…Third, e-learning program staff throughout NSHE institutions are knowledgeable, capable, and passionate about their responsibilities…Fourth, the collaborate and can-do spirit within NSHE is another area that merits a call out, particularly the efforts of its 2-year colleges and Nevada State College to share a common learning management system, to adopt and perfect the Quality Matters online course and program certification protocol, and other measures that will promote seamless integration across a bigger academic landscape for their students.

From: E-Learning and Higher Education's Iron Triangle: Opportunity, Affordability, and Student Success at NSHE Richard N. Katz & Associates, February 11, 2013, page 10

In a nutshell, NSHE has become an e-learning powerhouse. NSHE student enrollments in distance education classes now stand at nearly 1/3 of total enrollments…Further, e-learning enrollments are growing far faster than are enrollments "on the ground". Two of your campuses are now "e-learning dominant" with e-learning enrollments accounting for more than 1/2 of the enrollment total. Your colleagues have supported e-learning enrollment growth in excess of 400% in the past decade. This is extraordinary.

From: Letter to Chancellor Daniel Klaich from Richard Katz, February 15, 2013, page 1

The e-Ncore Work Group was created by the eLearning Taskforce and given the responsibility to develop recommendations regarding the specific elements of a General Education Collaboration. The president of each institution nominated a faculty member and eLearning administrator to represent their institution on the Work Group.

The Work Group convened in March 2014 and met from March until December (excluding the summer when faculty were off-contract). The Work Group brought together the expertise of NSHE's eLearning administrators and experienced eLearning educators from each of the NSHE institutions. The Final Report is presented as an (1) Executive Summary of Work Group recommendations and (2) a set of appendices to the Work Group recommendations that provide needed detail, explanation and context.

EXECUTIVE SUMMARY: e-Ncore WORK GROUP RECOMMENDATIONS:

Organization

1. Proposed NSHE Consortium name: if the proposed collaboration is approved, the name of the NSHE consortium for General Education classes should be determined by system marketing professionals. It is important that the consortium name create no unintended confusion (must be distinct and separate from the individual NSHE institutions).

2. Proposed Organizational/Administrative Structure: a campus-centric model (decentralized)

   - Collaboration administrator and an Instructional Designer to provide needed coordination. Accountability: reports to the Vice-chancellor for Academic & Student Affairs
   - Creation of a Steering Committee (membership: a faculty representative and DE administrator from each NSHE campus).
   - Creation of a Master Course Review Committee (Membership: Instructional Designer/ representatives from each campus - faculty and instructional designers - that reports to the Steering Committee and assists campuses during the development of collaboration classes.

3. Intent: collaboration is designed to improve student access to higher education in Nevada, provide relief for students delayed in their pathway for completion, and improve student completion rates. In addition, position NSHE to respond to increased competition.

4. Tuition and Fees: as part of the collaboration, each student will identify a "home" institution upon admission. The student will then pay the tuition rate of that institution for any collaboration-related classes. Each institution will retain the tuition and fees for the classes it teaches/delivers as part of the collaboration.

5. Special Fees: Do not impose any special fees to help fund the Collaboration at this time.

6. Collaboration Model: the collaboration is modeled after the highly successful Tennessee Board of Regents collaboration (ROCC: Regents Online Campus Collaborative), which was founded in 2001, and to date, has served more than 14,000 online students.

ROCC Handbook for Students:
http://www.rodp.org/sites/default/files/ROCC_General_booklett.pdf

ROCCC Website: www.rodp.org

7. Annually review collaboration-related enrollment and revenue with NSHE academic officers to ensure no adverse impacts to individual campuses

NSHE General Education Course Collaboration

8. General Education Collaboration classes: Twenty-six classes have been identified for inclusion in the General Education collaboration. The courses should be launched in three phases.

RECOMMENDED e-Ncore GENERAL EDUCATION COLLABORATION MASTER COURSES/PHASING

A special sub-committee of the e-Ncore Work Group was formed to determine the appropriate data-based strategy for identifying General Education Master Courses for the proposed e-Ncore collaboration. Working with Institutional Research staff at NSHE campuses and the Chancellor'sl Office, the sub-committee focused on courses that were:

- High enrollment and high demand
- Needed to complete a degree
- Consistent in demonstrating enrollment demand that exceeded course availability at some/all NSHE campuses

Based on the analysis of data, the General Education sub-committee of the e-Ncore Work Group recommended the following twenty-six classes/phasing sequence:

Phase 1	Phase 2	Phase 3
HIST 101	PSC 101	ANTH 101
ENG 101	PSY 101	COM 101
SOC 101	ECON 102	MATH 127
MATH 126	ENV 101	MUS 125
CHEM 121	HIST 102	MATH 181
MUS 121	ENG 102	PHIL 102
	MATH 120	ECON 103
	*ART 160	
*BIO 189/190/191/196/197	*BIO 189/190/191/196/197	*BIO 189/190/191/196/197

9. Module-based course content: Course content should be designed in a module format that is sharable.

10. Master Courses: Utilize Master Courses as the most effective approach in support of an NSHE collaboration of General Education classes. Course content determined by faculty (course content experts).

11. Single LMS: NSHE should adopt Canvas by Instructure as the single Learning Management System for the collaboration. A single LMS will create a consistent learning environment among NSHE institutions and facilitate content design, faculty training, faculty and student technical support, encourage development of NSHE institutional collaboration. The adoption will build on the commitment of five NSHE institutions that have already migrated to Canvas by Instructure.

12. ADA Compliance: A commitment to Americans with Disabilities Act (ADA) compliance for course design and instructional technology support to ensure access for everyone

13. Content Repository: A course content repository is an essential element of the collaboration and should be adopted in support of the collaboration. The repository should include modules representing relevant NSHE faculty developed content, Open Educational Resources (OER) content, and appropriate Third Party (vendor) content – as determined by faculty (course content experts).

14. Course Standard: all collaboration-related courses will be designed to comply with current NSHE Common Course Numbering guidelines.

15. Quality Matters: NSHE institutions should adopt the Quality Matters National Rubric as part of a comprehensive set of strategies to support the General Education Collaboration.

16. OER Content: the NSHE collaboration should use open-source solutions as an element of the shared course content repository. The Steering Committee will be tasked to work with the Instructional Designer review and affirm appropriate OER content and textbooks.

17. Textbooks: The e-Ncore Work Group endorses efforts to control textbook and related course material costs utilizing one or more of four strategies: 1) developing courses that do not require a textbook (no textbook option), 2) shifting to eTexts or custom eTexts that significantly reduce the cost to students and simply distribution, 3) develop fully open-source supported courses where appropriate, and 4) where faculty agree, adopting a single textbook to reduce student cost.

18. Instructional Designers from the NSHE institutions will create a “collaboration within the collaboration” to share talents and expertise in support of the development of Master General Education classes.

Faculty

19. Faculty Recruitment and Hiring: Each NSHE institution will be responsible for recruiting and hiring faculty to teach in the collaboration. It is at the discretion of the institution to determine whether or not both full- and part-time faculty will participate, but it is the recommendation of the e-Ncore Work Group that each institution utilize both full and part-time faculty where possible.

20. Faculty Compensation and Workload: each NSHE institution will use its existing compensation and workload policies in support of the collaboration

21. Faculty Training: The NSHE General Education Collaboration will require a minimum program of related training sessions in support of the best practices for teaching online. NSHE institutions will coordinate with the collaboration administrator and Instructional Designer to provide the required initial training as well as recurring/refresher training.

22. Instructional Expectations: The collaboration should establish a minimum set of expectations for faculty teaching collaboration classes. The expectations should reflect the best practices of the Quality Matters rubric.

Student Services

23. Each NSHE institution provides related virtual student services for the NSHE collaboration sections the institution teaches and the students the institution serves. The e-Ncore Steering Committee, along with NSHE student services professionals, will work with each NSHE institution to review student services available and support efforts to make student support seamless across NSHE institutions.

Initial Funding

24. Collaborations such as the proposed NSHE General Education Collaboration are increasingly common nationwide and predecessors have had success securing multiple year grants to help with initial set-up and launch of the statewide collaboration. This option should be pursued to help underwrite the development and launch of the NSHE Collaboration, if approved.

ARGUMENTS IN SUPPORT OF THE PROPOSE NSHE ONLINE COLLABORATION

1. The proposed collaboration responds to the increased competition Nevada will experience in eLearning.

   Students in the Nevada are studying online, studying online at institutions beyond the perimeters of their home campuses, and in some cases studying beyond the borders of Nevada. For them, there is no drama – the emergence of unbundled education offerings online to them is as natural as their ability to select music from Apple, books from Amazon, or movies from Netflix. NSHE students are building their own online educational experiences for a variety of reasons that are important to them. If NSHE is not able or willing to enlarge the boundaries of its current offerings, students will do it for themselves.

2. The proposed collaboration replicates what is happening nationally.

   There is a national trend for the development of statewide consortiums to collaborate in eLearning initiatives similar to what is being proposed for NSHE. There are consortiums in Michigan, Maryland, California, Georgia, Tennessee, Colorado, Florida and New York to name a few. The proposed collaboration will position Nevada to provide similar services and course offerings to Nevada students as other states are already doing.

3. The proposed collaboration improves access to higher education for Nevadans.

   NSHE institutions constantly work to provide and extend quality educational opportunities to all Nevadans. As part of the Complete College America Alliance, Nevada has committed to achieving a significant increase in the number of students who graduate with a degree or credential of value in the coming years. Additionally, the state legislature has implemented a performance-based funding formula for NSHE, under which institutions are funded for course and degree completers. Add to this the increased demand from Nevada students for more sophisticated and varied course delivery methods, and it is readily apparent that NSHE institutions must continue to build on existing e-learning course offerings. The proposed collaboration will support effort.

4. The proposed collaboration reduces the barriers to timely degree completion.

   The proposed collaboration is designed to improve student access to higher education in Nevada, provide relief for students delayed in their pathway for completion, and increase student completion rates. In addition, position NSHE to respond to increased competition.

5. The proposed collaboration is patterned after a successful collaboration in Tennessee.

   The proposed collaboration is modeled after the highly successful Tennessee Board of Regents collaboration (ROCC: Regents Online Campus Collaborative), which was founded in 2001, and to date, has served more than 14,000 online students.

   http://www.rodp.org/sites/default/files/ROCC_General_booklet.pdf
   www.rodp.org

6. The proposed collaboration is designed NOT to compete for students within NSHE campuses but rather to assist existing students that are blocked from progressing and to bring new cohorts of students to NSHE campuses (adult learners).

   The proposed collaboration will focus on improving access to higher education. As this method of instructional delivery matures, it is a viable option for working adults, active duty military personnel, public safety (fire, police, EMT), and allied health professionals as well as for those in remote/rural areas, students with young children, traditional students seeking to maximize their class schedules, and those with accessibility needs.

7. The proposed collaboration promotes innovations/collaboration amongst NSHE faculty and eLearning programs.

   The proposed collaboration will promote innovations/collaboration amongst NSHE faculty and eLearning programs through the adoption of Instructure Canvas as the single Learning Management system for the collaboration. A single LMS will create a consistent learning environment among NSHE institutions and facilitate innovative and collaborative efforts amongst NSHE faculty and eLearning programs. This will facilitate content design that can be easily shared amongst institutions, faculty training, student and faculty technical support, and encourage development of NSHE institutional collaboration.

8. The proposed collaboration builds upon the success NSHE has had with its eLearning programs.

   In order to meet the rising demand from students, 6 important elements are being examined in a voluntary statewide effort that is being coordinated by the campus e-learning directors group. Areas of concern include: infrastructure, faculty development and support, student services, accessibility, and the policies that govern distance education. The proposed collaboration will continue these voluntary efforts to further improve the quality of eLearning in Nevada.

9. The proposed collaboration respects the faculty role in curriculum development and as content experts.

   Twenty-six courses have been identified for inclusion in the General Education collaboration. Course content should be designed in a module format that is sharable. The proposed collaboration will utilize the Master Courses as the most effective approach in support of an NSHE collaboration of General Education Courses. The course content will be determined by NSHE faculty (course content experts) from each NSHE institution in a collaborative approach.

10. The proposed collaboration allows each campus to retain control/responsibility for its students.

    Each student will identify a "home" institution upon admission. The student will then pay the tuition rate of that institution for any collaboration classes. The student's FTE will remain with the home institution. Each institution will retain the tuition and fees for the classes it teaches/delivers as part of the collaboration.

11. The proposed collaboration provides for coordinated PD opportunities and community-building amongst NSHE campuses.

    The General Education Collaboration will require a minimum program of related training sessions in support of the best practices for teaching online. The training sessions will be shared with faculty from across NSHE, which will result in a community building among the faculty from NSHE campuses. In addition, a proposed Center for Excellence will foster opportunities for faculty, staff and administrators to interact, to train, and to share.

12. The proposed collaboration will seek grant funding to underwrite its development and launch

    Mindful of the fiscal realities within NSHE, the proposed collaboration, if approved, would seek grant-based funding to develop and launch the General Education collaboration classes. No collaboration-related student fees will be attached to the classes nor will individual campuses be asked to provide collaboration-related funding.

PROPOSED e-NCORE COLLABORATION: A STUDENT SCENARIO

What will the proposed NSHE GE Collaboration do for students enrolled in NSHE institutions?

Consider, for a moment, a young woman living in Sandy Valley who wants to be a Nevada State Scorpion. We'll call her Susan. Susan wants a degree in nursing from Nevada State College. Eventually, she aspires to become one of the Pack and pursue a Masters in Nursing from UNR. But right now, she has a plan, and she is counting on the Nevada System of Higher Education to help her reach her goals.

At a Nevada State Open House, she meets an instructor in Biology that inspires her. (Note: she could be inspired at an Open House at any of the NSHE schools.) In addition, she meets an academic advisor and some NSC students who convince her that NSC and NSHE would be the best place for her to get her BS and then later her Masters in Nursing.

Susan, though, needs more than just inspiration. Because her only means of transportation is a Dodge RAM 3500 dually, it is a hardship to travel to Henderson, NV (70 miles away) when she can take classes online and at the Pahrump Campus of Great Basin College, nearer to her home by 30 miles. Besides, Susan travels to Pahrump periodically to shop and to get medical care for her young daughter. She also wants to take online courses at UNLV and CSN along the way, as needed, to keep to her timeline for graduation.

Wouldn't it be great if NSC/NSHE was able to coordinate registration and enrollment, find available quality online courses when needed, reduce time away from classes, and help Susan to move quickly to a degree without a lot of paperwork obstacles?

The eLearning Collaboration will enable Susan to meet her goals by reducing current System obstacles. She won't be required to apply for admission to any of the other NSHE schools after being admitted to Nevada State. She will pay her tuition to Nevada State – her home campus – and will take her online classes on the same learning management system used at all NSHE campuses. In addition, her program of study will be coordinated by an NSC advisor even though courses offered by other NSHE schools may become part of her program of studies. Susan will also be able to rely on student services that are coordinated across NSHE that support her program and recognize that she's attending a variety of schools. All of this will be facilitated by a collaboration amongst advising and student services across NSHE through the Center of Excellence who's role will be to focus on Susan's success.

Lastly, it turns out that though Susan's husband Jim has a good job for now at one of the local resorts, he eventually wants to relocate to northern Nevada and work at a resort there where they also both have family. Additionally, they also have family in Utah, and sometimes consider moving there because the schools in the Utah system are very competitive. Despite these potential changes, with the proposed NSHE GE Collaboration and its innovative collaboration among NSHE schools providing improved access to classes, scheduling, enrollment, and documentation, Susan is confident that she'll reach her goals, on time, all while remaining within the Nevada System of Higher Education.

The proposed NSHE collaboration can make this scenario a reality for NSHE students at any Nevada institution. Let's make it happen.

e-Ncore Work Group
March 2015

e‐Ncore Work Group Report & Recommendations

Report to the NSHE eLearning Taskforce

March 2015

APPENDICES

e-Ncore Work Group Members**

CSN	
Terry Norris	Director, Office of E-Learning Co-chair, eNcore Work Group
Dale Warby	CC Professor & Chair, Education Department
GBC	
Carrie Bruno	CC Professor, Earth & Physical Sciences
Lisa Frazier	Director, Online Education & Curriculum Development
NSC	
Dr. Christopher Harris	Assistant Professor, Communication & Former Faculty Senate Chair
Sam McCool	Instructional Technology Manager
TMCC	
Fred Lokken	Dean, WebCollege Division Chair, eNcore Work Group
Crystal Swank	CC Professor, Early Childhood Education
UNLV	
Sheila Bock	Assistant Professor, Interdisciplinary Degree Programs
Anne Mendenhall	Director, Online Education
UNR	
Shannon Brown	Associate Director, Online Learning
Elena Pravosudova	Lecturer/Vice-Chair, Biology
WNC	
Susan Priest	CC Professor Capstone/Student Success & Chair, Faculty Senate
Bob Wynegar	Vice-President, Academic & Student Affairs

**Each e-Learning faculty and administrator Work Group Member was nominated by their institution's President and appointed by Chancellor Klaich.

e-Ncore Working Group Meeting Schedule

Proposed Timeline
March - Summer 2014

1st meeting	Organization of work group/charge
2nd meeting	Master course collaboration - what does it entail? What are our standards (QM? ADA? Faculty selection & training?) What Gen Ed "common courses"? (longer meeting)
3rd meeting	What do NSHE campuses currently have in support of master courses in Gen Ed? What would we need? What would it cost?
4th meeting	Does open source have a role? What can it provide re module? Presentation from CCCOER (longer meeting) Merlot? Or possibly the new $57 million initiative for California community colleges? (longer meeting)
5th meeting	Presentation from Pearson (review of several partnerships and approaches – how do they support master courses? What would it cost? How would it work? (longer meeting)
6th meeting	Conversation with a representative of a partnership experience (longer meeting)
7th meeting	Are there other models Work Group members want to look at? - set up presentation(s)?
8th meeting	Recommendation drafting process
9th meeting	If needed: recommendation drafting process

Phase III Task

10th meeting	Suggested statewide student support services – presentation(s) (longer meeting)
11th meeting	Possible pathways for organizing a seamless solution for students/identify issues/obstacles to implementation across NSHE
12th meeting	Present draft business plan including estimated budget and phased implementation timeline
13th meeting	Recommendation drafting process (this discussion can be extended if time permits, but this takes us to mid-June which is our anticipated deadline for completing work)

Additional Meetings to complete drafting of Final Report and Recommendations

October 2014

October 1, 2014
October 3, 2014
October 7, 2014 (2 hour meeting)
October 8, 2014 (2 hour meeting)
December 2, 2014
February 3, 2015
– meeting with Academic Officers
March 10, 2015

e-Ncore Work Group meeting Ground-rules

- Meet via webinar (each session recorded) (alternative: Video conference)
- Meet (each meeting) as long as we have a quorum of each group (DE
- directors/online faculty)
- Adhere to guiding principles developed by the eLearning Taskforce
- Please let Fred know if you are not able to attend a scheduled meeting
- Spring breaks differ in NSHE but planning to meet weekly until work is completed - likely into the Summer until done. By recording the meetings, we can have work group members absent - but between the recording and the notes, they will stay current with work group activities and can still provide feedback/input
- **Need two smaller groups**: one to develop a draft business plan and another to develop draft seamless pathway(s) for NSHE collaboration (must include a plan for launching in 2015)
- Request: faculty stay with us into the Summer (or can develop ways to ensure input)

I. The e-Ncore Work Group: Recommendations

The e-Ncore Work Group was created by the eLearning Taskforce and given the responsibility to develop recommendations regarding the specific elements of a General Education Collaboration. The president of each institution nominated a faculty member and eLearning administrator to represent their institution on the Work Group.

The Work Group convened in March 2014 and met from March until December (excluding the summer when faculty were off-contract). The Work Group brought together the expertise of NSHE's eLearning administrators and experienced eLearning educators.

e-Ncore WORK GROUP RECOMMENDATIONS:

Organization

1. Proposed NSHE Consortium name: if the proposed collaboration is approved, the name of the NSHE consortium for General Education classes should be determined by system marketing professionals. It is important that the consortium name create no unintended confusion (must be distinct and separate from the individual NSHE institutions).

2. Proposed Organizational/Administrative Structure: a campus-centric model (decentralized)

    - Collaboration administrator and an Instructional Designer to provide needed coordination. Accountability: reports to the Vice-chancellor for Academic & Student Affairs
    - Creation of a Steering Committee (membership: a faculty representative and DE administrator from each NSHE campus).
    - Creation of a Master Course Review Committee (Membership: Instructional Designer/ representatives from each campus - faculty and instructional designers - that reports to the Steering Committee and assists campuses during the development of collaboration classes.

3. Intent: collaboration is designed to improve student access to higher education in Nevada, provide relief for students delayed in their pathway for completion, and improve student completion rates. In addition, position NSHE to respond to increased competition.

4. Tuition and Fees: as part of the collaboration, each student will identify a "home" institution upon admission. The student will then pay the tuition rate of that institution for any collaboration-related classes. Each institution will retain the tuition and fees for the classes it teaches/delivers as part of the collaboration.

5. Special Fees: Do not impose any special fees to help fund the Collaboration at this time.

6. Collaboration Model: the collaboration is modeled after the highly successful Tennessee Board of Regents collaboration (ROCC: Regents Online Campus Collaborative), which was founded in 2001, and to date, has served more than 14,000 online students.

   ROCC Handbook for Students:
   http://www.rodp.org/sites/default/files/ROCC_General_booklett.pdf

   ROCCC Website: www.rodp.org

7. Annually review collaboration-related enrollment and revenue with NSHE academic officers to ensure no adverse impacts to individual campuses

NSHE General Education Course Collaboration

8. General Education Collaboration classes: Twenty-six classes have been identified for inclusion in the General Education collaboration. The courses should be launched in three phases.

   RECOMMENDED e-Ncore GENERAL EDUCATION COLLABORATION MASTER COURSES/PHASING

   A special sub-committee of the e-Ncore Work Group was formed to determine the appropriate data-based strategy for identifying General Education Master Courses for the proposed e-Ncore collaboration. Working with Institutional Research staff at NSHE campuses and the Chancellor's Office, the sub-committee focused on courses that were:

   - High enrollment and high demand
   - Needed to complete a degree
   - Consistent in demonstrating enrollment demand that exceeded course availability at some/all NSHE campuses

   Based on the analysis of data, the General Education sub-committee of the e-Ncore Work Group recommended the following twenty-six classes/phasing sequence:

Phase 1	**Phase 2**	**Phase 3**
HIST 101	PSC 101	ANTH 101
ENG 101	PSY 101	COM 101
SOC 101	ECON 102	MATH 127
MATH 126	ENV 101	MUS 125
CHEM 121	HIST 102	MATH 181
MUS 121	ENG 102	PHIL 102
	MATH 120	ECON 103
	*ART 160	
*BIO 189/190/191/196/197	*BIO 189/190/191/196/197	*BIO 189/190/191/196/197

9. Module-based course content: Course content should be designed in a module format that is sharable.

10. Master Courses: Utilize Master Courses as the most effective approach in support of an NSHE collaboration of General Education classes. Course content determined by faculty (course content experts).

11. Single LMS: NSHE should adopt Canvas by Instructure as the single Learning Management System for the collaboration. A single LMS will create a consistent learning environment among NSHE institutions and facilitate content design, faculty training, faculty and student technical support, encourage development of NSHE institutional collaboration. The adoption will build on the commitment of five NSHE institutions that have already migrated to Canvas by Instructure.

12. ADA Compliance: A commitment to Americans with Disabilities Act (ADA) compliance for course design and instructional technology support to ensure access for everyone

13. Content Repository: A course content repository is an essential element of the collaboration and should be adopted in support of the collaboration. The repository should include modules representing relevant NSHE faculty developed content, Open Educational Resources (OER) content, and appropriate Third Party (vendor) content – as determined by faculty (course content experts).

14. Course Standard: all collaboration-related courses will be designed to comply with current NSHE Common Course Numbering guidelines.

15. Quality Matters: NSHE institutions should adopt the Quality Matters National Rubric as part of a comprehensive set of strategies to support the General Education Collaboration.

16. OER Content: the NSHE collaboration should use open-source solutions as an element of the shared course content repository. The Steering Committee will be tasked to work with the Instructional Designer review and affirm appropriate OER content and textbooks.

17. Textbooks: The e-Ncore Work Group endorses efforts to control textbook and related course material costs utilizing one or more of four strategies: 1) developing courses that do not require a textbook (no textbook option), 2) shifting to eTexts or custom eTexts that significantly reduce the cost to students and simply distribution, 3) develop fully open-source supported courses where appropriate, and 4) where faculty agree, adopting a single textbook to reduce student cost.

18. Instructional Designers from the NSHE institutions will create a “collaboration within the collaboration” to share talents and expertise in support of the development of Master General Education classes.

Faculty

19. Faculty Recruitment and Hiring: Each NSHE institution will be responsible for recruiting and hiring faculty to teach in the collaboration. It is at the discretion of the institution to determine whether or not both full- and part-time faculty will participate, but it is the recommendation of the e-Ncore Work Group that each institution utilize both full and part-time faculty where possible.

20. Faculty Compensation and Workload: each NSHE institution will use its existing compensation and workload policies in support of the collaboration

21. Faculty Training: The NSHE General Education Collaboration will require a minimum program of related training sessions in support of the best practices for teaching online. NSHE institutions will coordinate with the collaboration administrator and Instructional Designer to provide the required initial training as well as recurring/refresher training.

22. Instructional Expectations: The collaboration should establish a minimum set of expectations for faculty teaching collaboration classes. The expectations should reflect the best practices of the Quality Matters rubric.

Student Services

23. Each NSHE institution provides related virtual student services for the NSHE collaboration sections the institution teaches and the students the institution serves. The e-Ncore Steering Committee, along with NSHE student services professionals, will work with each NSHE institution to review student services available and support efforts to make student support seamless across NSHE institutions.

Initial Funding

24. Collaborations such as the proposed NSHE General Education Collaboration are increasingly common nationwide and predecessors have had success securing multiple year grants to help with initial set-up and launch of the statewide collaboration. This option should be pursued to help underwrite the development and launch of the NSHE Collaboration, if approved.

II. e-Ncore Work Group Role and Responsibilities

Please Note: The Chancellor's charge and definition of "e-Ncore" are provided below:

Chancellor's Charge:

Development of an e-Ncore whereby the campuses would develop and deliver e-Ncore master courses for the general education curriculum. The Committee shall develop an education and business model, a program plan, and budget for the implementation of e-Ncore on-line gateway course offerings that will be transferrable to all NSHE institutions. Given the limited human and financial resources of the System and its institutions, it is reasonable to expect that implementation of the full general education curriculum under the e-Ncore is not feasible in the short-term. Therefore, the Committee may develop a phased implementation plan that includes a timeline for implementation across the general education curriculum. The Report should articulate a strategy or rationale for sequencing priorities within the general education curriculum. I am expecting that wherever best from the student perspective the approaches identified by the Committee will build on the considerable excellent work already accomplished in the System. As was noted at the March Board of Regents meeting, NSHE colleges and universities have married the on ground and on campus modes of instruction in response to the changing preferences and demographics of those we serve. Our goal now is to build in ways that extend the benefits of our collective strengths to all of our students where and when they need us.

From: Memorandum from Chancellor Klaich to e-Ncore Work Group members

Definition of e-Ncore:

e-Ncore is an integrated, undergraduate progression of General Education course work offered as an option through online education. It should define a group of courses fundamental to the undergraduate curriculum, regardless of home campus. E-Ncore courses must feature common learning outcomes, but instructional content and materials do not need to be uniform. E-Ncore courses may be developed internally by groups of NSHE faculty working together or courses can be provided by vendors, or a combination of both. E-Ncore does not replace traditional delivery of the general education core but rather provides an option to students who choose to (or need to) complete their general education courses through online media.

From Dr. Richard Katz – Report to NSHE Chancellor and Board of Regents (March 2013)

REVIEW AND RECOMMENDATIONS

III. NSHE e-Ncore Consortium

NAME OF NSHE CONSORTIUM: To be determined…

1a. Purpose

Recommendation: Proposed NSHE Consortium name: if the proposed collaboration is approved, the name of the NSHE consortium for General Education classes should be determined by system marketing professionals. It is important that the consortium name create no unintended confusion (must be distinct and separate from the individual NSHE institutions).

The proposed e-Ncore collaboration has been developed in support of pertinent recommendations of The Katz Report (E-Learning and Higher Education's Iron Triangle: Opportunity, Affordability, and Student Success at NSHE, February 11, 2013). This report outlines the role and value of a series of commitments within NSHE to improve collaboration in online instruction and to better position NSHE to increased external competition.

Specifically, the proposed e-Ncore collaboration in NSHE in crafted in support of the following recommendations included in The Katz Report:

- Recommendation #1: Invest in Quality Matters and Other QA Tools and Techniques
  - builds upon existing NSHE QM consortium
- Recommendation #2: Invest in Learning Management System (LMS) Harmonization
  - builds upon existing Canvas LMS consortium
- Recommendation #3: Invest in Distance Education and Related Policy Review
  - ENcore model is designed to support greater entrepreneurial initiatives and builds upon NSHE progressive commitment to online instruction
- Recommendation #4: Invest in Learning Analytics
  - a key element of a shared LMS solution
- Recommendation #6: Invest in a Shared Student Learning Portal and Student e-Portfolio
  - e-Portfolio part of shared LMS solution/all campuses using Peoplesoft SIS
- Recommendation #7: Develop an NSHE-wide Shared Student Services Strategy
  - builds upon Shared Services commitment within NSHE
- Recommendation #8: Invest in a Database of Effective Practices in E-Learning and in an E-Learning R&D Capability
  - Professional Development strategies, commitment to recognized Best Practices
- Recommendation #11: Invest in Shared Marketing –
  - joint ENcore marketing

- Recommendation #13: Invest in a Repository of Learning Objects
  - Instructure/Canvas repository of NSHE faculty, open source and third-party content modules designed to meet ENcore standards and NSHE common course numbering and assessment requirements
- Recommendation #14: Develop e-Ncore
  - key recommendation of this report
- Recommendation #15: Create Centers of e-Learning Excellence to Support e- Ncore
  - NSHE-wide steering committee, dedicated ENcore coordinator/instructional design and coordinated Professional Development as well as an annual ENcore collaboration conference
- Recommendation #16: Hire an E-learning Program Officer and Create an Influential Governance
  - Included in ENcore organization

2a. Mission Statement

e-Ncore is a centrally coordinated NSHE unit that serves students enrolled in Nevada public higher education by coordinating, managing, supporting and marketing a catalog of master general education courses. e-Ncore, as described in its business plan, will foster a system-wide initiative to promote shared capabilities that builds upon the best professional efforts of NSHE faculty, instructional designers, and development professionals across the system. e-Ncore guiding principles are:

1. Empowered to advocate for and manage funding for design, development and rating of the best courses available from local campuses within the system.
2. To respect campus autonomy and student choice while providing access to a system catalog and access to local campus alternatives.
3. To coordinate identified student services with local campuses in support of student success and progress to a degree within the system.
4. To protect and preserve faculty intellectual property and course development and facilitate compensation for work and ensuing intellectual property vested in NSHE.
5. To promote and coordinate the application of system adopted standards for course design, online teaching practice, and certification of standards compliance.

3a. Organization (how governed)

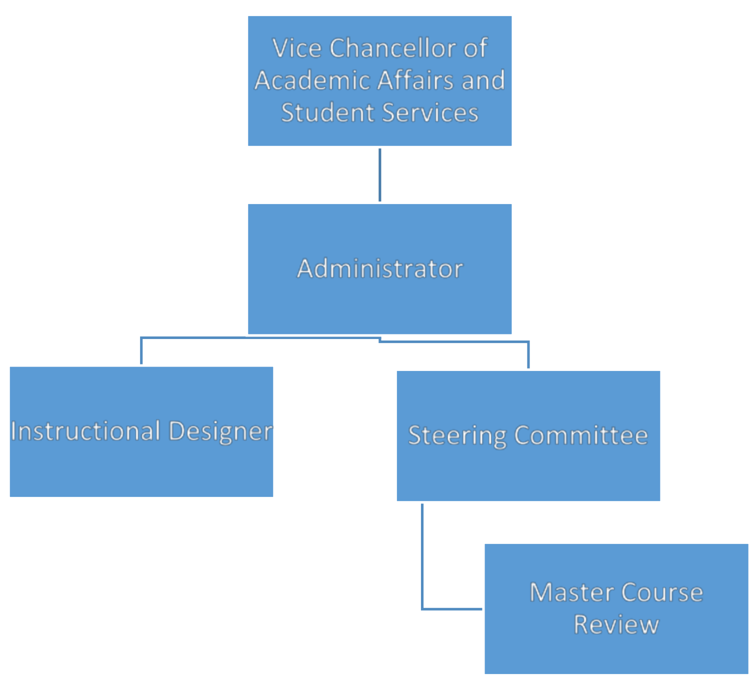
The e-Ncore Work Group embraces several of The Katz Report recommendations that provide for improved communication, cooperation, and collaboration.

The recommended structure identifies a collaboration administrator attached to the NSHE System office. The administrator would report to the Vice-Chancellor for Academic Affairs and Student Services. The administrator would be responsible for the coordination of needed professional development training and would foster collaboration opportunities amongst e-Learning administrators, instructional designers, faculty and student services professionals. The administrator would also serve as a liaison connecting the Board of Regents and Chancellor and key administrators at each campus, to the e-Ncore collaboration. This model would allow for centralized coordination but recognizes what each NSHE institution has to offer in support of the overall objective of improving the quality and consistency of online instruction and promoting improved access, retention and success for our students through collaboration.

An instructional designer would also be attached to this office in support of all seven NSHE institutions. This would maximize the talent at each of the campuses yet allow for greater coordination and collaboration in course design and content development. The Work Group recognizes the need for additional Instructional Designers to support critical course design and development at the seven NSHE institutions. Smaller institutions with fewer staff otherwise could be disadvantaged and unable to participate equally with larger institutions.

Finally, this organizational design includes the creation of a standing Steering Committee of eLearning administrators and teaching faculty from each of the NSHE institutions. This reflects the design of the current e-Ncore Work Group which has demonstrated during its existence the many advantages of this approach to collaboration and problem-solving. The Steering Committee would work with the administrator to further refine policies, practices and best practices for the e-Ncore collaboration. This approach also ensures institution-level communication to, and engagement of, key institution stakeholders.

RECOMMENDATION: Proposed e-Ncore Collaboration Organization



RECOMMENDATION: Proposed Organizational/Administrative Structure: a campus-centric model (decentralized)

- Collaboration administrator and an Instructional Designer to provide needed coordination. Accountability: reports to the Vice-chancellor for Academic & Student Affairs
- Creation of a Steering Committee (membership: a faculty representative and DE administrator from each NSHE campus).
- Creation of a Master Course Review Committee (Membership: Instructional Designer/ representatives from each campus - faculty and instructional designers - that reports to the Steering Committee and assists campuses during the development of collaboration classes.

2b. Marketing

The effective marketing of e-Ncore to NSHE students as well as a commitment to broaden marketing of NSHE online courses and degrees beyond Nevada's borders are essential to the collaboration's success. From the outset, it is important to craft a marketing plan that reaches out to existing NSHE students stymied in their education pathway by a shortage of "high demand" General Education courses as well as new constituencies of students. The intent of this new collaboration is NOT to foster competition between or amongst NSHE institutions. Rather, the new collaboration offers the opportunity to better serve existing NSHE students and create new student cohort opportunities. In this way, NSHE institutions can respond appropriately to increasing external competition and begin to effectively compete in the rapidly changing higher education marketplace. Nevadans – and the Nevada economy - will also benefit from a more collaborative NSHE with greater online class and degree choice.

A variety of marketing strategies can be utilized including:

1. Each institution including the marketing of e-Ncore classes as part of its overall marketing plan
2. System-level marketing to assist in increasing awareness and helping to solidify the branding of e-Ncore within Nevada
3. Building on the launch of the State Authorization and Reciprocity Agreement (SARA) to market NSHE online classes and degrees beyond Nevada's borders

One of The Katz Report Recommendations is the development of a student portal to e-Ncore. This can be an effective way to answer initial questions and foster contacts with prospective students. It is imperative to develop as seamless a solution for NSHE students with a focus on the courses available, not the institution. The website can serve as a landing page for student exploration and discovery of shared General Education options that are in high demand within NSHE. It will be important to determine the relationship of "home" campus and NSHE collaboration websites; that task will be given to the Steering Committee of the new collaboration to refine.

All institutions need to be reminded that higher education in Nevada is poised for significant growth as the Great Recession ends and as the state continues to be successful at economic growth and diversification. For Nevada residents, as well as for those who will relocate to Nevada in search of employment and a fresh-start, NSHE will serve as a gateway to greater success and prosperity. As NSHE builds its new collaboration, is it is an opportunity to re-examine the "opportunities missed" in marketing to new categories of students. A detailed marketing plan for promoting e-Ncore should include:

- Helping NSHE students who are on a pathway to completion but delayed by a lack of available General Education course options.
- Active Adult Learners
- Active Duty Military and Veterans
  A reinvigorated strategy of building a bridge to Nevada's K-12 students
- The development of tailored marketing materials including a dedicated class schedule for the NSHE consortium
- Direct engagement and support of Nevada's business community (targeted degrees and classes, industry-standard certificates, contract training, internships)
- Statewide strategies for degree delivery and coordination
- State Authorization Reciprocity Agreement (SARA) which opens the door to the marketing of NSHE institution classes and degrees beyond Nevada's borders

RECOMMENDATION: adopt a comprehensive marketing plan designed to grow NSHE collaborations, provide increased higher education choices for Nevadans, and effectively compete with external higher education providers.

3c. Finances of consortium including staffing and budgeting

Based on the e-Ncore organizational structure recommendation, initial or start-up funding is outlined in the proposed two-year budget for the collaboration. This approach establishes an initial funding level for the collaboration and challenges the new collaboration to identify additional funding needed as well as possible funding solutions to meet the identified needs. This approach also capitalizes on existing NSHE structures (such as System Computing Services (SCS) to provide related technical assistance with PeopleSoft and website design/maintenance. Specific features of the budget proposal include:

- Administrator for the Collaboration. The position will provide needed leadership and coordination, planning and communication, and organizational support for the Collaboration start-up and operation.
- Instructional Designer. The position will provide needed support and coordination for the development of initial master courses and will provide the needed practices needed to ensure curriculum meets the agreed to expectations and standards. The Instructional Designer will oversee the establishment of the e-Ncore content repository and will work with the e-Ncore administrator and Steering Committee to identify an appropriate Professional Development schedule of trainings. Where possible, the Instructional Designer will utilize existing talent at NSHE institutions, tap into national webinars of relevance and both promote/monitor agreed to best practices.

- Funding to support an annual e-Ncore Professional Development conference for faculty, instructional designers and administrators
- Seed funding for intra-NSHE marketing as well as statewide marketing of the collaboration
- Initial operating funds to support the development and implementation of the collaboration
- A commitment to fully identify funding and staffing needed to fully launch the collaboration as well as possible funding solutions. Long-term funding for related licensing and support will also be identified.

Proposed Budget: NSHE e-Ncore Collaboration

	Year 1	Year 2
Staff*		
o Director/benefits	$130,000	$132,000
o Administrative Support	---	---
o Instructional Designer/ benefits	$90,000	$91,000
Operating		
o Supplies	$10,000	$10,000
o Equipment (computer/printer)	$5,000	$2,000
o Travel	$10,000	$10,000
Professional Development		
o Annual NSHE ENCORE Conference	$25,000	$25,000
Curriculum Development		
o Master course stipends	$35,000	$35,000
o QM stipends	$10,000	$10,000
Marketing	$50,000	$50,000
Developer position	---	---
Student Services (Licensing)	$10,000	$10,000
Third Party Contracting	---	---
	$375,000	$375,000

* Assumption: position housed in Chancellor's office – basic office set-up provided and initial administrative support provided by existing staff

RECOMMENDATION: Collaborations such as the proposed NSHE General Education Collaboration are increasingly common nationwide and predecessors have had success securing multiple year grants to help with initial set-up and launch of the statewide collaboration. This option should be pursued to help underwrite the development and launch of the NSCH Collaboration, if approved.

RECOMMENDATION: Annually review collaboration-related enrollment and revenue with NSHE academic officers to ensure no adverse impacts to individual campuses occur.

3d. Leadership

Effective leadership is essential to the success of the e-Ncore Collaboration. The e-Ncore Work Group reviewed, discussed and rejected the idea of creating one or more Centers for Excellence. The major concern was that unless managed appropriately, it would have the potential of leaving other NSHE campuses behind. The collective desire is to build on what NSHE campuses have already accomplished rather than commit to the creation of decidedly new – and untested – mechanisms for support.

The result is the Work Group endorsement of a centralized leadership position that would be housed at the System Office, would report to the Vice-chancellor for Academic and Student Affairs, and would play the critical role in the following:

- the refinement of the collaboration
- serve as the communications officer to promote understanding and broad-based full-spectrum buy-in from the individual campus to the Board of Regents
- chief implementation officer
- consortium manager
- planning officer
- tasked with determining the best methods for short-, medium-, and long-term sustainability of the consortium

e-Ncore Administrator Position

The Nevada System of Higher Education (NSHE) will hire a full-time Administrator of e-Ncore who will have full responsibility to implement the e-Ncore Plan. The e-Ncore administrator will report to the Vice-Chancellor of Academic and Student Affairs. A position description will be developed by the NSHE eLearning Taskforce.

e-Ncore Steering Committee

To support the e-Ncore administrator, an NSHE e-Ncore Steering Committee will be created. The Steering Committee will consist of the seven DE administrators from each NSHE institution (for WNC, the President will designate an administrative representative). In addition, each institution's Faculty Senate will also nominate a faculty representative – approved by that institution's President - to serve on the committee. Faculty selected will have a minimum of three years of online teaching experience in NSHE. The faculty member will serve a three-year term on the committee and receive a six-credit work-load reassignment from their instructional teaching assignment. The e-Ncore Steering Committee will work with the e-Ncore administrator and Instructional Designer to refine the following:

Course:

- Course identification (as the collaboration grows)
- Criteria for Master Courses
- Quality Matters review and certification
- Development of a shared repository of course content
- Confirmation of the readiness of individual course content modules, regular review and updating of course content modules

Marketing:

- Development of the Marketing plan
- Development of the ENcore Student Portal (landing page for consortium)
- PeopleSoft interface to improve seamless offering of ENcore classes at all NSHE institutions
- Dedicated course catalog and marketing materials

Planning & Services:

- Development of a 3-year plan for e-Ncore
- Review and coordination of related student Services
- Exploration and possible implementation of emerging technology and software solutions

Center of Excellence

This idea was included – and advocated for- in The Katz Report. The proposed Center of Excellence would coordinate NSHE-wide training and professional development opportunities for faculty and staff. The center could be patterned after a successful model utilized in the State University of New York (SUNY) System. The approach includes engaging each of the institutions to create a statewide solution for curriculum development and quality, faculty training, pedagogy and fostering interest in and support for increased collaborations.

RECOMMENDATION: This approach was advocated for in the Katz Report. The e-Ncore administrator and Steering Committee would be tasked to explore further the idea including the possibility of multiple centers each focusing on an element of the collaboration.

IV. GENERAL EDUCATION CLASS RECOMMENDATIONS AND RELATED INSTRUCTIONAL ELEMENTS

4. e-Ncore

4 a. Selection Process and Criteria

A special General Education Committee of the e-Ncore Work Group was formed to determine data gathering needs and to coordinate with each campus (and data warehousing) to produce collated data. Course identification and selection was based on this collated data and confirmed that the recommended master courses were:

- High demand
- Needed to complete a degree
- Demonstrated demand exceeding course availability at some/all campuses

4b. Recommended Master Courses

Phase 1	Phase 2	Phase 3
HIST 101	PSC 101	ANTH 101
ENG 101	PSY 101	COM 101
SOC 101	ECON 102	MATH 127
MATH 126	ENV 101	MUS 125
CHEM 121	HIST 102	MATH 181
MUS 121	ENG 102	PHIL 102
	MATH 120	ECON 103
	*ART 160	
*BIO 189/190/191/196/197	*BIO 189/190/191/196/197	*BIO 189/190/191/196/197

*Developed based on concepts or possibly manifests as smaller modules

The content for the courses should be developed in modules to provide each institution the ability to select course content based on individual campus needs. For the Art and Biology courses indicated by an asterisk it is recommended to not develop master courses but to develop modules based on concepts that could be used across the various Biology and Art courses. This is due to the variability in instructional needs and offerings.

RECOMMENDATION: Course content should be developed as modules

4c. Phased Approach

The General Education Committee recommends taking a multi-year phased approach to developing and offering the recommended master courses. The multi-year phase approach will allow the system to gauge institutional resources and build capacity in order to successfully develop outstanding master courses. The purpose of dividing course development into phases is to allow time for the following strategies:

1. introduce a shareable course design and development process

2. start with a limited number of courses from across the humanities, social sciences and physical sciences around which faculty across the system could collaborate

3. expand the number of master courses in subsequent phases that would serve individual campuses as well as the system.

The sense of the committee was to foster collaboration across the system by starting slowly and focusing on a limited number of courses.

RECOMMENDATION: The e-Ncore set of classes should be developed and offered in a phased launch.

5. Curriculum Development Plan

5a. Master Courses Approach

Master courses have emerged as an accepted standard for online instruction. National organizations like Quality Matters have encouraged this approach as a way to address course quality, consistency, assessment and retention needs.

This approach has been advocated at the individual campus level, but challenges would certainly present themselves at a consortium or system-level. However, NSHE does have a few advantages in launching Master Courses approach:

- Only two Learning Management System platforms in NSHE:
  Instructure Canvas (CSN, GBC, NSC, TMCC and WNC consortium) and
  Blackboard (UNLV and UNR)
- A shared commitment to the Quality Matters National Rubric – NSHE campuses are in the process of creating a consortium to collaborate and to reduce costs
- Greater coordination in the adoption and licensing of Student Support solutions (e.g. Smarthinking, ProctorU, TurnItIn)
- A statewide Distance Education Directors council that has been in existence since 1997
- A smaller, less complex system that includes common course numbering and coordinated articulation/transfer

To be successful, any commitment to a Master Courses solution for an e-Ncore collaboration would necessitate: coordination of professional development programs, coordinated course design objectives at the individual campus level, greater communication and interaction amongst administrators, staff professionals (instructional designers) and faculty, as well as improved efforts to better coordinate for software licensing acquisition (including planning).

Master Course Review and Certification

NSHE institutions already offer all the classes identified in the General Education Phased List online. In fact, there is rather substantial duplication of the identified courses within NSHE. It would be very appropriate to begin with an initial review of courses already developed to determine to what extent, any/all meet the expectations of Quality Matters certification, module design and best practices. The Steering Committee could begin with this initial review, and at the very least, either validate their readiness OR identify areas needing improvement. This initial review could/would produce some of the first modules for the shared repository.

As new courses on the General Education Phased List are identified, they would be processed for review by the Steering Committee working with the Instructional Designer, the Instructional Designer Team from the NSHE institutions, NSHE faculty content experts, and the e-Ncore administrator. Course content would be required to be:

- Modular in design
- Quality Matters reviewed/certified
- Compliant with the agreed to best practices/standards established for e-Ncore classes
- Compliant with course assessment standards developed for ENcore classes

The advantages of an agreed to Master Course approach would be of great benefit to our end-users, students. It would enhance efforts to offer a seamless collaboration in support of greater student access and success. Any solutions short of this would likely be more cumbersome and confusing and would lead to inevitable frustration.

RECOMMENDATION: Master Courses: Utilize Master Courses as the most effective approach in support of an NSHE collaboration of General Education classes. Course content determined by faculty (course content experts).

5b. Single LMS?

The e-Ncore Work Group reviewed the range of options for platform support (Learning Management System) for e-Ncore General Education courses. Each campus has essentially gone through its own process for review and selection, faculty have been actively engaged in the decision and the selection ahs been made relevant to what is in the best interests of the students and faculty of that institution. Given this reality, there are essentially four options to consider:

1. Each NSHE campus continues to use the LMS it has adopted – in other words, offer a blend of Canvas by Instructure (used by the four community colleges and Nevada State College) and Blackboard Learn (used by both UNR and UNLV). Although somewhat politically expedient, there are several serious disadvantages to doing so including:
    - complicates tech support for both faculty and students
    - abandons the principle of "seamlessness" for students and faculty
    - makes training more challenging (no single platform)

2. The e-Ncore General Education consortium adopts another unique LMS - this is the least logical option as it diminishes the advantage of familiarity with either Canvas by Instructure or Blackboard Learn

3. Create a dynamic where there are two sub-consortia for NSHE – one built around each adopted LMS (Consortium #1: CSN, GBC, NSC, TMCC and WNC) and Consortium #2: UNLV and UNR) – this of course defeats the goal of a system-wide collaboration and likely eliminates any evolution in collaboration for NSHE

4. Choose one LMS already in use in NSHE – and commit to it. The Work Group examined this option and found the endorsement of Canvas by Instructure had key advantages over Blackboard Learn. Specifically:
    - The current Canvas by Instructure consortium offers the majority of online courses and serves by far the largest number of NSHE students
    - This consortium also has recently recruited the Elko and Clark County School Districts to use Canvas by Instructure as well – offering a K-12 bridge of seamless online instruction using the same LMS
    - Canvas by Instructure has launched a new course repository that would serve the NSHE consortium well
    - Canvas by Instructure is cloud-based and more affordable as a collaboration solution
    - Canvas by Instructure is used heavily by Western States (Utah, California, Washington State) which provides a marketing advantage in attracting out-of-state students to Nevada institutions

However, both UNLV and UNR have a long-standing relationship with Blackboard Learn and may be reluctant to switch. More discussion likely is needed and should Involve key administrators from the institutions as well as the Chancellor's Office.

RECOMMENDATION: NSHE should adopt Canvas by Instructure as the single Learning Management System for the e-Ncore Collaboration. A single LMS will create a consistent learning environment among NSHE institutions and facilitate content design, faculty training, faculty and student technical support, encourage development of a shared content repository and represents the next logical step for increasing NSHE institutional collaboration. The adoption will build on the commitment of five NSHE institutions that have already migrated to Canvas by Instructure.

5c. Module design for content

This approach to content design is consistent with the platform design of most contemporary Learning Management Systems. Canvas by Instructure embraces this approach that in turn has influenced course design at five NSHE institutions. The latest versions of Blackboard Learn also focus on module design. In addition, the community colleges involved in the TAACCCT3 grant – Great Basin College, Truckee Meadows Community College and Western Nevada College - have been tasked with the development of module content for all curricula to be delivered online. This has fostered a new level of collaboration amongst the grant-based instructional designers to develop course content in this format.

RECOMMENDATION: Develop course content based on a module design to facilitate content sharing and to broaden the potential sources for content used by faculty.

5d. ADA compliance

This type of compliance is the law, but NSHE institutional enforcement does vary. The Work Group members endorse a good-faith effort to comply to ensure all will have access to the e-Ncore offerings. ADA compliance is supported by LMS adoption, Quality Matters course review and certification, the use of ADA-compliant video and course content, and the provision of ADA-compliant student services.

RECOMMENDATION: ADA Compliance: A commitment to Americans with Disabilities Act (ADA) compliance for course design and instructional technology support to ensure access for everyone

5e. Central Repository

The adoption and development of a shared content repository is of critical importance to the success of the e-Ncore General Education Collaboration. The repository ensures that NSHE faculty will have the broadest possible options in developing their courses. Faculty will be able to choose from one, two or all three repository sources:

- NSHE faculty-developed content modules
- Open Educational Resources (OER) – developed content modules, and/or
- Third Party (vendor) content modules

Ultimately, as the repository expands and the choices available to faculty increase, it will both facilitate and accelerate the development of master courses in support of the NSHE General Education Collaboration. Those NSHE institutions that adopted Canvas by Instructure are currently exploring the new Canvas course content repository (available for testing in Fall 2014).

RECOMMENDATION: A course content repository is an essential element of the collaboration and should be adopted in support of e-Ncore. The repository should include modules representing relevant NSHE faculty developed content and Open Educational Resources (OER) content, and may include appropriate Third Party (vendor) content.

5f. NSHE developed and/or 3rd party?

To be honest, this particular recommendation from The Katz Report has generated more concern from NSHE faculty than any other. Based on the consultant's recommendations for other state systems, the concern focused on the possible eventual out-sourcing of course content development – and even instruction to Third Party partners. The Chancellor has repeatedly asked that this not be seen as a threat but rather as an option worthy of further exploration. The Work Group took the Chancellor's request seriously and discussed the way in which Third Party partners might best serve the goals of the e-Ncore General Education Collaboration.

Several factors were considered during this Work Group review and assessment. Key issues included:

- The consultant's recognition of NSHE campus success in the development and expansion of online course and degree offerings
- The Chancellor's desire to be willing to consider Third Party Partnerships as a viable option/to have some role in the NSHE General Education Collaboration
- The trials and tribulations of various Third Party partnerships/ventures in other states where the initial Third Party role was significantly renegotiated (e.g. University of Texas System & the more recent California State University System)
- The practice at all NSHE institutions to use some degree of Third Party content for online course offerings based on faculty preference
- Institutional experience in working with Third Party vendors – and the sometimes significant failure of vendors to provide acceptable levels of service and/or to keep promises made to faculty

The e-Ncore Work Group faculty and administrators view the current success of online classes and degrees at NSHE institutions to be evidence of our ability to meet the new challenges and to expand our abilities to collaborate. To date, Third Party partners have been recognized for their ability to assist in the development of course content and to provide workable solutions for related course materials. These are the strengths – where thoroughly vetted – that Third Party partners can bring to the e-Ncore General Education Collaboration. As The Katz Report has recognized, however, NSHE institutions have also demonstrated a tenacity for growing online enrollments, improving course quality and learning to work more closely together. NSHE can and should capitalize on its success, but certainly it should also leave the door open to exploring any opportunity that can improve student access, success and completion.

RECOMMENDATION: the NSHE General Education Collaboration may include the use of appropriate Third Party (vendor) content. The Steering Committee – working with the e-Ncore administrator, Instructional Designer and NSHE faculty content experts - will be charged with the review and identification of vendor(s) and module-based content. Any Third Party content will need to meet the same criteria/standards as NSHE faculty-developed content and Open Education Resource (OER) developed content.

5g. Quality Matters Review & Certification

The Quality Matters (QM) National Rubric and Course Certification Process has been adopted by five of NSHE's campuses, and is under consideration at the two universities. The five campuses have already individually committed to QM course review and certification with several of the campuses (CSN, GBC and WNC) showing real leadership in advancing the certification of its faculty to be able to internally (within Nevada) review and certify courses. The campuses have committed to forming an NSHE Quality Matters consortium in a shared endorsement of the QM experience and also anticipate a significant savings in the cost of conducting course peer reviews as well as related training. Each campus conducted its own internal review process and adopted the Quality Matters rubric as the preferred solution.

The true advantages for jointly adopting a solution like the Quality Matters Rubric are clear; to provide a nationally recognized set of standards to and from which we can establish procedures and feedback data for evaluating and indexing sharable content resources, course content, objectives, assessment, design, accessibility and usability.

To ensure faculty engagement various incentives should be identified that will encourage faculty to become certified reviewers as well as to be engaged participants in the specific course review and certification process.

RECOMMENDATION: NSHE institutions should adopt the Quality Matters National Rubric as part of a comprehensive set of strategies to support an e-Ncore General Education Collaboration.

5h. Role of open-source solutions?

The Open Educational Resource (OER) movement has been gaining momentum in recent years in higher education. The primary motivation for the adoption of Open Educational content is the ability to significantly reduce course material costs for students. In addition, it reflects a more altruistic movement amongst educators to share content and materials.

The interest in the exploration and possible adoption of open-source solutions for textbooks, course materials, and course content is apparent at NSHE's institutions. Clearly, the overall quality of OER solutions has improved significantly given the success of both national international OER movements. The 1st Annual Nevada Digital Conference in April 2014 – which included attendees from every NSHE institution - featured Cable Green of Creative Commons as a keynote speaker. In his speech, he documented progress made in the OER movement and outlined advantages for adopting OER solutions. In addition, the TAACCCT grants awarded to NSHE community colleges require the use of OER assets in the development of sharable course content.

During the e-Ncore Work Group review of OER options, the Work Group received a presentation from representatives of the CCCOER. In addition, the repository approach used by Merlot was reviewed as a logical partner for providing additional module and content options for the e-Ncore General Education set of classes. It is apparent that the e-Ncore collaboration has the opportunity to provide leadership – and possibly incentives – to more fully explore the advantages of adopting OER materials at all NSHE institutions.

That said, there are legitimate concerns about the level of maturity the OER movement has attained. Openly developed materials can be uneven in quality; this confirms the importance of identifying appropriate OER partnerships with organizations like Merlot, CCCOER and the Creative Commons movement.

RECOMMENDATION: the e-Ncore Work Group endorses the use of open-source solutions as an element of the shared course content repository and also encourages consideration of appropriate OER solutions in support of the e-Ncore General Education Consortium. The Steering Committee will be tasked to work with the Instructional Designer and NSHE faculty to review and affirm appropriate OER content and textbooks.

5i. Common textbook for each course?

The logic behind even asking this question is rooted in a strong desire to manage and where possible, to reduce, the cost of textbooks and related course materials for students. This approach would also greatly simplify the coordination required to ensure that the e-Ncore course textbooks and materials are available at all NSHE campus bookstores.

There are concerns in requiring a particular text however. NSHE institutions traditionally have viewed this as a faculty decision. On the other hand, the Board of Regents has clearly indicated the need for all NSHE institutions to find ways to reduce textbook costs for students. Nationally, the textbook issue has reached a critical point. Data indicates that due to rapidly increasing textbook costs, only six out of ten students now buy or rent the textbook for their class (and data further suggests it is now more likely four out of ten students that actually have a textbook).

There are several possible solutions available to controlling – and reducing – the cost of textbooks and related materials that would serve the interests of both students and the e-Ncore General Education Collaboration:

- Develop course content to be textbook agnostic (not tied to a particular textbook)
- Adopt eTexts to facilitate distribution and reduce cost
- Develop more affordable custom eTexts that feature both publisher and “home- grown” content
- Fully embrace open-source textbook solutions
- Develop courses in a way that does not require the use of a textbook

The discussion amongst e-Ncore Work Group members mirrored what has occurred at every NSHE campus. There is currently no consensus of how to balance the seemingly opposing objectives of appropriate curriculum support with increasing need for cost control. The creation of the e-Ncore General Education Consortium offers an opportunity for directed exploration and leadership in this area.

RECOMMENDATION: The e-Ncore Work Group endorses efforts to control textbook and related course material costs utilizing one or more of four strategies: 1) developing courses that do not require a textbook (no textbook option), 2) shifting to eTexts or custom eTexts that significantly reduce the cost to students and simply distribution, 3) develop fully open-source supported courses where appropriate, and 4) where faculty agree, adopting a single textbook to reduce student cost.

5j. How supported (engage instructional designers from NSHE campuses)?

The Katz Report recognized the significant progress NSHE institutions have made in the area of online education. Each NSHE campus has developed a self-sustaining model of staffing and course development/support but in addition, NSHE campuses have a strong and long tradition of cooperation, coordination and collaboration in the area of eLearning. Specific evidence of this includes:

- Administrators have met on a regular basis (several times a year) since 1997
- Institutions regularly collaborate with grants (e.g. TAACCCT 1-4) sharing instructional design and course development including sharable content
- All NSHE institutions participated in a single student portal approach to promote online classes and degrees from 2002 to 2009
- Collaborations have been established with Canvas by Instructure (five campuses), Smarthinking 24/7 Tutoring (four campuses), ProctorU (three campuses), Evaluation Kit (four campuses), and Quality Matters National Rubric (five campuses)

The proposed governance model for the e-Ncore General Education Collaboration includes the hiring of an Instructional Designer – attached to the collaboration administrator and the NSHE System Office – who would in turn work with the Instructional Designers at all seven NSHE institutions. This “collaboration within a collaboration” builds on the experience and strengths of Instructional Designers already in place at most NSHE campuses but adds more coordination and sharing where needed. This is the ideal model to promote collaboration in the development of Master Courses for the e-Ncore General Education Collaboration.

All members of the e-Ncore Work Group recognized the longer term need to identify resources to increase the number of Instructional Designers at each campus – via a grant or dedicated revenue stream. Instructional Designers will carry the major responsibilities of the collaboration and work closely with collaboration faculty. As currently proposed, the Instructional Designer attached to the System Office will regularly work with individual NSHE campuses and will be required to schedule time to be at each campus to work with faculty individually where needed. This can serve as an initial, short-term solution but additional Instructional Designers – ideally to be assigned to each campus – will be needed as the system-wide collaboration grows

RECOMMENDATION: Instructional Designers from the NSHE institutions will create a “collaboration within the collaboration” to share talents and expertise in support of the development of Master General Education classes.

6. Faculty Selection

6a. Full-time and/or Part-time Faculty?

NSHE institutions have outstanding full-time and part-time faculty currently teaching online classes. The proposed e-Ncore General Education Collaboration will have the opportunity to draw from this pool of online faculty to assist in the development and instructional delivery of the Master Courses.

In general, NSHE institutions rely on full-time faculty for course development. It is assumed that this will be the normal practice for Master Course development as well. The current set of initial General Education course offerings can draw from relevant full-time faculty pools at all NSHE institutions.

As concerns instructional delivery, it is anticipated that both qualified full-time and part-time faculty will be eligible to teach sections of the developed Master Courses, but we recognize that this is ultimately a decision to be made by each institution. It is imperative that the very best NSHE has to offer be recruited to teach in the collaboration. The focus is necessarily on the success of the student and ensuring the best are teaching will greatly increase student success – and the ultimate success of the collaboration.

RECOMMENDATION: Faculty Recruitment and Hiring: Each NSHE institution will be responsible for recruiting and hiring faculty to teach in the collaboration. It is at the discretion of the institution to determine whether or not both full- and part-time faculty will participate, but it is the recommendation of the e-Ncore Work Group that each institution utilize both full and part-time faculty where possible.

6b. The Criteria for selection? How recruited?

The e-Ncore Work Group hopes to attract the very best faculty from within NSHE to participate in the Collaboration. It is imperative that each NSHE institution take steps to recognize faculty who participate. The Collaboration opens the door to greater visibility for NSHE statewide, regionally and nationally. As discussed later in this section, faculty interested in teaching e-Ncore General Education Consortium Master Courses must meet the minimum criteria for selection:

- Recommended by their institution
- Minimum of three years of online teaching experience
- Minimum of six hours of Learning Management System/pedagogy of online teaching/how to support online students training
- Minimum of first tier of Quality Matters training

Faculty will be recruited from each NSHE institution and assigned once they have completed all mandatory trainings and are found to be in compliance with any additional criteria identified by the NSHE VPAAs (e.g. workload considerations, performance standards, etc.)

RECOMMENDATION: NSHE should set the bar high for the recruitment of faculty to teach for the e-Ncore General Education Consortium and should recognize and reward faculty that do participate.

6c. Faculty training needed? Who does it?

Best practices for teaching online emphasize the importance of mandatory comprehensive training as well as regular recurring/refresher training. The Collaboration will require as a condition of hire that the initial training outlined below be completed:

- Beginning/Intermediary training for the Learning Management System
- Training regarding the pedagogy of teaching an online class
- Training regarding the faculty role in student retention and success
- First-tier Quality Matters training

The Steering Committee, working with the administrator and the Instructional Designer, will develop a Professional Development program in support of initial mandatory trainings as well as regular recurring/refresher trainings. The Instructional Designer will have responsibility for implementing the training program working with each of NSHE institutions. In a climate of collaboration, NSHE institutions will help each other to ensure that the training provided is consistent and of a high quality.

RECOMMENDATION: The e-Ncore General Education Collaboration will require a minimum program of related training sessions in support of the best practices for teaching online. NSHE institutions will coordinate with the administrator and the Instructional Designer to provide the required initial training as well as recurring/refresher training and informational webinars

d. Expectations for teaching online (response times, communication, etc.)

The e-Ncore General Education Collaboration will function under an agreed to set of minimum expectations for faculty and students. The specific set of minimum expectations for faculty and students will be developed by the Steering Committee, administrator and Instructional Designer. Essentially, expectations and standards in place at NSHE institutions for online learning will be adopted for the Collaboration. Specific examples of expectations include:

- Expectations included in the Quality Matters rubric
- An agreed to number of times a faculty member will check into class and an agreed to number of times for a student to check into the class
- An agreed to time frame for responding to student questions
- An agreed to time frame for grading assignments
- Commitment to utilize early alert and student activity tracking to identify students who are falling behind or failing
- Clear communication regarding when the faculty member is available and how the faculty member can be reached (e.g. phone number, email, etc.)

Based on what we've learned from other system collaborations in other states, there are several key elements that can increase success: schools with the most successful online programs participate in a sustainable state-wide consortium that focuses on the development/adoption of standards and stress student success/demonstrable outcomes for both students and local business communities.

RECOMMENDATION: Instructional Expectations: The collaboration should establish a minimum set of expectations for faculty teaching collaboration classes. The expectations should reflect the best practices of the Quality Matters rubric.

6e. Compensation?

Faculty compensation is a significant issue since it could be a deciding factor in attracting the very best faculty from within NSHE. On the other hand, if it is perceived as too generous, you could prove to be disruptive on individual campuses or could foster the perception of "have v. have-not" amongst faculty at different institutions. The e-Ncore Work Group does not have the expertise to determine the appropriate level of compensation. As part of its due diligence, the Work Group members reviewed what is currently the practice at each of the NSHE institutions. Universities compensate at a rate that is higher than does the state college or community colleges. It is also apparent that Summer Schools – as a non state-funded activity – operate with differentiated pay rates as well.

Currently, campuses are not synchronized in compensating for either traditional or online teaching. Based on current practice, it could be appropriate to allow a full-time faculty member to either count teaching a Collaboration Master Course as part of regular load or compensate as an overload consistent with that institution's policies and practices. For part-time faculty colleagues, each institution could compensate at the rate in place at that institution. Alternatively, the Collaboration could have its own set rate for compensation – that would have to be reviewed and agreed to by the NSHE VPAAs.

The e-Ncore Work Group identified several guiding principles that will provide a sound foundation for the Collaboration. Providing selected faculty incentives, which is already a practice at NSHE institutions, will facilitate curriculum review and development as well as instruction. Possible incentives (stipends) include:

- Master Course review and development
- Serving as a course coordinator (course group administration)
- Quality Matters review (course review/faculty and peer review)
- Course monitoring (serve as an observer)
- Faculty mentoring
- Special assignments (tasked by the Steering Committee to ensure faculty input and involvement)

RECOMMENDATION: Faculty Compensation and Workload: each NSHE institution will use its existing compensation and workload policies in support of the collaboration

6f. Course Standards

It is an assumption of the Work Group that a review of existing objectives and outcomes developed individually by each NSHE institution for each of the identified Master Courses already falls within the "80%" rule of common course numbering for content.

RECOMMENDATION: Course Standard: all collaboration-related courses will be designed to comply with current NSHE Common Course Numbering guidelines

7. Tuition/Fees

7a. Special Collaboration rate distinct from any campus tuition rate?

As with the previous topic discussions, NSHE institutions have options regarding how to proceed regarding tuition and textbooks. Logically, doing what each institution already does in setting its tuition and fee rates is the clearest and most appropriate approach. This is consistent with the "Home" institution model utilized by many of the state consortia the Work Group reviewed.

RECOMMENDATION: Tuition and Fees: as part of the collaboration, each student will identify a "home" institution upon admission. The student will then pay the tuition rate of that institution for any collaboration-related classes. Each institution will retain the tuition and fees for the classes it teaches/delivers as part of the collaboration

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7b. Any Special fee(s)?

The NSHE Board of Regents has repeatedly expressed concern about the impact of special fees. Especially during the recent recession, campuses had no choice but to pass certain costs on to students. It would not be unexpected for this Work Group to recommend a set of special fees to underwrite the costs of the Collaboration, but the consensus of the e-Ncore Work Group was to discourage any special fees for the proposed Master Course Collaboration. As part of a due diligence in identifying ways to ensure fiscal sustainability for the Collaboration, a wide range of funding options will be reviewed. Necessarily, the imposition of special or dedicated fees will be included as a longer-term option.

RECOMMENDATION: do not impose any special fees to help fund the Collaboration at this time.

7c. Managing cost/distribution of textbooks (e-books approach?)

Working with Third Party partners, we have the ability to better manage the costs of textbooks and related course materials. In addition, as previously discussed, select Open Educational Resources offer the potential to further reduce – or eliminate – textbook and related course material costs.

Also promising is the movement to use eTexts. It is generally recognized that the eText is not the best solution for every student, but for the vast majority of students, this approach could produce significant cost savings for the student.

RECOMMENDATION: Textbooks: The e-Ncore Work Group endorses efforts to control textbook and related course material costs utilizing one or more of four strategies: 1) developing courses that do not require a textbook (no textbook option), 2) shifting to eTexts or custom eTexts that significantly reduce the cost to students and simply distribution, 3) develop fully open-source supported courses where appropriate, and 4) where faculty agree, adopting a single textbook to reduce student cost.

V. STUDENT SERVICES

8. Student Services

Student success is of paramount concern to all NSHE institutions. A review of nationally documented best practices for student success confirms that most institutions have been challenged in offering online courses and degrees. Invariably, students taking online courses experience a lower retention (completion) rate than students taking a traditional course. Typically, there is an approximate seven percent retention gap between online course completion and traditional course completion.

Best practices have evolved to address this gap, and the good news is that the gap can be reduced or eliminated in by the following strategies:

1. Courses must be properly designed for online delivery. The Quality Matters National Rubric guides appropriate online course design and ensures improved course quality and consistency, clearer course navigation, an enhanced learning experience and mapped assessment of course objectives and outcomes.

2. Adequately trained faculty with training in the areas of:
   - Learning Management System functions and settings
   - How to teach online (radically different from the traditional classroom)
   - The pedagogy of online learning
   - Strategies for improved student engagement online
   - Quality Matters – related training to address clarity and effective communication
   - Student monitoring to address any potential problems early

3. Adequately prepared students in the areas of:
   - Mandatory orientation
     - Learning online: the Learning Management System including how to do the basics
     - Strategies for student success online (study techniques, organizational skills, communication skills), ability to work independently, etc.
   - Regular student activity in the online course
   - Developing a relationship with the faculty member

There is ample evidence that following these simple strategies can greatly increase student engagement, satisfaction, and success.   But there is a critical fourth strategy for student success

4. Adequate, appropriate and accessible student services for the virtual learner.

Regional accreditation requires that the virtual student receive the equivalent level of student support as the traditional student. The typical array of student services of value to a virtual student include:

- Tech support
- Advising
- Tutoring (Smarthinking)
- Admissions & Records support
- Financial Aid
- Business office
- DRC support
- Veterans support
- Library
- Adult learner support (different from typical student services)

Logically, each NSHE institution having implemented its own successful online learning program already has most if not all of these identified virtual student services in place. Rather than duplicate what is already in place, the e-Ncore Work Group advocates for a more practical initial solution to ensure virtual student services are available for each student.

RECOMMENDATION: Each NSHE institution provides related virtual student services for the e-Ncore Master Course sections the institution teaches and the students the institution serves. The e-Ncore Steering Committee, along with NSHE student services professionals, will work with each NSHE institution to review student services available and support efforts to make student support seamless across NSHE institutions.

VI. PROFESSIONAL DEVELOPMENT

9. Professional Development

9a. Consortium programs for professional development

The e-Ncore General Education Collaboration will be supported by a new Center for Excellence that will facilitate expanded Professional Development opportunities as a catalyst for building a culture of collaboration amongst NSHE institutions. As The Katz Report found, NSHE institutions have had success at fostering collaboration projects, but not at the scale of the Master Course Collaboration. Effective Professional Development programming can create an environment of greater trust and begin to diminish perceived difference and divisions. Specifically, all NSHE institutions must come to understand there need be no real competition within the System; the real competition comes from outside the state and it will take a unified and coordinated NSHE to be viewed as the best higher education solution for Nevadans.

The e-Ncore administrator and Instructional Designer will work with the Steering Committee to develop a comprehensive Professional Development plan in support of the Collaboration. Specific opportunities for faculty including the development of a mentoring program, instructional designers, student services professionals, and administrators will be included. Professional Development training will focus on the benefits of collaboration, the critical need for improved course quality, proven teaching methods for online instruction, and strategies for improving online student completion and success. e-Ncore will work with NSHE Professional Development professionals to coordinate programming, identify trainers and evaluate overall program success.

9b. Inter-institutional collaborations

As noted in The Katz Report, NSHE institutions have had success in developing a number of collaborations and institutions have learned from the experiences. Currently, NSHE institutions have formed consortia in LMS, Quality Matters, selected grants, and software. More needs to be done in this area, but it will require the assistance from the e-Ncore administrator to help identify additional opportunities for cooperation and to facilitate dialog, timelines and commitments.

9c. Quality Matters trainings and peer reviews

Excellent progress has been made in the creation of a Quality Matters consortium for Nevada. The four community colleges and Nevada State College have committed to working together in support of each other's efforts to implement Quality Matters certification for online courses. The two universities are reviewing their possible role with this new consortium. To date, the five NSHE campuses in the consortium have secured a special consortium rate for Quality Matters membership, and several campuses have already enlisted each other's assistance to create peer review panels for Quality Matters certification. Training is also being shared as campuses now have a few Certified Master Reviewers to organize review panels within NSHE. This will reduce the cost of reviews – and be of great benefit to the e-Ncore General Education Collaboration.

The five campuses have made significant progress in increasing the number of faculty who are certified to participate in review panels; the e-Ncore administrator will work with all Quality Matters institutions in NSHE to promote even greater cooperation as the effort continues to expand.

9d. Training for Teaching Online

Each NSHE institution already has in place mechanisms and personnel dedicated to systematic training for the Learning Management System. All NSHE institutions also have expanded their training to include online pedagogy, strategies for teaching online, strategies for increasing student engagement, retention and success, and improved student preparedness.

The e-Ncore General Education Collaboration can and will build on the structures already in place at each NSHE institution. Rather than duplicating what has already been accomplished, the e-Ncore Collaboration will benefit from the progress made.

The additional Professional Development trainings will focus on the next level – building a successful culture to collaborate, learning from each other, and evolving the e-Ncore relationship and offerings in support of increased accessibility and success for students.

9e. Repository training

As previously discussed, the e-Ncore General Education Collaboration will develop a module-based repository of content. Currently, the Canvas by Instructure repository has emerged as an excellent candidate for the agreed to repository. Training will be necessary for faculty and staff, and scheduled training sessions will be included in the Professional Development plan/schedule. Training will be coordinated via the Office of the e-Ncore administrator and provided for each NSHE institution as needed.

9f. Course content development: Module course design

Module course design has been recommended by the e-Ncore Work Group. Each module will be designed to Quality Matters standards, and will correlate with the appropriate assessment objective and/or outcome for the course. All three sources for modules – NSHE –developed, OER-developed and Third Party-developed – will be subject to the same standards and expectations. The Steering Committee working with the e-Ncore administrator, Instructional Designer, and NSHE faculty content experts, will develop and monitor the agreed to standards for content development.

9g. Annual state DE event

As discussed, the e-Ncore Collaboration will be instrumental in developing a new culture for cooperation within NSHE. The program of Professional Development will re-enforce this goal, but the e-Ncore Work Group advocates for the creation of annual NSHE event to literally bring together faculty, instructional designers and administrators for a multiple day conference.

The annual even will be coordinated by the e-Ncore administrator working with each institution's DE administrator. The annual event will tie together critical Professional Development themes and will promote a higher level of interaction – and collaboration – amongst those in attendance. The Nevada Conference on Digital Learning may be the best existing venue for this annual event. The event would be open to those actively engaged in the collaboration, but would also be open to anyone in the NSHE community interested in learning more or wanting to become a part of the NSHE collaborative environment for online learning.

9h. Strategies in support of greater efficiency/cost-savings and essential to the long-term success of NSHE in meeting the challenges of external competition

As identified elsewhere in this – and other –sections of the Report, a commitment to increased collaboration within NSHE will be nearly impossible without the identification of additional resources and capabilities. The NSHE collaboration opens a new door to approaching the needs of our students in a variety of creative and increasingly efficient ways. The eNcore Work Group is in support of the following strategies:

- Center for Excellence

The Katz Report calls for the creation of a Center for Excellence to coordinate Professional Development opportunities and to encourage the exploration and adoption of emerging best practices, student success and engagement strategies, and to support the evolution of course development strategies. Funding is currently not identified for a Center (or Centers) within NSHE. This should be a priority of the newly created consortium to identify the best solution for Nevada– that should include our K-12 partners – and the best strategy for securing funding. This can be a grant-worthy project or perhaps the case can be made within the state budget process. The resolution of this and the establishment of one or more centers should be a priority of the newly formed NSHE consortium.

The e-Ncore Work Group supports this approach but would encourage more discussion – and the active engagement of our faculty – to determine the best approach for NSHE. The current proposal includes an approach that will allow the objectives of a Center for Excellence to be nurtured jointly by all NSHE institutions. This will allow NSHE to successfully launch the General Education collaboration, but a more structured and formalized solution will be essential to expanding the NSHE collaboration going forward.

- NSHE-based licensing of key software solutions

A commitment to a shared Learning Management System (LMS) is a critical first-step in affirming the importance of collaboration amongst NSHE institutions – and our K-12 partners and also recognizes the importance of online learning for NSHE institutions in the 21st Century.

It is the recommendation of the e-Ncore Work Group that a centralized funding solution for a system-wide LMS be identified and the statewide contract managed in partnership with System Computing Services (SCS). It is further recommended that this be a net new funding solution and that the funds not be redirected from NSHE institutions. The logic for this is simple: establishing a new revenue solution while allowing NSHE institutions to retain the funds they have directed towards LMS licensing with serve as a clear indication of our system-wide commitment to online learning, will foster a positive view towards the benefits of collaboration, and will allow individual institutions to redirect current licensing funding to other critical needs within their eLearning programs.

Based on this approach, it behooves NSHE to consider doing this with other major contracts and solutions related to the support of online education. This is consistent with what other state systems have done and will help to define a collaborative spirit amongst NSHE institutions and our System leadership.

- SARA

Nevada was the fifth state to formally join the State Authorization Reciprocity Agreement (SARA) developed by WICHE. SARA represents the future of online education in higher education and provides a major impetus for NSHE to develop the abilities necessary to effective compete in Nevada – and beyond.

VII. ISSUES AND OBSTACLES

Throughout its history, NSHE has respected the autonomy and independence of each institution. At the same time, given the advantages of a smaller system and the unique character of higher education in Nevada, NSHE has also encouraged efforts to create a more seamless and consistent relationship amongst the seven institutions. There has been success including: Common Course Numbering, the decision to move to a single Student Information System (PeopleSoft), and efforts to improve student transfer with identified articulation transfer agreements,

The proposal to develop a General Education (e-Ncore) within NSHE is a significant new step towards a greater level of engagement and cooperation. The process will necessarily create the opportunity for dialog and progress in redefining the relationship between and amongst NSHE institutions. The Distance Education programs at the seven institutions have essentially been doing this since the mid-1990s. At this level, the campuses have experienced along track record of dialog and cooperation. In the past ten years, NSHE has also witnessed a ramping up of the type of cooperation and collaboration critical to the success of the proposed e-Ncore collaboration.

As the Work Group deliberated, it became apparent that it lacked either the appropriate participants to the discussion or lacked the experience and authority event o make certain recommendations. To address that reality, the work group identified several issue areas that should be addressed by the appropriate administrators at each NSHE institution in consultation as a system community. Specifically

1. Faculty Compensation
2. Faculty Assignment and Workload
3. Faculty Selection
4. Tuition and Fees

These have been specifically addressed in the e-Ncore Report recommendations. The over-arching recommendation is to follow the successful model developed by the State of Tennessee for each of the faculty-related issues identified.

- Third-Party Partnership

This remains a controversial component of The Katz Report and Recommendations. The Work Group has monitored the national trends in this regard and has documented a number of setbacks in other states where a significant commitment to a Third Party partner occurred. Texas experienced a reversal of roles regarding course content development and marketing in less than a year from the launch of their Third Party partnership. The California State University system also dramatically renegotiated its relationship – again in less than a year from their initial launch.

On the other hand, successful collaborations such as the Tennessee Regents Online effort reported an excellent working relationship with their Third Party partners. They key difference was in determining the appropriate role and ensuring that faculty remained in control of appropriate pedagogical and curriculum development role. This approach has been mirrored in other consortia reviewed by the Work Group as well.

- A single Learning Management System for the Collaboration

This has been addressed in the recent letter distributed by the Chancellor (November 3, 2014) which confirms the move to a single Learning Management System when current contractual commitments end. This is a very important step towards greater system-wide collaboration and is consistent with the trend in a growing number of state systems.

- Faculty Concerns

Of all of the issues and obstacles reviewed here, faculty concerns have consistently been the most pronounced and will require attention going forward. Failure to be forthright and engaged on this issue will result in a significant degradation in the potential success of any NSHE collaboration.

The Katz Report represents a "game-changer" for NSHE. It offers the first-ever assessment of the state's eLearning programs within the context of phenomenal - and rapid - change in higher education. Mr. Katz identified several realities that NSHE must deal with:

1. Currently, Nevada loses the greatest percentage of its higher education students to out-of-state competition of any state in the Union. Students choose NOT to attend NSHE institutions.
2. Competition from providers outside the State of Nevada will only increase
3. Other states have already responded by developing state-wide online collaboration to respond to the increased competition and have been very successful in doing so
4. Mr. Katz points out that NSHE institutions must respond as well or risk being left behind.

5. Mr. Katz also points out that Third Party partners have become welcomed partners with most state consortia. Such partnerships can increase cost efficiencies and facilitate operations.

To date, NSHE faculty engagement has been limited and uneven during the course of the eLearning Taskforce process. Indeed, faculty representatives have been appointed to the Taskforce as well to the separate work groups. They do their best to share information with colleagues at their institution, but there has been no organized communication plan and the dissemination of information is incomplete and open to misunderstanding. As we complete this stage of the Taskforce process, it is valuable to open a dialog with faculty at each institution to effectively communicate key recommendations and openly discuss the process.

Over the past several months, members of the eNcore Work Group have discussed the eLearning Taskforce with faculty at their institutions, and key concerns from the faculty viewpoint have included:

- A belief that faculty recommendations are being ignored and steamrollered by system-level objectives
- A belief that the proposed consortium may have the eventual intention to diminish or replace the current tenured faculty model of NSHE
- A concern that the Third Party solutions are significantly inferior to the quality of course design and content historically developed by NSHE faculty
- The notion that "student completion at any cost" subjugates a more traditional NSHE model that valued rigor
- The view that the original recommendations of The Katz Report are a "done deal" and the Taskforce process exists to implement those recommendations regardless of what NSHE faculty think
- Further, the view that Mr. Katz is simply trying to do in Nevada what his consultant firm has done in other states – launch large-scale Third Party- driven consortia

As the Taskforce process moves forward, the eNcore Work Group strongly encourages a commitment to:

- Improved communication which in most instances should reassure everyone regarding the value placed on NSHE faculty involvement and recommendations
- Expanded dialog with faculty regarding current and future challenges and faculty involvement in the development of a longer-term plan for action to better position NSHE as the primary provider of higher education opportunities for its residents.

VIII. REVIEW OF SIMILAR COLLABORATION

The e-Ncore Work Group began its work in March of 2014. As part of its charge, the Work Group was tasked with the review of current eLearning collaborations in higher education. In doing so, the Work Group sought to identify, where possible, "lessons learned" and/or "ideas and approaches that work". In addition, the Work Group focused on identifying any approaches that might be helpful to NSHE in developing its own collaboration.

The Work Group worked with a comprehensive list of state-level consortia which is listed on the Instructional Technology Council (ITC) website. This list is updated on a regular basis and includes essential contact information and website URL addresses.

In addition, the Work Group reviewed a report from the California Community College Online Initiative: Governance Models for Online Consortia Hanover Research October 2013 (http://ccconlineed.org/documents/category/1-grant-documents). The report provided a useful synopsis of thirteen state consortia. Work Group members reviewed the various state consortia working with the same criteria for initial review: he consortium consists of community colleges, state colleges and universities, the consortium exists to jointly offer classes, programs and/or degrees, and the consortium is successfully up and operating with enrollments and has developed essential student recruitment, enrollment, record keeping and student support solutions. Based on the criteria, the Tennessee Board of Regents (Regents Online) consortium, the Florida Virtual Campus, Maryland Onine and State University of New York (SUNY consortia were identified for further review. Each of the consortia offer both lessons learned and relevant ideas for NSHE as it embarks on its commitment to developing a statewide consortium of its own. The eNcore Work Group participated in webinars with three of the four and the chair participated in a conference call for the fourth:

- Regents Online (Tennessee Board of Regents) (www.rodp.org):

- 6 universities, 13 community colleges and 27 technical colleges (all the institutions of the Tennessee System)
- Created by the Tennessee Board of Regents System
- Military Friendly Distinction
- Founded in 2001
- Offering fully online programs and degrees
- From the Regents Online website:

The online education offered through Regents Online mirrors the same education offered at the physical campus locations. All participating institutions are regionally accredited by the Southern Association of Colleges and Schools (SACS), while several programs have additional discipline-specific national accreditation status. Students have the opportunity to choose a "home campus" from among the 6 universities awarding Bachelor's and Master's degrees, the 13 community colleges providing Associate degrees and the 27 colleges of applied technology offering technical certificates and diplomas. Individuals apply for admission, register for courses, and are awarded degrees, diplomas, or certificates from the home campus. In 2012, Regents Online education programs served the educational needs of over 41,000 students (200,000 annual enrollments for Tennessee System).

- Florida Virtual Campus (www.flvc.org)

- Participation by 39 Florida community colleges, state colleges and universities
- Launched in 2012
- Created by the Florida Legislature

- Offering fully online programs and degrees
- From the Florida Virtual Campus website:

We believe that everyone has the chance for success through education.

COMPLETE FLORIDA is your complete pathway to a college degree. Over 45 degree programs and certificates are available for you offered from state and private institutions throughout Florida. All programs are fully online and accelerated so that you can get started right away and figure out how to fit courses into your busy schedule. Complete Florida programs use prior learning assessment to determine how to accept your existing knowledge, experiences and college credit. You will always have an excellent support team that will be there with you throughout your entire program. All Complete Florida programs are aligned to career advancement and jobs throughout the state. Try Complete Florida today! You will be glad you took the first step toward completing your college degree!

- Maryland Online (www.marylandonline.org)

- Launched in 1999 with 12 charter members; now 20 community colleges, state colleges and the University of Maryland participate
- Created by Maryland institutions
- Does not offer programs/degrees; rather, is course-based
- From the Maryland Online website:

Maryland Online does not grant degrees or have its own college courses. Rather, each member institution can adopt online courses from another member when a course is not available at its own institution. This cooperative arrangement benefits all of the students at Maryland Online institutions, as students are able to take a variety of courses that might not be available at their home college.

- State University of New York (SUNY) Open SUNY (www.opensuny.edu)

-Launched in 2013 (but antecedents to 1994)
-Connects 64 SUNY institutions by offering classes
-Serves needs of each SUNY institution (professional development, et.al.) and also as a portal for collaboration

-From the Open SUNY website:

Imagine a learning experience with no boundaries—no limits to accessibility, reach, or possibilities.

At SUNY, we are transforming the landscape of online learning. Drawing on our rich history of innovation, we're placing the outstanding educational opportunities and talented faculty from our 64 campuses at your fingertips. Open SUNY is the latest step in our long-standing tradition of doing things bigger and better. No other institution has brought together an online learning environment to serve students at this scale and breadth. Once again, we are taking the lead.

Open SUNY is a SUNY-wide collaboration that opens the door to world-class online-enabled learning opportunities. Open SUNY is not a new degree program or a new school; it's a seamless way for you to access the courses, degrees, professors, and rich academics of all 64 SUNY campuses flexibly—wherever and whenever you want. For the first time, SUNY is delivering its renowned high-quality education with an unprecedented breadth of tools, services, and supports designed to help you be successful.

RECOMMENDATION: Collaboration Model: the collaboration is modeled after the highly successful Tennessee Board of Regents collaboration (ROCC: Regents Online Campus Collaborative), which was founded in 2001, and to date, has served more than 14,000 online students.

http://www.rodp.org/sites/default/files/ROCC_General_booklet.pdf

www.rodp.org

IX. REVIEW OF GUIDING PRINCIPLES

Guiding Principles

As the work group develops its recommendations, the Task Force is requesting that the final recommendations satisfy the following guiding principles:

Guiding Principles	Response
1. Does the recommended model promote greater inter-institutional collaboration in the area of online courses, certificates and degrees? Does it demonstrate innovation and strategic partnerships? Will it have a positive impact on student access?	-The proposed collaboration a new level of cooperation amongst NSHE institutions -The proposed collaboration will create the first-ever system-wide online program and will include one or more 3rd Party partners -The General Education classes will improve student access and remove current barriers to degree completion.
2. Does the recommended model provide for increased efficiencies across NSHE and does it reduce redundancy of general education offerings among NSHE institutions?	-The proposed collaboration will facilitate a system wide dialog to increase efficiencies and to share curriculum – ultimately, it will reduce redundancy
3. Does the recommended model support increased degree completions in Nevada?	-The proposed collaboration removes a barrier that slows degree completion. The new collaboration will also promote increased dialog amongst NSHE institutions to develop new strategies for jointly offering new course options and degrees
4. Does the program plan demonstrate a commitment to accessibility with Learning Management Systems (LMS), textbooks, and related technologies and services?	-The proposed collaboration ensures ADA compliance (Canvas by Instructure LMS, Quality Matters National Rubric for course design, & ADA compliance as best practices

5. What available data demonstrate that the recommended program plan is likely to have a positive impact on student success? Are there meta-analyses or large-scale data sets suggesting that this strategy is likely to result in higher levels of student learning and satisfaction?	Data from each campus as well as the data warehouse was used to support identification of the shared General Educations courses. The e-Ncore Work Group also used data provided in the Katz Report regarding national trends and solicited data from selected presenters
6. Does evidence suggest that the program plan is likely to have a positive impact on retention, progression, and completion for a particular student population (e.g., adult students, underrepresented students, etc.)?	The focus remains on adult learners as a targeted group to market to and support. Data from the State of Nevada confirms a large potential number of adult learners interested in certificates and degrees. An online delivery method is demonstrated as effective in the support of adult learners as well as in their likely completion
7. Does the recommended model provide scalability across the NSHE while simultaneously allowing for clear mission differentiation across individual campuses and program specific learning outcomes as dictated by accreditation standards? (An example would be an online learning preparation course where learning strategies could be system-wide, but unique aspects of each institution would be included as modules).	The current proposal is separated from each institution's program already in place BUT seeks to maximize the shared capabilities of each institution in support of a joint NSHE collaboration. Members of the e-Ncore Work Group view this proposal as a first step towards greater collaboration and have proposed a structure that fosters regular interaction and online program-related strategic planning amongst all NSHE institutions
8. Does the program plan demonstrate commitment to professional standards (e.g., Quality Matters) to ensure academic integrity, academic quality and consistency, and best practices?	Essential elements for quality, support for emerging national trends and best practices and quality course development utilizing instructional designers are included in the proposal

9. Does the estimated budget demonstrate shared instructional technology resources and staffing across NSHE? (An example would be a shared resource center that would make NSHE competitive with the Utah Educational and Network and similar systems in California and Colorado.)	A number of elements and strategies are included to encourage and provide for a greater sharing of resources. In addition, the collaboration commits to identifying funding (e.g. through grants, line-item, etc.) to support a more structured solution to sustain/coordinate needed training, course development, and strategies to enhance increased collaborative activity.

X. NEXT STEPS

Intent of NSHE Collaboration: the proposed collaboration is designed to improve student access to higher education in Nevada, provide relief for students delayed in their pathway for completion, and improve student completion rates. In addition, position NSHE to respond to increased competition.

This Report contains a variety of recommendations in support of the development and implantation of an NSHE General Education Collaboration designed to better serve the needs of students and to keep them on pace to completion. The recommendations also support the establishment of an organizational approach that will support wider and more regular collaborations amongst NSHE's eLearning programs, faculty, and staff. It is anticipated that the spirit of collaboration will grow and allow the growth of greater opportunities for our students and faculty.

Based on the expectation that NSHE will ultimately commit to moving forward with the General Education Collaboration, the Work Group is mindful of the following:

- It will take time to set up the Collaboration – the initial set-up and organization as well as resolving identified "key" decisions on faculty recruitment, workload, tuition and fees, FTE distribution, etc. argue for a formal launch of the collaboration no later than the 2016 Fall term.
- Initial efforts should focus on the development and launch of the Phase I General Education classes
- The approach to classes and degrees should be consistent with the norm with other state consortia – not to develop a set of classes or degrees that are unique to the consortium but rather to use the consortium to promote the existing classes and degrees from each institution.
- The consortium should prioritize the refinement of the Center of Excellence patterned after the success of the model used by the State University of New York (SUNY) System. The approach is more distributive – the NSHE approach should be to have each institution play a role in the center (rather than assigning the center to just one of the institutions). If funding is identified, this structure can be put into place relatively quickly. The goal would be to secure at least one Instructional Designer for each institution that is dedicated to the support of the collaboration.
- The consortium should launch the shared resources model as quickly as possible to further support the consortium with expanded resources in support of curriculum, learning and student engagement
- NSHE should build on the plan to establish a shared LMS (one LMS for NSHE institutions by developing a system of NSHE-level support for the cost of other mission critical licensing/software – this is consistent with the practices of other state consortia. The notion of creating a set of centralized cloud-based servers should also be considered
- The current model used by most state consortia involves the development of a stand-alone website in support of consortium offerings. Certainly this type of solution is

understandable and is indeed recommended by the Work Group for the NSHE collaboration as well. However, in the true spirit of “seamlessness” for our students, the new collaboration should explore ways to create a single pathway of admission, registration, and student support including the possibility of co- placement of Collaboration courses within each PeopleSoft instance

- The new collaboration should also prioritize development of a medium to long- term Master Plan that includes: possible strategies for expanding the NSHE collaboration, how best to respond to external competition, NSHE and SARA, the improved recruitment of Active Adult Learners and the improved recruitment of under-represented populations.

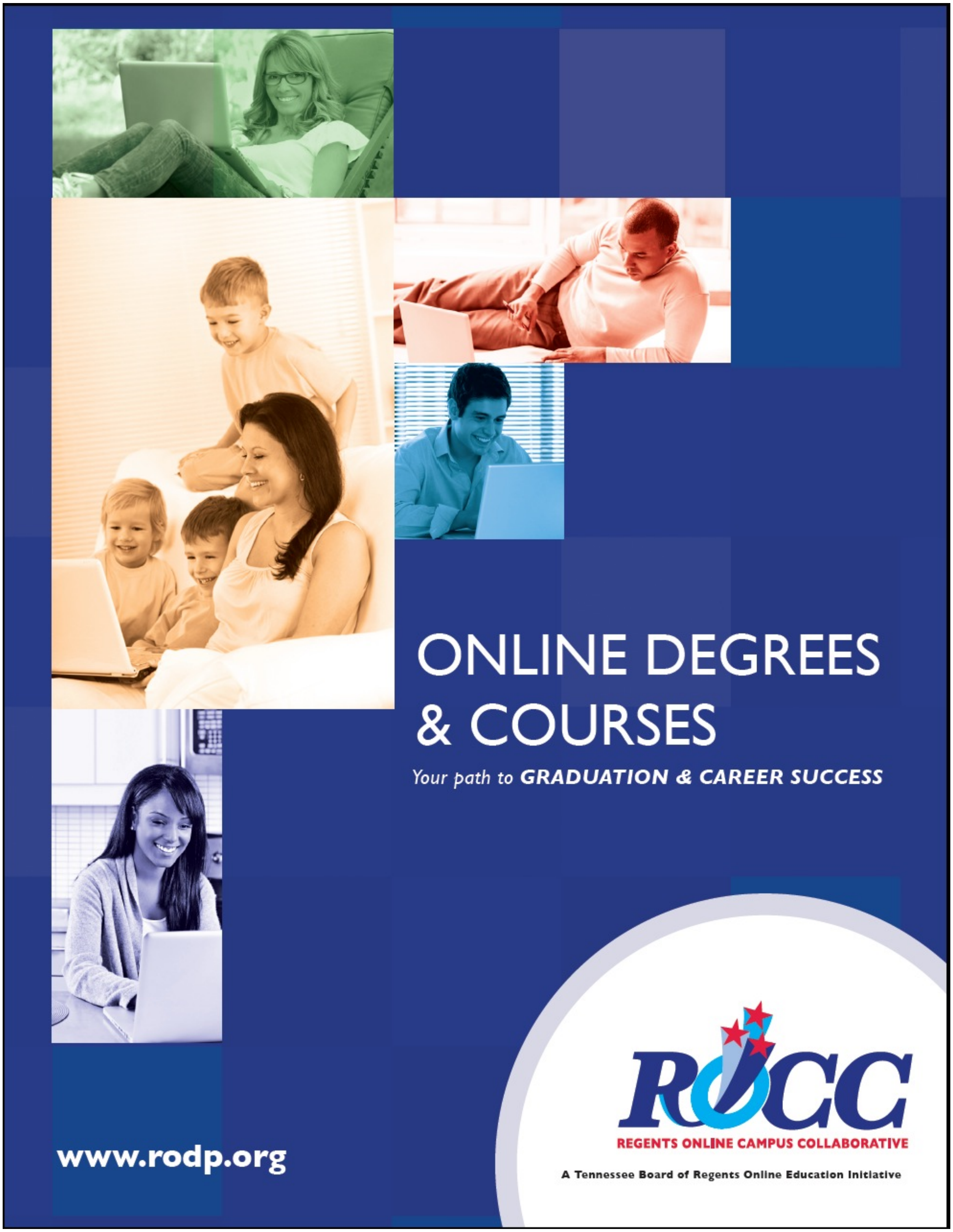

ONLINE DEGREES
& COURSES
Your path to GRADUATION & CAREER SUCCESS
ROCC
REGENTS ONLINE CAMPUS COLLABORATIVE
A Tennessee Board of Regents Online Education Initiative
www.rodp.org

Table of Contents

The Collaborative at a Glance

The Regents Online Campus Collaborative is an award-winning program that brings together postsecondary educational resources from the 6 state universities, 13 community colleges, and 27 colleges of applied technology located across the state of Tennessee. Through Regents Online, students can earn Associates, Bachelors and Masters degrees, Nursing Post Masters certificates and occupational diplomas/certificates from institutions in the collaborative.

Launched in Fall 2001, the Regents Online Campus Collaborative (ROCC) has grown from 1,048 students to over 13,200 students in 2013. This unique program was developed under the direction of the Tennessee Board of Regents (TBR), one of the nation's largest systems of public higher education with a combined annual enrollment of over 200,000 students. In 2013, the Board of Regents awarded academic credentials to over 34,000 individuals.

The **REGENTS ONLINE CAMPUS COLLABORATIVE** is one of the more robust efforts to promote online learning in the country.

SOURCE: *U.S. Chamber of Commerce, 2012 Leaders & Laggards Series*

www.rodp.org
roccinfo@tbr.edu
1-888-223-0023

National and Regional Accreditation – A Quality Indicator

4

Accreditation is a process of validation in which colleges and universities of higher learning are evaluated. It's an indicator that an institution or program meets standards of quality and that there is a commitment to continuously seek ways to enhance the quality of education and training provided.

Why is accreditation important to you? The accreditation process offers you a better chance of credits transferring to other institutions should you decide to obtain a Bachelor's, Master's or doctoral level of education. Accreditation also enables companies and hiring managers to filter job candidates based upon the accreditation status of the institution that awarded their degree.

Regents Online degree programs and courses are offered through Tennessee Board of Regents (TBR) institutions.

All TBR campuses are accredited by:

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
1866 Southern Lane
Decatur, GA 30033-4097
Phone: 1-404-679-4500

All Tennessee Colleges of Applied Technology are accredited by:

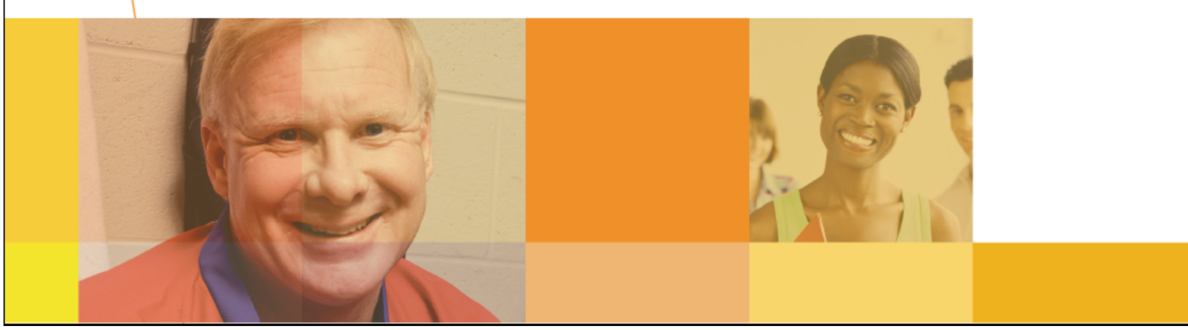
Council on Occupational Education (COE)
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
Phone: 1-770-396-3898
Website: www.council.org

The Master's of Science in Nursing program is accredited by:

The Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: 1-404-975-5000
Website: www.acenursing.org

The Health Information Technology program is accredited by:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)



Community College and University Programs

The Regents Online Campus Collaborative offers online degree programs and courses to meet the needs of you, your family, your employer, your community and your state.

Associate Degree Programs
- Early Childhood Education
- Criminal Justice
- Health Information Technology
- Web Technology
- General Studies (University Parallel)
- Teacher Aides/Paraprofessionals Preparation (University Parallel)
- Professional Studies with a concentration in Information Technology

Bachelor Degree Programs
- Professional Studies with concentrations in Health Administration, Information Technology, Organizational Leadership, International Organizational Leadership
- Interdisciplinary Studies (General Studies, Liberal Studies, University Studies)

Master Degree Programs
- Education
- Nursing with a concentration in Nursing Education
- Nursing with a concentration in Nursing Administration
- Nursing with a concentration in Nursing Informatics
- Nursing with a concentration in Family Nurse Practitioner
- RN to MSN Bridge Option
- Professional Studies with concentrations in Strategic Leadership, Human Resources Leadership, Training and Development

Post Masters Certificates
- Family Nurse Practitioner
- Nursing Administration
- Nursing Education
- Nursing Informatics

Teacher Education Credentials
- Additional Endorsements
- Occupational Licensure
- Transitional Licensure
- Professional Development

Tennessee College of Applied Technology Programs

The Tennessee Colleges of Applied Technology provide industry current training for workers to obtain the technical skills and knowledge necessary for advancement in today's competitive job market. Through their workforce development mission, the colleges help businesses and industries satisfy their need for a well-trained, skilled workforce.

Technical Certificates
- LPN Refresher Course
- Dementia Care
- General Office Assistant
- Software Applications Specialist
- PC Operator
- Information Processing Technician
- Detail Drafter
- CAD Technician Certificate for Practicing Professionals

Technical Diplomas
- Administrative Assistant
- Accounting Administrative Assistant
- Medical Administrative Assistant
- Computer Support Specialist
- Web Developer
- Computer Information Systems
- Drafting and CAD Technician

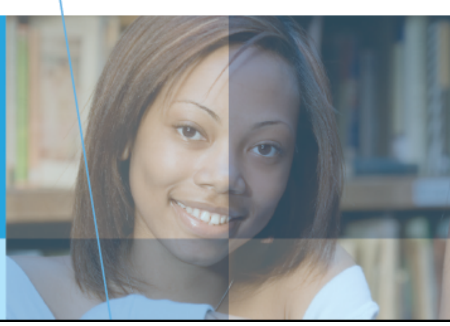
Choose Your School from a Lineup of Nationally Respected Schools

When you apply for admission to a Regents Online program, you select a "home campus" from the schools shown below. Your credentials (degree, diploma, certificate, endorsements, licensure) are awarded by the institution you choose as your "home campus."

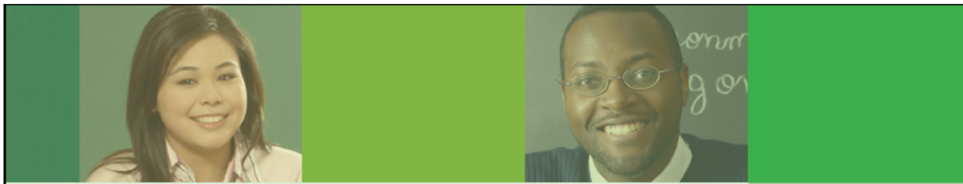
Universities and Community Colleges

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

- Athens
- Chattanooga
- Covington
- Crossville
- Crump
- Dickson
- Elizabethton
- Harriman
- Hartsville
- Hohenwald
- Jacksboro
- Jackson
- Knoxville
- Livingston
- McKenzie
- McMinnville
- Memphis
- Morristown
- Murfreesboro
- Nashville
- Newbern
- Oneida/Huntsville
- Paris
- Pulaski
- Ripley
- Shelbyville
- Whiteville



NOTE: *Some programs are only offered at selected schools or locations. Therefore, your "home campus" choices may be fewer.*



Faculty and Student Diversity – A Winning Combination

As a Regents Online student, you gain access to highly-qualified faculty members from both your "home campus" and other institutions across the TBR system. For example, your English course might be taught by a faculty member from Middle Tennessee State University while your Math class is delivered by a professor from Tennessee Technological University. Our diverse pool of faculty members from across the campus collaborative gives you exposure to a wide range of opinions, philosophies, regional perspectives and experiences that you might not otherwise receive in an online or on-campus setting.

Your online classmates are from all walks of life — a working mom trying to juggle a family and a career, a displaced worker pursuing a new career path, a high school student taking dual enrollment courses to earn college credit, a recent college graduate interested in adding credentials to their resume, an empty nester looking to reenter the workforce. Odds are you will find someone with educational and career aspirations similar to yours.

No Difference between Online and On-Campus Degrees

As a Regents Online student, you will receive the same certificate and degree award as on-campus students. Your transcripts and diploma will not differentiate whether your courses were taken online or on campus. Upon program completion, your diploma will be awarded from the institution you selected as your "home campus."

24/7 Convenience on Your Terms

The Regents Online Campus Collaborative delivers college courses and programs to you at home, at work, on the road, at the library or on vacation; any time of day or night, including weekends. No more long waits in lines or hours away from your job and family. No commuting, no parking fees, no childcare arrangements, no last-minute changes to your calendar. You plan your education around your busy work and family schedule. You can register online, buy your books and visit the library anytime, anywhere!

8

Easy Transfer of General Education Core Courses within Tennessee Colleges and Universities

A 41-hour lower division General Education core is offered at all TBR universities and community colleges. This core is fully transferrable within the TBR system, participating TICUA private colleges and universities, and the University of Tennessee. This means you don't have to retake core courses when you transfer to another school.

Other avenues of transfer are available, including course equivalency agreements for the transfer of specific courses and articulation agreements for the transfer of programs.

Advisors at your "home campus" will provide you with guidance regarding transfer and career preparation based upon campus practices and policies.

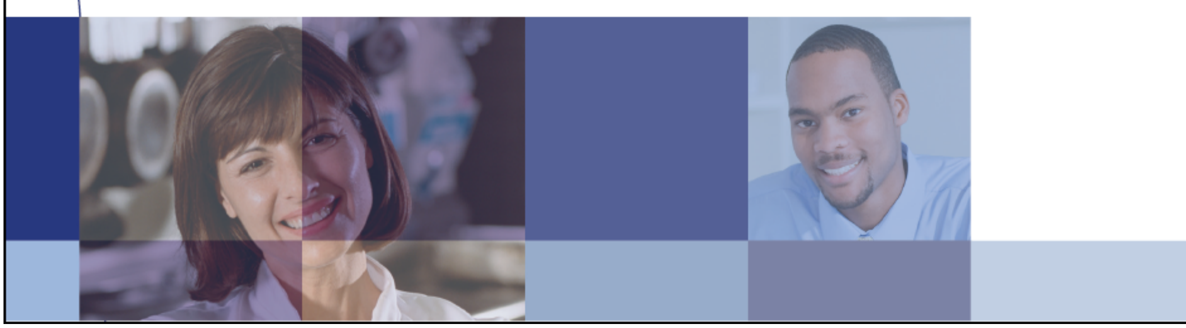
Knowledgeable Advisors You Can Trust

We understand that decisions about your education are some of the most important and difficult ones you can make in your lifetime. Once you've determined your interests, goals and career aspirations, our knowledgeable campus advisors can provide you with important information vital to making your decision with confidence. We want to be a resource you can rely upon and trust, rather than one that puts personal and program interests above your interests.

We are ready to answer questions you have about:

College versus vocational programs
Two-year versus four-year programs
Programs of study
Course offerings
Admissions criteria
Application process

Program costs
Class sizes
Learning in an online environment
Technical requirements for online learning
Transfer credit



Affordability and Value – A Wise Financial Choice

Why pay more and possibly incur significant student loan debt when you can go through Regents Online and earn an affordable education from a respected institution? On a comparative basis, Regents Online courses and programs can be up to half the cost of programs offered by other online education providers and private institutions.

For a current tuition and fee schedule, visit our website at **www.rodp.org** and click on the Financial Aid & Tuition tab.

Financial aid and scholarships may be available for those who qualify. Both sources of funding are administered by your "home campus."

Access to Virtual Support Services

Your academic success is very important to us. As a Regents Online student, you have access to a wide array of support services throughout your online learning experience.

Technical Support Assistance – If you experience problems logging in to your course, have questions about using features in the Learning Management System, or need clarification on policies and procedures, contact our Technical Support Services Help Desk. Available during the day, evenings, weekends and most holidays, our friendly and knowledgeable staff can be reached via phone or through our online help portal. Knowledge books and forums on the portal offer self-service lookups to frequently-asked questions. If you can't find answers to your questions through the self-help options, simply file an electronic ticket detailiing your need for assistance. A Help Desk staff member will respond to your ticket at their earliest convenience.

Prior to the start of your semester, you can access documentation on the ROCC website to become familiar with learning management system features you will routinely use throughout your term of study. The documentation provides screen shots, detailed explanations and step-by-step instructions.

Virtual Bookstore – No more waiting in line to buy books! The Virtual Bookstore makes it easy to buy books and software online from the comfort of your home. Log on to the Virtual Bookstore website, select your course, load your shopping cart, checkout and pay with a major credit card or book voucher. It doesn't get much easier than this!

At the end of your term, you can sell your textbooks back to the bookstore online, all day, every day. During major buyback periods, you could get up to 50% cash back for your textbooks based on condition and demand.

Access to Virtual Support Services (Continued)

Virtual Library – When you need to conduct research for a term paper or are interested in broadening your knowledge on a subject, our Virtual Library is open 24/7 to assist you in your search for information. Instead of spending hours in vain looking for information on the Internet, turn to the Virtual Library's collection of online databases, journals, reference materials, eBooks, directories and streaming videos, plus more for the info you need. All of these resources are available at no cost to you. If you need help getting started, simply turn to our highly-trained librarians available via email, live chat and reference desk phone support for quick and friendly assistance.

Smarthinking Tutoring – Stumped by a math problem? Need a new pair of eyes to review your essay for grammatical accuracy? Having trouble understanding a complex chemistry concept? With Smarthinking, you get live one-on-one online help and support from experienced tutors in Math, Math en Español, Writing, ESOL, Spanish, General Chemistry, Physics, Biology, Economics, Statistics and Accounting.

Continuing Your Education After Graduation

Regents Online offers courses designed for professional advancement as well as personal enrichment. Some courses are offered during scheduled timeframes throughout the year while others are available on demand. Individuals attending these courses can earn Continuing Education Units (CEUs) for certification and/or recertification to maintain credentials in a specified field of work or study.

The courses cover a wide range of topics including:

Allied Health	Human Resources	Nursing/Healthcare
CPS® and CAP® Reviews	NCLEX Licensure Examination Prep	Physical Therapy
Early Childhood Development	Law Enforcement	Public Safety

CPS® and CAP® are registered trademarks of the International Association of Administrative Professionals.

Getting Started – The Application Process

To get started on your degree program or taking selected courses, follow these steps:

STEP ONE: Complete the prospective student profile available online at **www.rodp.org**

STEP TWO: Apply directly to the school of your choice for admission

STEP THREE: Follow "home campus" admissions procedures and deadlines

STEP FOUR: Determine how you will pay for your education

- ✓ Check out tuition fees and deadlines for your "home campus"
- ✓ Apply for scholarships through your "home campus"
- ✓ Apply for Financial Aid at: **www.fafsa.gov**

STEP FIVE: Obtain acceptance from your home campus

STEP SIX: Follow any additional requirements (advising, orientation, online account setup, etc.) recommended by your "home campus"

STEP SEVEN: Register for ROCC courses through your "home campus"

- ✓ Perform a system check on your computer hardware and software
- ✓ Purchase your books through the Regents Online virtual bookstore
- ✓ Log in to your class on the first day of the semester

www.rodp.org | roccinfo@tbr.edu | 1-888-223-0023

www.rodp.org
EMAIL: roccinfo@tbr.edu
1-888-223-0023

1415 Murfreesboro Road
Suite 682
Nashville, TN 37217

TECH SUPPORT
http://help.rodp.org/

ROCC
REGENTS ONLINE CAMPUS COLLABORATIVE

ROCC is a Tennessee Board of Regents Online Education Initiative.

NSHE e-Learning Taskforce: e-NCORE Working Group Recommendations April 2015

NSHE eLEARNING COLLABORTION PROPOSED BUDGET (e-NCORE)	TIER 1 REQUEST (Basic Funding)		TIER 2 REQUEST (Accelerated Launch)		TIER 3 REQUEST (Recommended)	
	YEAR 1	YEAR 2	YEAR 1	YEAR 2	YEAR 1	YEAR 2
STAFF						
• e-NCORE Administrator (Director)	$130,000	$133,000				
• Administrative Support	----------	----------	$45,000	$47,000		
• e-NCORE Instructional Designer	$90,000	$92,000				
• Additional e-NCORE Instructional Designers	----------	----------	$260,000	$265,000	$195.000	$200,000
• Student Services Coordinator	----------	----------	$70,000	$73,000		
• Additional Student Services Staff	----------	----------			$110,000	$116,000
OPERATING						
• e-NCORE Office (NSHE System Administration)	----------	----------				
Office Equipment	$10,000	$5,000	$20,000	$10,000	$7,500	$5,000
• Office Supplies	$5,000	$5,000	$5,000	$5,000	$3,000	$3,000
• Travel	$10,000	$10,000	$10,000	$10,000	$5,000	$5,000
CURRICULUM DEVELOPMENT						
• Master Course Development Faculty Stipends	$35,000	$35,000	$20,000	$20,000		
• Quality Matters Training/Certification Assistance (Faculty & Staff)	-----------	-----------	$15,000	$15,000		
Quality Matters Faculty/Reviewer Stipends	$10,000	$10,000				
• Quality Matters Licensing (Operating)	----------	----------	$12,000	$14,000		

MARKETING						
• Website Development/Licensing (Operating)	$15,000	$10,000	$15,000	$15,000		
• Advertising	$35,000	$40,000	$20,000	$20,000	$20,000	$20,000
STUDENT SERVICES						
• Licensing/Student Support & Analytics (Operating)	$10,000	$10,000	$15,000	$15,000		
• PeopleSoft SIS Modifications in support of collaboration	-----------	----------	$15,000	$15,000	$15,000	$15,000
THIRD PARTY CONTRACTING						
• Tennessee Board of Regents	-----------	----------	$15,000	$15,000		
• Third Party Partnerships/Exploration	-----------	----------	----------	-----------	$15,000	$15,000
PROFESSIONAL DEVELOPMENT						
• Center for Excellence						
o Academic Year-based training sessions			$12,000	$12,000		
o Annual e-NCORE PD Conference for faculty, instructional designers and administrators	$25,000	$25,000	$15,000	$15,000	$15,000	$15,000
ANNUAL REQUEST	$375,000	$375,000	$574,000 Additional	$576,000 Additional	$385,000 Additional	$394,000 Additional
TOTAL BIENNIAL REQUEST	$ 750,000		$1,900,000		$2,679,000	