GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
February 23, 2016
1:30 p.m.

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

1. Approval of Minutes – The minutes of the President's Council meeting on February 9, 2016, were approved.

2. SGA Update – DeMarynee Saili thanked Cathy Fulkerson for the information she provided on advising satisfaction that DeMarynee had to submit to the Nevada Student Alliance. DeMarynee reported the SGA elections will be held the week of March 18-24th. SGA is working or a newsletter that will go out in early April to let students know who the officers are and what they are doing. March will be a very busy month for SGA. Skilled USA and PTK are teaming up to throw a St. Patrick's Day dance on March 17th.

3. Faculty Senate Update – Mary Doucette reported that faculty are reviewing INT 100 because of the requirement to reduce credits for a program to below 70 credits. Mike McFarlane said that per NSHE policy the program credits should be at 60 credits, but if the faculty can get it to below 70 credits he would do his best to defend it. The group that is discussing this issue is very well rounded. Mike suggested that Lynn be invited to the meetings as Student Services relies on the INT 100 to relay a lot of information to the students. Other institutions make INT 100 mandatory but not for credit. The original reason that we started offering INT 100 for credit was because Student Services needed a way to pay for it. We would still offer the INT 100 for students to take who are not enrolled in a program. The longer it takes for someone to get a degree affects our funding. Mary Doucette will talk to Lynn about the earlier discussion. Faculty Senate will be voting on changing the dates for the Faculty Senate chairs to a contract year for all Faculty Senate chairs in the System.

4. Classified Council Update –No report.

5. Institutional Research Update – Cathy Fulkerson reported she sent a survey out last week to program coordinators to proof student satisfaction survey on outcomes within their degree programs. We will be able to use the results as indirect assessments for the programs going forward. It would be good if faculty could test the survey and check out the wording. An institutional assessment website is being creating off of the administration page to house information on mission fulfillment, core theme indicators and strategic planning that the public will have easy access to at that location. Mike said that the website will fulfill an accreditation standard that everything we do be accessible to the public.

6. Accreditation Document Review – Mike McFarlane presented drafts for a final review. Core Themes Review – based on what was covered at the last PC meeting.
Appendix D Core Theme Objectives and Indicators
Mike will email the final draft of the report and the addendum where we address the recommendations to President's Council at the end of the day. The report needs to be in the mail no later than Monday.

7. Vice President Reports
   - Business Affairs – no report.
   - Student Services – no report.
   - Academic Affairs – no report.

8. Dean/Director/Assoc. VP Reports
   - Continuing Ed – Angie DeBraga gave an update on the GBC film festival. Attendance was down this year. Comments received are that we are in need of upgraded equipment in particular the projector. Angie will submit that to the Foundation wish list. New projectors run anywhere from $5,000 to $10,000. She can also request some funding from the Budget & Facilities committee.
   - Health Science & Human Services – Amber Donnelli was in Pahrump last week for open advisement. There were only two students who showed up. Amber will be working with others to do a better job at marketing in Pahrump. They are looking at doing a big open house the Monday after spring break and will target the medical community and potential students.
   - Business & Technology – Bret Murphy said the deadline for the MTC scholarships is March 1st. There is currently 35 applications and they typically have 200. The process has changed. They have to apply to get into all programs. The Stan Popeck BBQ is scheduled for May 12th. President Curtis has donated some money for the food. The department has been working on the program reviews for Business and CTE.
   - Distance Education – no report.
   - GBC Foundation – Greg Brorby reported a donor appreciation event has been scheduled for April 7th. The event will showcase the wish list. The Nevada Humanities grant and the Virtual Humanities will play a prominent role as well. There will be a planning meeting scheduled for next week. The Alumni Association task force will meet for the first time tomorrow. A press release is being prepared on the scholarships that were awarded in spring.

9. President's Report –
President Curtis attended the meeting from Pahrump. He has several meetings planned connected to the land acquisition. He has meet with the BLM this morning and Nye County officials to talk about progress toward acquisition of the 274 acres and their thought of roads coming in and out of the property. There are a few complicating factors, one being that our land is embedding by a lot of private properties. He is meeting tomorrow with community leaders and the architect to discuss a more formal plan for the future campus. There will be more formal campus plans and possibly a model ready for the

Board of Regents' meeting in June. There is a lot of work to be done between now and then.

President Curtis sent the final document justifying state college to the Chancellor, Chair Trachok and Jason Geddes, chair of the Academic, Research & Student Affair Committee. We are asking to be put on the June board meeting agenda as information and on the September board agenda for possible action.

President Curtis meet with SGA and SOLOR last week for justification to allow us to use the student fee increase in the out years 17/18 and 18/19 for whatever seems to be important to the college at that time. At the time it was approved we promised to use it on new things. President Curtis was invited to talk to the CTE department about funding the soft positions in that area.

President Curtis reported on some office moves that will be occurring. Heidi Allen and Season Riley of the TAACCCT grant will be moving to the DCIT building. Michelle Phay will be moving to an office closer to the education department. This is being done in an effort to open up that area in McMullen Hall so that Continuing Education, Angie DeBraga and Carmen Matlock can relocate so that the community can have better access to Continuing Education. Because of Mike McFarlane's pending retirement and the new Dean of Art and Science position there will be other moves coming as well.

10. Go/No Go

Nevada Arts Council support for the College's Arts and Cultural Enrichment Go/No Go form was reviewed by President's Council. President's Council recommended that the Grants department move forward with the grant application.

11. Miscellaneous

Bret Murphy brought up course descriptions in the catalog for certain courses that it says the course may not transfer to other universities or state college. Bret's opinion is that it should be taken out. Having the language there is considered to be a truth in advertising. It warrants further discussion when Student Services is represented.

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 - 4 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
12	12	11	12	Associate of Applied Science degree programs - 11 major emphases
16	17	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
48	49	46	53	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 number of faculty and 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	FY2012			FY2013			FY2014		
	GBC	Peer Median	% of Peer Group	GBC	Peer Median	% of Peer Group	GBC	Peer Median	% of Peer Group
Instruction	$ 7,168	$ 5,630	127%	$ 6,610	$ 6,239	106%	$ 6,590	$ 6,339	104%
Research	$ -	$ -		$ -	$ -		$ 2	$ -	
Public Services	$ 126	$ 26		$ 238	$ 21		$ 222	$ 9	
Academic Support	$ 1,664	$ 1,161	143%	$ 1,750	$ 1,201	146%	$ 1,845	$ 1,275	145%
Institutional Support	$ 1,878	$ 2,523	74%	$ 1,807	$ 2,600	70%	$ 2,187	$ 2,831	77%
Student Services	$ 1,250	$ 1,754	71%	$ 1,195	$ 2,009	59%	$ 1,269	$ 2,090	61%
Other	$ 518	$ 2,511	21%	$ 3,032	$ 2,593	117%	$ 1,550	$ 2,335	66%
Total core expenses/FTE	$ 12,604	$ 13,605	93%	$ 14,632	$ 14,663	100%	$ 13,665	$ 14,879	92%

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 within 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%
% of Peer Median	90%	93%	81%	73%	

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	4 yr Chg
a)	No. Students	346	372	369	407	18%
	Avg. Amount Disbursed	$ 2,177	$ 2,129	$ 2,430	$ 2,281	5%
	% of Total FTE	20%	22%	21%	24%	19%
b)	No. Students	902	849	810	744	-18%
	Avg. Amount Disbursed	$ 3,153	$ 3,096	$ 3,141	$ 3,323	5%
	% of Total FTE	52%	51%	47%	43%	-17%
Total	No. Students	1248	1221	1179	1151	-8%
	Avg. Amount Disbursed	$ 2,882	$ 2,801	$ 2,918	$ 2,955	3%
	% of Total FTE	72%	74%	69%	67%	-7%

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	Difference	GBC	Peer Median	Difference	GBC	Peer Median	Difference
Teachers & Staff	110	88	22	104	88	16	103	87	16
Instructional support	77	19	58	68	30	38	64	33	31
Management	16	16	0	13	14	-1	13	17	-4
Other professional	25	28	-3	27	26	1	30	26	4
Other	68	61	7	63	55	8	68	53	15

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

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 2014
	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

I want to delete this. It's too difficult to measure -- the best measurements of workload are the NSHE faculty workloads.

This is our one and only 'context' measure.

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

2012-13	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
1	1	1	1	Bachelor of Applied Science - 5 major emphases
12	12	11	12	Associate of Applied Science degree programs - 11 major emphases
16	17	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
43	44	41	47	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				Student FTE				
2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	4 yr Change
207	536	712	864	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	12	6	5		
Bachelor programs	5	1	2		2
Institutional and Support Services	10	2	2	2	4
With 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 and emphases available completely 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 - 7 emph	3 BA - 7	3 BA - 7	3 BA - 7	3 BA - 7	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 emphases
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
4 AAS - 9 emph	4 AAS - 9	4 AAS - 9	6 AAS - 9	12 AAS - 11	Associate of Applied Science degree programs - 11 major emphases
10 CT - 2 emph	10 CT - 2	10 CT - 2	11 CT - 2	16 CT - 2	Certificate of Achievement programs - 2 emphases
5	5	5	7	16	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	4.80	5.07	4.92	5.00	4.95	4.90	4.89	4.84
Overall satisfaction with experience	5.63	6.07	5.65	5.73	5.70	5.84	5.69	5.47
Would enroll here again	5.82	5.93	5.87	5.93	5.84	6.35	5.89	5.72
No. Students Participating	212	15	159	30	43	31	490	

Note: None of the differences between GBC and the national median for community colleges are statistically significant. Source: Noel-Levitz Student 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 -- Fall 2012 Noel-Levitz survey

	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median
Tutoring services are readily available	6.08	6.13	5.62	5.00	5.18	5.45	5.72	5.50
Financial aid counselors are helpful	5.97	5.73	5.43	4.00	5.24	6.04	5.64	5.08
Admissions staff are knowledgeable	6.01	6.16	5.83	5.54	5.25	5.90	5.82	5.43
My academic advisor is knowledgeable about my program requirements	6.14	6.28	5.61	5.85	5.06	5.90	5.81	5.40
My academic advisor is concerned about my success as an individual	5.58	6.05	5.33	5.36	4.83	5.80	5.54	5.07
Library resources and services are adequate	6.16	6.00	5.62	6.30	4.59	5.07	5.69	5.66
No. Students Participating	184	19	102	17	69	33	424	

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

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

	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median	GBC Diff. from 2012*
Tutoring services are readily available	5.90	5.83	5.43	5.50	6.00	5.54	5.74	5.55	0.02
Financial aid counselors are helpful	5.50	4.89	5.42	5.25	5.57	6.17	5.51	5.12	-0.13
Admissions staff are knowledgeable	5.79	6.25	5.89	5.92	5.83	6.36	5.89	5.45	0.07
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	-0.03

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	-0.06
Library resources and services are adequate	6.08	5.91	5.71	5.20	4.95	4.70	5.74	5.70	0.05
No. Students Participating	212	15	159	30	43	31	490		

*Note: None of the differences between spring 2014 and fall 2012 are statistically significant. Source: Noel-Levitz Student 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

Core Themes Review

February 9, 2016
Mike McFarlane

During the President's Council meeting of February 9, 2016, the status of GBC Core Themes objectives and indicators was reviewed to assess how well projected expectations are being met. In preparation for this discussion, the office of Institutional Research and Effectiveness updated all available information for Appendix D (Core Themes and Indicators) of the 2014 Year One Report. Appendix D is the primary document to evaluate for the assessment of progression on the three GBC Core Themes. As identified in Appendix D, there are three objectives each with several indicators, and all were reviewed individually based on the updated information.

As a general conclusion, GBC is meeting expectations for the three Core Themes of *Provide Student Enrichment*, *Build Bridges and Create Partnerships*, and *Serve Rural Nevada*. There are certain specific indicators that are not attained to the level desired, but overall expectations are being achieved.

Theme One: Provide Student Enrichment

There are three objectives for this theme:

> Provide educational opportunities
> Foster cultural awareness
> Provide curricula and programs for careers

Following is a review of the indicators for each objective and relevant comments pertaining to each.

Objective 1.1: Provide educational opportunities

> Indicator 1.1.a, Number and types of programs available
> The expectation to maintain or increase the number of viable programs is met. Since 2012 all categories of programs types indicated have remained the same or increased in number. And not shown in the current data are that two more Bachelor's degrees (Biological Science and English) are fully approved for the fall of 2016, and two more Bachelor's degrees (Natural Resources and Social Science) are within the process of approval targeted for the fall of 2016. More programs provide more opportunities for students.
>
> Indicator 1.1.b, Number and qualifications of full-time faculty
> The expectation for this indicator to increase the number and qualifications of the teaching faculty has been met for in number, but has not been met in regard to qualifications. The number of faculty has increased since 2012, but only because GBC has several position funded by outside sources. Without the outside funding, the number of faculty would have continued to decline from the former highest level of 70. Also at this time, the overall qualifications of the faculty have diminished. A crude point scale-weighted average evaluation of faculty and level of

degree attainment shown in the table below indicates how there has been an overall reduction due to a recent loss in the number of PhD level faculty and a gain in the number with less than an Associates' degree.

	Fall 2012		**Fall 2013**		**Fall 2014**		**Fall 2015**	
< Assoc	3	3	5	5	7	7	6	6
Associate's	2	4	3	6	2	4	3	6
Bachelor's	6	18	6	18	6	18	5	15
Master's	27	108	27	108	29	116	32	128
MFA	2	10	1	5	2	10	1	5
PhD	20	120	19	114	17	102	17	102
Total	60	263	61	256	63	257	64	262
	4.38		**4.20**		**4.08**		**4.09**	

Table reflecting faculty level of educational credentials. The bottom rating number was created by using a 1 – 6 rating for degree level in a weighted average for the number of faculty.

The loss of doctoral level faculty has been primarily through retirement, often replaced by faculty with Master's level degrees. The gain in faculty with less than Associate's degrees has been the result of the focus on workforce development programs, mostly through outside grant funding.

The current trend is on track to reverse in the coming years. Six Master's level faculty members have declared their pursuit of doctoral degrees and are actively engaged in this pursuit. Also, two Bachelor's level faculty members are pursuing Master's degrees. The college is supporting the efforts of these individuals.

Indicator 1.1.c, Full-time/part-time faculty FTE ration
Historically GBC has sought to attain a 60-40 ratio in the percent of instruction between full-time and part-time faculty. This ratio is being maintained, assuring an appropriate level of quality and control over instruction. Of concern is that this ratio is maintained only because of an extreme level of overload being taken by full-time faculty. This matter is being addressed through active recruitment of more part-time faculty.

Indicator 1.1.d, Financial resources
The expectations of all parts of this indicator are met, and thus the indicator expectation is met:

A. Maintaining the indicated level of financial support per student is difficult to compare line-by-line from the data and changing interpretations of categories, but overall GBC is at 90% of the level for the comparison group. This meets the expectation at the lowest level. In 2011 GBC was at 105% of the comparison group. The level has dropped as a direct result of severe budget cuts since that time, but the minimum expected level is maintained at this time.

B. While revenue received from the State General Fund Appropriation has been reduced significantly, other sources have increase sufficiently to provide GBC and overall 4% increase in revenue reported to NSHE. Student fees have been the primary source of increase in revenue.
C. The expectation for student fees to be below or within 10% of the GBC IPEDS peer median is met. After noting here that GBC fees are 27% below the median, a question might be if the fees are too low?
D. The expectation of maintaining a trend of increased student financial support is attained. In both categories the amount of financial support has increased.

Indicator 1.1.e, Student services resources
In reviewing the numbers of full-time staff in different staffing areas, GBC exceeds that staffing levels in all areas except administration. GBC is three less than the IPEDS peer median in this one area, which some might say is good. The expectation is considered to be met for this indicator.

Indicator 1.1.f, Number and percent of students attaining educational goal
At 92%, meets the expectation of being within 10% of the national median of 94%

Indicator 1.1.g, Completion rates for courses and programs
For both courses and programs, the expectation is met for completions compared to respective medians. For courses, the completion rate is essentially the same and the 6-year graduation rate is within 2% of the median. The transfer rate has diminished in recent years, but is still at the minimum target of 5% below the median. It is speculated that the transfer rate decline is due to more students remaining at GBC.

Indicator 1.1.h, Persistence rates for new students
For full-time students, GBC meets the expectation by being above the IPEDS peer median in fall-to-fall retention. However, for part-time students the GBC rate has been declining in recent years and does not meet the expectation of being within 10% of the median. These numbers will be further examined, as they are reported from IPEDS and reflect only those students who have declared they are seeking bachelor's degrees. The numbers in this group are low and do not reflect those seeking Associate's degrees, a large GBC contingent.

Indicator 1.1.i, Student satisfaction ratings
For the first part of this indicator (graduate survey questions) , two of the three questions for rating are right at the expected 85% agreement, and one is below at 84%. The ratings have been relatively constant over recent years. In the second set of ratings (Noel Levitz) GBC meets the expectation by being at or above the national median for all three questions.

Objective 1.2: Foster cultural awareness

Indicator 1.2.a, Demographics of GBC and service area
GBC expects its college student population to well represent its service area population in racial and ethnic composition within 5%. The general conclusion is that GBC is more diverse than its

service area population, but is not necessarily within 5% for each category. It is felt that GBC meets the intention of the expectation, if not the literal expectation.

Between 2011 and 2014, the proportion of Hispanic/Latino students has increased from 11% to 18%, now only 1% below that of the service area. The white student population dropped from 74% to 66% of the total as compared to being 73% for the service area population; the white student population is now 7% below the service area population by subtraction and about 10% below that for the service area in view of proportion. GBC equals or exceeds the service area proportions for Black/African American, American Indian, Asian, Pacific Islander, Other/Unknown, and Two or More Races categories, though all of these are 5% or less.

The college will need to evaluate what is meant by the expectation of being “within 5%.” GBC students are 2% Black/African American compared to the service are proportion of 1%. Does this mean that GBC is 1% higher than the service area, or 100% higher? With several categories being below 5%, GBC would be fulfilling the expectation by having zero in each. This would not be the intention of this objective.

Indicator 1.2.b, Student exposure to “personal and cultural awareness”
The expectation is that the proportion of students enrolling in general education classes with significant outcomes in “personal and cultural awareness” remain constant or increase. This is occurring, though recently the percentage has remained constant and not increased.

Indicator 1.2.c, Student satisfaction
For this indicator, students easily exceed the minimum expectation for positive responses being more than 75%. They are generally more than 80%. The questions listed in Appendix D reflect a wide range of topical areas relating to student learning.

Objective 1.3: Provide curricula and programs for careers

Indicator 1.3.a, Number and types of career-directed programs
This indicator is very similar to 1.1.a, and the expectation of maintaining or expanding the programs available here is also being met. As with 1.1.a, programs recently approved or in the process of being approved will further increase the options available in the future.

Indicator 1.3.b, Job placement rates for programs
Job placement rates have always well exceeded the expectation of 80%, and in the most recent year they have been from 95-97%.

Indicator 1.3.c, Advancement in studies following degree completion
The general expectation of maintaining or increasing the proportion of students continuing their education after completing GBC programs is being met, with the rate for 2013-14 up 4% from the preceding two years. Of some concern to GBC is the fact the proportion continuing at GBC has declined, while the proportion enrolling elsewhere has increased. Since the objective is for students to continue their studies wherever that may be, the indicator is encouraging. However,

in terms of providing programs for students that can be completed within the service area, this is unsatisfying.

Theme Two: Build Bridges and Create Partnerships

There are three objectives for this theme:

Facilitate seamless transfer of students between high school, community college, and universities
Build and sustain workforce programs
Support community needs

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

Indicator 2.1.a, Percent of First-year students enrolling in remedial and college English and math, and their success
There are three separate expectations for this indicator:

- Increase the percent of students enrolled in English and math
- Increase the percent of students passing these courses
- Increase the proportion taking college rather than remedial

For the first expectation, there was a slight decrease in 2014, but the rate has increased significantly since the fall of 2011 baseline year.

Summary for Go/No Go for Nevada Arts Council FY 2017 Project Grant Application

Great Basin College (GBC) requests Nevada Arts Council support for the College's Arts and Cultural Enrichment (ACE) Committee's 2016-2017presenting season. This season ACE will present Women of the World, Johnny B., and GBC Art Gallery Exhibits/artists. Jonny B. will perform on November 3, 2016 and Women of the World will perform on April 25, 2017 at the GBC E.L. Cord Theatre in Elko, Nevada. Both the performances will be open to the entire community, and Johnny B. and Women of the World will provide community outreach at the Elko Senior Center and at the Elko Boys & Girls Club. As part of the GBC Art Gallery Exhibits series, Las Vegas artists Bobbie Ann Howell, and Anne Hoff, will provide a combined exhibit along with community workshops, in September 2016. In addition to teaching workshops they will assist with exhibit installation and present at the exhibit's opening reception. The specific element of this project that NAC funding will support is the artist fees associated with the 2016-2017 academic year's performing artists and Art Gallery Exhibits artists.

Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet

Project Agency and Title: Nevada Arts Council FY 2017 Project Grant											**Decision:** ▫ **Go** ▫ **No Go**
Bid Factors	**Weighted Decision Criteria**										**Estimated Rating**
	Negative				**Neutral**			**Positive**			
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9** **10**	
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan			10
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area			8
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team			9
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin			6
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect			9
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond			9
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal			9
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%			8
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships			9
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources			5
Total Score (sum of scores for each factor evaluated)											82

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable. YES ❑ NO ❑

Vice President Signature____ Date_______________________

Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet
Definitions

1. Fit with College mission, Strategic Plan, research findings
How well does the grant/project support GBC's mission, strategic plan and any needs assessments GBC has conducted?

2. Background (expertise of College in project area)
What level of experience does GBC, as an institution or its faculty/staff, have regarding the grant/project that is proposed? Will this experience ensure that the project will be successful?

3. Proposed College Principal Investigators (PIs)
Who will take the lead (be designated as the Principal Investigator) for the grant/project? PIs will also be considered the project coordinators/directors if the grant is awarded. Do the people who want to pursue the project have appropriate experience to lead such a project? Will the PIs have enough time to devote to the project?

4. Financial Potential
How much will the grant/project benefit GBC in the short and long term? Will there be any costs to GBC, and will they be recouped in the short or long term?

5. Team Members (College's partners and major subcontractors)
Who, from outside of GBC, will be involved? What outside experience will be provided for the proposed grant/project? How will the proposed partners strengthen the grant/project? Does the project strengthen GBC's networking capabilities or provide for future opportunities?

6. Advance information on Request for Proposal (RFP) (Adequate information to respond)
How much time is available to put together a strong, competitive grant proposal/project? How complex is the RFP? How much information for the project is available?

7. Capability to effectively respond
What other deadlines is the Grants Director under? Is there enough time to craft a strong grant proposal? Will anyone else assist with writing the proposal?

8. Competitive Assessment (competition and funding probabilities)
How many awards will be given? Approximately how many applicants will there be? How much total funding is available?

9. Funding Agency contact, history, and rapport
Does GBC have any connection with the funding agency? Does GBC have any connection with the agency's program officers, other staff or board members? Has GBC received funding from this agency before? Does GBC know what the agency's mission and goals are?

10. College Resources (space, personnel, matching funds)
What will GBC need to provide for the project to ensure it is successful? Are matching funds required (or looked upon favorably)? Will current GBC personnel be needed to work on the project to ensure its success? How extensive are the reporting requirements if the grant is funded?

Total Score (sum of scores for each factor evaluated)
How close is the score to 100? The closer the score is to 100, the more likely the decision is a "Go" for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.
If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date
Appropriate Vice President must sign the form to indicate that the checklist score is accurate to the best of his/her knowledge.

GBC Mission:

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.

NSHE Board of Regents, December 2011

Projected Budget: Expense:

Expense Description	Amount	NAC Grant
Personnel		
Personnel - Administration		
Angela deBraga, Director, Continuing Education/Community Outreach & ACE committee chair @ 2% of time ($1420, plus 30% fringe benefits at full-time rate, $426)	$ 1,846.00	$ 0.00
Jeannie Bailey, Director, Grants @ 2% of time ($1240, plus 30% fringe benefits at full-time rate, $372)	$ 1,612.00	$ 0.00
Exhibit Curator @ 25% of time ($2100, plus 9.35% fringe at part- time rate, $196)	$ 2,296.00	$ 0.00
Subtotal	**$ 5,754.00**	**0**
Contracted Services		
Johnny B (all-inclusive artistic fee)	$ 2,500.00	$ 1,250.00
Women of the World (all-inclusive artistic fee)	$ 7,500.00	$ 3,750.00
Exhibiting Artists (all-inclusive artistic fee)	$ 3,000.00	$ 1,500.00
Subtotal	**$ 13,000.00**	**$ 6,500.00**
Marketing		
Radio Advertisements (IF GBC purchases general ads & allows some of them to be used for this)	$ 1,200.00	$ 0.00
Newspaper Advertisements (IF GBC purchases general ads & allows some of them to be used for this)	$ 1,200.00	$ 0.00
Subtotal	**$ 2,400.00**	**0**
TOTALS:	**$ 21,154.00**	**$ 6,500.00**

Projected Budget: Income :

Income Description	
Revenue	
Admissions/Tickets (anticipated from both concerts)	$ 2,750.00
Memberships/Subscriptions	
Other Revenue (non-state funds for GBC Gallery)	$1,200.00
Applicant Cash (GBC staff salaries and fringe & advertising)	$5,754.00
Corporate Support	
Foundation Support	
GBC Foundation Gift (gift that Angie deBraga/Continuing Education offered to use if needed)	$ 1,200.00
Private Support	
WESTAF (anticipated funding of TourWest grants)	$ 3,750.00
Government Support	
Income Subtotal:	**$ 14,654.00**
NAC Request:	**$ 6,500.00**
TOTAL INCOME:	**$ 21,154.00**

Projected Budget: In-Kind:

Description	Amount
Radio Advertisements (local radio provides a donation of ad time equal to amount purchased).	$ 1,200.00
Exhibit reception hors d'oeuvres (may be possible to get this donated)	$ 500.00
TOTAL IN-KIND:	**$ 1,700.00**