

## Welcome to Great Basin College

Great Basin College (GBC) values our students, faculty and staff, industry partners, and community stakeholders! Valuing what we have in common, and our differences, allows us to innovate, create lasting friendships, and accomplish our goals together. We do this by fostering a college climate of mutual trust, tolerance, informed discourse and having a culture where everyone can explore new ideas and perspectives. Our driving purpose to “change lives” comes when we work together in a friendly and supportive way.

GBC shines in our ability to provide in-person educational opportunities throughout rural Nevada at any of our campus locations and throughout the United States with our online educational offerings. Additionally, GBC enriches people's lives by providing student-centered, post-secondary education with high standards and expectations by providing outstanding academic programs, smaller class sizes, and excellent faculty who really care about our students.

Education is more crucial than ever to Nevada's economy. Because of that, GBC offers an expanding range of both traditional academic programs and career education to meet the workforce needs. Great Basin College embraces these opportunities and its role in shaping the future, with a vision for an even greater impact ahead. Drawing on nearly 60 years of history and success as a high quality educational institution, GBC has developed a bold strategic plan centered around three key goals: access, retention and completion, and culture and belonging. We are GBC!

## Mission, Vision, and Values

***Mission*** - Transforming lives through education!

***Vision*** - Great Basin College prepares students for lifelong learning in an evolving global workplace.

***Values*** - GBC is guided by the belief that a healthy community is developed when individuals work together for a greater good, resources are utilized responsibly, and education and training are aligned with economic outcomes. To accomplish these important purposes, GBC is guided by these core values:

- Collaboration
  - We believe we are better when we work together with industry, educational, and community stakeholders.
- Innovation
  - We embrace advances in technologies, use data to make informed decisions, and listen to our students, faculty, staff, and stakeholders to identify new trends and practices.
- Belonging
  - We strive to cultivate a college climate where all individuals feel valued, respected, and empowered to share ideas.

- Learning
  - We enhance student lives by upholding high academic standards and supporting faculty and staff development, while offering lifelong learning through academic programs, workforce training, and continuing education.
- Integrity
  - We believe in having a trusted and inspired approach to leadership and teaching through authenticity, humility, and transparency.

## About Great Basin College

Great Basin College is the primary provider of post-secondary education in rural Nevada with a service area that encompasses over 86,500 square miles which includes ten of Nevada's rural counties (Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, Nye and White Pine). The main campus is located in Elko with additional centers located in Ely, Pahrump and Winnemucca. GBC's expertise in online education enables learning to be accessible to students worldwide.

In 1967, ten local businessmen began planning a community college in rural northeastern Nevada. Later that year, Elko Community College began operation at Elko High School with 367 students and more than 30 courses. Since the college opened its doors, educational, cultural and related economic needs of this multi-county outreach area have been met through skills certificates and training for workforce development, associate and baccalaureate degrees as well as university transfer.

The dedicated faculty, staff and administration of Great Basin College meet the needs of our students, business, industries and the State of Nevada by providing robust instruction for careers in an evolving workplace. We provide a flexible mixture of degrees, certificates, workforce training and community education along with open access, innovative delivery and a commitment to an equitable learning and working environment.

Great Basin College, "The Gold Standard in the Silver State", offers associate and baccalaureate level instruction in academic, career, and technical education areas. GBC serves students enrolled online from across the country and on campuses and centers, providing multiple learning modalities for all students to be successful.

## Great Basin College Leadership

***President, Amber Donnelly*** It is with great pride and enthusiasm that I welcome you to the vibrant and inclusive world of Great Basin College. As the interim president, I am honored to lead an institution that is deeply committed to transforming lives through education. GBC's mission goes beyond simply imparting knowledge; it is about empowering individuals to reach their full potential and achieve their dreams. We believe that education is the key to unlocking doors of opportunity and creating a brighter future for all.

Central to our mission are core themes that guide our every endeavor. We are dedicated to enhancing the student experience, and providing a supportive and enriching environment where every individual feels valued and inspired to excel. From innovative

programs to comprehensive support services, we are committed to ensuring that our students have the tools they need to succeed. Workforce development is a cornerstone of our mission because we understand the critical role that education plays in preparing individuals for success in today's rapidly evolving job market.

Whether you are pursuing a career in a technical field or seeking to further your education in an academic discipline, GBC offers a wide range of programs and resources to help you achieve your goals. I am thrilled to invite you to join us on this journey of discovery and transformation at Great Basin College. Whether you are a prospective student, current student, faculty, staff member, or community partner, I encourage you to explore all that GBC has to offer. Together, we can build a brighter future for ourselves and generations to come.

***Strategic Plan Committee Members*** - The following faculty and staff represented departments from across campus:

- Dr. David Stoddard - Chair
- Dr. Sarah Negrete - Co-Chair
- Adriana Mendez
- Arysta Sweats
- Carrie Meisner
- Cheyenne Stocks
- Gail Rappa
- Jeff Winrod
- Dr. Staci Warnert
- Dr. Brian Dankowski
- Dr. Mary Doucette
- Scott Nielson
- Bryan May
- Yvonne Naungayan

### Theme 1: Access

**Goal:** Increase the number of students pursuing their education at Great Basin College.

**NSHE Alignment** Pillar 1: Increase access to higher education.

Objective 1. Increase GBC's baseline enrollment by 3% annually to reach 4000 students by year five.		
Key Performance Indicator (KPI)	Outcome	
1.Total fall enrollment by level: A. enrollment numbers and participation rates by race/ethnicity; B. enrollment numbers and participation rates by age; C. enrollment numbers and participation rates by degree-seeking status, D. enrollment numbers and participation rates by part-time and full-time status; E. enrollment and participation rates by first-generation status.	1.Total enrollment by level: A. Mirror rural Nevada's average race/ethnicity markers B. Increase non-traditional enrollment and participation rates by 1% annually of total enrollment; Increase traditional and dual enrollment numbers and participation by 2% annually of total enrollment numbers. C. Degree-seeking students will make up 90% of enrollment numbers and participation rates annually. D. Increase our full-time or part-time students by 3% annually. E. Identify and establish a benchmark number of enrolled first-generation students and then increase by 2% annually.	FALL numbers  B. 2240 students dual/traditional; 1260 students nontraditional  C. Rolling three year average is 11.4% non degree seekers. Current year is 7.3%  D.  E. No data currently; added to the application to begin collecting.

**Objective 2.** Expand opportunities for students to obtain academic and workforce credentials.

Key Performance Indicator (KPI)	Outcome	
1. Dual credit fall enrollment and participation rates by A. race/ethnicity, B. high school graduating class, C. and school district/county.	1. Dual credit enrollment and participation rates by A. Mirror average of rural Nevada's high school demographics B. Each graduating class increases by 50 dual enrollment students. C. 80% of all high schools in the GBC region will participate in dual credit opportunities annually.	
2. Formal pathways for certificates and degrees via alternative schedules.	2. Five existing or new programs developed as alternative schedules in order to cater to working adults by the end of year five.	

**Objective 3.** Enhance student services at GBC to provide comprehensive enrollment support.

Key Performance Indicator (KPI)	Outcome
1. Number of monthly outreaches to prospective students who have completed an inquiry and/or partial application to GBC.	1. Recruiters contact 100% of potential students each semester
2. Number of proactive outreaches to students who 1) have been accepted to GBC but not enrolled, or 2) withdrawn in previous years.	2. GBC advisors and retention specialists to collectively reach out to 300 accepted students who have not enrolled or withdrawn students per month.
3. FAFSA completion rate using the FAFSA tracker	3. Financial Aid staff to contact 100% of accepted students to encourage and offer assistance in completing the FAFSA application to increase FAFSA completion rate by X%. b) Hold one student financial event annually at each high school in the GBC region and 3 events annually at each campus.

## Theme 2: Student Success

**Goal:** Increase the number of students completing their educational goals.

**NSHE Alignment** Pillar 2: Improve Student Success

Objective 4. Improve student retention from course to degree completion.		
Key Performance Indicator (KPI)	Outcome	
1. Full-time and part-time IPEDS retention rates.	<p>Increase GBC retention rate by 2% annually from the average of the last three years' retention rates</p> <p>1. Increase the GBC IPEDS retention rate by 2% annually in order to exceed the median three year average of our peer institutions in five years. Regional is 53% and National is 48%. GBC is 37%.. Regional is 53% and National is 48%. GBC is 37%.</p>	<p>Fall to fall first time part time at GBC is 33%, 41%, 52% = 42% average of last three years</p> <p>Fall to fall first time full time at GBC is 38%, 60%, 61% = 53% average of last three years</p> <p>IPEDS full time Regional median 53%; National median 48%; GBC = 37%</p> <p>IPEDS part time</p>
2. IPEDS part-time and full-time retention rates by race/ethnicity, Pell status, gender, age and first-generation status.	<p>Increase GBC subgroup retention rates 2% annually for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.</p> <p>Increase the GBC IPEDS subgroup retention rates in order to exceed the median three year average of our peer institutions in five years.</p>	BRYAN – need numbers
3. Percentage of first-time, full-time fall students who complete 24 credit hours during the first year of college.	<p>2. Increase annually by 2% of all first-time, full time students complete 24 credits in their first year.</p> <p>b) Increase annually by 2% of all first-time, part</p>	<p>Three year average full time 38%, 60%, 61% = 53%</p> <p>Three year average part time 33%, 41%, 52% = 42%</p>

b) Percentage of first-time, part time, fall students who complete 12 credit hours during the first year of college.	time students complete 12 credits in their first year.	
4. Percentage of first-time fall students enrolled in gateway English and math courses in their first two regular semesters	3. 90% of first-time fall students enrolled in gateway English and math courses in their first two regular semesters.	
5. Percentage of first-time fall students who completed gateway English and math courses in their first two regular semesters.	4. 70% of first-time fall students complete gateway English (ENG100, 101, 107, 108) and 60% of first-time fall students complete math courses (MATH 116, 120/E, 126/E) in their first two regular semesters.	ENG - 67%, 70%, 68% = 68% MATH 59%, 57%, 60% = 59%
6. Percentage of dual credit students in gateway English and math courses	85% of dual credit students in gateway English (ENG100, 101, 107, 108) and 65% of dual credit students in gateway math courses (MATH 116, 120/E, and 126/E) annually.	Eng - 89%, 84%, 86% = 86% Math 70%, 63%, 65% = 66%
7. Percentage of first-time fall students who completed gateway math and English courses in their first two regular semesters by race/ethnicity, Pell status, gender, age, and first-generation status	70% of first-time fall students subpopulations completed gateway English courses in their first 2 semesters (ENG 100 and 101).  60% of subpopulations completed gateway Math courses in their first 2 semesters (MATH 116, 120/E, 126/E).	Bryan please get the data.
8. Number of IPEDS completers [includes degrees and certificates]	5. Increase GBC completers by 2 % annually  2. Increase the GBC IPEDS completion rate to exceed the median three year average of our peer institutions. Regional is 23% and National is 29%. GBC is 23%.	GBC = 20%, 24%, 24% = 23% average of three years



9. IPEDS graduation rates	<p>5. 50% of students graduate annually.</p> <p>2. Continue to exceed the median three year average of our peer institutions via IPEDS graduation rates</p>	<p>GBC graduation rate 44%, 48%, 52% = 48%</p> <p>IPEDS 43%, 44%, 48% = 45%</p> <p>IPEDS - Regional is 35% and National is at 31%. GBC is 45%.</p>
10. IPEDS graduation rates by race/ethnicity, Pell status, and first-generation status, age, and gender.	Increase subgroup graduation rates by 2% for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.	<p>AI 23%, 20%, 56%</p> <p>Asian 0% 33% 0%</p> <p>Black 100% 33% 100%</p> <p>Hispanic 46% 46% 53%</p> <p>Hawaiian 100% no data, 0%</p> <p>Unknown 31% 50% 33%</p> <p>2 or more 50% 33% 50%</p> <p>White 44% 45% 45%</p>
11. DWF Rates	7. Decrease the DWF rates in all academic credit courses to below 40% annually	<p>National average is 30% DWF</p> <p>GBC has been tracking 14% of courses above 40% for the last three years.</p>
12. Satisfaction with courses and programs	80% of graduate survey respondents will be satisfied or very satisfied with their courses or programs annually	See page 4 of MFR

**Objective 5.** Provide support services (counseling, tutoring, career, advising) to help students be successful.

Key Performance Indicator (KPI)	Outcome	
1. Number of mental health awareness events and services promoted on campus.	1. Promote a minimum of four mental health awareness events or communications per year	
2. Number of students using BrainFuse or in-person tutoring at the ASC.	2. Increase the percentage of students utilizing BrainFuse or in-person tutoring at the Academic Success Center by 2% annually.	
3. Student satisfaction of advising	3 a) 100% of currently enrolled students will receive at least one contact from an advisor each semester.  b) 80% of students indicate satisfaction with advising on the graduate survey	(95 students answered) Overall effectiveness of advising system at GBC: 46% + 37% = 83%  (96 students answered) Availability and accuracy of advising 53% + 34% = 87%
4. Percentage of graduates securing employment within 12 months of graduation.	4. 75% of graduate survey respondents who are seeking employment are in a position related to their education discipline.	(97 responded) 63% said yes, 37% no

### Theme 3: Workforce Development

**Goal:** Expand and/or introduce high demand workforce programs

**NSHE Alignment :** Pillar 4: Meet workforce needs in Nevada

**Objective 7.** Provide opportunities for degree, certification, reskilling, and upskilling to remain competitive and adaptable in a constantly evolving workforce.

Key Performance Indicator (KPI)	Outcome	
1. Number of students enrolled in programs that prepare students to work in high-demand occupations.	1. 75% capacity in current programs for all high demand occupations in health sciences/behavioral health, CTE, and education.	Register nurses CNA Secondary Education AS Engineering (2+2) Substance abuse, behavioral disorder, and mental health counselor MAPE Electrical Computer occupations Middle School Teachers Paraprofessional Elementary School Teachers Industrial Maintenance CDL Diesel Mechanic AAS Accounting AS Radiology Early Childhood Welding/Machining - Fabrication Medical Coding Social Work Sonography/cardioVascular Respiratory Therapy Criminal Justice Geo Tech Land Surveyors

		Dispatcher
2. Number of graduates (including certificates of achievement) in programs that prepare students to work in high demand occupations	2. 75% of students enrolled in high-demand programs will graduate from their program.	
3. Number of students who participated in work-based learning activities (internships, job shadowing, apprenticeships, etc.)	3. 50% of enrolled in high-demand programs participate in work-based learning activities before graduation annually.	
4. a) Number of students enrolled in non-credit courses focused on workforce development and career skills b) Number of non-credit courses focused on workforce development and career skills.	4. a) 50% of enrolled students in non-credit courses will focus on workforce development and career skills. b) 50% of non-credit courses will focus on workforce development and/or career skills.	So that students have opportunities to participate in other noncredit classes (art, pottery, fitness)
5. Credit Prior Learning awarded through workforce-oriented learning experiences (certifications, licenses, recognized training, portfolios, etc.)	5. Identify and create 1 CPL pathway in our current and future programs annually.	

Objective 8: Engage with employers to develop a workforce ready pipeline.		
Key Performance Indicator (KPI)	Outcome	
1. Percentage of employers surveyed reporting satisfaction with the skills, performance, and preparedness of hired graduates.	1. 75% of employers surveyed are satisfied with GBC's academic education according to the employer survey.	26 surveys; 3 responses = 100% satisfied
2. Industry, stakeholder, and partnership collaborations.	2. Hold an annual Advisory Board meeting per workforce program. b) Cultivate on new corporate partnership annually	

## Theme 4: Culture & Community

**Goal:** Position GBC as a trusted community partner.

Objective 9: Create an open campus environment where students, faculty, staff, and the community gather to celebrate, learn, entertain and work together.		
Key Performance Indicator (KPI)	Outcome	
1. Number of courses held and number of students enrolled in continuing education programs	1. CE to offer 350 live and online courses to serve 2000 students per year.	Cont Ed. currently offers 168 different online courses through Ed2go and NCLab. Cont. Ed offered 217 live classes (plus driver's ed) run since the beginning of 2024. Cont. Ed;s enrollment since the beginning of 2024 is currently 1,999.
2. Number of community engagement events hosted across all campuses and centers, including online events.	2. 50 events hosted collectively across all locations per year.	This would be career, student activities, college events, theater, recruitment, mental health expos, and humanities events.
3. Percentage of students satisfaction with GBC mission fulfillment.	3. 80% percent of graduate survey respondents will report satisfaction with GBC mission fulfillment over the 5 year rolling average.	Question on survey: Overall satisfaction with GBC is influenced by its success in fulfilling it's mission. 90% are satisfied or higher (2023) .
4. Alumni Association	4. A. Establish an Alumni Association 4. B. Engage with alumni three times annually.	

**Objective 10:** Provide an innovative, positive, and safe work environment where GBC employees feel they belong.

Key Performance Indicator (KPI)	Outcome	
1. Number of Professional Learning opportunities for all faculty and staff.	1. Host 1 major professional learning event for faculty and staff per semester.  Host 30 learning opportunities for faculty and staff.	
2. Number of Team Building/Special Events available for faculty and staff participation.	2. Host 6 team building/special events per year for faculty and staff participation.	So GBC creates a culture of belonging, transparency and support so current and future faculty and staff want to be here.
3. Adopt an up-to-date technology plan to support faculty and staff.	Develop a comprehensive technology plan that ensures effective use across all areas of the college and begin implementation over the next five years.	