

YEAR ONE REPORT



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**Prepared for the
Northwest Commission
on
Colleges and Universities**



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Chapter 1

Standard 1

Mission, Core Themes, and Expectations

Introduction

Great Basin College began in 1967 as Elko Community College – the first community college in Nevada – governed by an advisory board working through the Elko County School District. In 1969 the State assumed control of the institution and provided direct funding. Governance for the college was subsequently passed to the Board of Regents for the University of Nevada (now the Nevada System of Higher Education – NSHE) and was renamed Northern Nevada Community College. The college was accredited in 1974. In 1995 the college was renamed Great Basin College prior to receiving authorization and accreditation to deliver select Bachelor’s degrees in 1999.

Great Basin College serves six rural counties in Nevada, with the main campus in Elko. In 2006, GBC added Nye County to bring it to the current six-county service area, now covering over 63,000 square miles, or 56% of Nevada’s surface area. The population of this region is now about 127,000. There are permanent GBC centers in Winnemucca, Ely, and Pahrump, a staffed satellite site in Battle Mountain, and the capacity to deliver courses to smaller satellite sites in over 15 other locations. Full-time faculty and support for student services are present at all permanent centers. In providing higher education to its vast service area, distance education technology is used extensively. Over 60% of GBC’s enrollment is through either interactive video (IAV) connection or online (Internet) courses. The college also has residential housing for approximately 140 students in Elko.

GBC offers two-year Associate of Arts, Associate of Science, Associate of General Studies, and Associate of Applied Science degrees. Associate of Applied Science degrees are available in several fields of career education and technical training, and several related Certificates of Achievement (30 or more credits) are available. Extensive workforce development programs upgrade existing employee skills in electrical/mechanical, computing, and health science areas. GBC has a particularly close relationship with Nevada’s mining industry. Recent years have seen growth in the number of Tech Prep and dual credit classes coordinated between GBC and the six school districts within the service area.

GBC maintains a unique role as a community college offering select Bachelor’s degrees to serve the educational and workforce needs of rural Nevadans. The college initiated its first Bachelor’s degree in the fall of 1999, a Bachelor of Arts in Elementary Education. Subsequently, GBC initiated Bachelor of Applied Science, Bachelor of Arts in Integrative Studies, Bachelor of Science in Nursing, and Bachelor of Arts in Secondary Education degrees. GBC also collaborates with the University of Nevada, Reno, to deliver a Bachelor of Social Work 3+1 program.

This report is the second Year One Report written under the recently implemented new NWCCU format and cycle for accreditation. This follows the Year Seven report and site visit of the spring of 2013, a cycle that was completed in only three years.

Institutional Context

Great Basin College is one of four public community colleges in Nevada under the auspices of the Board of Regents for the Nevada System of Higher Education (NSHE). NSHE also oversees two universities, one state college, and a research institute. Operating funding comes primarily from State revenues, supplemented with a lesser but increasing proportion from student fees.

GBC offers Associate of Arts and Associate of Science degrees with the primary purpose of student transfer to baccalaureate programs, and an Associate of General Studies degree. Associate of Applied Science degrees are offered in 12 majors, with many of the degrees offering two or more emphasis options for specific student focus. Certificates of Achievement (30 or more credits) are available in 16 areas, generally within the same disciplines as the AAS degrees. These degrees and certificates are in the general fields of health sciences, career and technical programs, agriculture, business, computing, criminal justice, and early childhood education. An increasing number of Recognition of Achievement certificates are being awarded for completion of programs of less than 30 credits.

The presence of major active metal mines in all six counties of the service area requires GBC to have very strong links to the mining industry. Several technical programs (diesel, electrical, instrumentation, millwright, and welding) are very closely tied to mining workforce needs. These are strongly supported by mines collaboratively through an aggressive scholarship and internship program named the Maintenance Training Cooperative (MTC). The five mechanical-electrical programs are structured into a cohort-based 48-week compressed schedules that allow for the timely completion of AAS degrees or Certificates of Achievement. This benefits both employers and potential employees. The mining industry has also been a strong supporter of the college through donations of time, money, equipment, supplies, expertise, and other means of support.

GBC was one of the pioneer community colleges in the nation to offer select baccalaureate degrees. These are of significant value in a rural region with an often place-bound population. Since the inception of the first degree in 1999, GBC now has five Bachelor's degrees. Upper division enrollment is about 10-15% of the total college enrollment and has remained fairly constant in this proportion in recent years.

GBC is strongly invested in distance education to serve its large service area with widely distributed and relatively small population centers. This style of population distribution is referred to as "rural," but is more accurately termed "frontier." For over a decade about 20% of GBC instruction has been delivered through IAV. More than 20 sites in the GBC service area have IAV capability, and classes may originate from any of the main GBC centers or even certain satellite sites. Since 2004, GBC online instruction has had a significant growth rate of about 20% each year and now accounts for over 45% of total enrollment. Full-time instructors are located at the main campus and the three Centers, and all are expected to teach classes both locally and distantly to all other GBC sites as one integrated campus.

All public institutions of higher education in Nevada are struggling with funding as the result of a deteriorated state economy. The 2011 biennial legislative session cut funding for higher education by about 13% and significantly raised student fees. In the 2013 biennial session, a new formula for the distribution of funding for higher education in Nevada was implemented. Under this formula and its redistribution of available funds, GBC received the highest proportion of cuts of any NSHE institution. By fiscal year 2017, if the formula is fully implemented, GBC will have suffered over 45% in reductions in funding since 2011.

Preface

Brief Update on Institutional Changes Since the Last Report

This execution of Chapter 1 represents little change from that submitted with the Year Seven report in the spring of 2013, a report that had been extensively revised from the original submitted in 2011. Below is a summary of the few changes that have occurred in the last year.

Facilities

Only minor changes occurred in GBC facilities. At the Winnemucca Center, a gift from Barrick Gold Corporation funded extensive remodeling and equipping of an existing modular facility to house an electrical technology program in Winnemucca. This allows a full electrical technology program to be delivered equivalent to the three program streams in Elko. Also, rebates from NV Energy allowed two 65 kW solar voltaic systems to be installed, one each in Winnemucca and Elko.

Planning

GBC is in the process of completely revising its long-term Institutional Strategic Plan. The plan is being revised with a target for approval by the NSHE Board of Regents in June, 2014, to bring its seven-year cycle into conformity with the NWCCU seven-year cycle of accreditation. The intent of the Strategic Plan revision is to keep the college Mission, Core Theme planning, and Institutional Strategic Plan better aligned with each other. The wide-ranging Institutional Strategic Plan includes the institution as a whole and individual departments and programs, both academic and functional.

Institutional Data Base and Record Keeping

All NSHE institutions recently converted to a new student records system. The statewide implementation project was named iNtegrate, based on the Oracle PeopleSoft platform. Now a new implementation – iNtegrate 2 – is being extended to the financial, human resources, and grants and contracts functions.

Personnel and Organization

In recent years GBC staffing has diminished significantly, with plans made for further reductions. There have been several changes in administrative personnel and reporting channels at all levels. Annually contracted academic faculty positions have been reduced significantly, as shown in the Table below. Five current positions are short-term grant funded positions. Two tenure-track faculty positions are being refilled. Since FY2011 alone, GBC has reduced its total workforce by 56 positions, or about 25%.

Year (Fall)	2008	2010	2011	2012	2013
Total Faculty	70	64	62	60	57
Tenured Faculty	41	38	39	35	31

For the first time since 2008, merit pay will be granted for FY 2015, based on FY 2014 performance evaluations. In preparation for this, the faculty evaluation system was reviewed for its sufficiency for awarding merit increments, and a system for awarding merit is being devised. In addition, the administrative evaluation system is being revised to allow these personnel to participate in the merit pool at similar levels as the academic faculty.

Programs

Currently the Bachelor of Applied Science emphasis in Land Surveying/Geomatics is in the process of being suspended, with the possibility of being terminated in two years. The Associate degree programs in Agriculture will be evaluated as low-yield programs in the spring of 2014, possibly with termination.

Enrollment

GBC enrollment since 2007 was marked by rapid growth in Full-time Equivalent (FTE) enrollment until 2009, followed by significant decreases until 2012 (Table below). The fall of 2013 reversed the downward trend with a 3.3% increase. A general change has been the decrease in the number of unduplicated student headcount in proportion to the FTE, resulting from more enrollment by traditional students taking full-time credit loads.

Fall Semesters	2007	2008	2009	2010	2011	2012	2013
Headcount	3251	3370	3621	3708	3524	3183	3190
FTE	1657	1824	2029	2022	1848	1738	1797
% Change FTE	-	10.1%	11.2%	-0.3%	-8.6%	-5.9%	3.3%

Several factors are thought to have contributed to the recent decline, including fewer credits enrolled per student due to student fee increases, fewer class sections offered due to budget cuts, difficulty with the new student registration system, increased employment opportunities in the local gold-based economy, and families feeling more secure in sending their children to colleges and universities away from home.

Financial

In the 2013 Nevada biennial legislative session ending in June, 2013, a new funding formula was adopted for all NSHE institutions. This resulted in two major changes in how GBC is funded. One is that all Nevada community colleges are now funded by the State at the same per credit rate. A previous "rural factor" was replaced by a much lesser "small institution factor." The previous formula reflected GBC funding for lower average class sizes at rural sites than colleges in major urban centers. A second change is that funding will now be based on class completions rather than initial enrollment. Completions are defined as students finishing a class with any earned grade of "F" or higher, but not to include withdrawals. For the current fiscal year (2014) the new formula resulted in about a 14% budget reduction for GBC. Further GBC reductions of 8.5% have been identified for FY 2015. The final implementation of the new formula is scheduled for FY 2016 and FY 2017, after the next biennial legislative session, and will include further yet budget reductions of about 6% and 7% respectively in each of these years. GBC does not yet have a plan that can adequately address the final cuts to be implemented, even with anticipated increases in student fees.

Grants

GBC was highly fortunate in the last year in receiving two major grants. A National Endowment for the Humanities grant was received to establish a Virtual Humanities Center for rural Nevada, among other things. This is a \$500,000 grant requiring a two-to-one match. GBC is highly engaged in fulfilling the requirements of this grant. GBC was also the lead applicant for a U.S. Department of Labor TAACCCT grant. Together with the other two northern Nevada community colleges, an \$8 million grant was received, of which GBC will receive just over \$4 million. This grant is directed toward workforce development in technical fields.

Response to Recommendations/Issues Requested by the Commission

In response to the evaluation and site visit associated with GBC's 2013 Year Seven Report, NWCCU requested that GBC respond to Recommendations 1 and 3 from its 2011 Year One Report and Recommendations 1, 2, and 3 from its 2013 Year Seven Report. These responses are to be made in its 2016 Year Three *Resources and Capacity Self-Evaluation Report*.

The two recommendations from the 2011 Year One Report that will be addressed in 2016 are as follows:

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

Recommendation Three: *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).*

The recommendations from the 2013 Year Seven Report that will be addressed in 2016 are as follows:

Recommendation One: Mission Fulfillment

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)

Recommendation Two: Core Theme Planning

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)

Recommendation Three: Institutional Planning

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)

Recommendations One for both reports relate to Standard 1.A.2. It is intended to essentially resolve these recommendations within this report and not have them remain unresolved until 2016.

Recommendation Three of the 2011 report and Recommendation Two of the 2013 report both involve Standard 1.B.2. It is again intended to make significant strides in resolving these recommendations for this Standard within this current report, if not essentially resolving them.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary: *Eligibility Requirements 2 and 3*

2. Authority

The Nevada System of Higher Education (NSHE) is a constitutional entity created by the Constitution of the State of Nevada. The exclusive control and administration of NSHE is vested by the Constitution (Article 11, Section 4) in an elected Board of Regents. Title 2, Chapter 1 of NSHE Code defines the authority of the NSHE Board of Regents and its delegation of authority to its member institutions. GBC is a member institution of NSHE and its President is an Officer of the Board. Under these designations, GBC is authorized to operate and award degrees as an institution of higher education.

3. Mission and Core Themes

The current GBC Mission Statement was reviewed and approved by the NSHE Board of Regents on December 2, 2011. The Core Themes were *Provide Student Enrichment, Build Bridges, and Serve Rural Nevada*. The Mission and Core Themes were reviewed by the GBC Accreditation and Strategic Planning Committee during the fall of 2013. The Mission statement was deemed to be accurate and sufficient. The Core Themes are now adjusted to *Provide Student Enrichment, Build Bridges and Create Partnerships, and Serve Rural Nevada*. Approval of the slight change in Core Themes cannot be put on the NSHE Board agenda until the meeting of March 5 and 6, just after this report is due. Approval is anticipated.

As described in the section below, the GBC Mission and Core Themes exist for the educational interests of its students. The College devotes substantially all of its resources to its Mission and Core Themes.

Standard 1.A: *Mission*

The Institution's Mission Statement

GREAT BASIN COLLEGE 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.

Interpretation of Fulfillment of the Institution's Mission

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

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

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

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

1. **Serve Rural Nevada.** The fundamental expectation of this Mission element is that GBC provides access to educational opportunities and related student support services to as many communities in its 63,000 square miles service area as practical. In addition to having the opportunity available, there should be participation in the offered opportunities by the residents of the areas served. The students of the GBC's rural service area should also be successful in completing degrees and certificates.
2. **University Transfer.** A basic function of GBC as a community college is to provide lower division courses that allow students to transfer to degree programs at other colleges and universities. Now that GBC offers select baccalaureate degrees, it also considers admission of students to its own programs as an extension of this Mission element.
3. **Workforce Development.** This Mission element centers on offering programs in applied science and technology, but also has relations to business and industry partnerships and the larger role of GBC in education. In these regards, Mission fulfillment relates to the number of degrees and certificates awarded in all majors, and the job placement rate for all completing students.
4. **Partnerships.** The partnerships considered are with those providing grants and donations, relations with business and industry in providing workforce training, and relations with high schools. Each of these items is considered in establishing Mission fulfillment.
5. **Developmental Education.** In fulfilling a long-standing community college role, GBC must work with students needing remediation in English and mathematics before they are prepared for college work. GBC's goal is not just to get students into college level classes, but also have them receive a degree or certificate.
6. **Community Service.** The college addresses community service through both classes offered and events presented for the benefit of general community members. It is desired to have these activities in as many service area communities as practical.

7. Student Support. To have a fulfilled Mission, the college must have adequate programs of student recruitment, advising and retention. Fulfillment in these areas also supports the fulfillment of other elements listed above.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

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

1. Serve Rural Nevada. Students in every community that has the technological ability to receive IAV classes should have the ability to enroll in classes delivered at least through this mode. GBC expects to be successful at this in 90% of its communities. As a rural community college, GBC expects its IPEDS completion rates to be within 2% of the average for its IPEDS rural college peer group.
2. University Transfer. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
3. Workforce Development. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
4. Partnerships. Receiving grants cannot be assured every year, but they must be regularly pursued. GBC feels it has been meeting its Mission expectation in regard to contract training and high school enrollment, so should maintain or exceed the baseline ability.
5. Developmental Education. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
6. Community Service. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.
7. Student Support. GBC feels it has been meeting its Mission expectation in this regard, so should maintain or exceed the baseline ability.

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

Standard 1.B: Core Themes

Three institutional Core Themes are identified that embrace the GBC Mission and describe what GBC does. These three Core Themes are as follows:

1. **Provide Student Enrichment**
2. **Build Bridges and Create Partnerships**
3. **Serve Rural Nevada**

The themes and supporting theme objectives are listed in Table 1 and are described in detail in their respective sections of this chapter. The interrelationships of the elements of the GBC Mission to the Core Themes are illustrated graphically in Appendix B, and an expanded version of Table 1 is provided in Appendix C. The full presentation of themes, indicators and expectations are provided in Appendix D. The three Core Themes were derived by the GBC *ad hoc* Accreditation and Strategic Planning Committee during the fall of 2013. The Committee represents a broad base of GBC functions, both administrative and academic, that met bimonthly during the current self-evaluation process. In determining the Core Themes, the first action was to review the Core Themes of the previous self-evaluation report. Since these were only recently developed (2012), they are considered valid for the current evaluation cycle with only minor adjustment. The only change was to add “Create Partnerships” to “Build Bridges” of Theme Two.

The three Core Themes and supporting objectives were approved by the GBC Faculty Senate and President’s Council. Approval by the NSHE Board of Regents is expected by March 6, 2014.

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. Presented above are the GBC institutional Core Themes and supporting objectives. The holistic view of the integration of the GBC Mission with Core Themes and supporting objectives is presented in Appendix B. An expanded version of this table showing indicators for objectives is given in Appendix C.

Core Theme 1: Provide Student Enrichment

The functions of the college directed toward personal enrichment and success, such as curriculum, instruction, educational programs, and student services, are available, sufficient, and effective.

The fundamental core of existence for Great Basin College is and always has been working with students to achieve their personal enrichment and intended success. The entire GBC community is committed to the enrichment and success of its rural Nevada students. This is a long-standing theme that it is now institutionally and procedurally formalized.

“Enrichment” may come in many forms, derived from, “the addition or increase of some desirable quality, attribute, or ingredient” (Webster’s Dictionary). From the perspective of GBC, enrichment may arise from within the arenas of knowledge, critical thinking, culture, working skills, personal awareness and fulfillment, and others, including literally making people monetarily enriched through careers.

Determining what constitutes “enrichment” and defining student success in achieving this requires first discerning what students perceive as their personal educational aspirations. Student aspirations and needs generally exist within three broad areas – educational, cultural, and careers. These are the roots of the three GBC **objectives** for this theme:

1. Provide educational opportunities
2. Foster cultural awareness
3. Provide curricula and programs for careers

Objective 1.1: Provide educational opportunities

A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.

Student attainment of personal educational aspirations may occur on many levels of engagement, and the means of achieving these goals are sometimes elusive and changing. Student success may be as simple as completing one or two classes to upgrade work skills, or it may be for personal knowledge and fulfillment. It may be completing a Certificate or AAS degree program to lead to a technical career. It may also be to complete a sequence of classes (maybe or maybe not an Associate’s degree) to transfer to another institution for the purpose of completing a Bachelor’s degree. At GBC, students may plan on completing a Bachelor’s degree without moving from their home town within a sparsely populated region. Success may be finding a rewarding job or career, becoming better citizens, or fulfilling a range of other aspirations.

Once personal educational goals are identified, success may be measured by completion of courses and programs. But more is involved. Once students know the opportunities available at GBC and choose their pathway for effective and efficient completion, they then need the resources and support to continue successfully through the individual steps they must take. To be successful, students must also have access to requisite support services such as advising, tutoring, financial assistance, library, and others. For some this journey may be arduous, often beginning with remedial needs. But with solid preparation and ongoing support, students are expected to complete the individual steps required to attain their personal goals. Student success for non-traditional students is nurtured through enhanced academic and career counseling to help them juggle the responsibilities of jobs, family, and higher education.

GBC serves primarily the goals of the students as identified by themselves, and not as imposed by external constituencies. Only students themselves fully understand the unique circumstances of their individual lives. We assist them as best we can and as they will allow us. A challenge to defining how students achieve success now comes from influences external to GBC. In the current educational and political environment, people and forces from outside of institutions of post-secondary education are implementing and enforcing their own definitions of goal completion upon students and institutions.

Objective 1.1 Indicators:

- a. Number and types of programs available
- b. Qualifications and number of full-time faculty
- c. Full-time/part-time faculty ratio
- d. Financial resources in various categories
- e. Student services resources
- f. Number and percent of students attaining educational goals
- g. Completion rates for courses and programs
- h. Persistence rates for new students
- i. Student satisfaction ratings from targeted questions

Rationale for Indicators: Assessing this objective involves first determining if enough and appropriate opportunities exist for students to be engaged. Then there must be adequate faculty and other student support to bring students through the programs. It must then be determined how well students perform when participating in these opportunities, and how satisfied they are with the experience. Data and expectations for indicators are provided in Appendix D.

Objective 1.2: Foster cultural awareness

Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.

In rural Nevada, exposure to and appreciation of cultures and the arts are challenged principally by distance. The range of exposures to different cultures is limited by the relatively low diversity within the local populations. For the arts, people must either travel distances to larger population centers, or performers, presenters and exhibits must be brought in, possibly through electronic distance delivery. To help keep students culturally engaged, personal and social activities must be provided. There are several components to creating a stimulating environment to nurture student experiences and success.

Objective 1.2 Indicators:

- a. Demographics of GBC and the service area
- b. Number of students enrolled in specified general education classes
- c. Student satisfaction ratings from targeted questions

Rationale for Indicators: To address the cultural awareness of the service area, it is first important to know the area demographics. This indicator is to provide baseline information to help understand how cultural awareness might better be fostered. The second indicator addresses the awareness of cultures and appreciation of the arts through achieved outcomes of general education. The third is to find student perspectives from their responses to targeted questions.

Objective 1.3: Provide curricula and programs for careers

Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.

Preparing for or advancing in careers is a primary reason many students attend GBC. This aspect of enriching people's lives is often closely related to educational goals but is often more focused on specific knowledge and skills for jobs. GBC works with employers to identify the knowledge and skills required for employment, and then to develop or improve programs to deliver these abilities to students.

Opportunities for student enrichment and success in careers at GBC have grown since the late 1990s, even while certain programs were eliminated. An expanded service area, recent growth in the mining industry, growth in student enrollment, and the addition of Bachelor's degree programs have contributed to the growth in available career programs. Unfortunately, declines in funding have detracted from the ability to increase programs for the additional potential that exists. The change in college Mission in the late 1990s to include baccalaureate programs has not lessened the college's commitment to people interested in career and technical education; this has been noted in two doctoral studies.

Objective 1.3 Indicators:

- a. Number and type of career-directed degrees and certificates
- b. Job placement rates for programs
- c. Advancement in studies by students following degree completion

Rationale for indicators: The first indicator is to assess the range of opportunities available for people to participate in and to determine the adequacy for perceived need. Then, the willingness of employers to hire these individuals is a measure of the success of this objective. Also, students continuing studies after completing programs to enhance their abilities for advancement in their careers is a desirable outcome. Appropriate numbers and types of programs for the job opportunities available, with positive and improving measures in placement and advancement, indicate acceptable objective fulfillment.

Core Theme 2: Build Bridges and Create Partnerships

Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission. Other colleges and universities, high schools, business and industry, and communities are examples.

Many elements of GBC's Mission cannot be attained without partnerships and collaborations of various types and with different entities. Through the years, GBC has established many partnerships, and more are anticipated for the future. Developing new partnerships and expanding existing ones as appropriate must continue.

At some level, the elements of the second statement of the GBC Mission highlighted below indicate the necessity of participation in partnerships:

*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.

Three theme-based **objectives** for seeking successful partnerships derive from the above statement:

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

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

The three Mission elements of university transfer, applied science and technology, and developmental education, collectively reflect the need for educational partnerships and collaborations with high schools and with other colleges and universities. Educational partnerships must be formed and sustained for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.

GBC partners with service area school districts in several respects centered on the goal of more students making successful transitions into college. The Tech Prep program allows students to articulate appropriate career and technical education classes to GBC certificate and degree programs. Dual credit opportunities have existed for many years to assist able students to complete college work before high school graduation. These are being expanded and strengthened. Recently, GBC and Elko County School District began a partnership to address remediation problems regarding the gap between high school proficiency and college freshmen placement. This type of partnership is being extended to other school districts. Also, school districts have supported the GBC education program with student teaching placements, which has in turn benefitted the schools with consistent access to quality teachers from GBC who are more likely to be retained in the long term.

University transfer partnerships are both formal and implicit. General articulation agreements exist with Nevada universities and the state college for many disciplines. A formal agreement exists with the University of Nevada, Reno, for a Bachelor of Social Work 3+1 program, going beyond the traditional 2+2 approach. GBC publishes generic patterns of study to guide students within disciplines commonly studied for transfer. GBC also has articulation agreements with Nevada community colleges to accept their graduates into GBC baccalaureate programs.

Objective 2.1 Indicators:

- a. Percent of first-year students enrolling in remedial and college English and math, and success rates
- b. Tech Prep headcount and number of credits and courses awarded
- c. Dual credit headcount and FTE by high school
- d. Transfer headcount, both external and continuing internally at GBC
- e. Number of students transferring into GBC from other colleges and universities

Rationale for Indicators: The first three indicators reflect how well GBC partners with high schools to prepare future college students to their best advantage. Whether going into academic or technical programs, it is desirable that, with time, proportionately more graduating high school students are

prepared at the minimum for college-level English and mathematics. Opportunities in Tech Prep and dual credit courses indicate further advancement in college readiness. The fourth indicator reflects success in preparing GBC students to move to more advanced educational levels, whether continuing at GBC or transferring externally to another institution. It is desirable that these indicators should increase through time. The last indicator reflects GBC's ability to offer programs of value as indicated by attracting students from other colleges.

Objective 2.2: Build and sustain workforce programs

Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.

Workforce development partnerships are well established at GBC in fields as divergent as the mining industry, health service providers, school districts, governmental agencies, and the general business and service community. As examples, the nursing program has been a strong and consistent program for GBC, relying on many clinical agreements with local hospitals and other health service providers. The Maintenance Training Cooperative (MTC) has been a model of collaboration with the mining industry. MTC members supply scholarships, internships, and other forms of support to students for GBC's condensed, 48-week AAS technical degree programs.

GBC's Education and Integrative Studies baccalaureate degree programs work in partnership with school districts and governmental agencies, respectively, to offer programs that fulfill the needs of these employers. The Bachelor of Applied Science degree addresses the needs of students from technical programs as they advance technically and to supervisory roles. The Bachelor of Social Work 3+1 program is a partnership between GBC, the University of Nevada, Reno, and local social work providers.

Program development for applied science and Bachelor's degrees is done in partnership with entities having an interest in graduates from the programs. New programs are created with insight from employers, and established programs undergo ongoing review and input from advisory boards (applied sciences) and program committees (Bachelor's degree programs). For program reviews on a five-year cycle, regular partners and external reviewers are part of the process.

Objective 2.2 Indicators:

- a. Number of contract training courses offered
- b. Employer satisfaction
- c. Advisory boards and program committee meetings/participation
- d. External investment in GBC programs
- e. Number of students placed in workplace settings

Rationale for Indicators: A strong measurement of successful partnerships for careers derives from the willingness of employers to engage the college in training programs and the satisfaction of employers with those trained by GBC. (The employee perspective is addressed in Theme One.) Advisory board and program committee inputs are important indicators that employers have confidence in programs. Employer investment in programs is similarly a key indicator of collaborative support. Employers assisting in clinical, practicum, internships, apprenticeship, and similar opportunities not only assist

students in gaining the experience they need, they also assure themselves a pool of skilled and knowledgeable people from which to hire.

Objective 2.3: Support community needs

Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college Mission.

GBC partners with communities in several ways for cultural, personal, and civic enrichment. Continuing Education produces a strong program of community education classes to provide lifelong learning opportunities. These utilize people who are living in the communities to teach various classes of general interest, ranging from cooking to crafts to fly tying to travel. There is strong enrollment in fitness classes in the community-funded fitness center. The community-funded theater is not used just for GBC events, but also for a variety of other community activities. GBC's Arts and Cultural Enrichment Committee (ACE) sponsors many events of cultural interest open to the community. The Mark Dawson Child and Family Center is a partnership between the college and the community at large, engaging young children to be prepared for learning.

Objective 2.3 Indicators:

- a. Maintain a range of community partnerships
- b. Maintain a range of community events and activities and the number of participants
- c. Faculty participating in community service

Rationale for Indicators: The listed indicators all measure community engagement and partnership. The first addresses partnerships with community service organizations. The second addresses cultural activities. The third describes direct engagement between faculty members and their communities. Continuing or growing engagement is a positive indicator of this objective.

Core Theme 3: Serve Rural Nevada

To fulfill a fundamental element of its Mission, GBC delivers all of its commitments and services throughout its six-county service area as well as resources will pragmatically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local and distance delivery methods.

Serving rural Nevada is more than just delivering classes to remote sites, though GBC does this well. In the 2008 full-scale report from NWCCU, GBC received three commendations recognizing its commitment to rural service. This requires more than just internet and telephone hookups; it means GBC staff driving hundreds or thousands of miles each year. The needs of all communities and students at all locations must be considered.

GBC strives to provide resources to allow its centers and satellites to attain at least some degree of autonomy in providing community college services in their respective regions. While curricular, financial, and organizational control is clearly maintained through the main Elko campus, efforts are made to allow directors and coordinators the ability to plan for the uniqueness of their individual localities. In addition to scheduling classes, GBC supports its centers with needed student services,

including advising, financial aid, library access and assistance, and more. GBC has the ability to connect with many students at over 20 sites through various communication methods.

The communities of rural Nevada are linked by a technological infrastructure designed to deliver higher education and provide avenues for rural Nevadans to engage the larger world. This infrastructure must be maintained and improved as necessary. Because of GBC's leadership and innovation in distance learning technology, tens of thousands of citizens of rural Nevada are provided the opportunity to acquire the assets provided by higher education. With those assets they will improve their own lives and make significant contributions to the social fabric of their communities.

Three **objectives** demonstrate what is central and current about Great Basin College's commitment toward serving rural Nevada:

1. Provide access to education at distant locations
2. Provide resources to meet educational needs of the service area
3. Provide needed services to students at all GBC sites

Objective 3.1: Provide access to education at distant locations

GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.

GBC is committed to providing a live presence for as many of its students as can reasonably be afforded. If sufficient students and adequate instruction are available for any location, a live presentation is the first option. However, from sheer economic restraints, GBC has pioneered many approaches to distance education for access to courses and programs. Currently nearly 65% of total GBC enrollment is through distance technologies. GBC has full-time faculty located at its main campus and at its three Centers; faculty members at these four locations are expected to address students at all GBC sites throughout the service area. Faculty members at Centers are expected to teach out as well as in, and thus all GBC sites are intimately linked, essentially as one campus.

Many classes are delivered live within single classrooms, but interactive video (IAV) has been embraced by GBC for over 15 years to link many classrooms in remote locations into one common class with synchronous interaction between instructor and students. This technology continues to be widely used by GBC for personal immediacy. For those students not well engaged in online learning, this survives as the "next best thing" to live instruction. This accounts for about 20% of GBC enrollment.

The internet recently emerged as GBC's largest campus. Online classes delivered through the internet were first utilized by GBC in the late 1980s when the technological ability was first available. Since then the variety and sophistication of these courses has advanced steadily. This form of delivery now comprises about 45% of GBC enrollment. While access to the internet is still limited or absent in some locations, this delivery has narrowed the problem of student access. Many technical, laboratory, and other "hands on" classes and programs are not available online, but the list of unavailable courses is continually shrinking. Asynchronous online classes not only address the place-bound population, but also the time-bound. Online classes have found a dedicated audience in those with work, family, and other commitments that do not allow them to attend classes with a structured time commitment.

The clear distinction between live and distance delivery of courses is continually being diffused through faculty innovation. The majority of live and IAV classes now have online enhancements to serve several instructional functions. These include access to supplemental material, an effective avenue for transmitting papers and assignments, taking examinations, and other benefits. The proportion between live/IAV interaction and online components varies widely between courses, as needs and usefulness dictate. In counter respect, some online classes are scheduled with required or optional times for synchronous interaction on the internet, a format referred to internally as “LiveNet.”

The functionality and effectiveness of distance education at GBC continues to increase.

Objective 3.1 Indicators:

- a. Number of programs fully available online
- b. Enrollment in distance education sections (online and IAV)
- c. Certificate and degree completions by student location
- d. Retention rates by student location (fall-to-fall)
- e. Center and satellite site needs fulfilled by synchronous courses

Rationale for Indicators: These indicators are readily obtained, quantitative, and comparable between delivery method and location received. They indicate the access to classes and programs throughout the full service area and the relative effectiveness. Since distance and time are the primary challenges of fulfilling the GBC Mission, these numbers well indicate how GBC addresses its Mission to serve rural Nevada. Also indicated are the comparability of distance and remote instruction to that available at the main campus.

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

To serve a rural Mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.

It is impossible to provide all resources with absolute equity to all sites within a thinly populated region. Smaller population centers are proportionately more difficult to serve. GBC attempts to provide the resources of staffing, facilities, equipment, and related needs to the level that can be economically justified at each center and satellite site. The number of students who enroll at individual locations is the primary guideline for resource distribution.

Objective 3.2 Indictors:

- a. Number of programs fully available at each center or site
- b. Demographics of service area population and students by site (county)
- c. Student satisfaction ratings by site

Rationale for Indicators: These indicators allow the college to view its resource allocation in a consistent format. There is no ultimate benchmark for these indicators except to review them for appropriateness for the individual locations. Monitoring the demographics of the service area is a guide to how we should serve our rural service area. Rural populations of the western U.S. have different characteristics than more urban areas.

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

To fully serve a rural Mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.

Just as there must be effort to assure resources are equitably distributed, so must be relevant services for students. Services such as advising, library, and financial aid cannot have the same local presence at all sites, so the challenge is to supply these services in spite of the distance from the main campus. Some services may be addressed with a presence at individual centers, but others must be delivered through a combination of travel, IAV, and the internet.

Objective 3.3 Indicators:

- a. Availability of support services
- b. Satisfaction with support services
- c. Number and type of scheduled continuing education classes
- d. Number of non-class IAV sessions scheduled

Rationale for Indicators: The first indicator is a list of the basic services students need to successfully complete their education, regardless of location. There must be a determination of adequacy for these services. The other items are indications of service-area-wide inclusion.

Conclusion: *Mission and Core Themes*

Since the completion of the Year Seven report and site visit in 2013, GBC has put in considerable effort to bring its processes for Mission and Core Theme documentation and evaluation into better alignment with NWCCU Standards 1.A and 1.B. Particularly, identifying and articulating Mission fulfillment and Core Theme planning and assessment have been addressed.

As Core Themes are to collectively embrace the college Mission, many expectations for elements of Mission fulfillment (Standard 1.A) are the same as or similar to indicators and expectations for Core Themes (Standard 1.B). In this regard, some items listed in Appendix A – Mission Fulfillment – are the same as or similar to items listed in Appendix D – Core Themes and Indicators. These two views of Mission performance complement each other and some repetition between the two is expected and acceptable.

The specific data presented in the current versions of Appendices A and D are provided as examples of the information that will be monitored and assessed on an ongoing basis during the seven-year accreditation review cycle initiated with this report. Much of the data presented has not yet been updated for the most recent year it may be available. Some data elements have been newly described and not yet well defined or even collected due to the timing for planning and preparation for this document. All categories will be annually updated and assessed from this time forward. In general, most data in Appendix D has not been updated past the 2011-2012 year which serves as the primary baseline.

The current Core Theme indicators are reduced in number and complexity from the previous Self-Evaluation Report of 2013. Yet there is still concern that these may be either too many, too difficult to assess, or not effective and meaningful. As these are assessed, they will be refined for future reports.

Appendix A

Mission Fulfillment

Mission Element 1: Serve Rural Nevada

Criteria	Measurement	Annual Expectation	2011-12		2012-13		2013-14		2014-15		Fulfilled
1. Presence in rural communities	a. Number of service area communities with physical GBC presence (IAV)	Maintain at least 90% or increase number (3-year period)	NA		21		22				
	b. Number of service area communities without physical GBC presence	Maintain or decrease number (3-year period)	NA		1		1				
	c. Number of service area communities with presence but no participation	Maintain or decrease number (3-year period)	NA		8*		8*				
2. Participation by county	a. Number served and rate per 1000: Elko	Maintain at least 90% or increase (3-year period)	2733	50	2233	41					
	b. Number served and rate per 1000: Eureka	Maintain at least 90% or increase (3-year period)	60	4	44	3					
	c. Number served and rate per 1000: Humboldt	Maintain at least 90% or increase (3-year period)	527	28	455	23					
	d. Number served and rate per 1000: Lander	Maintain at least 90% or increase (3-year period)	205	3	199	3					
	e. Number served and rate per 1000: Nye	Maintain at least 90% or increase (3-year period)	578	12	600	13					
	f. Number served and rate per 1000: White Pine	Maintain at least 90% or increase (3-year period)	266	3	279	3					
3. Rural graduation	a. Number graduated	Maintain at least 90% or increase (3-year period)	369		328						
	b. IPEDS graduation rates	Be within 2% of or exceed rates of IPEDS peers	23% (24% IPEDS)		27% (22% IPEDS)						Yes

*Sites not participating differ between these two years. Five sites are common to both totals, six are unique to each.

Mission Element 2: University Transfer

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. External transfer	a. Number transfers to other colleges & universities (24 or more credits)	Maintain at least 90% or increase (3-year period)	290	NA			
2. Internal admissions to bachelor's degrees	a. Number of acceptances of GBC students	Maintain at least 90% or increase (3-year period)	30	37			
3. External admissions to bachelor's degrees	a. Number transferred into GBC	Maintain at least 90% or increase (3-year period)	55	56			
4. Total	a. All three categories above	Maintain at least 90% or increase (3-year period)	375	NA			

Mission Element 3: Workforce Development

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Programs completed	a. Number of certificate of achievements and degrees awarded each year	Maintain at least 90% or increase (3-year period)	452	423			
2. Job placement	a. Number placed within 6 months of completion	80% placement rate of those contacted (includes military or continuing education)	90.2%	91.9%			

Mission Element 4: Partnerships

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Grants, and donations	a. New applications, proposals, solicitations, or initiatives submitted	At least one new one submitted per year	25	28			
	b. Number received	Continuous receipts	29	26			
	c. Dollars received	Continuous receipts	\$4,288,234	\$4,561,587			
2. Contract classes	a. Number of classes offered	Fulfill requests from business and industry	137	112			
	b. Number of students served	Fulfill requests from business and industry	1286	783			
3. High school enrollment	a. Number of HS students enrolled in GBC classes (not including TT 109)	Maintain at least 90% or increase (annual)	242	350			

Mission Element 5: Developmental Education

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Students progressing from developmental to college level	a. Percent progressing (fall semester, D grade or higher)	Maintain at least 90% or increase (3-year period)	66.4%	66.5%			
2. Students graduating who began with a developmental class	a. Percent progressing	Maintain at least 90% or increase (3-year period)	NA	67.6%			

Mission Element 6: Community Service

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Community service classes	a. Annual number	Maintain at least 90% or increase (3-year period)	927	880			
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)	8	6			
2. Community events	a. Annual number	Maintain at least 90% or increase (3-year period)	29	14			
	b. Number of communities with offerings (with list of communities)	Maintain at least 90% or increase (3-year period)	5	5			

Mission Element 7: Student Support

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Recruitment	a. Number of contacts	Maintain at least 90% or increase (three-years)	2576	1801			
	b. Number that applied as percentage of semester enrollment	Maintain at least 90% or increase (three-years)	354	210			
2. Advising	a. Number of students advised as percentage of semester enrollment	Maintain at least 90% or increase (3-year period)	2937	3207			
3. Retention	a. Number of students retained as percentage of semester enrollment (fall to fall)	Maintain at least 90% or increase (3-year period)	41%	42%			

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

Appendix B

Presented is a holistic view of the integration of all elements of the GBC Mission within institutional Core Themes and supporting Core Theme objectives. The colored words of Mission elements and assigned letters and numbers within the diagram illustrate the distribution within the Core Themes.

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.

Appendix C

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

Theme One	Theme Two	Theme Three
Provide Student Enrichment	Build Bridges and Create Partnerships	Serve Rural Nevada
Objective 1.1: Provide educational opportunities	Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities	Objective 3.1: Provide access to education to distant locations
Narrative: A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.	Narrative: Educational partnerships must be formed and sustained relating to university transfer, applied science and technology, and developmental education for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.	Narrative: GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.
Indicators: a. Number and types of programs b. Number and qualifications of full-time faculty c. Full-time/adjunct faculty ratio d. Financial resources e. Student services resources f. Students attaining educational goals g. Completion rates h. Persistence rates for new students i. Student satisfaction ratings	Indicators: a. Performance of first-year students enrolling in remedial and college English and math b. Tech Prep headcount and number of credits and courses awarded c. Dual credit headcount and FTE d. Transfer rates, both external and internal continuation e. Number of students transferring into GBC	Indicators: a. Number of programs fully available online b. Enrollment in distance education (online and IAV) c. Certificates and degree completions by location d. Retention rates by location e. Center and satellite site needs fulfilled by synchronized courses
Objective 1.2: Foster cultural awareness	Objective 2.2: Build and sustain workforce programs	Objective 3.2: Provide resources to meet educational needs of the service area
Narrative: Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.	Narrative: Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.	Narrative: To serve a rural Mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.
Indicators: a. Demographics of GBC students are representative of the service area	Indicators: a. Number of contract training classes offered b. Employer satisfaction	Indicators: a. Number of programs available at each center b. Demographics of service area

<ul style="list-style-type: none"> b. Number of students enrolled (duplicated) in general education classes meeting personal and cultural awareness outcomes c. Student satisfaction ratings from targeted questions 	<ul style="list-style-type: none"> c. Advisory boards and program committee meetings d. External investment in programs e. Number of students participating in workplace experiences 	<ul style="list-style-type: none"> students and population c. Student satisfaction ratings by site
<p>Objective 1.3: Provide curricula and programs for careers</p>	<p>Objective 2.3: Support community needs</p>	<p>Objective 3.3: Provide needed services to students at all GBC sites</p>
<p>Narrative: Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.</p>	<p>Narrative: Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college Mission.</p>	<p>Narrative: To fully serve a rural Mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.</p>
<p>Indicators:</p> <ul style="list-style-type: none"> a. Number and types of career directed degrees and certificates b. Job placement rates for programs c. Advancement in studies following completion 	<p>Indicators:</p> <ul style="list-style-type: none"> a. A list indicating the number and range of partnerships b. A list indicating the number and range of community events and activities c. Faculty community service 	<p>Indicators:</p> <ul style="list-style-type: none"> a. Availability of support services b. Satisfaction with support services c. Number and type continuing education classes d. Community meetings hosted through interactive video

Appendix D

Core Themes and Indicators

Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

Indicators:

1.1.a. Number and types of programs available 2012-2013

- 3 Bachelor of Arts degree programs - 8 major emphases
- 1 Bachelor of Science in Nursing degree program
- 1 Bachelor of Applied Science degree program - 4 major emphases
- 1 3+1 Bachelor of Social Work degree program
- 3 Associate of Arts, Science, and General Studies degree program
- 13 Associate of Applied Science degree program - 12 major emphases
- 16 Certificate of Achievement programs
- 11 Recognitions of Achievement

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

1.1.b. Number and qualifications of full-time faculty (fall 2012)

	<Assoc.	Assoc.	Bachelor's	Master's	MFA	PhD	Total
Grand Total	3	2	6	27	2	20	60
% of Total	5%	3%	10%	45%	3%	33%	100%

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

Expectatio Raise overall qualifications through time

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

Year	2010-11	2011-12	2012-13	2013-14
Ratio	64.2/37.8	60.1/39.9		

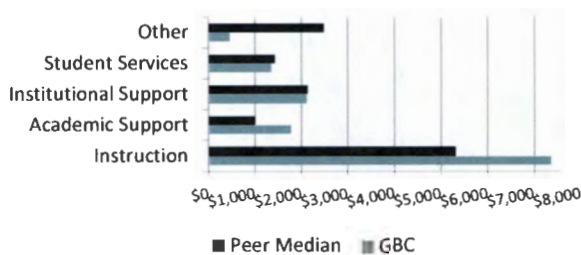
Expectatio Maintain 60%/40% FT/PT ratio

1.1.d Financial Resources

A. Institutional Finances

Expenses per FTE - FY2011

	GBC	Peer Median
Instruction	\$ 7,345	\$ 5,315
Academic Support	\$ 1,766	\$ 1,003
Institutional Support	\$ 2,107	\$ 2,131
Student Services	\$ 1,346	\$ 1,428
Other	\$ 457	\$ 2,488



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

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12	5 yr Chg
State General Fund	\$ 16,089	\$ 16,180	\$ 10,010	\$ 16,291	\$ 14,032	-13%
Revenue from student	\$ 2,730	\$ 3,476	\$ 2,989	\$ 2,978	\$ 2,946	8%
Revenue from external funding	\$ 3,571	\$ 4,238	\$ 13,847	\$ 6,477	\$ 5,813	63%
Total	\$ 22,390	\$ 23,894	\$ 26,846	\$ 25,746	\$ 22,791	2%
annualized FTE	1643	1786	1994	1939	1742	6%
\$/FTE	\$ 6,814	\$ 6,689	\$ 6,732	\$ 6,639	\$ 6,542	-4%

Notes: All dollars are except \$/FTE in \$1,000's; external funding includes operating and non-operating federal, state, local, and other grants and contracts plus gifts; FY2010 external funding includes one-time federal ARRA revenues.

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

• C. Student Finances

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

	2008-09	2009-10	2010-11	2011-12	4 yr Chg
GBC	\$ 1,920	\$ 2,010	\$ 2,243	\$ 2,513	31%
Peer Median	\$ 2,334	\$ 2,540	\$ 2,623	\$ 2,781	19%

Source: IPEDS Data Feedback Report, 2012. Earlier reports do not have comparable peer medians.

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

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

		2007-08	2008-09	2009-10	2010-11	2011-12
a)	No. Students	333	361	353	342	328
	Avg. Amount Disbursed	\$ 2,090	\$ 2,078	\$ 1,928	\$ 2,084	\$ 2,177
	% of Total FTE	21%	21%	18%	18%	19%
b)	No. Students	430	460	741	900	908
	Avg. Amount Disbursed	\$ 2,342	\$ 2,532	\$ 3,020	\$ 3,104	\$ 3,165
	% of Total FTE	17%	16%	24%	29%	32%
Total	No. Students	763	821	1094	1242	1236
	Avg. Amount Disbursed	\$ 2,232	\$ 2,332	\$ 2,668	\$ 2,823	\$ 2,903
	% of Total FTE	38%	37%	42%	47%	51%

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

1.1.e Student Services Resources

Full-time equivalent staff by assigned position (fall 2011)

	GBC	Peer Median
Instruction	113	88
Executive/admin/managerial	17	19
Other prof. (support/service)	36	34
Non-professional	129	72

Source: IPEDS Data Feedback Report, 2012.

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

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

	GBC	National Median
% Graduates and completers	86.3%	94.9%
% Leavers and non-completers	NA	60.0%

Note: Percent of alumni survey respondents reporting they've reached their personal goal. NCCBP recommends asking graduates very soon after leaving if they achieved their educational objective either partially or fully. GBC's data are from an alumni survey one year later that asked students who strongly they agree with the statement, "I achieved my educational objective." Source: NCCBP 2012 Aggregate Data Report

Expectation Be within 10% of the national median

1.1.g. Completion rates for courses and programs

A. Courses	All Credit Classes	National Median
% Completer Success	87.3%	82.2%
% Completed	81.7%	89.9%
% Withdrawal	18.3%	10.1%

Notes: Fall 2010 grades -- includes all credit classes except Driver's Ed; Enrollee Success = grades C- and above/total enrolled; Completer Success = grades C- and above/total minus W grades; Completed = % of total minus W grades. Source: NCCBP, 2012.

B. Programs

		GBC	Peer Median
2009 IPEDS	6-year graduation rates	20%	22%
	Transfer-out rates	NA	21%
2010 IPEDS	6-year graduation rates	26%	23%
	Transfer-out rates	NA	23%
2011 IPEDS	6-year graduation rates	25%	24%
	Transfer-out rates	29%	21%
2012 IPEDS	6-year graduation rates	23%	24%
	Transfer-out rates	23%	24%
2013 IPEDS	6-year graduation rates	27%	22%
	Transfer-out rates	22%	18%

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

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

1.1.h. Persistence rates for new students

	Fall 2010 to fall 2011	GBC	Peer Median		Fall 2010	GBC	National Median
Full-time, fall-to-fall retention	61%	61%	52%	Average section size	19.3	19.3	19.7
Part-time, fall-to-fall retention	36%	36%	33%	Student/faculty ratio	18.9	18.9	18.3

Data Feedback Report -- data reported to IPEDS were in error. Corrected

Source: NCCBP 2012 Aggregate Data Report

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

1.1.i. Student satisfaction ratings from targeted questions

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

2010-11	93%	The time I spent at GBC was a wise use of my time.
Graduates	88%	All in all, if I had to do it all over again, I would enroll at GBC.
	88%	I will recommend GBC to others interested in the same major field of study.

Expectation: Maintain at least 85% for these questions

B. Percent of enrolled students who:

GBC	National Community Colleges	
69.0%	60.0%	are satisfied or very satisfied when rating their overall experience thus far
78.0%	70.0%	report probably yes or definitely yes when asked if they had to do it over,

Source: Noel-Levitz Student Satisfaction Inventory, fall 2012.

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

Objective 1.2: Foster cultural awareness

Indicators:

1.2.a. Demographics of GBC and the service area

	Fall 2011 Students		Fall 2011 Employees		GBC Service Area	
Total population	3,524	#DIV/0!	511	#DIV/0!	127,084	100.0%
Hispanic or Latino (of any race)	436	#DIV/0!	46	#DIV/0!	23,946	19%
White	2,605	#DIV/0!	433	#DIV/0!	93,361	73%
Black or African American	79	#DIV/0!	6	#DIV/0!	1,650	1%
American Indian and Alaska Native	107	#DIV/0!	10	#DIV/0!	4,129	3%
Asian	57	#DIV/0!	10	#DIV/0!	1,223	1%
Native Hawaiian/Other Pacific Islander	16	#DIV/0!	1	#DIV/0!	269	0%
Some Other Race/Unknown	160	4%	0	#DIV/0!	104	0%
Two or More Races	64	#DIV/0!	5	#DIV/0!	2,402	2%
Total Minority (all but white)	919	25%	78	#DIV/0!	33,723	27%

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

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

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

	2009-10	2010-11	2011-12	2012-13
Number enrolled				
Percent of GBC enrollment				

Expectation: Maintain or increase percentage

1.2.c. Student satisfaction ratings from targeted questions

Percent of 2010-11 associate's and bachelor's graduates who agree or strongly agree they

	Associate's	Bachelor's	Combined
their ability to think critically	88%	93%	89%
understanding cultural diversity	83%	74%	81%
their ability to organize ideas	87%	89%	88%
their ability to communicate	86%	89%	87%
technological understanding	81%	85%	82%
understanding personal wellness	78%	67%	75%
ability to learn on my own	87%	92%	88%
ability to seek information	89%	96%	91%

Expectation: Maintain at least 75% for each item

Objective 1.3: Provide curricula and programs for careers

Indicators:

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

- 2 Bachelor of Arts (Elementary and Secondary Education)
- 1 Bachelor of Science in Nursing degree program
- 1 Bachelor of Applied Science degree program - 4 major emphases
- 1 Associate of Applied Science degree program - 12 major emphases
- 16 Certificate of Achievement programs
- 6 Recognitions of Achievement

Expectation: Maintain or expand the list

1.3.b. Job placement rates for programs

Percent of graduates employed within six months to a year

	<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>	<u>Overall</u>
2009-10				
2010-11				
2011-12				
2012-13	86%	90%	96%	92%

Note: *2010-11 graduate survey for all grads one year later excludes those not employed and not seeking work; 2009-10 graduate surveys for program-specific results.

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

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

Percent of 2010-11 graduates continuing their education

		<u>30+ credit</u>			<u>Overall</u>
		<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>	
	Continuing their education	25%	69%	41%	60%
Where enrolled:					
	Enrolled at GBC	100%	73%	33%	68%
	Enrolled elsewhere	0%	27%	67%	32%
	Agree or strongly agree GBC prepared me to	71%	86%	81%	84%

Expectation: Maintain 90% or increase percentages continuing with education
Monitor GBC proportions

Theme Two: Build Bridges and Create Partnerships

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

Indicators:

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

	Fall 2011		Fall 2012	
	% Enrolled	% Passed	% Enrolled	% Passed
Remedial math	36%	67%	38%	69%
College math	5%	65%	13%	80%
Math total	41%		51%	
Remedial English	24%	60%	30%	66%
College English	28%	61%	31%	73%
English total	52%		61%	

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

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

	Math		English	
	GBC	National Median	GBC	National Median
Retention Rate: Percent of students successfully	76.1%	86.3%	87.7%	89.6%
Enrollee Success Rate: percent of students	65.8%	65.6%	80.4%	71.0%
Completer Success Rate: percent of same remedial	86.5%	77.4%	91.6%	80.6%

Notes: Includes students who successfully completed highest remedial math or English in fall 2009 and enrolled in college-level math or English within one academic year (through fall 2010). NCCBP 2012.

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

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

	FY2009	FY2010	FY2011	FY2012	FY2013
No. of Students	48	110	222	173	139
No. of credits	257	523	961	749	556
No. of Courses Articulated	69	64	84	63	57

Note: The number of courses is by high school.

Expectation: Maintain an increasing trend over time

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

	Student Headcount			Student FTE		
	Fall 2011	Spr 2012	Fall 2012	Fall 2011	Spr 2012	Fall 2012
Grand Total	435	378	449	144.9	111.1	134.6

Notes: Dual credit enrollments are student-high school-course specific. Enrollments here include all classes enrolled in by NV high school students, except Driver's Education. Earlier years are not comparable.

Expectation: Maintain a continuing or increasing trend over time

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

continuing from lower to upper division at GBC	Fall 2011	Fall 2012	Fall 2013
Elsewhere	22	NA	
at GBC	58	NA	

Source: NCCBP 2012 for transfer, advancing from sophomore to junior (>60 credits) and taking upper division courses at GBC

Expectation: Maintain a continuing or increasing trend over time

2.1.e. Number of students transferring into GBC

Fall 2011	Fall 2012	Fall 2013
Headcount	Headcount	Headcount
189	202	

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

Expectation: Maintain a continuing or increasing trend over time

Objective 2.2: Build and sustain workforce programs

Indicators:

2.2.a. Number of contract training classes offered

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
No. of classes	98	126	139	121		

Expectation: Maintain a continued effort over time

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

	GBC	National Median
Employed in related field	83%	58%
Pursuing education	17%	21%
Employers satisfied with preparation	88%	93%

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

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

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

	Total Number	Meet Annually	Meet Semi-annually	Meet Monthly	Other Frequency
AAS programs	9	4	5		
Bachelor programs	4		1	1	2
Institutional and non-degree	3	2			1
Not having board	4				

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

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

GBC Foundation	2007-08	2008-09	2009-10	2010-11	2011-12
Scholarships	\$ 107,776	\$ 141,521	\$ 103,388	\$ 123,150	\$ 164,421
Capital projects	\$ 199,548	\$ 159,448	\$ 1,610,763	\$ 76,506	\$ 309,967
Program and operating support	\$ 227,386	\$ 324,377	\$ 191,394	\$ 225,370	\$ 238,870
Total	\$ 534,710	\$ 625,346	\$ 1,905,545	\$ 425,026	\$ 713,258

Note: Program and operating support includes in-kind donations

	2007-08	2008-09	2009-10	2010-11	2011-12
Contract training (Continuing Ed)	\$ 30,490	\$ 37,991	\$ 42,735	\$ 33,795	\$ 27,945
Contract training (Career & Tech Ed)	\$ 551,016	\$ 588,098	\$ 530,587	\$ 561,164	\$ 419,773
Maintenance Training Consortium (MTC)	\$ 284,500	\$ 282,941	\$ 267,750	\$ 271,952	\$ 310,000
Grants\Sponsored Programs	NA	\$ 1,482,464	\$ 1,920,209	\$ 1,774,853	\$ 1,308,289

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	56	40	49	35	186	

Expectation: Maintain a continuing or increasing trend over time

Objective 2.3: Support community needs

Indicators

2.3.a. Maintain a range of community partnerships

Partner	Location
Battle Mountain Arts Presenters	Battle Mountain
Battle Mountain Cookhouse Museum	Battle Mountain
Battle Mountain Resource Center	Battle Mountain
California Trail Interpretive Center	Elko
Chamber of Commerce	Elko, Battle Mountain
Committee Against Domestic Violence	Lander County
Communities in schools	Elko, Ely
County School Districts	Elko, Lander, Nye, White Pine
County Economic Development Authorities	Elko, Lander
Great Basin Indian Archives	State-wide
Great Basin Writing Project	State-wide
Junior Achievement	Ely
County Convention and Tourism	Lander County
Mining Rocks	Elko
NV Department of Veteran's Affairs	Pahrump
Nevada Humanities Organization	Service Area
NV State Immunization Program (Webiz)	Pahrump
PACE	Elko
Silver Stage Players	Elko
United Blood Services	Elko, Ely
VISTA Sponsorships	Elko
Western Folklife Center	Elko

13).

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

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

2011-12 Community & Related Student Events	Location
Richter Uzur Duo Guitar & Cello Concert	Elko
	Elko, IAV to
50th Anniversary Celebration of the US Peace Corps	BMtn, Ely, Pahrump
Nevada Outdoor School Kids Programs	Winnemucca
"One Enchanted Evening" Father & Daughter Ball	Elko w/svs area
Fall Art Show and Demonstrations	Elko
Winnemucca Fall Student Art Show	Winnemucca
United Blood Services Blood Drive	Ely
Deon Reynolds Photography Exhibit	Elko
GBC 2012 Film Festival	Elko
Empowerment Week "Pay What You Can"	Elko
Community Clean-up week and Earth Day Film	BMtn
Thomas Sheridan & Barry Corbin Cowboy Poetry Speakers	IAV to All
Tumble Words: Shaun Griffin, poetry & writing workshop	IAV to All
Dinner & Movie "Buck" in Partnership with Ranching	Elko
Love Your Body Walk sponsored by SGA	Ely
Spring Student Art Show	Elko w/svs area
Winnemucca Student Spring Art Show	Winnemucca
GBC Foundation Dinner Dance	Elko
Winnemucca Kids College	Winnemucca
Argentum (art and literary magazine)	Svc. Area

Joni Morris Concert & Outreach events Elko
 GBC Theater Productions Elko
 "Back to Bizkaia" Vince Juaristi Book Signings Ely & Elko
 Kids College Elko
 Shooting the West Photography Workshops Vinnemucca
 Transit of Venus Astrological Viewing Elko

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

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

<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
87%	86%	84%	76%	

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

Theme Three: Serve Rural Nevada

Objective 3.1: Provide access to education at distant locations

Indicators:

3.1.a. Number of programs fully available online

		2011-2012	
Bachelor's degree programs	1	Bachelor's of Science in Nursing	
Bachelor's Applied Science degree programs	1	BAS Land Surveying/Geomatics	
Transfer associate's degree programs	2*	Associate of Arts, Associate of Science	
Associate of General Studies degree	1		
Associate of Applied Science degree programs	2	AAS Business Administration, AAS Computer Technologies	
Certificates of Achievement	5	Business Administration, Computer Technologies, Substance Abuse	
Recognitions of Achievement	2	Medical Coding and Billing, Medical Transcriptionist	
Total	12		

*Depending on pattern of study

Expectation: Maintain or increase the number of programs available

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

Section Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Percent of Last Total
Internet	1719	2529	3296	3923		
Interactive Video	2129	1656	1855	1817		
Total Distance	3848	4185	5151	5740		
Total GBC	9172	9,644	10602	10467		
% of All Enrollment	42%	43%	49%	55%		

Notes: Interactive video (IAV) classes are sectioned by site so that a single class will have multiple sections. Does not include telecourse sections which ended as of fall 07.

Expectation: Maintain or increase enrollment in distance education classes

3.1.c. Certificate and degree completions by student location

FY 2012 Awards	Battle Mountain					NV Out of Service Area		All GBC	Percent of Total
	Elko	Ely	Pahrump	Winn.	Out of State				
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%	

IPEDS.

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

3.1.d. Retention rates by student location (fall-to-fall)

All Credit Student Retention	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC	National Median
Fall-to-spring	52%	58%	60%	47%	64%	59%	72%	58%	72%
Fall-to-fall	40%	49%	48%	34%	44%	45%	49%	45%	48%

Notes: Includes all full-time and part-time students enrolled in credit classes (excludes high school students); Fall 2010, Winter 2011 graduated Fall 2010 or enrolled Spring 2011 for fall-to-spring retention; or 2) who graduated fall 2010, spring 2011 or summer 2011 or enrolled fall 2011 for fall-to-fall retention. Location is based on primary location of classes. NCCBP 2012.

Expectation: Retain students throughout the service area at comparable rates

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

No. of Live and Originating IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total	latest
Battle Mountain	24	21	21	19	15	2%	
Elko	950	858	832	698	677	74%	
Ely	67	46	45	36	35	4%	
Pahrump	123	124	131	113	103	11%	
Winnemucca	110	112	109	98	87	9%	
Other Locations	2	2	0	3	3	0%	
Total	1276	1163	1138	967	920	100%	

No. of Receiving IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total latest
Battle Mountain	77	74	77	83	69	16%
Elko	30	46	53	61	45	10%
Ely	118	109	106	88	73	17%
Pahrump	99	102	117	113	89	21%
Winnemucca	125	121	123	127	98	23%
Other Locations	106	97	72	84	60	14%
Total	555	549	548	556	434	100%

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

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

Indicators:

3.2.a. No. of programs fully available at each center or site (2011-2012)

Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA degress	3 BA degs	3 BA degs	3 BA degs	3 BA degs	Bachelor's of Arts degree programs - 8 major emphases
1	1	1	1	1	Bachelor's of Science in Nursing degree program*
1 BAS - 3 emph	1 BAS - 3	1 BAS - 3	1 BAS - 3	1 BAS - 4	Bachelor's of Applied Science degree program - 4 major emph*
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
1 AAS - 6 emph	1 AAS - 6	1 AAS - 6	1 AAS - 6	1 AAS - 12	Associate of Applied Science degree program - 12 major emph
12	12	12	12	16	Certificate of Achievement programs
2	2	2	2	3	Teacher Certifications
2	2	2	2	6	Recognitions of Achievement

*Note: upper division classes only

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

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

Gender

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Total Enrolled Students	1,818	48	329	146	470	181	2,997	407	3,524
% Men	39%	48%	26%	34%	35%	30%	36%	34%	37%
% Women	61%	52%	74%	66%	65%	70%	64%	66%	63%

Nevada State Population Gender Distribution by County

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
% Men	52%	53%	52%	51%	51%	57%	52%
% Women	48%	47%	48%	49%	50%	43%	48%

Note: Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Hispanic or Latino (of any race)	13%	10%	15%	21%	10%	9%	13%	13%	12%
White	75%	79%	77%	73%	72%	82%	75%	65%	74%
Black or African American	1%	2%	0%	0%	6%	1%	1%	7%	2%
American Indian/Alaska Native	4%	0%	3%	3%	2%	3%	3%	1%	3%
Asian	1%	0%	1%	0%	1%	1%	1%	7%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	1%	0%	0%	0%
Unknown	5%	4%	3%	3%	6%	3%	5%	2%	4%
Two or More Races	1%	4%	1%	0%	2%	2%	1%	5%	2%
Total Minority (all but white)	25%	21%	23%	27%	28%	18%	25%	35%	25%

Total Enrolled Students	1,817	43	279	115	421	165	2,989	407	3,521
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Note: Does not include 3 international students.

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
Hispanic or Latino (of any race)	23%	12%	24%	21%	14%	13%	19%
White	69%	84%	69%	74%	79%	76%	73%
Black or African American	1%	0%	0%	0%	2%	4%	1%
American Indian/Alaska Native	5%	2%	4%	3%	1%	4%	3%
Asian	1%	1%	1%	0%	1%	1%	1%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	1%	2%	1%	3%	2%	2%
Total Minority (all but white)	31%	16%	31%	26%	21%	24%	27%
Total County Population	48,818	1,987	16,528	5,775	43,946	10,030	127,084

Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Expectatio Gender and race/ethnicity demographics of the student population for should approximate that of the service area population

3.2.c. Student satisfaction ratings by site -- Spring 2011 enrolled students

	Elko	Ely	internet	Other	Pahrump	Winn.
Percent who agree or strongly agree they are overall,	81%	91%	89%	83%	80%	91%
Percent who agree or strongly agree they would	86%	82%	92%	83%	86%	88%
Percent who agree or strongly agree they would still choose	73%	77%	80%	74%	77%	64%
Percent who agree or strongly agree they enjoy being a	87%	86%	95%	83%	90%	88%
Percent who agree or strongly agree they fit in at GBC	73%	70%	66%	40%	76%	67%

Expectatio For each question, 75% should indicate that they agree or strongly agree

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

Indicators:

3.3.a. Availability of support services

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

Expectatio At least some degree of availability at all sites

3.3.b. Satisfaction with support services

Student satisfaction with support services by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly that tutors were available	62%	62%	42%	41%	49%	34%
Percent who agree or strongly agree financial aid staff is	68%	52%	58%	33%	63%	58%
Percent who agree or strongly agree that I am very	62%	57%	58%	43%	69%	42%
Percent who agree or strongly agree that my advisor is	67%	81%	71%	55%	59%	80%
Percent who agree or strongly agree that I am very	69%	86%	73%	57%	66%	83%
Percent who agree or strongly agree that library resources	77%	57%	50%	38%	29%	27%

Expectation: Continuous improvement of responses over time

3.3.c. Number and type of scheduled continuing education classes (2011-12)

	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Total
2011-12	64	3	15	1	4	1	2	90

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

3.3.d. Number of non-class JAV sessions scheduled

	Elko	Ely	Battle Mtn	Pahrump	Winn.	Amargosa	Beatty	Gabbs	Eureka	Jackpot
2011-12										
2012-13										
2013-14	126	23	17	23	31	1	2	2	4	1

	Lovelock	McDermitt	Owyhee	Round Mtn	Tonopah	Wells	Wendover	Total
2011-12								
2012-13								
2013-14	3	2	1	4	12	4	3	259

Expectation: Continue to provide connectivity throughout service area for community needs