

Great Basin College



March 2016

Mid-Cycle Self-Evaluation

Prepared for the Northwest
Commission on Colleges and
Universities



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Great Basin College

2016 Mid-Cycle Self-Evaluation Report

March 1, 2016

Introduction

This mid-cycle accreditation report to the Northwest Commission on Colleges and Universities describes the Great Basin College Institutional Assessment Plan (Appendix A) and its implementation. The assessment plan is developed to guide the college forward to the Year Seven self-evaluation report in 2020, addressing the appropriate standards for accreditation by NWCCU. This report describes the plan and provides examples of how it is used in operation. In implementing this plan, the college proposes that it meets the published standards of NWCCU, particularly addressing Standards 1 and 3-5.

In addition to the information supplied in this report, the required addendum addressing previous recommendations from NWCCU accompanies this. The addendum provides detailed supplemental information that is integral to this Mid-Cycle Self-Evaluation. The responses to recommendations fall within the overview information presented in this report, but correlated more specifically to individual Standards and with greater detail. This report is shortened to some degree to avoid being overly repetitious with information found in the addendum.

The college critically evaluates Mission fulfillment, the achievement of Core Theme objectives, and plans for sustainability on a regular and documented basis. To arrive at this point during the last six years, GBC has revised its Mission statement, created and revised Core Theme objectives, restructured its planning orientation, created an institutional assessment plan, and generally changed its orientation and culture in relation to assessment. Assessment practices are now incorporated into GBC functions at all levels.

The process of creating and implementing the current Institutional Assessment Plan began with the 2011 Year One Self-Evaluation Report and the peer review recommendations received on that report. The college clearly did not well understand the new NWCCU format and cycle expected of that report. The recommendations received reflected fundamental flaws in the GBC approach to addressing Mission fulfillment and Core Theme achievement at that time.

Based on the recommendations from the 2011 Year One Report, the 2013 Year Seven Report – submitted on the accelerated accreditation transition schedule – contained major revisions to the point of near total restructure. The peer review of the Year Seven report in 2013 recognized progress made with the revisions, but recommended further refinement. Though no review was received on the refinements made in the 2014 Year One Report, GBC is confident that the framework for ongoing assessment and planning described in that report is considerably improved, and it is hoped appropriate. Of course, evaluation of this hope remains to be seen here.

Several documents are referenced in both this report and addendum that are not included in the appendices of this report. To access the documents, they are linked to a single website:

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

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

- 2011 GBC Year One Report
- 2011 NWCCU Report (with recommendations)
- 2013 GBC Year Seven Report
- 2013 NWCCU Report (with recommendations)
- 2014 GBC Year One Report
- 2014 Institutional Strategic Plan
- 2015 – 2019 Academic Master Plan
- GBC Institutional Assessment Plan, 2015-2020

Part I: GBC Institutional Assessment Plan

Overview

Great Basin College developed an Institutional Assessment Plan covering the full range of college assessment from Mission fulfillment to individual courses. The plan accompanies this report as Appendix A where it may be viewed with its details. The plan has been reviewed by faculty and administration. It describes the procedures to be used for six levels or categories of assessment:

1. College Mission
2. Institutional Core Themes
3. Institutional Strategic Plan
4. Operations
5. Academic Programs
6. Courses

For each assessment category the plan first describes the important components and ideas associated with the category. Most categories are tied to a specific document that is external to the plan and that must be reviewed in performing the assessments. The plan then identifies who within GBC is responsible for assessment of the category, the cycle for which the assessments are to be made, and where and by who the records for assessment are to be maintained.

Process of Assessing Mission Fulfillment

As described in the Institutional Assessment Plan, the assessment of Mission fulfillment relies on a detailed review of Appendix A of the 2014 Year One Self-Evaluation Report. This document is now

entitled, *Mission Fulfillment: Criteria, Measurements, Expectations*, and is Appendix B of this report. As described in the Year One report, this appendix is organized by **seven Mission elements** drawn from the GBC Mission statement:

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

For each element there are several criteria listed with measurements and expectations for each (Appendix B). The process for annual evaluation of all criteria and thus Mission fulfillment is to be completed annually. Annually the office of Institutional Research and Effectiveness (IRE) updates the information required for measurement of fulfillment criteria. Following this, President's Council jointly reviews the Mission Fulfillment document to determine if each criterion has been met or not, and this is indicated on the document. In determining that the Mission is being fulfilled, the college has established that meeting the expectations of 85% of the criteria is meeting the threshold for fulfillment. In evaluating the expectations drawn from the criteria, the general expectations written for each of the seven elements in the 2014 Year One report must also be met.

The recently completed assessment of Mission fulfillment by the college determined that it is achieved at this time. The evaluation was completed by the GBC President's Council following the procedure described in the assessment plan. The assessment written by the President is attached here as Appendix C. From this assessment, the college determined that it was meeting 92% of the expectations of its criteria, and that the stated expectations of the seven elements of the Mission are also being met. While meeting the stated level for expectations, the President's Council determined that an achievement level of 85% may be too high as a realistic level of expectation in all years, and that perhaps 80% would still be quite adequate to account for variables outside of college control. This is an adjustment that will be made for future years.

Validity of Core Themes, Their Objectives and Indicators

GBC Core Themes with objectives and indicators were originally presented as Appendix D of the 2014 Year One report. The current version with updated data and certain refinements is Appendix D of this report, *Core Theme Objectives, Indicators, and Expectations*. There are **three GBC Core Themes**:

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

By the process described in the Institutional Assessment Plan (Appendix A), an assessment of the GBC Core Theme objectives was recently concluded. The assessment report is included here as Appendix E. No question of the validity of the Core Themes or the objectives was determined, though some were

refined at the level of their indicators. As detailed in Appendix E, most Core Theme objectives are being achieved, but a few are not.

Previously, significant revision of Core Themes and objectives occurred when creating the 2013 Year Seven report. At that time the four Core Themes of the 2011 Year One Report were reduced to three, with two of the original dropped completely and one new one created (Build Bridges). Minor refinements were made for the 2014 Year One report, adjusting the name of one Core Theme (to Build Bridges and Create Partnerships) and adjusting the wording of a few objectives. The number of indicators was reduced in the 2014 Year One Report to provide better focus on key factors for which consistent and accessible data could be collected.

In the recent evaluation of Core Themes, the consensus was that while there are many indicators to be addressed, the objectives being evaluated are worthwhile and relevant to evaluating fulfillment of the college Mission. Some indicators are used for both the evaluation of Mission fulfillment and the evaluation of Core Theme objectives. The data collected in assessing GBC Core Themes will continue to be used to inform future planning. Data also will continue to be used to refine the indicators and outcome measurements as assessment proceeds in subsequent years. In some instances it has already been determined that data collected for certain indicators are not as useful as desired because of availability, consistency, or relevance to the indicators. Refinements of these types will continue.

Part II: Examples of Program Assessment

Introduction

As part of the GBC Institutional Assessment Plan (Appendix A), every academic program and operational function of the college is required to have an individual assessment plan on file. Each is also required to perform at least some level of assessment following this plan on an annual basis. There must be a stated mission for each program and operation that can be related to at least one of the seven elements of the GBC Mission. Each must then define expected outcomes with appropriate indicators and measurements for determining achievement of outcomes. Each plan must include a stated frequency for assessing outcomes and how the program or operation will be assessed. Academic programs must have a full program review at least once every five years following GBC policy and procedure. All information relating to the assessment of the fulfillment of expected outcomes of programs and operations must be documented and retained.

Some programs have an established history of full and detailed assessment practice as required by program accreditation. The Nursing program is an example of this. For most GBC programs and operations, the assessment requirement is new and requires a culture shift in establishing this as part of “what you do.” The challenges are greater in some areas than others, but the college now has an assessment plan on file for every program and operation. Every operation has one or more years of assessment reports recorded and every academic program will have an assessment report of at least one outcome by the end of this academic year. Academic faculty are required to assess outcomes from at least one course every semester so that each course is assessed at least once every five years. Course

assessments are uploaded into the faculty annual evaluation system and are included in those evaluations.

All aspects of GBC course, program and operation assessment documentation is recorded in the TracDat document management system. This software is designed to retain and relate institutional data from a wide number and variety of programs. The software is managed by the office of Institutional Research and Effectiveness (IRE). This office is responsible for the input of all information into the software and the management of how it is stored and retrieved. This is done to relieve faculty and staff from the tedious task of learning to operate a somewhat challenging system. Appropriate faculty members are required to compile and submit information relating to assessment to IRE on a form designed for this purpose, and this is entered into TracDat. IRE provides assistance in generating certain data needed for program assessment, including data compiled from the student information system and by performing surveys.

Original and TracDat-generated documents and reports are archived on a shared drive for all academic faculty and deans to access. This includes curriculum maps, assessment plans and reports, program reviews, and data and reports in support of those documents. These will be made available to the review team during the site visit. Current TracDat-generated course assessment reports and program and operations assessment plans and reports are available on public websites via the IRE site:

<http://www.gbcnv.edu/IR/>

As examples of program assessment at GBC, the Teacher Education program and the Industrial Millwright Technology program are portrayed. The Teacher Education program is selected as an example of one of GBC's select Bachelor's degree programs. The Industrial Millwright program is selected as an example of an Associate degree program in a technical field. GBC programs are generally guided to seek five or so broad outcomes to assess. These two programs are somewhat atypical in having 10 and 13 outcomes respectively. This is because they are both more highly focused on a larger number of detailed standards generated by external entities to which they compare.

Teacher Education Program

GBC manages the Elementary Education and Secondary Education Bachelor's degree programs together under the umbrella of one Teacher Education program. The Elementary Education program was GBC's first Bachelor's degree, and the subsequent Secondary Education program is closely aligned with it to create efficiencies in course utilization, instruction, evaluation, and resources in general. Also, both programs must report results to the Nevada Department of Education in similar manners and time frames, and both have adopted the national INTASC standards for evaluating student performance.

Two primary documents accompany this report in Appendix F to describe assessment and its practice for this program. The first is the Five-Year Assessment Plan as submitted by the program to IRE on the form provided for this purpose. Following that is the same assessment plan as it appears after being entered into TracDat by IRE. These documents show program mission, outcomes, measures (indicators), criteria,

and other relevant information. Following these within Appendix F are two examples of instruments used in measuring program outcomes.

The Teacher Education program lists 10 outcomes, all being national INTASC standards. These standards are selected to assure alignment of the degree with national expectations while also addressing requirements for Nevada. These standards are assured of being acceptable in any evaluation of the program. In the absence of regular and predictable accreditation interaction from the Nevada Department of Education in recent years, holding these standards is viewed as highly important.

Each of the 10 outcomes carries with it a variety of measures and the criterion for each. Measures range widely, including results from standardized tests, surveys, standards in student teaching performance assessments, and standards in the capstone portfolio. For the current year the Teacher Education program is undergoing a fifth-year full program review. Because of this, all outcomes are being assessed before the end of the current academic year and will follow additional program review requirements established by GBC policy. This includes external review.

As a relatively established program of GBC with a history of assessment, the Teacher Education program has had many years to review its past assessment practices. Past assessment considerations brought about the use of INTASC standards, with former methods now largely unused except as now expressed in INTASC. No major revisions of assessment practices are anticipated, excepting perhaps minor revisions in measures or criteria based on the current fifth-year program review. Each course in the program must have its syllabus reviewed at least once every five years to coincide with completion of the program review cycle. The syllabus content must include outcomes, and the alignment of course outcomes to program outcomes is reviewed and adjusted in the form of a curriculum map as appropriate. A new five-year plan to assess program outcomes is also part of the program review, with the expectation that at least one program student learning outcome is assessed annually. In this way, assessment becomes an on-going process that then is fully evaluated every five years during program review.

During the years of the program's existence, periodic adjustments have been made based on the results of graduate surveys, employer surveys, student teaching performance assessments, portfolio assessments, and other assessments. These have been adjustments within courses and changes in the types of courses offered. An ESL course was added to the program in response to feedback received from employers and graduates. Data are still being gathered on the impact of this change. Outcomes relating to methods of building parental engagement were recently added in response to state department requests and feedback from graduates. Classroom management components were strengthened in field experience courses and were recently spotlighted in a National Center for Teacher Quality publication. Based on assessment of program outcome #8, Teaching Strategies, the program course EDUC 323 (Curriculum Development for Parental Engagement) was revised to increase the number of models of instruction from four to ten.

Industrial Millwright Technology Program

The Industrial Millwright Technology program is one of several technical programs in the Career and Technical Education Department (CTE) that works closely with the service area mining industry to provide workforce training and education. In addition to an aligned Certificate of Achievement and Associate of Applied Science degree program, faculty in this discipline also provide non-credit workforce training for mine employees, sponsored by mining companies. This report focuses on the assessment of the credit-granting program leading to a degree.

Appendix G contains the assessment plan for the Industrial Millwright program as it appears in TracDat. The initial forms filled out for the program are not included here as they were for the Teacher Education program, as the example provided there is similar to all. As shown in Appendix G, the program has adopted 13 standards that mostly align directly with NCCER standards. NCCER (originally the National Center for Construction Education and Research) develops standardized construction and maintenance curriculum and assessments. Alignment with the standards allows students to receive transportable certificate credentials for their acquired skills in addition to the GBC Certificate of Achievement and AAS degree. Alignment of the program with NCCER standards is a result in part of GBC support by a TAACCCT grant funded through the U.S. Department of Labor.

From the NCCER standards the program faculty identified those components of existing individual courses that meet specific NCCER outcomes or objectives. (A typical course assessment form is within Appendix G.) GBC courses taught for the Industrial Millwright program do not exactly correlate with NCCER standards, so students must complete identified sequences and combinations of courses to achieve NCCER certification with five different individual certifications available. Indicators are identified within courses to measure the outcomes to which they are associated. Course outcomes identified within respective course syllabi are the basis of these alignments. The syllabus of each class is reviewed at least once every five years, with the completed cycle to be incorporated within the five year program review cycle. This program is being reviewed this year together with all CTE programs. This includes participation from external reviewers.

The assessment measures of each outcome are identified in the program assessment plan. The class in which the outcomes will be addressed is identified, and then the level is given at which the assessments must be passed by the students to indicate achievement. The assessments for many of the outcomes are specific NCCER Modules. For those assessments not tied directly to a module, assignments or tests used for assessment within a class are identified together with the level of attainment required. Outcomes relating to human experience, electrical theory, and metallurgical testing are program outcomes not specified by NCCER, but by the GBC program to align with local industry needs.

The Industrial Millwright program recently initiated the current set of program outcomes and assessments. From the current fifth-year program review and full assessment of the program, it is anticipated that certain changes will be identified at some scale. These will result in at least some revisions in the program benefitting student learning.

The Industrial Millwright program also provides examples of low level assessment and change occurring in an ongoing basis in all programs, even if not always documented and attributed to a specific outcome. Bringing these types of assessment and changes into the pattern of documentation of assessment is a challenge being faced. Below are a few examples of changes that have occurred within Industrial Millwright program courses by actions of faculty members. Classes in the program are taught in two sessions.

1) IT 214 -- When teaching the concept of amps in an earlier class, students weren't quite understanding it, so some examples were found and included when the concept was taught in a later class. Another time, earlier students weren't completely understanding the explanation of how a motor can be energized by an outside magnetic field. A video was found online that illustrates the concept and was introduced to the second class for improved understanding. Based on the reaction of a later class, these changes will now be incorporated in all future classes of IT 214.

2) IT 105 - The hardness of bearings was being taught in the earlier class, but it was difficult for students to understand. A machine was purchased that measures the hardness of metals and used in a lab exercise for the later class. Now students can see how the concept works as the ball bounces off metals of different hardness at different rates.

3) IT 209 – In Principles of Rigging it was noticed at the end of both sessions that a majority of the students answered two different questions incorrectly on the written test regarding parts of line and mechanical advantage. More line was purchased and with some pulleys and hooks two different lab examples were created to explain this concept better next year. The results haven't been seen yet but it is anticipated that there will be more success when this course is taught next year.

4) Another change implemented by program faculty is how they test students on each module. Students need to do a written and practical test in order to pass each module and this was done all in one day. This took an entire day away from instruction. Now, a time is scheduled at the end of a class in order to administer the practical test to only a few students while the rest take that time to do assignments and make-up work. Those who are done can go. It works much better now because those who need additional instruction can get it, while those who don't are rewarded with a short time off.

Based on these observations and actions, improvements will be incorporated into these classes going forward, and will in subtle ways affect the performance of students in achieving outcomes. An issue is that many such changes occur regularly in many classes, and faculty often do not see the importance or relevance of documenting these actions. In the larger view, outcomes will be positively affected, but the assessment responsible for this will not be documented. This is an area to be improved on in most programs. Documentation of continuous low-level change that positively affects student learning is difficult to achieve. These tend to be anecdotal, but real.

Other College Operations

A brief description relating to the assessment plan of a GBC operation (service) is presented here as an example of assessment efforts outside of academic programs. The operation portrayed is Environmental

Health, Safety, and Security. As with the assessment of all programs and operations, information relative to this operation is stored in TracDat.

Along with the majority of GBC's services and operations, the office of Environmental Health, Safety and Security began assessment plans and documentation of the assessment of outcomes in 2012-13. Their first major outcome, "All faculty, staff, students, and visitors on GBC's campuses/centers exist in a safe and secure environment. Everyone feels safe and is safe anytime they visit our campus or centers," was assessed directly through the expected number and placement of security cameras and yearly incident reports. This was also assessed indirectly through the Noel-Levitz Student Satisfaction Inventory which asks several questions on the importance of and satisfaction with campus security personnel, lighting, and safety. As documented in annual assessment reports, student surveys in the fall of 2011 indicated that students at both the Pahrump and Winnemucca Centers felt unsafe because of poor lighting. The problem of poor lighting was corrected in the summer of 2012. This action was validated by another survey in fall of 2012 when students rated campus safety for all Centers as a strength (both high in importance and in satisfaction), and again in the fall of 2014.

Student satisfaction ratings play a significant role in assessing expected outcomes for student services and augment the more direct assessment measures as illustrated in the example above. Surveys are conducted biennially and the results are presented and discussed at student services meetings and used in assessing expected outcomes in operations.

Part III: Looking Forward to the Year Seven Report

GBC feels confident that it is correctly addressing the standards for accreditation, but sincerely looks forward to this external review to seek affirmation of the process and its achievements. This is the fourth accreditation report by GBC to NWCCU in six years since and including 2011. In each of these reports GBC has made revisions and refinements to how it addresses Mission fulfillment, Core Theme achievement, and sustainability. During these six years the Mission statement was significantly revised to better address how Mission fulfillment could be assessed, and the indicators of Mission fulfillment were reduced and focused for better assessment. GBC Core Themes were reduced in number, adjusted in orientation, and objectives were refined. Indicators continue to be refined for the ability to better evaluate objective achievement. As a result of the most recent GBC evaluations of Mission fulfillment and Core Theme objectives, there was consensus that a good picture of the college and its performance is being drawn by the process.

The primary challenge in the next four years is to enforce and document continued assessment of all functions of the college at all levels on an annual basis as described in the Institutional Assessment Plan. In preparing for the coming 2020 Year Seven report, the college assumes that an adequate framework for assessment is in place, though with flexibility for continued refinement as needed. Greater detail of how the college is attempting to meet standards relating to assessing and attaining Mission fulfillment and sustainability is put forth in the addendum responding to previous recommendations. A further challenge will be archiving documentation in such a manner as to be able to readily retrieve information for reporting the level of achievement of the college in a useable manner.

The college has now gone through the process of assessing Mission fulfillment and expected achievement of Core Theme objectives at least once, and it will be much easier to replicate the process annually going forward. Information was collected on supporting activities tied to each of the Core Theme objective indicators from key personnel. However, information is currently recorded in separate Word documents and difficult to tie together to form a full picture of the range of activities. This also makes it difficult to create a status report. Plans are underway to get this information into TracDat and associated with the strategic plan so that an email can be generated annually and sent to key personnel who can then go into TracDat directly to submit updates and the status of each activity. This is planned to be in place this summer (2016). Original and TracDat-generated reports are archived on a shared drive for these key personnel. Current reports and data on Mission fulfillment, Core Theme objectives, and supporting activities for strategic planning are available to the public via the Institutional Assessment web page:

<http://www.gbcnv.edu/administration/instassessment.html>

Once momentum for annual assessment reporting is achieved at all levels, focus can be placed on the quality of those assessments. GBC's Faculty Senate Assessment Committee is doing this now with courses and found that last year when faculty were assessing different class sections of the same course, they weren't assessing the same outcomes. Now, faculty are expected to assess the core outcomes as listed on the syllabus and these same core outcomes are expected for all sections. Additional outcomes and assessments are fine, but the core outcomes of the same course must be assessed. The committee is developing a short training video and will show it during the fall, 2016, college in-service week before classes begin.

A significant challenge in the next four years will be maintaining the financial sustainability to perform effectively. This is addressed in detail in the addendum. At the end of the next four years the college will have passed a crucial threshold in financial sustainability affecting its future beyond that point. While being confident in the ability to provide quality programs to students in a wide-ranging service area, the college cannot be certain of adequate financial support to continue at a high level of service. Current funding formulas for higher education in Nevada have reduced GBC funding levels by 45% in the five years since 2009, with another 10% reduction slated for the coming biennium (2017-2019). GBC has established a plan to achieve financial sustainability in the 2014 Institutional Strategic Plan. Progress has been made in achieving some elements of the plan and implementing others (see details in the addendum). But some elements of the plan rely on factors external to college actions, and there continue to be questions.

One apparent deficiency in GBC Core Theme objectives is adequately identifying an appropriate indicator for financial sustainability. Comparison to the IPEDS peer group is used as the current indicator, and this indicates achieving a minimal expectation (Appendix D, Indicator 1.1.d). Considering the strain GBC is feeling in many areas of service to students, this does not seem accurate and GBC needs to seek a better gauge. Considering the unique quality of the college (large service area, select Bachelor's degrees, unique technical programs, etc.) the college should consider devising its own formula for determining its expectation for dollars per student needed to operate effectively. This is a

critical issue for the college. The college needs to identify the level of funding it seeks, and not just say, "We need more."

Great Basin College remains confident and optimistic that it will continue to meet its challenges and the standards of accreditation. The college desires to not just survive but thrive in fulfilling its Mission to rural Nevada in the future. This will require a full and concerted effort from all levels of the college.

Addendum to the Mid-Cycle Self-Evaluation Response to Recommendations Great Basin College

March 1, 2016

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

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

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

- 2011 Year One Report
- 2011 NWCCU Report (with recommendations)
- 2013 Year Seven Report
- 2013 NWCCU Report (with recommendations)
- 2014 Year One Report
- 2014 Institutional Strategic Plan
- 2015 – 2019 Academic Master Plan
- GBC Institutional Assessment Plan, 2015-2020

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

PART 1.

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

Recommendation One: Mission Fulfillment (2013 Year Seven Report)

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

Response

The past two GBC accreditation peer reviews from NWCCU (2011 Year One Report, 2013 Year Seven Report) resulted in a recommendation in each addressing Standard 1.A.2. These two recommendations are treated together here. The first recommendation (2011) was that GBC clarify accomplishments or outcomes that represent a threshold of Mission fulfillment. The second recommendation (2013) acknowledged GBC improvement since the initial recommendation in 2011, but stated that further development was needed.

GBC proposes that it now meets the expectations of Standard 1.A.2 as presented in the 2014 Year One Report to NWCCU. GBC now clearly defines the threshold characteristics for the achievement of Mission fulfillment.

The GBC Mission and interpretation of Mission fulfillment are given on pages six through eight of the 2014 report, where seven key elements of the Mission are listed. The general expectations for each element are described, followed by the description of the acceptable threshold for fulfillment of each. For these seven elements, an additional 19 specific criteria utilizing 33 measurements are then listed in Appendix A of the 2014 report. The 2011-2012 academic year serves as the base year for evaluation of Mission fulfillment, with subsequent annual evaluations judging the performance of previous three-year intervals. This is to reflect ongoing changes while acknowledging the starting point.

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

As described in the GBC Institutional Assessment Plan, the final determination of Mission fulfillment gauged against expectations is made by the GBC President's Council, based on data supplied by the office of Institutional Research and Effectiveness. The overall assessment of Mission fulfillment is written by the college President. GBC just completed the first iteration of this process when the Mission fulfillment criteria and expectations were finalized in January and presented to the President's Council for discussion and evaluation on January 12 and January 25. An evaluation was written by President Curtis on February 2, 2016. These documents are available publicly on the Institutional Assessment website.

PART 2.

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

Response

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

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

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

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

1. GBC Core Theme Objectives. This document contains narratives and indicators for evaluating the achievement objectives, first appearing as Appendix C of the 2014 Year One Report.
2. Core Theme Objectives with Indicators. A list of specific baseline data for objective indicators as of the 2011-2012 academic year, first appearing as Appendix D of the 2014 Year One Report.
3. 2014 GBC Institutional Strategic Plan. Appendix C of the plan describes expectations and assigns responsibility for assessing the status of activities supporting Core Theme objectives. GBC Core Themes have been designated as the basis for GBC activities that support institutional planning.
4. GBC Institutional Assessment Plan, 2015-2020. The section on Core Theme assessment assigns individuals to oversee the status of institutional planning activities. These individuals are also responsible for evaluating the expectations for indicators of the objectives of each Core Theme.

PART 3.

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

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

Response

Standards 1.B.2 and 3.B

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

Data for assessment, planning and improvement activities related to Core Themes are collected and summarized by two methods, addressing Standard 3.B.3. First, as described in the GBC Institutional Assessment Plan, assessments of Core Theme indicator data in comparison to baseline data and expectations are made annually. These are based in the 2014 Year One Report (Appendices C and D). Second, the primary responsible parties assigned to the supporting activities for each indicator review the Core Theme indicators and report annually on the progress in activities supporting planning and improvement. These are based on Appendix C of the 2014 Institutional Strategic Plan. Data and assessment reports with interpretations and responses are recorded and maintained by the office of Institutional Research and Effectiveness. Information collected initially on supporting activities related to assessing the strategic plan and Core Theme objectives is through Supporting Activity Status Reports, which will be stored and tracked within the TracDat document management system. Indicators, assessments, and planning reports are available on the Institutional Assessment website listed below for access by the college community and general public:

www.gbcnv.edu/administration/instassessment.html

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

The data collected in assessing GBC Core Themes will continue to be used to inform future planning. Data also is being used to refine the indicators and outcome measurements as assessment proceeds. In several instances it has already been determined that initial assumptions on data collection for indicators are not valid because the data either are not readily available, difficult to obtain consistently, or not truly indicative for the indicators.

Standards 4.A and 4.B

The documents listed as available through the website at the beginning of this addendum provide the direction for collecting data to be analyzed to determine the effectiveness of the college. Recent assessments of information relating to Mission fulfillment and the achievement of Core Theme objectives are present as Appendices B-C and D-E, respectively, in the Mid-Cycle Self-Evaluation Report that this addendum supplements. These are also located within the website listed above. In addition to these documents, the recording of program and operations outcomes assessment is maintained in the TracDat document management system and reported publicly on assessment websites (see the IRE home page, <http://www.gbcnv.edu/IR/index.html>). The computer-based TracDat system is not readily available online to external reviewers. The system with archived documents will be available for viewing during the scheduled visit in April, 2016.

Data is collected to substantiate the attainment of expectations for Core Theme indicators (2014 GBC Year One Report) and for planned activities relating to the Core Theme objectives (2014 Institutional Strategic Plan). This acquisition and analysis of data addresses Standard 4.A.1. Also, as described in the Institutional Assessment Plan, every GBC program and service (operation) is to be regularly assessed and the results recorded in TracDat, addressing Standard 4.A.2. This includes annual assessment of course outcomes from faculty, annual five-year assessment plans from operations directors and coordinators, and an annual report of the assessment of at least one outcome from operations. Academic programs have all submitted a curriculum map aligning course outcomes with program outcomes and a five-year assessment plan to be evaluated as part of every program review (Standard 4.A.3). The first annual outcomes assessment reports from academic programs are due at the end of this academic year. All course outcomes are listed within course syllabi. All program outcomes are listed in the College Catalog.

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

As defined in the Institutional Assessment Plan, TracDat is a tool used by GBC to archive and retrieve assessment information. Assessment plans and reports with outcomes, objectives, indicators, expectations, measurements and evaluations relating to programs, courses and services are kept within this system. Student learning in courses is the finest granularity of assessment maintained, which is then incorporated into the evaluation of programs, Core Theme objectives, and ultimately Mission fulfillment. The TracDat system has the capacity to link courses to programs and then programs and services to the Core Themes they support. Reports are available to the public through the assessment websites of the office of Institutional Research and Effectiveness. Statements and annual reports on the achievement of Mission fulfillment, Core Theme objectives and strategic planning are available to the college community and general public through the Institutional Assessment website listed above. Though still early in the planning cycle, the process of using the data from the Core Theme indicators and supporting activity reports for future planning is being utilized. GBC Student Services directors and coordinators in February dedicated several meetings to reviewing the current Core Theme objectives, indicators, and expectations in order to better discuss the viability of the supporting activities for those indicators in their reports.

PART 4.

Recommendation Three: Institutional Planning (2013 Year Seven Report)

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

Response

This recommendation was received primarily as a reflection of GBC's considerable budget concerns that were being manifested during the accreditation site visit in 2013. From 2009 until now, the GBC budget has been reduced about 45% through State-wide budget cuts and a newly instituted State funding formula for higher education. About another \$1.5 million is to be reduced in the next biennial budget cycle unless some form of relief is devised.

Standard 3.A.1 (planning for Mission fulfillment) has been addressed through development of the 2014 Institutional Strategic Plan with its contained vision statement. The 2015-2019 Academic Master Plan contains certain programmatic planning objectives based in the Institutional Strategic Plan. The development of the Strategic Plan was based on collected data (Standard 3.A.3) that recognizes the ramifications of the newly created NSHE funding formula and the threats it imposes on sustainability and Mission fulfillment. In the Strategic Plan, GBC recognizes that it cannot survive within the new formula without increasing student enrollment while also reducing its costs. It is recognized that the College does not exist solely to carry enrollment, but without increased funding derived through increased enrollment, it will be impossible to fulfill any mission. Existing programs are identified to expand, new ones to develop, and one was terminated. Primarily through attrition and reassignment, many positions have been eliminated. Shared services in Institutional Research and Effectiveness have

brought efficiencies to operations. In-house efforts at marketing were initiated to more widely distribute programs available from GBC, particularly online programs. The service area was increased to bring more students into programs with minimal new cost. Efforts to increase dual credit high school enrollment have been pursued successfully.

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

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

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

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

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

Increase dual credit high school enrollment. Coincident with GBC seeking to expand dual credit high school-college enrollment, school districts state-wide in Nevada are being encouraged to seek these same opportunities. The result has been a significant increase in the number of high school students taking advantage of dual credit enrollment. This is an opportunity to advance their educational standing in preparation to attended college later on a full-time basis (and we

will encourage them to attend GBC). During the last two years, dual credit enrollment has increased 10-15% each year.

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

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

Shared services in Institutional Research and Effectiveness. One full-time employee in this office is shared with Western Nevada College. This has brought efficiencies within institutional research as well as an examination of best practices and implementation of efficiencies in operations between the two colleges.

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

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

Increase student retention. Though always sought with varying degrees of success, the college continues to strategize means to retain more students as those needing it proceed through remediation. Strategies of condensed courses, stretch courses, and embedded curriculum are being employed.

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

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

NWCCU Standards Cited

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

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

Standard Three: Planning and Implementation

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

3.A– Institutional Planning

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

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

3.B – Core Theme Planning

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

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

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

Standard Four: Effectiveness and Improvement

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

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

4.A – Assessment

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

4.B – Improvement

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

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

APPENDIX A

GREAT BASIN COLLEGE
GBC INSTITUTIONAL ASSESSMENT PLAN, 2015 – 2020

GREAT BASIN COLLEGE

INSTITUTIONAL ASSESSMENT PLAN, 2015 – 2020

INTRODUCTION

This plan defines how Great Basin College assesses its mission, operations, and programs at all levels. Every aspect of the college must be assessed on an ongoing basis to achieve and document a continuous cycle of improvement. Each college function's mission, outcomes and assessment must support effective college performance and fulfillment of the college mission.

Six categories of assessment are identified in this plan, including how they are completed and documented. From roughly broadest to most detailed levels, these are as follows:

1. College Mission
2. Institutional Core Themes
3. Institutional Strategic Plan
4. Operations
5. Academic Programs
6. Courses

ASSESSMENT CATEGORIES

This section of the Assessment Plan describes the responsibility, frequency, criteria, maintenance, and archiving of the various categories of assessment within the college. Together these define and document how well GBC performs as a college and ultimately how it fulfills its mission.

1. Mission Fulfillment

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

The GBC mission was approved by the Nevada System of Higher Education (NSHE) Board of Regents on December 2, 2011. This was included in the Year One self-study report to NWCCU in March, 2014. The Year One report contains the GBC criteria for mission fulfillment in Appendix A. Mission fulfillment is defined in terms of performance in individual criteria within seven mission elements, including Serve Rural Nevada, University Transfer, Workforce Development, Partnerships, Developmental Education, Community Service, and Student Support. Mission fulfillment is defined as meeting the minimum of at least 85% of the indicated measurements and expectations.

Responsible Parties:

- President's Council
- Director of Institutional Research and Effectiveness

Cycle:

- All criteria are evaluated and recorded each year during the period of July to September
- A brief written summary accompanies the annual review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports to NWCCU, a full report documents the state of mission fulfilment in comparison to stated expectations

Maintenance:

- Criteria evaluations are recorded and maintained on a scorecard by the Director of IRE
- Annual evaluations of criteria are reviewed by PC and summaries and reports written by President are recorded with scorecards

2. Core Themes

The GBC Core Themes, approved by the NSHE Board of Regents on March 6, 2014, were presented in the Year One report to NWCCU. The three GBC Core Themes are these:

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

Three objectives are established for each core theme, and indicators for evaluating performance of each objective are identified. The Core Theme objectives and indicators are provided in Appendix C of the Year One report, and the initial values for the indicators are in Appendix D. These are the baseline for assessment of Core Theme performance going forward, and are attached to this Plan.

The GBC Core Themes and indicators are also presented in the *Strategic Plan, 2014-2021* in Appendices B and C. Appendix C includes assignments of responsibility for each indicator. These are also attached to this Plan.

Responsible Parties:

- As assigned in Appendix C, *Strategic Plan, 2014-2021*
- Assisted by the office of IRE

Cycle:

- Each criteria shall be evaluated and recorded on the dates indicated in *Strategic Plan, 2014-2021*, Appendix C
- A brief summary of overall performance on all Core Themes is written each year to accompany the review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of Core Theme completion in comparison to stated expectations

Maintenance:

- Criteria evaluations shall be recorded and maintained in the TracDat document management system by the office of IRE
- Annual evaluations of criteria shall be reviewed by PC; summaries and reports written by the Accreditation Liaison Officer are recorded in TracDat

3. Strategic Plan

Strategic Plan, 2014-2021, was created in the spring of 2014 and approved by the NSHE Board of Regents on June 5, 2014. Planning identified within the document centers on the GBC Mission, Core Themes, and Core Theme Objectives as defined in the Year One report submitted to NWCCU. In addition, this plan presents the GBC vision for the future with its Vision Statement:

While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

This statement explains the direction GBC seeks as an institution.

In large, assessment of the GBC Strategic Plan is completed in the assessment of its Core Themes as stated in assessment category 2 above. The only further assessment required is to assess progress toward the GBC vision.

Responsible Parties:

- President's Council

Cycle:

- A brief summary accompanies an annual review of progress on the college vision, with comments and recommendations for action based on the review
- The responsible party identifies and reports annually on strategic initiatives intended to move the plan forward
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of the Vision Statement in comparison to expectations

Maintenance:

- Annual reports are written by President, reviewed by PC, and recorded in the President's office

4. Operations

There are many operations ongoing within GBC that are fundamental to effective and efficient delivery of academic programs and otherwise assure the functioning of the college and achieving its mission. Examples of these operations are Admissions and Records, Human Resources, and Library. The performance of all operations is assessed in a regular and ongoing manner to assure continued excellence. Each operation must assess from the perspective of its operational mission and its expected outcomes to achieve this mission. Documented measurements for each outcome shall be used in the ongoing assessment of the operational outcomes.

Responsible Parties:

- Director, Coordinator, or other person with primary oversight of an operation

Cycle:

- At a minimum, each operation assesses at least some portion of its function each year
- All outcomes of the operation must be assessed at least once every five years and a five-year assessment plan is reported annually

Maintenance:

- The individual responsible for the operation shall also be responsible for assuring that annual assessments are reported and made available for entering into TracDat
- Outcomes, methods and criteria for assessing, and assessment results are reported to IRE annually; the office of IRE shall enter the information into TracDat

- All individuals working within an operation must be willing to participate in the input required for assessment of the operation and to make improvement as a result of those assessments

5. Academic Programs

Academic programs within GBC are generally associated with degrees or certificates. Expected learning outcomes for each program shall be stated in the college catalog with the program requirements. Documented measurements for each outcome shall be used in the ongoing assessment of the program outcomes. Academic programs are those associated with instruction, and as such, General Education and Developmental Education are treated as academic programs.

Responsible Parties:

- Program supervisor, coordinator, department chair, or other designated lead faculty of the program is responsible; if no single individual has such a designation, it is the responsibility of all those teaching within the program
- The program committee, if one exists, shall assist in program assessment

Cycle:

- At a minimum, each program shall have at least some portion of its outcomes assessed each year
- All outcomes of the program must be assessed at least once every five years
- A complete program review shall be written as per the GBC program review policy every five years on a schedule maintained in the office of Academic Affairs

Maintenance:

- Outcomes, methods and criteria for assessment, and assessments results are reported to IRE annually; the office of IRE enters the information into TracDat
- The individual responsible for the program shall also be responsible for assuring that an annual assessment report is created and made available for entering into TracDat
- All individuals teaching courses required of a program must participate with the input required for creating assessments of the program and in making improvements as a result of those assessments
- A current curriculum map for each program must be maintained, entered into TracDat by the office of IRE

6. Courses

All GBC credit-bearing courses must on a regular basis be assessed based on their expected student learning outcomes. Student learning outcomes shall be stated clearly in the syllabus of each class, together with the mechanism for measuring the attainment of the outcomes. Each course with the same prefix and number must have essentially the same core outcomes for every class taught, regardless of instructor, site or modality of delivery. This is essential for college-wide assessment of courses and their roles within programs.

Responsible Parties and Cycles:

- Each semester, each full-time instructor is required to assess at least one class section
- Every GBC course must be assessed at least once every five years, with responsibility defined by the department in which the course exists, as reviewed by the Department Chair
- Part-time instructors must include student learning outcomes in their syllabi, but are only required to assess courses if those courses are not otherwise taught by a full-time instructor; the courses taught by part-time instructors must be assessed at least once every five years within the department

Maintenance:

- Each course assessment is attached to the annual evaluation of each faculty member
- The Assessment Committee is responsible for reviewing course assessments for completeness
- The office of IRE shall place each course assessment document into TracDat

GENERAL EDUCATION

As an academic program of GBC, General Education must be assessed on an ongoing basis. General Education courses must be assessed for their general education outcomes as well as their course content outcomes. General Education outcomes are stated in the college catalog, and are included in the syllabus of every General Education course together with how they will be achieved and assessed.

The General Education Committee is charged with the oversight of General Education assessment. In this role it reviews a portion of the general education program each year and leads the five year program review as described for any academic program.

DEVELOPMENTAL EDUCATION

As an academic program of GBC, Developmental Education must be assessed on an ongoing basis. Developmental Education generally falls within the disciplines of English and Mathematics, which shall be responsible for assessment within their respective disciplines. The respective department assesses at least a portion of the Developmental Education program each year and leads the five year program review as described for any academic program, this done in coordination with the administrator of the Academic Success Center.

ROLES OF THE ASSESSMENT COMMITTEE

The Assessment Committee serves two primary roles. One is to have primary responsibility over course assessment, as described above. The other role is providing an avenue of faculty review in the overall assessment processes described in this document.

The Assessment Committee serves to periodically review and make recommendations relevant to the standards, educational quality, implementation, oversight, and assessment of academic programs. This committee maintains any items necessary to assess learning outcomes. The Director of Institutional Research and Effectiveness is an *ex-officio* member of this committee.

The committee shall make an annual review and report on the extent of assessment practice at GBC. It essentially assesses GBC assessment practices. It is important for this committee to be the faculty voice in developing, reviewing and refining the Institutional Assessment Plan. The committee is not responsible for performing any of the particular categories of assessment described in this plan or the assessment of any specific operation, program, or courses. The committee role is evolving as GBC continues to refine assessment practices.

The Assessment Committee, in association with the office of Institutional Research and Effectiveness and the Accreditation Liaison Officer, shall review this Institutional Accreditation Plan at least every five years to determine its effectiveness. If problems are evident before that time, these should be assessed as they are discovered and remedies recommended.

APPENDIX B

Mission Fulfillment: Criteria, Measurements, Expectations

Mission Fulfillment: Criteria, Measurements, and Expectations

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 over last 3 years	20		20		20		23		Yes	
	b. Number of service area communities without physical GBC presence	Maintain or decrease over last 3 years	0		0		0		3		NA	
	c. Number of service area communities with presence but no participation	Maintain or decrease over last 3 years	5		7		6		7		NA	
2. Participation by county*	a. Number served and rate per 1000: Elko	Maintain at least 90% or increase over last 3 years	2733	50	2233	41	2354	44	2205	41	-1%	Yes
	b. Number served and rate per 1000: Esmeralda	Maintain at least 90% or increase over last 3 years	NA		NA		NA		3	3		NA
	c. Number served and rate per 1000: Eureka	Maintain at least 90% or increase over last 3 years	60	29	44	23	44	22	41	20	-7%	Yes
	d. Number served and rate per 1000: Humboldt	Maintain at least 90% or increase over last 3 years	527	28	455	23	477	28	512	29	13%	Yes
	e. Number served and rate per 1000: Lander	Maintain at least 90% or increase over last 3 years	205	37	199	32	196	31	211	32	6%	Yes
	f. Number served and rate per 1000: Lincoln	Maintain at least 90% or increase over last 3 years	NA		NA		NA		9	2		NA
	g. Number served and rate per 1000: Mineral	Maintain at least 90% or increase over last 3 years	NA		NA		NA		20	5		NA
	h. Number served and rate per 1000: Nye	Maintain at least 90% or increase over last 3 years	578	12	600	13	588	13	598	13	-0%	Yes
	i. Number served and rate per 1000: Pershing	Maintain at least 90% or increase over last 3 years	NA		NA		NA		77	14		NA
	j. Number served and rate per 1000: White Pine	Maintain at least 90% or increase over last 3 years	266	30	279	32	262	29	231	26	-17%	No

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

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

Mission Element 2: University Transfer

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. External transfer	a. Number transfers to other colleges & universities (24 or more credits)	Maintain at least 90% or increase over last 3 years	238	211	209	236	Yes
2. Internal admissions to bachelor's degrees	a. Number of acceptances of GBC students	Maintain at least 90% or increase over last 3 years	87	69	84	70	Yes
3. External admissions to bachelor's degrees	a. Number transferred into GBC	Maintain at least 90% or increase over last 3 years	16	19	25	23	Yes
4. Total	a. All three categories above	Maintain at least 90% or increase over last 3 years	341	299	318	329	Yes

Mission Element 3: Workforce Development

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled
1. Programs completed	a. Number of skills certificates, certificates of achievement, AAS, BAS, and BSN degrees awarded each year	Maintain at least 90% or increase over last 3 years	267	283	550	608	Yes
2. Job placement	a. Percent employed within 6 months of completion	80% placement rate of those contacted (includes military and excludes those continuing with their education)	91%	92%	90%	96%	Yes

Note: Industry skills preparation certificates (less than 30 credits) were added into both indicators as of 2013-14.

Mission Element 4: Partnerships

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled	
1. Grants and donations	a. New applications, proposals, solicitations, or initiatives submitted	At least one new one submitted per year	Grants	7	6	1	2	Yes
			Founda-tion	2	1	1	1	
	b. Number received and managed	Continuous receipts being managed	Grants	29	26	22	22	Yes
Founda-tion			1002	943	498	371		
	c. Dollars received, all grants and donations	Continuous receipts	\$3,955,837	\$2,123,698	\$1,889,378	\$4,254,041	Yes	
2. Contract classes	a. Number of classes offered	Fulfill requests from business and industry	124	120	97	95	Yes	

	b. Number of students served	Fulfill requests from business and industry	1114	1021	697	759	Yes
3. High school enrollment	a. Number of HS students enrolled in GBC classes (not including TT 109)	Maintain at least 90% or increase annually	207	536	712	864	Yes

Mission Element 5: Developmental Education

Criteria	Measurement	Annual Expectation	2011-12	2012-13	2013-14	2014-15	Fulfilled	
1. Students progressing from developmental to college level	a. Percent enrolling in and completing first college level math or English class	Maintain at least 90% or increase over last 3 years	Math	82%	83%	80%	89%	Yes
			English	89%	86%	88%	99%	
2. Students graduating who began with a developmental class	a. Percent of total students (unique headcount) awarded a certificate of achievement or degree who began at the developmental level in math and/or English	Maintain at least 90% or increase over last 3 years	56%	62%	55%	55%	No	

Note: 5.1. Of those students who successfully complete (grades C- and above) the highest developmental class in fall and enroll in a college-level class in math or English within one academic year, the percent who remain enrolled in their first college-level class.

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

Note 6.1.2: See a sample of community events by location in Appendix D Core Theme 2.3.b.

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 over last 3 years	2576	1977	1553	1181	No
	b. Number of first-year applicants	Maintain at least 90% or increase over last 3 years	1298	1102	883	731	No
2. Advising	a. Percent of graduates satisfied or very satisfied with overall effectiveness of advising at GBC	Maintain at least 90% or increase over last 3 years	73%	61%	61%	59%	Yes
3. Retention	a. Number of students retained as percentage of semester enrollment (fall to spring)	Maintain at least 90% or increase over last 3 years	56%	60%	63%	67%	Yes

GBC Mission Fulfillment: At least 85% of all expectations are fulfilled.

APPENDIX C

Great Basin College Mission Fulfillment

Mission Fulfillment Review

February 2, 2016

GBC Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

Introduction

To fulfill the Nevada System of Higher Education's approved Mission for Great Basin College, the faculty and staff of the institution determined that seven specific elements of that Mission needed to be assessed and ultimately satisfied. Those seven elements are derived directly from the GBC Mission: 1. Serve Rural Nevada, 2. University Transfer, 3. Workforce Development, 4. Partnerships, 5. Developmental Education, 6. Community Service and 7. Student Support. These Mission elements and criteria for evaluating them were presented in Appendix A of the 2014 Year One report. The information in that appendix is now updated in a document entitled, *Mission Fulfillment: Criteria, Measurements, and Expectations*. This is found within the Institutional Research and Effectiveness website and is also Appendix B of the 2016 Mid-Cycle report.

Collectively it is an expectation that the seven elements from the Mission must be satisfied. To assist in determining this, there is the expectation that 85% of the criteria for evaluating the elements be met to indicate that the mission of the college is fulfilled. Below is a brief narrative for each mission element to help explain the data presented in the *Mission Fulfillment* document.

Mission Element 1, Serve Rural Nevada

The central pillar of the college's mission statement is providing post-secondary education to rural Nevada. For many years Great Basin College served five counties of rural northeastern Nevada (Elko, Eureka, Lander, Humboldt and White Pine). Through highly innovative and proactive means GBC learned how to deliver educational opportunities to this sparsely populated portion of the state. To better serve the population, Nye County was added to GBC's service area in 2006, bringing its coverage area to 63,000 square miles. Then as the "Great Recession" hit and budgets were deeply cut additional counties in the state were abandoned. Because GBC had figured out how to deliver education, sometimes to a single place bound individual, the college asked to take over four additional counties (Pershing, Lincoln, Mineral and Esmeralda) bringing its service area to 86,514 square miles with just 152,000 citizens total. The adoption of these counties fit nicely with GBC's vision for growth designed to help offset year over year multi-million dollar budget cuts.

When reviewing the data associated with this mission element two things jump out. First, there are several "NAs" appearing in the fulfill column. These NAs are due to the March, 2014, addition of Esmeralda, Lincoln, Mineral and Pershing counties. GBC is currently working to provide postsecondary educational services to these newly adopted communities and the numbers associated with those

additions will show up in the 2015/2016 data. Second, at the main campus in Elko, there was a significant drop in the number served in each year following the baseline year. The years leading up to the baseline year were immediately following the so-called Great Recession where many individuals returned to school and there were many federal programs encouraging citizens to do so. As those individuals were served and the federal programs began to fade away, GBC enrollment returned to pre-recession levels. In short, GBC now has a physical presence in nine of the ten counties being served and student participation from all ten counties. Recent record numbers of graduates serves as a testament to good advising, adequate support resources and a focus on completion. The college is clearly fulfilling this mission element.

Summary: This Mission element is being fulfilled. For the criterion of maintaining a presence in rural communities, GBC met one of the three measurement expectations. Two are not applicable at this time because the increase in service area distorted the baseline of comparison. GBC did meet this criterion in consideration of this change. The second criterion was also met overall in consideration of the expansion of the service area post-baseline. Only in White Pine County was the expectation not met. The expectation for graduation for the third criterion was met.

Mission Element 2, University Transfer

Great Basin College was authorized and accredited to offer baccalaureate degrees beginning in 1999. GBC is still fundamentally a community college with 85% of its current students working toward a one-year certificate or two-year Associate's degree; the remaining "University Transfer" element is now bifurcated between external transfers and internal transfers. Approximately two thirds of the students now transferring from GBC courses of study go elsewhere (i.e., external transfers). One third of the students who continue their education beyond the Associate's degree level do so by remaining at GBC (i.e. internal transfers). As GBC continues to add additional bachelor's degree offerings, more and more students are anticipated to pick the internal transfer route. Some programs (e.g., Teacher Education) are market driven and have been down in enrollment recently because of this, and are now coming back up. By providing for both external and internal transfers GBC is fulfilling the transfer element of its mission.

Summary: This element of the Mission is fulfilled for all criteria over the recent three year period of evaluation, though the measurements are still not fully to the level of the baseline year. The measurements of the baseline year reflect the aftermath of extreme enrollments of the early years of the Great Recession; the recent years' measurements reflect fulfilled Mission under the current enrollment trends.

Mission Element 3, Workforce Development

Workforce development is at the center of the Great Basin College mission. Each of the technical and health care related programs is developed with input from the industry it serves, which is primarily mining in the GBC service area. As such, employment rates of GBC's graduates are quite high. Additionally, GBC has expanded the number of sections in diesel technology, electrical technology and nursing. Also, an EMT/Paramedic program has been added in Winnemucca, Elko and Pahrump. GBC has a close relationship with the industry sectors it serves. The ever increasing output of workforce related graduates and their placement rate as shown in the data provides strong evidence of this mission element's fulfillment.

Summary: GBC is clearly fulfilling this element of the Mission in both criteria. A higher number of programs are being completed and 96% of graduates found employment within six months.

Mission Element 4, Partnerships

The College has a longstanding partnership with the mining and mining support industries. In recent years those industries have given millions of dollars in donations to the college and hundreds of thousands of dollars of scholarships to GBC students annually. Those partnership efforts have contributed to curricula, equipment, materials, internships and record numbers of graduates. Additionally, the college has had enormous success in receiving grants to assist in GBC's outreach and service to its partners. Some grants are reoccurring (e.g., the Perkins Foundation grant). However, GBC has an established an effective method of deciding which grants to go after by soliciting a go-no go response from President's Council members (see listing of members in the conclusion). The high rate of success in receiving grants has led the college to go after at least one completely new grant each year.

One noteworthy partnership growth area is with the high schools throughout the state. An increase in the number of high schools served coupled with a growing interest in dual enrollment has led to rapidly increasing numbers of students served, quadrupling in just four years. One place where the college has experienced a decline is in the contracted programs area. Here GBC is contracted to train incumbent mining company employees on an as requested/needed basis. Because there has been a downturn in demand due to lower gold prices, GBC has seen a commensurate drop in non-credit courses delivered. However, the college stands ready to immediately ramp up its offerings of contracted classes when asked.

Summary: For the three criteria of this Mission element, the expectations of all six measurements are being met and thus this element is being fulfilled. Because of the irregular nature of the functions beneath some of these measurements, increases cannot always be expected, but the expectation of continued effort is demonstrated.

Mission Element 5, Developmental Education

One of the necessities of operating an open access institution is the delivery of developmental education. By some measures Nevada is seen as among the worst states in the union in terms of preparing high school graduates for college level work. These underprepared students place a heavy burden on the college to remediate the academic deficiencies of nearly 60% of its incoming freshman. Success in this area is always a mixed bag.

The table for the criteria of this element shows a very high percentage of students completing a college level course when progressing from a developmental course. However, completing does not mean passing; some significant number of students in this category completed the college level course and received a failing grade or an incomplete. Since so many of GBC's entering students require remediation it is not surprising that over half of its graduates started with a development course.

Many steps are being taken at the secondary level to better prepare their graduates for college. As such the percent of GBC graduates starting with a developmental course should logically continue to drop, meaning the college needs to reconsider its expectations in this mission element area. Not reflected in

these criteria or measurements are the current effort made by GBC to get students into English and Mathematics at the earliest time of enrollment and quickly get them through these courses.

Summary: The expectations for the criteria listed are being met, and thus this element of the mission is being fulfilled. With 55% of all GBC graduates beginning in remedial courses, it is imperative to recognize the need to succeed in this area. The criteria may need to be reconsidered for the future to include more criteria relative to different measures of success in this element.

Mission Element 6, Community Service

Great Basin College is a community creation from nearly 50 years ago, and the communities in which it resides see the college as their very own. Scores of community education classes are offered each year and a dozen or more major community events are held on its campuses each year. Although not recorded as a community event the college, in Elko and the centers in Ely, Pahrump and Winnemucca, GBC facilitates and accommodates nearly 1000 outside room requests annually. This mission element has been fulfilled.

Summary: This Mission element is fulfilled. The hosting of community events is difficult to evaluate quantitatively because of the various distance means of distribution sometimes used between sites. But from lists of events and sites, this criterion is being met.

Mission Element 7, Student Support

This mission element involving recruitment, advising and retention has been most effected by the year-over-year budget cuts. This is being addressed in the college's future hiring plans. In review, the number of recruiting contacts have been cut nearly in half over the last three years due to necessary budget driven personnel reductions. Fortunately, the mining industry has stepped up its recruiting efforts on behalf of Great Basin College. This may partially explain why GBC's enrollment is up when recruiting contacts are down. Next, GBC's number of first year applicants has dropped dramatically in recent years. It is believed that the huge increase in the number of dual enrolled students has proportionally taken away from the number of first year applicants because the dual enrolled students applied for admission to GBC and took at least one course prior to what is traditionally a first year of college. Advising too has been severely affected by budget cuts, and this is reflected in declining student satisfaction in this area. Finally, retention over the years has been improving. However, being an open access institution with 69% of our students being part-time, the college will struggle with this statistic while it technically meets the annual expectation for mission fulfillment.

Summary: The element of student support is one that the college is marginally fulfilling, and perhaps is not fulfilling in some respects. Budget cuts have most affected recruitment, advising, and retention at GBC in a negative manner. This is evident in the measurements for the criteria of this element.

Conclusion

The President's Council is made up of the following individuals: President, Assistant to the Presidents, Vice President of Academic Affairs, Vice President of Business Affairs, Vice President of Student Services, Dean of Business and Technology, Dean of Health and Human Services, Classified Council President, Student Government Association President, Faculty Senate Chair plus outgoing and incoming chairs,

Director of Continuing and Community Education, Director of Institutional Research and the Associate Vice President of Distance Education. This Council serves as the accreditation steering committee and reviews assessment information. Following a review of the criteria for each GBC Mission element, the President's Council determined that GBC is currently fulfilling its Mission at the 92% level, exceeding the minimum expectation of 85%. All seven elements of the GBC Mission are fundamentally fulfilled, but not without certain areas identified for efforts at continued improvement.

APPENDIX D

Core Theme Objectives, Indicators, and Expectations

Theme One: Provide Student Enrichment

Theme Two: Build Bridges and Create Partnerships

Theme Three: Serve Rural Nevada

Core Theme Objectives, Indicators, and Expectations

Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

Indicators:

1.1.a. Number and types of programs available

2012-13	2013-14	2014-15	2015-16	Notes
3	3	3	4	Bachelor of Arts - 4 programs, 7 emphases
1	1	1	1	Bachelor of Science in Nursing
1	1	1	1	Bachelor of Applied Science - 5 major emphases
1	1	1	1	3+1 Bachelor of Social Work (with UNR)
3	3	3	3	Associate of Arts, Associate of Science, Associate of General Studies
12	12	11	12	Associate of Applied Science degree programs - 11 major emphases
16	17	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
48	49	46	53	Grand Total

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

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

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

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

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

Expectation: Raise number of faculty and overall qualifications through time

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

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

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

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

1.1.d Financial Resources

- A. Institutional Finances

Core Expenses per FTE

	FY2012			FY2013			FY2014		
	GBC	Peer Median	% of Peer Group	GBC	Peer Median	% of Peer Group	GBC	Peer Median	% of Peer Group
Instruction	\$ 7,168	\$ 5,630	127%	\$ 6,610	\$ 6,239	106%	\$ 6,590	\$ 6,339	104%
Research	\$ -	\$ -		\$ -	\$ -		\$ 2	\$ -	
Public Services	\$ 126	\$ 26		\$ 238	\$ 21		\$ 222	\$ 9	
Academic Support	\$ 1,664	\$ 1,161	143%	\$ 1,750	\$ 1,201	146%	\$ 1,845	\$ 1,275	145%
Institutional Support	\$ 1,878	\$ 2,523	74%	\$ 1,807	\$ 2,600	70%	\$ 2,187	\$ 2,831	77%
Student Services	\$ 1,250	\$ 1,754	71%	\$ 1,195	\$ 2,009	59%	\$ 1,269	\$ 2,090	61%
Subtotal	\$ 12,086	\$ 11,094	109%	\$ 11,600	\$ 12,070	96%	\$ 12,115	\$ 12,544	97%
Other	\$ 518	\$ 2,511	21%	\$ 3,032	\$ 2,593	117%	\$ 1,550	\$ 2,335	66%
Total core expenses/FTE	\$ 12,604	\$ 13,605	93%	\$ 14,632	\$ 14,663	100%	\$ 13,665	\$ 14,879	92%

Notes: Data are as reported to IPEDS: Instruction - includes expenses for both credit and non-credit instruction and excludes expenses for academic administration; Academic Support - libraries, audiovisual services, academic admin., acad. personnel development, and course development expenses; Institutional Support - general admin., executive activities, legal and fiscal operations, personnel, institutional research, space management, computing support at GBC and media services; Student Services - admissions, registrar, student activities and organizations, student records, and SIS at GBC; Other - scholarships and fellowships. 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.

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

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

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

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

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

• C. Student Finances

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

	2011-12	2012-13	2013-14	2014-15	4 yr Chg
GBC	\$ 2,513	\$ 2,700	\$ 2,700	\$ 2,700	7%
Peer Median	\$ 2,781	\$ 2,895	\$ 3,339	\$ 3,687	33%
% of Peer Median	90%	93%	81%	73%	

Source: IPEDS Data Feedback Reports.

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

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

	2011-12	2012-13	2013-14	2014-15	4 yr Chg
a) No. Students	346	372	369	407	18%
Avg. Amount Disbursed	\$ 2,177	\$ 2,129	\$ 2,430	\$ 2,281	5%
% of Total FTE	20%	22%	21%	24%	19%
b) No. Students	902	849	810	744	-18%
Avg. Amount Disbursed	\$ 3,153	\$ 3,096	\$ 3,141	\$ 3,323	5%
% of Total FTE	52%	51%	47%	43%	-17%
Total No. Students	1248	1221	1179	1151	-8%
Avg. Amount Disbursed	\$ 2,882	\$ 2,801	\$ 2,918	\$ 2,955	3%
% of Total FTE	72%	74%	69%	67%	-7%

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

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

1.1.e Student Services Resources

Full-time equivalent staff by assigned position

	Fall 2012 Peer			Fall 2013			Fall 2014		
	GBC	Median	Difference	GBC	Peer Median	Difference	GBC	Peer Median	Difference
Teachers & Staff	110	88	22	104	88	16	103	87	16
Instructional support	77	19	58	68	30	38	64	33	31
Management	16	16	0	13	14	-1	13	17	-4
Other professional	25	28	-3	27	26	1	30	26	4
Other	68	61	7	63	55	8	68	53	15

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

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

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

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

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

Expectation: Be within 10% of the national median

1.1.g. Completion rates for courses and programs

A. Courses	Fall 2011	Fall 2012	Fall 2013		Fall 2014
	GBC	GBC	GBC	National Median	GBC
% Completer Success	88%	88%	84%	83%	84%
% Completed	81%	83%	89%	91%	91%
% Withdrawal	19%	17%	11%	9%	9%

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

B. Programs

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

Transfer-out rates					
	2011	2012	2013	2014	2015
GBC	29%	23%	22%	23%	12%
Peer Median	21%	24%	18%	15%	16%

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

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

Exceed or be within 5 percentage points of the peer median for IPEDS 6-year graduation rates

1.1.h. Persistence rates for new students

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

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

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

Expectation: Exceed or be within 10 percentage points of the peer median

1.1.i. Student satisfaction ratings from targeted questions

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

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

Expectation: Maintain at least 85% for these questions

B. Student satisfaction ratings:

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

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

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

Objective 1.2: Foster cultural awareness

Indicators:

1.2.a. Demographics of GBC and the service area

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

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

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

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

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

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

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

Source: General Education curriculum map

Expectation: Maintain or increase percentage

1.2.c. Student satisfaction ratings from targeted questions

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

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

Expectation: Maintain at least 75% for each item

Objective 1.3: Provide curricula and programs for careers

Indicators:

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

2012-13	2013-14	2014-15	2015-16	Notes
2	2	2	2	Bachelor of Arts (Elementary and Secondary Education)
1	1	1	1	Bachelor of Science in Nursing degree program
1	1	1	1	Bachelor of Applied Science - 5 major emphases
12	12	11	12	Associate of Applied Science degree programs - 11 maj emph
16	17	16	16	Certificate of Achievement programs (30 credits or more)
11	11	10	15	Industry Skills Preparation Certificates (< 30 credits)
43	44	41	47	Total

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

Expectation: Maintain or expand the list

1.3.b. Job placement rates for programs

Percent of Career and Technical Education graduates employed within six months

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

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

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

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

Percent of graduates continuing their education

	2011-12 Graduates				2012-13 Graduates			
	30+ credit Certificates	Associate's	Bachelor's	Overall	30+ credit Certificates	Associate's	Bachelor's	Overall
Continuing their education	55%	62%	46%	58%	71%	83%	47%	76%
Enrolled at GBC	86%	57%	18%	54%	80%	55%	14%	53%
Enrolled elsewhere	14%	43%	82%	46%	20%	45%	86%	47%
Agree or strongly agree GBC prepared me to continue my education	55%	77%	81%	76%	100%	83%	82%	84%
No. of respondents	11	82	28	121	7	71	17	95

	2013-14 Graduates				% of Prior Year	% of prior 2 yr average
	30+ credit Certificates	Associate's	Bachelor's	Overall		
Continuing their education	21%	77%	52%	64%	84%	95%
Enrolled at GBC	83%	53%	28%	50%	94%	93%
Enrolled elsewhere	17%	47%	72%	50%	106%	108%
Agree or strongly agree GBC prepared me to continue my education	92%	78%	89%	82%	98%	103%
No. of respondents	14	77	29	120		

Source: Alumni Survey one year later.

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

Theme Two: Build Bridges and Create Partnerships

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

Indicators:

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

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

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

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

Students Progressing from Developmental to College-level Math

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

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

Students Progressing from Developmental to College-level English

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

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

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

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

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

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

2.1.b. College CTE headcount and number of credits and courses awarded

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

Note: This includes students enrolled in CTE courses at the high school that are transferred in as GBC credit. The number of courses is by high school. Source: GBC College CTE Coordinator, PeopleSoft student information system.

Expectation: Maintain an increasing trend over time

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

Student Headcount				Student FTE				
2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	4 yr Change
207	536	712	864	53.9	146.5	187.8	235.8	337%

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

Expectation: Maintain a continuing or increasing trend over time

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

Students transferring from GBC to another college or continuing as new Bachelor's-seeking students

	2011-12	2012-13	2013-14	2014-15	4 yr Change
Transfers elsewhere	238	211	209	236	-1%
Continuing at GBC in Bachelor's programs	87	69	84	70	-20%

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

Expectation: Maintain a continuing or increasing trend over time

2.1.e. Number of students transferring into GBC

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 yr Change
234	232	184	189	219	-6%

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

Expectation: Maintain a continuing or increasing trend over time

Objective 2.2: Build and sustain workforce programs

Indicators:

2.2.a. Number of contract training classes offered

	2011-12	2012-13	2013-14	2014-15	4 yr Change
No. of classes	124	120	97	95	-23%

Source: Continuing Education and Career and Technical Education.

Expectation: Maintain a continued effort over time

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

	2011-12	2012-13	2013-14 Grads	
	GBC	GBC	GBC	National Median
Employed in related field	72%	61%	53%	64%
Pursuing education	NA	NA	19%	19%
Employers satisfied with preparation	71%	77%	94%	95%

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

Expectation: Exceed or be within 10 percentage points of the national median

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

	Total Number	Meet Annually	Meet Semi-annually	Meet Monthly	Other Frequency
AAS programs	12	6	5		
Bachelor programs	5	1	2		2
Institutional and Support Services	10	2	2	2	4
With board	1				

Source: Academic Deans, program, and department directors.

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

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

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

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

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

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

Expectation:

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

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

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

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

Expectation: Maintain a continuing or increasing trend over time

Objective 2.3: Support community needs

Indicators

2.3.a. Maintain a range of community partnerships

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

Note: These are non-profit organizations and governmental agencies that fulfill their missions by partnering with GBC. Source: Center Directors, Grants Office, Continuing Education, Academic Deans.

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

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

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

Source: GBC ACE Committee and GBC Center Directors.

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

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

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

Source: GBC Faculty Evaluation System.

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

Theme Three: Serve Rural Nevada

Objective 3.1: Provide access to education at distant locations

Indicators:

3.1.a. Number of programs and emphases available completely online

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

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

Expectation: Maintain or increase the number of programs available

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

Section Type	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4 year change	Percent of Total
Internet	4208	3934	4362	4635	10%	52%
Interactive Video	1592	1384	1301	1440	-10%	16%
Total Distance	5800	5318	5663	6075	5%	68%
Total GBC	9681	8932	9226	8956	-7%	100%
% Distance	60%	60%	61%	68%		

Expectation: Maintain or increase enrollment in distance education classes

3.1.c. Certificate and degree completions by student location

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

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

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

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

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

	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC	National Median
Fall 2013									
Fall-to-spring	66%	53%	70%	60%	67%	60%	61%	64%	72%
Fall-to-fall	47%	39%	45%	30%	43%	45%	44%	44%	49%
Total Enrolled Fall 2013	1624	34	1076	52	254	180	39	2514	
Fall 2014									
Fall-to-spring	69%	66%	74%	63%	67%	74%	74%	67%	
Fall-to-fall	48%	50%	52%	49%	47%	53%	39%	47%	
Total Enrolled Fall 2014	1644	35	947	54	228	164	45	2339	

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

Expectation: Retain students throughout the service area at comparable rates

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

No. of Live and Originating IAV sections

	2011-12	2012-13	2013-14	2014-15	4 year change	4 yr Avg % of Total
Battle Mountain	13	11	9	5	-62%	1%
Elko	707	623	586	510	-28%	75%
Ely	35	34	21	17	-51%	3%
Pahrump	98	91	77	65	-34%	10%
Winnemucca	79	73	82	79	0%	10%
Other Locations	1	1	1	1	0%	0%
Total	933	833	776	677	-27%	100%

No. of Receiving IAV sections

	2011-12	2012-13	2013-14	2014-15	4 year change	4 yr Avg % of Total
Battle Mountain	71	66	52	66	-7%	15%
Elko	80	76	55	82	3%	18%
Ely	77	88	72	76	-1%	19%
Pahrump	106	95	95	81	-24%	23%
Winnemucca	106	111	100	105	-1%	25%
Other Locations	5	1	1	0	-100%	0%
Total	445	437	375	410	-8%	100%

Total Synchronous Sections

	2011-12	2012-13	2013-14	2014-15	4 year change	4 yr Avg % of Total
Battle Mountain	84	77	61	71	-15%	9%
Elko	787	699	641	592	-25%	84%
Ely	112	122	93	93	-17%	13%
Pahrump	204	186	172	146	-28%	22%
Winnemucca	185	184	182	184	-1%	23%
Other Locations	6	2	2	1	-83%	0%
Total	1378	1270	1151	1087	-21%	100%

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

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

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

Indicate No. of programs fully available at each center or site

3.2.a.

2015-16

Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA - 7 emph	3 BA - 7	Bachelor's of Arts degree programs - 7 major emphases			
1	1	1	1	1	Bachelor's of Science in Nursing degree program
1 BAS - 4 emph	1 BAS - 4	1 BAS - 4	1 BAS - 4	1 BAS - 5	Bachelor's of Applied Science degree program - 5 major emphases
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
4 AAS - 9 emph	4 AAS - 9	4 AAS - 9	6 AAS - 9	12 AAS - 11	Associate of Applied Science degree programs - 11 major emphases
10 CT - 2 emph	10 CT - 2	10 CT - 2	11 CT - 2	16 CT - 2	Certificate of Achievement programs - 2 emphases
5	5	5	7	16	Industry Skills Preparation Certificates

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

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

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

3.2.b. Gender

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

Nevada State Population Gender Distribution by County

Great Basin College

2016 Mid-Cycle Self-Evaluation Report

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

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

2014-15 Enrolled Students	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area	NV Out of Service Area	Out of State	Total Enrolled Students
Hispanic or Latino (of any race)	17%	0%	9%	17%	18%	0%	17%	13%	14%	11%	16%	20%	10%	16%
White	70%	100%	88%	73%	68%	100%	61%	68%	69%	74%	70%	56%	74%	68%
Black or African American	1%	0%	0%	0%	1%	0%	0%	3%	6%	1%	1%	6%	3%	2%
American Indian/Alaska Native	4%	0%	0%	2%	4%	0%	6%	2%	1%	7%	4%	1%	3%	3%
Asian	1%	0%	0%	1%	2%	0%	11%	3%	3%	1%	1%	8%	2%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	0%	0%	1%	0%	0%	1%	1%	0%	1%
Unknown	6%	0%	2%	5%	6%	0%	0%	6%	4%	3%	5%	5%	7%	5%
Two or More Races	2%	0%	0%	1%	1%	0%	6%	4%	3%	3%	2%	4%	1%	2%
Total Minority (all but white)	30%	0%	12%	27%	32%	0%	39%	32%	31%	26%	30%	44%	26%	32%
Total Enrolled Students	2,031	3	43	491	196	6	18	557	71	214	3,630	752	153	4,535
Percent of Total	45%	0%	1%	11%	4%	0%	0%	12%	2%	5%	80%	17%	3%	100%

Note: Does not include 7 international students.

Nevada State Population Distribution by Race/Ethnicity and County

2014 County Population Projections	Elko	Esmeralda	Eureka	Humboldt	Lander	Lincoln	Mineral	Nye	Pershing	White Pine	Total Service Area
Hispanic or Latino (of any race)	20%	13%	12%	21%	21%	7%	11%	14%	21%	12%	17%
White	73%	82%	85%	73%	74%	90%	68%	81%	75%	80%	77%
Black or African American	1%	0%	0.0%	0.0%	0.2%	1.0%	5.0%	2%	0.34%	1%	1%
American Indian/Alaska Native	5%	5%	1%	4%	0.4%	2.0%	15.0%	2%	3%	6%	4%
Asian	1%	0.22%	1%	1%	0.4%	0.4%	1.0%	2%	1%	1%	1%
Total Minority (all but white)	27%	18%	15%	26%	26%	10%	32%	19%	25%	20%	23%
Total County Population	53,957	912	2,055	17,792	6,568	4,779	4,487	44,771	5,365	9,055	149,741
Percent of Total	36%	1%	1%	12%	4%	3%	3%	30%	4%	6%	100%

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

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

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

3.2.c.	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median
College experience met expectations	4.80	5.07	4.92	5.00	4.95	4.90	4.89	4.84
Overall satisfaction with experience	5.63	6.07	5.65	5.73	5.70	5.84	5.69	5.47
Would enroll here again	5.82	5.93	5.87	5.93	5.84	6.35	5.89	5.72
No. Students Participating	212	15	159	30	43	31	490	

Note: None of the differences between GBC and the national median for community colleges are statistically significant. Source: Noel-Levitz Student Satisfaction Inventory Summary report; on a 7.0 point scale.

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

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

Availability of support services

		2014-15				
		Battle Mtn.	Ely	Pahrump	Winn.	Online
Advising	On site	On site	On site	On site	Quickstart	
Behavioral Intervention	On site & Outreach	Phone				
Disabilities Services	On site	On site	On site	On site	Forms, instructions & phone	
Library	Outreach	Outreach	Outreach	Outreach	24/7 access to electronic resources	
Financial Aid	Outreach	Outreach	Outreach	Outreach	Forms, instructions & videos	
Tutoring	On site math, English	24/7 Online via Smart Thinking				
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	Online testing with a live proctor	

Source: GBC departments.

Expectation: At least some degree of availability at all sites

Satisfaction with support services

3.3.b. Student satisfaction with support services by site -- Fall 2012 Noel-Levitz survey

								GBC Diff. from National Median	
	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median	National Median
Tutoring services are readily available	6.08	6.13	5.62	5.00	5.18	5.45	5.72	5.50	0.22**
Financial aid counselors are helpful	5.97	5.73	5.43	4.00	5.24	6.04	5.64	5.08	0.56***
Admissions staff are knowledgeable	6.01	6.16	5.83	5.54	5.25	5.90	5.82	5.43	0.39***
My academic advisor is knowledgeable about my program requirements	6.14	6.28	5.61	5.85	5.06	5.90	5.81	5.40	0.41***
My academic advisor is concerned about my success as an individual	5.58	6.05	5.33	5.36	4.83	5.80	5.54	5.07	0.47***
Library resources and services are adequate	6.16	6.00	5.62	6.30	4.59	5.07	5.69	5.66	0.03
No. Students Participating	184	19	102	17	69	33	424		

Note: ** Difference is statistically significant at the .01 level. *** Difference is statistically significant at the .001 level. Source: Noel-Levitz Student Satisfaction Inventory Summary report; on a 7.0 point scale.

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

	Elko	Ely	Internet	Other	Pahrump	Winn.	All GBC	National Median	GBC Diff. from National Median	GBC Diff. from 2012
Tutoring services are readily available	5.90	5.83	5.43	5.50	6.00	5.54	5.74	5.55	0.19*	0.02
Financial aid counselors are helpful	5.50	4.89	5.42	5.25	5.57	6.17	5.51	5.12	0.39***	-0.13
Admissions staff are knowledgeable	5.79	6.25	5.89	5.92	5.83	6.36	5.89	5.45	0.44***	0.07
My academic advisor is knowledgeable about my program requirements	5.75	6.63	5.61	5.95	5.89	6.07	5.78	5.43	0.35***	-0.03
My academic advisor is concerned about my success as an individual	5.31	6.22	5.51	5.73	5.65	5.52	5.48	5.11	0.37***	-0.06
Library resources and services are adequate	6.08	5.91	5.71	5.20	4.95	4.70	5.74	5.70	0.04	0.05
No. Students Participating	212	15	159	30	43	31	490			

Note: * Difference is statistically significant at the .05 level. *** Difference is statistically significant at the .001 level. None of the differences between spring 2014 and fall 2012 are statistically significant. Source: Noel-Levitz Student Satisfaction Inventory Summary report; on a 7.0 point scale.

Expectation: Continuous improvement of responses over time

Number of scheduled continuing education classes

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

Source: Continuing Education Department.

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

APPENDIX E

Core Themes Review

Core Themes Review

February 9, 2016

Mike McFarlane

GBC is meeting stated objectives for its three Core Themes of *Provide Student Enrichment, Build Bridges and Create Partnerships, and Serve Rural Nevada*. There are a few specific indicators that are not attained or are marginally attained at the level desired, but overall, expectations for Core Theme objectives are being achieved.

During the GBC President's Council meeting of February 9, 2016, the status of GBC Core Themes objectives and indicators was reviewed to assess how well stated expectations are being achieved. There are three objectives for each Core Theme, each with several indicators; all were reviewed individually based on updated information. In preparation for this review and discussion, the office of Institutional Research and Effectiveness (IRE) updated all available information for Appendix D - Core Themes and Indicators - of the 2014 Year One Report. Appendix D of the Year One report with updated information is the primary document to evaluate for the assessment of attainment of the three GBC Core Themes. This document can be found as Appendix D of the 2016 Mid-Cycle Self-Evaluation under the name of, *Core Theme Objectives, Indicators, and Expectations*. In the future this document will be retained in the IRE website under this same name.

In this review of Core Themes, each Core Theme section begins with a summary relating to the objectives and indicators for that Core Theme. Additionally, each indicator is discussed alone with a summary for the objective at the beginning of each objective section.

Theme One: Provide Student Enrichment

There are three objectives for this theme:

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

THEME ONE SUMMARY

In overview, Theme One objectives are being met. Opportunities for programs are offered and in increasing numbers throughout the service area, and these programs are providing the curricula for careers. In external comparisons students are sufficiently completing courses and programs, though improvements in these rates are continually sought. Students are finding jobs at a high rate (over 90%) after completing programs. Students express a high rate of satisfaction (85%) with their experience at GBC. The recent decline in faculty numbers to deliver these programs has reversed, but overall faculty qualifications declined; this decline is being addressed by support for existing faculty completing higher degrees. Financial resources remain a challenge that is being adequately addressed at this time, though a continuing concern for the future.

The college is doing an adequate job in fostering cultural awareness. The GBC student population is more diverse in race/ethnicity than the general service area population, but the GBC staff has a greater proportion of white members than the student or general populations. Students respond positively that they are exposed to ideas surrounding cultural diversity, but this area of education has room to grow.

OBJECTIVE 1.1: Provide educational opportunities

OBJECTIVE 1.1 SUMMARY:

GBC is generally meeting expectations of indicators for Objective 1.1, though not without areas identified to improve in. Since 2011 GBC has increased the number of programs offered, and more are on schedule to be offered. The increase in the number of program options directly increases educational opportunities for students. The number of faculty available to offer these program increased in recent years (following an earlier decline), but the average qualifications of the faculty declined slightly. This is being addressed as existing faculty are engaged in attaining higher degrees. GBC has maintained its target of a 60/40 ratio between full-time and part-time faculty, though there is a concern that the ratio is being maintained through a high proportion of full-time faculty teaching overload.

Maintaining the financial resources to provide educational opportunities has been the chief challenge in recent years in the face of declining state support. Finances are maintained at this time, primarily because of an increase in student fees and the receipt of significant grant funding. Students are still afforded access to educational opportunities by having fees 27% below the median for the GBC IPEDS peer group. GBC has managed to maintain staffing numbers (though perhaps not proportions) in the IPEDS comparison in every category except administration. A lack of advisors is a concern.

Regarding indicators for financial resources, GBC needs to seek a better gauge. Considering the unique quality of the college (large service area, select Bachelor's degrees, unique technical programs, etc.) the college must devise its own formula for determining its expectation for dollars per student needed.

A look at student performance shows they are generally meeting expectations, though increases in performance are always sought. In fall-to-fall persistence, GBC students exceed the IPEDS peer median for full-time students, but not for part-time students. The performance by part-time students is a concern. The course and program completion rates are also near those of the IPEDS peer median. Students declare that they have met their educational goals at a rate of 92% compared to a national comparison median of 94%, well within expectations. In questions relating to general student satisfaction, 85% of GBC students respond positively. The responses are at or above the national median for these questions.

Following is the review of each objective indicator:

Indicator 1.1.a, Number and types of programs available

The expectation to maintain or increase the number of viable programs is met. Since 2012 all categories of program types listed have remained the same or increased in number. Not shown in the current data are that two more Bachelor's degrees (Biological Science and English) are fully approved for the fall of 2016, and two more Bachelor's degrees (Natural Resources and

Social Science) are in the approval process and targeted for the fall of 2016. More programs provide more opportunities for students.

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

The expectation for this indicator to increase the number and qualifications of the teaching faculty has been achieved in number, but not in regard to qualifications. The number of faculty has increased since 2012, but only because GBC has several positions funded by outside grant sources. Without the external funding, the number of faculty would have continued to decline from the former highest level of 70. Also at this time, the overall qualifications of the faculty have diminished. A crude point scale with a weighted average of faculty and level of degree attainment is shown in the table below. This indicates how there has been an overall reduction in average degree attainment primarily due to a recent loss in the number of doctoral level faculty and a gain in faculty with less than an Associate’s degree.

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

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

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

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

Indicator 1.1.c, Full-time/part-time faculty FTE ratio

Historically, GBC has sought to attain a 60-40 ratio in the percent of instruction between full-time and part-time faculty. This ratio is being maintained, assuring an appropriate level of quality and control over instruction. Of concern is that this ratio is maintained only because of

an extreme level of overload being taken by full-time faculty. This matter is being addressed through active recruitment of more part-time faculty.

Indicator 1.1.d, Financial resources

The expectations of the four parts of this indicator are met, and thus the indicator expectation is met:

- A. While meeting the expectation of this indicator, there is concern that the indicator may need to be revised for the future to more accurately reflect the financial support needed. Maintaining the level of financial support per student is difficult to compare line-by-line from the data and the changing interpretations of categories, but overall GBC is at 92% of the level for the comparison group. This meets the expectation at the lowest level. In 2011 GBC was at 105% of the comparison group. The level has dropped as a direct result of severe budget cuts since that time, but is above the minimum expected level of 90%. It is suggested that the college better define what constitutes adequate financial resources. A level of financial support that is needed for GBC with its unique service area and programs needs to be devised using a formula that accounts for all necessary costs, not just comparing to an average of other colleges.
- B. While revenue received from the State General Fund Appropriation has been reduced significantly, other sources have increased sufficiently to provide GBC an overall 4% increase in revenue reported to NSHE. Increased student fees have been the primary source of increase in revenue.
- C. The expectation for student fees to be below or within 10% of the GBC IPEDS peer median is met. Noting that GBC fees are 27% below the median, even after recent increases, a question might be if the fees are too low for sustainability?
- D. The expectation of maintaining a trend of increased student financial support is attained. In both categories listed the amount of financial support has increased.

Indicator 1.1.e, Student services resources

In reviewing the numbers of full-time staff in different staffing areas, GBC exceeds the staffing levels in all comparison group areas except administration. GBC is four less than the IPEDS peer median in this one area, which some might say is good. The overall expectation for this indicator is considered to be met.

Indicator 1.1.f, Number and percent of students attaining educational goal

At 92%, this meets the expectation of being within 10% of the national median of 94%

Indicator 1.1.g, Completion rates for courses and programs

For both courses and programs, the expectation is met for completions compared to respective medians. For courses, the completion rate is essentially the same and the 6-year graduation rate is within two percentage points of the median. The transfer rate has diminished in recent years as it has nationally.

Indicator 1.1.h, Persistence rates for new students

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

Indicator 1.1.i, Student satisfaction ratings

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

OBJECTIVE 1.2: Foster cultural awareness

OBJECTIVE 1.2 SUMMARY

The racial and ethnic demographics of the GBC student population basically reflect those of the general service area population as expected, but is somewhat more diverse in its proportion of minorities. Since 2011 the Hispanic/Latino student population has grown from 12% to 18%, now one percentage point less than that of the general population. Students are being exposed to courses emphasizing "personal and cultural awareness," and students respond positively to survey questions regarding their level of understanding, though there can be improvement in this area.

Indicator 1.2.a, Demographics of GBC and service area

GBC expects its college student population to well represent its service area population in racial and ethnic composition within five percentage points. The general conclusion is that GBC students are more diverse than the service area population, but not necessarily within five percentage points for each category. It is felt that GBC meets the intention of the expectation, if not the literal expectation.

Between 2011 and 2014, the proportion of Hispanic/Latino students has increased from 12% to 18%, now only one percentage point below that of the service area. The white student population dropped from 74% to 66% of the total as compared to being 73% for the service area population; the white student population is now seven percentage points below the service area population. GBC equals or exceeds the service area proportions for Black/African American, American Indian, Asian, Pacific Islander, Other/Unknown, and Two or More Races categories, though all of these are within five percentage points or less.

The college will need to evaluate what is meant by the expectation of being "within five percentage points." As an example, 2% of GBC students are Black/African American compared to the service area proportion of 1%. But with this categories being below 5% of the total, GBC

would be fulfilling the expectation by having zero. This would not be the intention of this objective.

Indicator 1.2.b, Student exposure to “personal and cultural awareness”

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

Indicator 1.2.c, Student satisfaction

For this indicator, students easily exceed the minimum expectation for positive responses being more than 75% of the total. They are generally more than 80%. The questions listed in Appendix D reflect a wide range of topical areas relating to student learning. Regarding the level of growth in understanding cultural diversity, the responses were marginal at 78%, though higher for Bachelor’s degree students than for Associate’s degree students.

OBJECTIVE 1.3: Provide curricula and programs for careers

OBJECTIVE 1.3 SUMMARY

The objective is being met. Appropriate programs are available, with students from those programs finding jobs. Students are also advancing their education after completing programs at GBC, though the college would wish to see more continue their studies at GBC.

Indicator 1.3.a, Number and types of career-directed programs

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

Indicator 1.3.b, Job placement rates for programs

Job placement rates have always well exceeded the expectation of 80%, and in the most recent years they have been from 95 to 97%.

Indicator 1.3.c, Advancement in studies following degree completion

The expectation of maintaining or increasing the proportion of students continuing their education after completing GBC programs is achieved, if the most recent year’s results are compared to the prior two-year average. It is not when comparing the most current year’s results of 64% to the prior year’s 76%, however, the numbers of respondents are small and erratic. Of some concern to GBC is the fact that the proportion continuing at GBC has declined, while the proportion enrolling elsewhere has increased. Since the objective is for students to continue their studies wherever that may be, the indicator is encouraging. However, in terms of providing programs for students that can be completed within the service area, this is unsatisfying and deserves future attention.

Theme Two: Build Bridges and Create Partnerships

There are three objectives for this theme:

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

THEME TWO SUMMARY

The objectives of Core Theme Two are being achieved, but some better than in others. More traditional students are coming to GBC, but with a troubling and persistent incidence of remediation required. GBC is meeting expectations in remediation, but there is considerable room to improve in the success rates of these students. Dual credit enrollment of high school students in GBC classes has increased remarkably in recent years, assisting in the transition of more to college, whether here or elsewhere. GBC desires to have a greater number of students transition or transfer into the college. Workforce connections continue successfully. Contract training is down but adequate, and there is strong outside support of workforce programs. GBC support of community needs is ongoing and adequate.

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

OBJECTIVE 2.1 SUMMARY

GBC is meeting this objective, but with room for improvement. The persistent and bothersome issue of remedial education continues with some but slow improvement, and this inhibits overall success. Efforts to bring students from high school to college with some level of advanced standing are successful. “Tech Prep” credits from high school CTE studies are continuing, and dual credit has been especially successful and growing in recent years. Transfer of students with college credit out from GBC continues to meet expectations, but recent declines in transfer in do not.

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

There are two sets of expectations for this indicator. The first set contains three separate expectations:

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

For the first of this set of expectations the rates have increased significantly since the fall of 2011 baseline year, but there was a slight but disturbing decrease in 2014. The expectations are fundamentally met, but need to increase more in the future. The current NSHE “Gateway” effort which addresses these expectations is a parallel effort underway.

The second part of this indicator centers on the expectation that the proportion of students progressing from developmental to college level English and math should exceed or be within

10% of the national median. This expectation was met, but there needs to be further improvement in the first expectation to make this more meaningful.

Indicator 2.1.b, College CTE Credit advancement

We have not met the expectation to maintain an increasing trend of high school students articulating College CTE Credit to GBC over time. In five years the number of students articulated is down 11% and the number of courses is down 26%. This is mostly attributable the elimination of the GBC Agriculture program. In rural Nevada, the most highly awarded College CTE Credit courses have been in the area of agriculture. Many high school students are highly involved in these in part due the activities of Future Farmers of America (FFA). Unfortunately, few of these students elect agriculture as a career after leaving high school, and articulated courses are used as electives in programs other than agriculture. With the recent creation of the EMS – Paramedic program, there will be opportunity to regain some of the numbers in the conversion of high school credit.

Indicator 2.1.c, Dual credit enrollment and FTE

GBC easily meets the expectation of increasing dual credit enrollment over the past few years, being up over 300% since 2011. This by far more than offsets the decline in College CTE Credit participation. GBC actively works with service area school districts to coordinate dual credit lists and assists where needed in facilitating the process and coordinating scheduling. School districts have also been encouraged from the state level to pursue dual credit possibilities and some have seen economic advantages to partnering with GBC, particularly in small school districts where elective options are often limited. Enrollment appears to be flattening somewhat in the current year, perhaps reaching a plateau in the number of students ready for this level of education.

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

The expectation to maintain or increase transfers is met for those transferring away from GBC, but has dropped for those continuing at GBC. Transfers out are continuing at about the same rate over recent years, but those continuing at GBC show an erratic trend. The flat to downward trend to continue at GBC is bothersome, but it is planned that the addition of Bachelor's degrees will keep more students at GBC. In the last year, though too early to be apparent in any data collection, it appears that the trend to continue here is going up, particularly in the Education program and BAS program areas.

Indicator 2.1.e, Number of students transferring into GBC

The number of students transferring into GBC is down 6.4% since 2011 and does not meet the expectation to maintain or increase this number. As in Indicator 2.1.d, this is disappointing, but is anticipated to be reversed with the recent addition of new Bachelor's degree programs. Interest in the new Biological Science and English degrees has been clearly noted.

OBJECTIVE 2.2: Build and sustain workforce programs

OBJECTIVE 2.2 SUMMARY

The college is meeting the demand for workforce-related contract training, even though the demand is reduced because of declining gold prices. Employers are satisfied with graduates of GBC programs, and they participate in GBC program advisory groups. External investment in GBC programs is robust. Students continue to participate in workplace experiences outside of class. This objective is being met.

Indicator 2.2.a, Number of contract training classes offered

The number of contract training classes has gone down in recent years, primarily due to the decline in gold prices in the same time period. This has resulted in a decrease in training requests from mining operations in the mechanical maintenance areas (mobile/diesel and mill maintenance). There has been an increase in the number of training classes in areas more associated with office procedures and using software and in areas outside of mining, but not enough to offset the decline in the mechanical areas. However, the college is meeting the expectation of maintaining the effort over time. GBC responds to all requests for training for which it has qualifications. The expectation is to meet the demand that is present at any time, and the college is doing that.

Indicator 2.2.b, Employer satisfaction for career program completers

In data specifically focused on employer satisfaction, the expectation of being within 10% of the national median is clearly met with a most recent high of 94%. Unsatisfying to GBC is that not as many students are finding employment in a related field – this expectation is not met and has decreased over three years. We will continue monitoring those continuing their education as in past years.

Indicator 2.2.c, Advisory boards and program advisory committees

The expectation for this indicator is not being fully met as of the time of the information being collected. The expectation is for all programs to have an advisory board that meets at least once per year. All programs with an advisory group did meet at least once during the last year, but one program did not have an advisory group. This is being resolved since the time the data was collected.

Indicator 2.2.d, External investment in programs

The college recognizes that it does not have complete control over external investment, thus the expectation is that revenue coming in is sufficient to meet or exceed needs of workforce-related programs. Review of the information for this indicator shows some areas up, some down, but overall the revenue is supporting the programs being targeted and thus meets the expectation. Recent TAACCCT Grant awards have provided an uncommonly high level of revenue; sustaining certain programs after the cessation of the grant is of some concern.

Indicator 2.2.e, Numbers of students participating in work placement options
The number of students participating in clinical settings, student teaching, or other forms of internships is essentially the same as in 2011. This meets the expectation of at least maintaining this number.

OBJECTIVE 2.3: Support community needs

OBJECTIVE 2.3 SUMMARY

This objective is being met through a wide variety of community partnerships and events throughout the service area. Faculty continue to provide community service, though at a somewhat lower level than in previous years.

Indicator 2.3.a, Maintain a range of community partnerships

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

These two indicators are both evaluated from a purely qualitative approach. A survey of the types of partnerships and activities from around the service area indicates sufficient engagement in both types of activities to declare that the expectations for these indicators are being met. A large range of activities and partnerships is ongoing.

Indicator 2.3.c, Faculty community service

The expectation is that at least 70% of all faculty indicate “community service” as one of their activities on their annual evaluations. This indicator has declined since 2011, and dipped to only 55% in 2013. However, in the last year for this assessment, the percentage rose to 72%, allowing it to be said the expectation is once again being met.

Theme Three: Serve Rural Nevada

There are three objectives for this theme:

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 centers

THEME THREE SUMMARY

GBC serves rural Nevada very well as substantiated in the objective indicators for this theme. The data indicate that resources are distributed throughout the service area as equitably as possible, and students are achieving results and indicating general satisfaction at the same level throughout the area. Access is increasingly delivered through the internet, but not without some concern for the loss of synchronous intimacy. There is an increasing variety of programs available throughout the service area (though never as many as residents would like), and students are completing them. Services are available throughout the area, though as with classes, often through some means of distance delivery. Students generally indicate a high level of satisfaction with the college and its services. Immediate access to a library is of concern to some, though addressed through a strong internet presence.

OBJECTIVE 3.1: Provide access to education at distant locations

OBJECTIVE 3.1 SUMMARY

This objective is being met very well, though a significant shift to more online classes at the expense of synchronous options is of some concern. Credit-bearing programs at all levels are available for completion throughout the service area and increasing in number. Credentials are being obtained by students throughout the service area in proportion similar to the Elko home campus. The number of classes available through distance delivery is increasing, and students are completing classes throughout the area at a nearly uniform rate.

Indicator 3.1.a, Number of programs fully available online

The expectation to maintain or increase the number of programs available online is achieved as this number continues to increase. The number has nearly doubled since 2011, and more programs are in the process of becoming available online in the near future. Though the intent of online programs is to serve GBC's remote sites in Nevada, there is also increasing participation from outside of the service area and even outside of the state. This is assisting the college in attaining a greater level of financial sustainability through the revenue generated by student fees and ultimately from the student credit hours reflected in state funding.

Indicator 3.1.b, Enrollment in distance education sections (online and IAV)

The expectation to maintain or increase enrollment in distance education classes is clearly met with duplicated enrollment having increased 5% since 2011 and having risen from 60% of total enrollment to 68% of total enrollment in the same time period. Though data from the current year is not yet fully available, it is known that this has increased even more. The greatest increases have come in online enrollment, but IAV remains an important component for those students wishing to learn in a synchronous environment. Currently, "lecture capture" techniques are being utilized with greater frequency, often allowing a class presentation to be delivered in a synchronous IAV setting and then incorporated into an online class.

Indicator 3.1.c, Certificate and degree completions by student location

The number of awards granted at the sites are relatively consistent between 2012 and 2015, and they reflect a relatively even distribution throughout the service area relative to population. This is the expectation of this indicator. Changes between the two years are primarily that the Elko proportion has decreased while that of other sites, in particular Pahrump, have increased slightly. The increase in Pahrump is particularly welcome in consideration of its relatively large population and challenges that have occurred there. Considering that overall completion numbers increased for the college during this time frame, this indicator is considered especially positive.

Indicator 3.1.d, Student retention rates by class location

The expectation is that the student retention rates for all GBC locations be about the same, and the expectation was met very well. This conveys that the college is applying its resources equitably throughout its service area, and not focusing solely on the home campus in Elko. Both the fall-to-spring and fall-to-fall retention rates are evaluated, and two positive results are seen.

First, the overall retention rate for all GBC students in all locations in both comparisons went up from 2013 to 2014. Second, the sites outside of Elko generally are being retained comparably to Elko, and some locations as well or better. Major discrepancies are not seen, and where they may have existed in 2013, the differences are less in 2014.

Indicator 3.1.e, Site needs fulfilled through synchronous classes

This indicator considers the delivery of live (same room) classes and those utilizing IAV. The basic expectation is to provide some level of synchronous delivery at all sites, and this very basic level of expectation is being met. However, the proportion of total synchronous delivery through live and sending and receiving IAV sections has decreased overall by 21% since 2011. This reflects the significant increase in online delivery. Interestingly, the number of receiving IAV sections has decreased only 8%, while the number of live and sending IAV sections has decreased 27%. This indicates that the college is maintaining a near constant level of broadcast to sites throughout the service area. Pahrump has generally lost the highest proportion of synchronous sections, and Winnemucca has remained nearly constant.

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

OBJECTIVE 3.2 SUMMARY

Programs are available at all GBC sites, though not the full array available at the Elko home campus. The number available is increasing, particularly as more courses become available through distance delivery. The locations for specialty programs in Nursing and EMT-Paramedic are increasing. The demographics of service area students by county generally parallel the demographics of the individual counties and the service area as a whole. Students throughout the service area indicate satisfaction with the college in general. The objective is being met.

Indicator 3.2.a, Number of programs fully available at each site

This qualitative review shows that programs that do not require specialty space and equipment are fully available at all centers, many through the utilization or requirement of online classes. Programs with specialty space requirements have recently been added to Pahrump (Nursing) and Winnemucca (Nursing and EMS-Paramedic). There is no good way to quantitatively evaluate the expectation of curricula availability at all sites.

Indicator 3.2.b, Demographics of service area

At 64% female and 36% male, the gender of the GBC student population on a county-by-county basis does not approximate the nearly 50-50 split of the service area population. Though the expectation is for the student population to reflect that of the full population, the imbalance toward female college students is typical nationally. The reverse is true only in Pershing County due to GBC serving students in a prison located there. The demographics relative to race and ethnicity are more difficult to assess on a county-by-county basis, particularly in the newly acquired counties which as of yet have very low student populations. Excepting these locations, as a general statement, GBC students by county tend to have a lower proportion of white students and a higher proportion of minority students. It appears that GBC student racial and

ethnic demographics approximate that of the general service area population except in being generally lower in the proportion of white students.

Indicator 3.2.c, Student satisfaction ratings by county

Using select questions on the Noel-Levitz survey, students rated GBC higher than the national median for every question in every county. This clearly meets the expectation of being within 10% of the median.

OBJECTIVE 3.3: Provide needed services to students at all GBC centers

OBJECTIVE 3.3 SUMMARY

The objective is being met. Though not always provided directly, a review of availability shows students have some level of access to all GBC services at every Center. Student surveys indicate students are generally satisfied with the services provided, though there is some concern over library availability. The college offers continuing education classes throughout the service area as well as credit classes.

Indicator 3.3.a, Availability of support services

This indicator is only a survey of the services available, and does not assess quality (Indicator 3.3.b). The services listed are determined to be available at all GBC centers, though it is acknowledged that very small sites may not have the same direct access on the premises. GBC does meet its expectation of having these services available at its centers.

Indicator 3.3.b, Student satisfaction with support services

Since the administration of the survey (Noel-Levitz) in the spring of 2014, this survey has not been re-administered for comparison to determine if the expectation for improvement has been met. The next administration is planned for the fall of 2016. A comparison of responses to the fall, 2012 administration shows slight increases in satisfaction with tutoring services, admissions staff, and library services, and slight decreases in satisfaction with financial aid counselors and academic advising, but none is statistically significant. Responses are significantly more positive than the national median, with library services being an exception. Three centers had lower responses on the library question, though internet students responded very slightly above the median.

Indicator 3.3.c, Number of scheduled continuing education classes

In general, across the service area, the number of continuing education classes has increased since 2011. Exceptions are at two very small sites that had one class in in 2011, and none since. The expectation to provide continuing education opportunities across the service area is met.

APPENDIX F

Teacher Education Five-Year Assessment Plan

Five-Year Assessment Plan

And Worksheet

Annually submit an updated five-year assessment plan. Plan to assess at least one outcome per year. Draft of assessment plan due to Linda on or before Oct. 19. Final assessment plan due by end of fall semester (Dec. 18). Completed assessment plans are to be sent to Brandis and to Cathy Fulkerson.

Assess one outcome and submit the report for that outcome assessment by the end of spring semester 2016. Assessment reports are to be sent to Brandis and Cathy Fulkerson.

Program: [EDEL-BA and EDSE-BA](#)

Date: [2015](#)

GBC Mission: Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support services in conjunction with certificates and associate and select baccalaureate degrees.

GBC Vision: While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladder'd bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

Program Mission:

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada. It is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the ten rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

The graduates of this program will consistently display the following skills in accordance with the INTASC Core Teaching Standards.

Outcome One: INTASC Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure – Describe what you will use to measure how well you’re achieving this outcome? (Internal tracking, customer satisfaction survey, pre- and post- activity questionnaire, point-of-contact questionnaire, audit findings)

Standard 1 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 1 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success – How do you know you’ve achieved your outcome? What percentage are you looking for? *See above.*

Notes – What needs to be put into place in order for you to use this assessment measure to assess this outcome? Do you need to develop the questionnaire and administer it for a semester or a year? Do you need to put a process into place before you can assess it? Do you need to train your staff first?

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as ‘agree’ or ‘strongly agree’) on questions 1, 13, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as ‘agree’ or ‘strongly agree’) on questions 1, 13, and 19.*

Outcome Two: INTASC Standard #2: Learning Differences

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 2 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 2 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 2, 3, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 2, 3, and 19.*

Outcome Three: INTASC Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 3 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 3 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 8, 9, and 18-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 8, 9, and 18-19.*

Outcome Four: INTASC Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 4 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 4 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 4, 12, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 4, 12, and 19.*

Outcome Five: INTASC Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 5 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 5 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 7 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 7 and 19.*

Outcome Six: INTASC Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 6 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 6 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 10, 11, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 10, 11, and 19.*

Outcome Seven: INTASC Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 7 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 7 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 5 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 5 and 19.*

Outcome Eight: INTASC Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 8 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 8 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 6 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 6 and 19.*

Outcome Nine: INTASC Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 9 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 9 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 15, 16, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 15, 16, and 19.*

Outcome Ten: INTASC Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment year (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Assessment start Date: *This assessment will be completed at the end of the 2016 spring semester.*

1st Assessment Measure:

Standard 10 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Standard 10 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Criterion for success: *See above.*

Notes:

TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Add additional assessment measures and criteria for success, if desired:

Indirect assessments for the program will include:

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 13, 14, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 13, 14, and 19.*

Assessment: Assessment Plan



Program (EDU) - EDEL-BA and EDSE-BA

Unit Mission: The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada. It is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the ten rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

The graduates of this program will consistently display the following skills in accordance with the INTASC Core Teaching Standards.

Outcome: INTASC Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 1 from Capstone Portfolio
(Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 1 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 1, 13, and 19-21.

Notes: 1. My teacher education program prepared me for teaching students of diverse cultures and ethnicities.
13. My teacher education program prepared me to work with parents and/or families.
19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.
20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.
21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 13, 14, and 19.

Notes: 13. The teacher education program prepared him/her to work with parents and/or families.
14. The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.
19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #2: Learning Differences

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 2 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 2 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 2, 3, and 19-21.

Notes: 2. My teacher education program prepared me for teaching English language learners.

3. My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.

19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.

21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 2, 3, and 19.

Notes: 2. The teacher education program prepared him/her for teaching English language learners.

3. The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.

19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 3 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 3 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 8, 9, and 18-21.

- Notes:** 8. My teacher education program prepared me to address student behavior in my classroom.
9. My teacher education program prepared me to manage my classroom and/or labs.
18. My teacher education program prepared me to use effective communication skills in the school setting.
19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.
20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.
21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 8, 9, and 18-19.

- Notes:** 8. The teacher education program prepared him/her to address student behavior in the classroom.
9. The teacher education program prepared him/her to manage the classroom and/or labs.
18. The teacher education program prepared him/her to effectively communicate in the school setting.
19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 4 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 4 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 4, 12, and 19-21.

Notes: 4. My teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.
12. My course work in the content area(s) (mathematics, English, sci., social sciences, and other teaching areas) prepared me to teach my subject matter content and address the acad. standards required of my school district.
19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.
20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.
21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 4, 12, and 19.

Notes: 4. The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.
12. The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.
19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 5 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 5 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 7 and 19-21.

Notes: 7. My teacher education program prepared me to use appropriate technology and/or media in my teaching.
19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.
20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.
21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 7 and 19.

Notes: 7. The teacher education program prepared him/her to use appropriate technology and/or media while teaching.
19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 6 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 6 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 10, 11, and 19-21.

Notes: 10. My teacher education program prepared me to use formal and informal assessment strategies appropriate to the students and subject matter I am teaching.

11. My teacher education program prepared me to use formal and informal assessment results to improve my teaching and student learning.

19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.

20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.

21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 10, 11, and 19.

Notes: 10. The teacher education program prepared him/her to use formal and informal assessment strategies appropriate to the students and subject matter being taught.

11. The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.

19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 7 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 7 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 5 and 19-21.

Program (EDU) - EDEL-BA and EDSE-BA

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 5 and 19.

Outcome: INTASC Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 8 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 8 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 6 and 19-21.

Notes: 6. My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.

19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.

20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.

21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 6 and 19.

Notes: 6. The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.

19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #9: Professional Learning and Ethical Practice

Program (EDU) - EDEL-BA and EDSE-BA

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Assessment Measures

Capstone - Standard 9 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 9 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 15, 16, and 19-21.

Notes: 15. My teacher education program prepared me to be a reflective educator.

16. My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).

19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.

20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.

21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 15, 16, and 19.

Notes: 15. The teacher education program prepared him/her to be a reflective educator.

16. The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).

19. This teacher was prepared by his/her teacher education program.

Outcome: INTASC Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 05/09/2016

Program (EDU) - EDEL-BA and EDSE-BA

Assessment Measures

Capstone - Standard 10 from Capstone Portfolio (Active)

Criterion: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.

Evaluation - Standard 10 from Student Teaching Performance Assessment (Active)

Criterion: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.

Notes: TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.

Exam - Praxis II exams (Active)

Criterion: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.

Survey - Graduate Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 13, 14, and 19-21.

Notes: 13. My teacher education program prepared me to work with parents and/or families.

14. My teacher education program prepared me to develop an awareness and understanding of my school and community.

19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.

20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.

21. I was prepared to be a teacher by my teacher education program.

Survey - Employer Surveys (Active)

Criterion: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 13, 14, and 19.

Notes: 13. The teacher education program prepared him/her to work with parents and/or families.

14. The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.

19. This teacher was prepared by his/her teacher education program.

**TEACHER EDUCATION PROGRAM COMPLETER FOLLOW-UP SURVEY
DATA TABLES**

Table 1. Teacher education program of respondents

My teacher education program prepared me for licensure in:	Number	%
1. Early childhood education		
2. Elementary Education (K-8)		
3. Special Education		
4. Dual elementary/special education		
5. Secondary education (7-12)		
6. Dual elementary/secondary		
7. Other		

Table 2. License(s) held by respondents

I currently hold a/an:	Number	%
1. Early childhood education license		
2. Elementary education license		
3. Secondary education license		
4. Special education license		
5. Substitute license		
6. No license		
7. Other		

Table 3. Type of teacher education program respondents completed

My teacher education program was a:	Number	%
1. Regular undergraduate program		
2. Post baccalaureate program not leading to a Master's degree		
3. Post baccalaureate program leading to a Master's degree		
4. Alternative route to licensure program		
5. Other		

Table 4. Employment situation of respondents

Please provide the following information about your current situation. I am (the participant had to check one)	Number	%
1. Teaching full-time		
2. Substitute teaching		
3. Teaching part-time		
4. Employed outside of teaching		
5. Attending college, obtaining more education		
6. In the military on active duty		
7. Not employed outside my home		
9. Not employed		

Table 5. Teaching level of respondents under contract

If teaching, please check level:	Number	%
1. Pre-school		
2. Elementary		
3. Middle/Junior High School		
4. High School		
5. Other		

Table 6. Number of responding teacher education program completers teaching in Title I schools

	Yes		No	
	#	%	#	%
Are you teaching in a Title I school?				

Table 7. Teacher Education Program Completer Responses to Program Quality

Question	Strongly Agree 4		Agree 3		Disagree 2		Strongly Disagree 1		NA		Total N	Mean	Std. Dev.
	#	%	#	%	#	%	#	%	#	%			
1. My teacher education program prepared me for teaching students of diverse cultures and ethnicities.													
2. My teacher education program prepared me for teaching English language learners.													
3. My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.													
4. My teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.													
5. My teacher education program prepared me to develop lesson plans.													
6. My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.													
7. My teacher education program prepared me to use appropriate technology and/or media in my teaching.													
8. My teacher education program prepared me to address student behavior in my classroom.													
9. My teacher education program prepared me to manage my classroom and/or labs.													
10. My teacher education program prepared me to use formal and informal assessment strategies appropriate to the students and subject matter I am teaching.													

11. My teacher education program prepared me to use formal and informal assessment results to improve my teaching and student learning.													
12. My course work in the content area(s) (mathematics, English, sci., social sciences, and other teaching areas) prepared me to teach my subject matter content and address the acad. standards required of my school district.													
13. My teacher education program prepared me to work with parents and/or families.													
14. My teacher education program prepared me to develop an awareness and understanding of my school and community.													
15. My teacher education program prepared me to be a reflective educator.													
16. My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).													
17. My teacher education program prepared me to provide developmentally appropriate instruction.													
18. My teacher education program prepared me to use effective communication skills in the school setting.													
19. My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.													
20. My supervised student internship/teaching prepared me to assume the role of a classroom teacher.													
21. I was prepared to be a teacher by my teacher education program.													

TEACHER EDUCATION PROGRAM COMPLETER SUPERVISOR FOLLOW-UP SURVEY

Dear Principal/Supervisor:

(Name of college/university) is distributing this follow-up survey that was developed by a committee of Nevada Department of Education, school district, college, and university personnel. This survey is being provided to you by one of your teachers who completed the teacher education program at (Name of college/university) last year. The teacher who has given you this survey instrument, by virtue of giving it to you, has consented to allow you to participate in the follow-up of our program completers.

This survey is intended to provide a teacher education program with information about how you perceive your employee's preparation to become a teacher. Please keep in mind that this is an assessment of your teacher's teacher preparation program and NOT an evaluation of the teacher. Please answer every question.

A. Please provide the following information:

Name of School District _____
City _____ State _____

B. Is your school

- _____ 1. Urban
- _____ 2. Suburban
- _____ 3. Rural

C. If the specified employee is teaching under contract full-time or part-time, please check level:

- _____ 1. Pre-school
- _____ 2. Elementary
- _____ 3. Middle/Junior High School
- _____ 4. High School
- _____ 5. Other – Please specify _____

Please respond to each of the following questions related to this teacher's preparation to become a teacher by using the following scale and **circling your response**:

- 4 = Strongly agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly disagree
- U = Undecided

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1. The teacher education program prepared him/her for teaching students of diverse cultures and ethnicities.	4	3	2	1	U
2. The teacher education program prepared him/her for teaching	4	3	2	1	U

English language learners.					
3. The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	4	3	2	1	U
4. The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	4	3	2	1	U
5. The teacher education program prepared him/her to develop lesson plans.	4	3	2	1	U
6. The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.	4	3	2	1	U
7. The teacher education program prepared him/her to use appropriate technology and/or media while teaching.	4	3	2	1	U
8. The teacher education program prepared him/her to address student behavior in the classroom.	4	3	2	1	U
9. The teacher education program prepared him/her to manage the classroom and/or labs.	4	3	2	1	U
10. The teacher education program prepared him/her to use formal and informal assessment strategies appropriate to the students and subject matter being taught.	4	3	2	1	U
11. The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.	4	3	2	1	U
12. The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.	4	3	2	1	U
13. The teacher education program prepared him/her to work with parents and/or families.	4	3	2	1	U
14. The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.	4	3	2	1	U
15. The teacher education program prepared him/her to be a reflective educator.	4	3	2	1	U
16. The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	4	3	2	1	U
17. The teacher education program prepared him/her to provide developmentally appropriate instruction.	4	3	2	1	U
18. The teacher education program prepared him/her to effectively communicate in the school setting.	4	3	2	1	U
19. This teacher was prepared by his/her teacher education program.	4	3	2	1	U

Thank you for completing this survey. Please return it in the enclosed envelope to:

APPENDIX G

Associate of Applied Science
Industrial Millwright Technology
Five-Year Assessment Plan

Assessment: Program Assessment Plan



Program (CTE) - AAS Industrial Millwright Technology

Unit Mission: Technical training is taught in mechanical operations, fluid power, industrial pumps, preventive predictive maintenance, precision shaft alignment, electrical theory, welding processes, and all safety standards for tools and equipment in the work place. Upon successful completion of the program, the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, and liquid and air handling systems. These are common systems found in most industrial, agricultural, mining, construction, and service industries that use machinery to produce a product or service. Other employment opportunities for graduates of this program can include steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, ship yards, power plants, hospitals, aerospace industry facilities, and office complexes.

Outcome: Think critically to solve workplace problems

Think critically to solve workplace problems.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - IT 220 Alignment Principles (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Laser Alignment Module 15502.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Communicate clearly and effectively both in writing and orally

Communicate clearly and effectively both in writing and orally

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - BUS 113 Business Communications. (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Basic Communication Skills Module 00107.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Program (CTE) - AAS Industrial Millwright Technology

Outcome: Human experience

Understand the significance of creativity in the human experience.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - Art 107 Design Fundamentals I (2-D) (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Field Sketching .

Notes: Considering requiring this for all certificate and associate students.

Outcome: Blueprint and drawing interpretation

Read and interpret standard blueprints and drawings of industrial equipment.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - IT 201 Blueprint Reading and Measurement Fundamentals (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Introduction to Construction Drawings Module 00105.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Align shafts using laser and dial indicator methods of alignment

Align shafts using laser and dial indicator methods of alignment.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - IT 220 Alignment Principles (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Laser Alignment Module 15502.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Perform troubleshooting and maintenance

Program (CTE) - AAS Industrial Millwright Technology

Perform troubleshooting and maintenance of fluid handling pumps, industrial gear trains and drives, and material handling systems.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Assignment - Written - IT 210 Failure Analysis and Predictive/ Preventive Maintenance (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Troubleshooting and Repairing pumps module 15405.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Rebuild and replace components in liquid and air handling systems

Rebuild and replace components in liquid and air handling systems.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Written Test/Exam - IT 103 Industrial Pump Technology (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Pumps Module 15404.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Bearing and seal replacement

Replace bearings and seals in a non-destructive manner.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Survey - IT 105 Mechanical Power Transmission (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Troubleshooting and Repairing Gearboxes Module 15411.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Basic electrical theory and safety on single and three phase power equipment

Program (CTE) - AAS Industrial Millwright Technology

Understand and apply basic electrical theory and safety on single and three phase power equipment.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Written Test/Exam - IT 214 Basic Electrical Theory for Industrial Technicians (Active)

Criterion: IT 214 Basic Electrical Theory for Industrial Technicians

Notes: This assessment is not an NCCER assessment.

Outcome: Failure identification

Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Written Test/Exam - IT 210 Failure Analysis and Predictive/ Preventive Maintenance (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100% in Troubleshooting and Repairing Conveyors Module 15402.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Identify metals according to standard metallurgical tests

Identify metals according to standard metallurgical tests.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Survey - IT 216 Basic Metallurgy (Active)

Criterion: 80% of students will pass a written assessment of Metallurgy, Chapter 3, with a 65% or higher.

Notes: This assessment is not an NCCER assessment

Outcome: Fabrication and layout of equipment in industrial settings

Fabrication and layout of equipment in industrial settings

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Program (CTE) - AAS Industrial Millwright Technology

Written Test/Exam - IT 201 Blueprint Reading and Measurement Fundamentals (Active)

Criterion: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).

Outcome: Perform safely in the work environment

Perform safely in the work environment, meeting and obeying all workplace safety requirements.

Outcome Status: Active

Assessment Year: 2015-2016

Start Date: 01/25/2016

Assessment Measures

Written Test/Exam - IT 106 Millwright and Process Terminology (Active)

Criterion: 80% of students will pass a written assessment with a 70% or higher and pass a performance assessment with 100%, in Safety and Hazard Recognition.

Notes: All written and performance assessments are national standards through National Center for Construction and Educational Research (NCCER).



Course Assessment Report - 4 Column
Great Basin College
Courses (CTE) - Industrial Millwright Tech

Course Outcomes 1 and ctu.unitid = 702	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>IT 207- Whittaker - Blueprint Reading and Measurement Fundamentals - Maintain and repair conveyor systems - Maintain and repair conveyor systems</p> <p>Next Assessment: 2019-2020</p> <p>Start Date: 08/03/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Written examination, Practical Evaluation, Verbal Presentation</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: Written examination, Practical Evaluation, Verbal Presentation</p>	<p>08/05/2015 - The written testing went well, but we need more conveyor components for the practical evaluation.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>08/05/2015 - I plan to ask local industry for conveyor components they don't need anymore.</p> <hr/>
<p>IT 207- Whittaker - Blueprint Reading and Measurement Fundamentals - Pneumatic systems - Maintain and repair pneumatic systems</p> <p>Next Assessment: 2019-2020</p> <p>Start Date: 08/03/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Written examination, Practical Evaluation, Verbal Presentation</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: Pass exams and assignments with a 70% or higher</p>	<p>08/06/2015 - The written testing went well, but we need to create practical testing simulations with the pneumatic systems we have.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>08/06/2015 - I plan on creating training simulators with the pneumatic systems we have.</p> <hr/>
<p>IT 207- Whittaker - Blueprint Reading and Measurement Fundamentals - Troubleshooting, maintenance, and repair in a safe manner - Perform troubleshooting, maintenance, and repair in a safe manner</p> <p>Next Assessment: 2019-2020</p> <p>Start Date: 08/03/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Written examination, Practical Evaluation, Verbal Presentation</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: Pass exam and assignments with a 70% or higher.</p>	<p>08/06/2015 - This learner outcome needs to be moved to IT 201, Failure Analysis. Due to how the NCCER Curriculum is organized, all failure analysis is taught together.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>08/06/2015 - Move this learner outcome to IT 201, Failure Analysis where it will fit with the rest of NCCER curriculum. We will create trouble-shooting simulators the students can learn on.</p> <hr/>