REGULAR INTERIM REPORT

For Reaffirmation of Accreditation

Prepared for the

Northwest Commission on Colleges and Universities

April 2008

Great Basin College
1500 College Parkway
Elko, Nevada 89801

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Executive Summary

Early in the strategic planning in 2003-2004, GBC identified four broad **goals** as central to the college mission:

Goal 1 Serving students: What we do.
Goal 2 Resources: What it takes to do what we want to do.
Goal 3 Culture: *How* we do what we do.
Goal 4 Economic and Community Development.

The following are highlights related to each goal.

Highlights 2003-2008

Goal 1 Serving students: What we do.
- Developed seven new degree and certificate programs, two BAS emphases, and one re-activated certificate program. BSN received NLS accreditation.
- Maintained the traditional community college mission while enhancing the baccalaureate programs.
- Served students in Nye County since 2006.
- Nearly doubled the number of students served with distance education (IAV and online) since 2002-2003, constituting a substantial portion of GBC enrollment.
- Enhanced recruitment and retention strategies.
- Enhanced student life programs and activities.

Goal 2 Resources: What it takes to do what we want to do.
- Net gain of 21 new full-time teaching faculty.
- Net gain of 6 doctorates.
- Added Griswold Hall to GBC student housing.
- Added Pahrump Valley High Tech center as college campus in Nye County.
- State funding stable and increasing ***until the fall of 2007.***
- Gifts to GBC Foundation include: $350,000 endowment for new programs, $455,000 for equipping and furnishing the new EIT Center, and $2.6 million for the expansion of the community center in Elko.

Goal 3 Culture: *How* we do what we do.
- GBC's *Five Year Strategic Plan (2004-2009)*; BOR approved, May 2004.
- Deliberate attempts to change/monitor student culture following establishment of student housing and growth of baccalaureate programs with emphasis on student success.
- Complete revision of *GBC Bylaws and Policies and Procedures*, with completion by May 2008.
- *Student Success* theme from the College Council.

Goal 4 Economic and Community Development.
- Contract with Newmont Gold Mining to train their employees
- Battle Mountain training project
- Grant from the Northeastern Nevada Regional Hospital

- Leadership provided by GBC upper management in local economic development efforts
- Established Intellectual & Cultural Enrichment Committee (ICE), Appendix A

GBC Accreditation Overview

In spring 2003, Great Basin College (GBC) submitted a Comprehensive Evaluation Report to the Northwest Commission on Colleges and Universities (NWCCU) in preparation for the evaluation team visit. Based on the findings from the visit, the evaluation team made General Recommendations 1 through 4 that are addressed in greater detail in Part A of this report. During spring 2005, the accreditation of GBC was reaffirmed on the basis of the Focused Interim Report and visit. These addressed the four general recommendations and previously approved substantive changes to offer an AAS degree in agriculture and a BAS degree in land surveying/geomatics. In the reaffirmation of accreditation, NWCCU requested that GBC prepare a progress report in fall 2006 to address and clarify the college's progress toward addressing *Student Achievement* (Eligibility Requirement #12, *Learning Outcomes and Assessment* (Standard 2.B.2), and *Educational Assessment* (Policy 2.2). On January 31, 2007, the college received notice that the progress report was accepted.

During the 2007-08 academic year, GBC has been actively involved in the preparation of the Regular Five-Year Interim Report and evaluation visit for Reaffirmation of Accreditation. This report has two parts. Part A addresses progress the college has made toward addressing General Recommendations 1 through 4 and subsequent actions to address these recommendations from the spring 2003 Comprehensive Evaluation Report and visit. Part B addresses institutional changes that have taken place at GBC in the last five years.

Part A: Responses to General Recommendations

Recommendation 1: Planning & Evaluation
The Committee recommends that the College engage in systematic planning for and evaluation of its activities, including teaching, student services, the library, distance learning, and technology. While significant data gathering is occurring in some areas, there is little evidence to suggest that it is being utilized to determine specific actions that will result in improvement. Therefore, the committee also recommends that area plans be reviewed and integrated into a comprehensive, systematic, and operational plan of action that will influence resource allocation and improve instructional programs, institutional services, and activities.

Table of Contents for Responses to *Recommendation 1*

Planning
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Planning

Background[1]

During 2003-2004 GBC faculty, administration, and staff participated in a year-long, college-wide planning process with the objective of presenting a five-year plan to the University and Community College System of Nevada (UCCSN) at the June 2-3, 2004, meeting of the Board of Regents in Elko.

The Board accepted the GBC Strategic Plan at that meeting with several commendations from individual Regents as recorded in Item 22, Board of Regents Minutes, June 3-4, 2004.

The foundation of the planning came from the recommendations and action items in the 2003 Institutional Self-Study and the recommendations and concerns found in the 2003 Northwest Commission on Colleges and University Evaluation report. Further discussion and input occurred during 2003-2004 with the participation of groups throughout campus, several campus forums, meetings in Ely, Winnemucca, and Battle Mountain, and numerous conversations with faculty, under the guidance of the president's council and the assistance of a consultant.

Strategic Plan Development

The initial GBC Academic Plan contained twelve goals, including areas such as general education, economic development, and occupational training. Through discussions, twelve were reduced to four essential goals:

Serving students: What we do—Educational programs and services for students, the heart of the college mission.

Resources: What it takes to do what we want to do—Faculty, library, facilities, financial controls, technology and equipment, the GBC Foundation and grant support, marketing, and security.

Culture: How we do what we do—Culture of college, student life, communication, collegiality, attention to planning & assessment, and partnerships.

Economic and community development—Other ways to contribute to the community: Regional economic development, and cultural activities.

Under each of the four goals is a series of **objectives** which form the heart of the strategic plan.

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[1] Section on planning adopted from GBC's 2005 Interim Report. See "AAP Files" needed for appendix.

Sample Strategic Plan Objectives Tied to Four Major Goals

Note: All Strategic Plan Objectives are in Exhibit R.1.1

Goal One: Serving students: What we do
Academic

1.3 Determine computational requirements for certificate programs. (*Institutional Accreditation Recommendation)*

1.6 Develop additional baccalaureate programs (and emphases) according to interest, demand, and available resources with possibilities including secondary education, early childhood, criminal justice, fire science, and agriculture.

Student Services

1.17 Enhance the enrollment management program to further accommodate diverse student populations in our 45,000 square mile service area.

1.18 Establish program (Upward Bound--or some variation) to assist 9-12 grade students in preparing for college, particularly through summer programs.

Goal Two: Resources: What it takes to do what we want to do
Administrative Services
Facilities

2.9 Replace ABE/ESL facility in Winnemucca.

2.11 Develop mini comprehensive student learning centers in Ely and Winnemucca by 2009.

2.13 Expand west side of Berg Hall for additional Student Services facilities.

Goal Three: Culture, *How* we do what we do.
Campus culture

3.1 Develop programs, attitudes, and approaches for the significant number of full-time students who, with baccalaureate programs, stay at GBC for longer periods of time, in effect, creating a new college "personality."

3.3 Cultivate awareness of the student's role in the campus, local, state, national, and international communities.

3.4 Strive always to treat each other with respect.

Goal Four: Economic and Community Development.

4.1 Participate in regional economic development.

4.2 Conduct long-range planning for the emergence of Elko as a "college town."

Sources of Objectives:

1. The **Great Basin College Accreditation *Self-Study*** (March 2003). All departments conducted strategic planning sessions as part of the *Self-Study*, producing statements on departmental strengths, challenges, and recommendations/action items. Many of the recommendations/action items are found as strategic plan **objectives** (e.g., continue to plan for the BSN program); a few objectives from the *Self-Study* may go beyond the five-year period (e.g., construct a fine arts building). Other action items from the *Self-Study* remain at the departmental level (enter all transfer student transcripts into the DARS system). A good deal of the faculty input for the strategic plan came from the self-study process.

2. **Meetings with the GBC Faculty Senate** on October 2, 2003, to discuss the project and elicit suggestions. A final update was given to the faculty senate on April 2, 2004. Drafts of the strategic plan were emailed to all employees several times during the year.
3. **GBC Forums**. College-wide forums were held on January 20, 2004, and in early April to further solicit possible objectives for the Plan. Good suggestions were made. College advisory boards also provided input.
4. **Visits to branch campuses and satellite center**. A GBC Team held evening meetings with staff, students, and community people at branch campuses in Ely (November 10, 2003) and Winnemucca (December 3, 2003) and at the Battle Mountain satellite center (March 3). At these meetings, the vice presidents for academic affairs and administrative services reported on developments at the college, followed by input from business and agency people, students, and GBC staff. The input from these stakeholders helped to shape the strategic plan.

Many meetings of individual staff with the planning consultant. Following the precept that to be useful, strategic plans must have the support of administration, the President's Council served as a working group throughout the year 2003-2004, providing ideas, support, and approval.

Annual Action Plans

Subsequent to the development of the 5-Year Strategic Plan in 2003-2004, the college leadership decided that a follow-up pilot of the Plan's implementation would be conducted during 2004-2005 by members of the President's Council. There was consensus that a strategic plan without a plan of action is not very useful.

Meetings and discussions were held during August of 2004 for designing a pilot. The meetings in August and a later meeting in October determined that the three vice presidents, the director of college relations, the human resources director and the managing director of the GBC Foundation would participate in the pilot.

Each administrator was asked to develop an **Annual Action Plan** for his/her area with specific objectives taken from the 5-Year Strategic Plan. In the table format of the action plan, each objective has a series of activities, a listing of person(s) responsible for completion by a target data, and a column for status and comments. Models of an action plan, with particular emphasis on ways to maintain the Status/Comments column, were provided in the October meeting.

The action plan was designed as a guide to action that is directly focused on the college's goals and objectives. The listing of activities forces and fosters strategic thinking. The annual action plan can also function to remind the user of action or activities yet to be taken, as well as a record of what has been accomplished (or not accomplished) through the year. The action plan can also foster president's council communication as well as college-wide communication.

The annual action plan is meant to be a "living" document, subject to reflection and update. The plan will allow flexibility for quick responses to new problems or opportunities, such as requests from local business, agencies, and industry to provide training. It also provides an historical record.

Sample Annual Action Plans (AAPs), 2004/2005 through 2007/2008

Two sample action plans follow, one from student services and one from administrative services. The type of objective determines the detail and length of the AAP. The recruitment objective had

a number of activities or, preferably sub-objectives, so the period from 2004 to 2008 is broken down by year. On the other hand, the administrative services AAP doesn't go into detail because these details are set by the state public works board and the general contractor. This particular AAP is an example of an objective that failed its timeline; the building was to be completed in the fall of 2006 and is now set for the fall of 2008. Not unusual for a state-funded building.

All AAPs (2004-2008) for Student Services, Administrative Services, and Academic Affairs are located in Exhibit R.1.2. The status of each of the roughly 400 sub-objectives (4 college goals, 51 objectives) for these three areas is given.

Objective 1.19, 2004-2008 Institute specific outreach activities for underrepresented student populations, as well as expanding the College's recruitment area.			
ACTIVITY/SUB-OBJECTIVE	**RESPONSIBILITY**	**TARGET DATE**	**STATUS & COMMENTS**
2004-2205			
Apply for Student Services Support Grant	Lynn Mahlberg, Jeannie Rosenthal	August 2004	Lynn Mahlberg & Jeannie Rosenthal traveled to San Francisco for informational workshop. Current GBC statistics are not consistent with grant requirements
Re-evaluate objective	Lynn Mahlberg, & Student Services professionals	Sept/Oct 2004	Meetings & visit by Paskill Stapleton & Lord consultants.
UCCSN College-Goal Sunday	Jeannie Rosenthal, Joan Williams, Lynn Mahlberg	February 13, 2005	Grant due 9/1/04; UCCSN planning meeting October 2004
2005-2006			
Katrina student relocation	Student Services & entire GBC community/Elko	9/2005	Facilitated the transfer of 4 students from Mississippi to GBC after Katrina disaster. 3/06 All four students really like GBC and are very active in student life and housing and have shared their experience with classes, etc. They have added a lot to GBC.
Nevada Biomedical Student Pipeline Program	Betty Elliott & Pat Collins	3/06	Recruiting under-represented-low income & minority students to medical fields.
Outreach to under-represented students via senior citizen centers	Recruitment	2005-06	Coordinated & visited service area Senior Citizen Centers to facilitate increase in senior enrollments.
Work in-service area high schools to set up campus visits for Special Education Programs.	Recruitment	Spring 2006	Wells High School Special Education departments will visit GBC.
2006-2007			
American Council on Education Women's Leadership (ACE)	Lynn Mahlberg	On-going Fall 2006 & Spring 2007	VPSS participates in statewide ACE Leadership group and was instrumental in the creation of the GBC ACE group for the discussion and exploration of higher education leadership. On-campus activities included: Fall 2006- Holiday Mixer, Spring 2007- Dr. Kevin Laxalt presented.
ACCESS TO YOUR FUTURE	Phil Smith	Fall 2007	Assisted with tour to one of the mines with people interested in a career in mining. (Assisted the CTE Department)

2007-2008			
Visit to GBC campus	Recruitment	October	GBC hosted 7th grade students from Owyhee Combined School as part of the GEAR UP program.
2nd Annual ACE Conference	Lynn Mahlberg & Margaret Puccinelli	September 2007	Participation by GBC in the 2nd annual American Council on Education Women's Leadership (ACE) Conference. GBC participants in Las Vegas were Dr. Gretchen Skivington & Amber Donnelli.

Objective 2.8 Facilities – Capital Projects Obtain funding for Electrical/Instrumentation building for a desired completion date of Fall 2006, as revised.			
ACTIVITY/SUB-OBJECTIVE	**RESPONSIBILITY**	**TARGET DATE**	**STATUS & COMMENTS**
Monitor construction, including attendance at construction meetings	Lisa Heise	Ongoing	
Coordinate with SPWB & architect allocation and expenditure of FF & E $1.6 M	Lisa Heise, GBC users, Mark Fraga (SPWB), Nate Turner (architect)	Ongoing	
Plan and coordinate building occupancy, set-up, and move-in for faculty and staff	Lisa Heise, Russ Hammons, GBC faculty and staff	Summer 2008	
Occupy facility	GBC	Fall 2008	Construction completion is projected for June 2008.

Academic Affairs
Sub-Objective Status[2]

To further illustrate GBC's planning process, all of the sub-objectives for academic affairs for the four -year period are given below, and are categorized by the vice president for academic affairs in terms of their status (completed, partly done, etc.).

It's quite impressive to see the accomplishments, note the objectives added during the period of the strategic plan along with those that were "discontinued." Generally, there are good reasons for failure to complete objectives. The planned "accomplishments" below represent the work of many people.

Completed
- Determine outcomes and assessments for all individual courses, and have them stated in course syllabi.
- Determine outcomes and assessments for all academic and career education programs of study, and have them listed in the college catalog.
- Review outcomes and assessments of programs annually, with full program evaluation every five years (rotating).
- Determine the minimal computational needs for students in certificate programs based on occupational needs.
- Design and present a suitable course, combination of courses, or imbedded course options that meet the computational needs.
- Follow-up on students in the certificate programs to determine if computation outcomes have been achieved, and make adjustments as necessary.

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[2] Based on Academic AAP(F), March 2008

- Have the same number of IAV rooms at Ely, Winnemucca, and Battle Mtn.
- Develop long term (4 year) class scheduling that considers rotating important program courses through day, night, IAV/online, and live instruction for optimum student class planning and facility utilization.
- Evaluate possibilities for further utilization of WebCT for select courses and hybrid use. Determine which courses are appropriate for online delivery and which are not.
- Train all faculty in the basic use of WebCT and Internet websites. (Fall 2007, changed to "WebCampus.")
- May 2006: Incorporate Nye County into the GBC service area. See new Objective 1.101. **New Objective**
- September 2007: Resolve the issues of online/distance delivery of Integrative Seminars. **New Objective**
- Recommendations and Concerns in early childhood, social science, business, COT, and BAS programs.
- Develop BSN.
- Develop BA in Secondary Education (Math, Biological Science, Business, English, Social Science, and Career and Technical Education).
- Develop COT emphasis in the BAS.
- Receive NLN accreditation for BSN.
- Complete communication with UNR, UNLV, NSC on lower division general education articulation as stated in the Regents Handbook.
- Take proposed program transfer guides to UNR for articulation of AA/AS degrees with Bachelor programs (per procedure stated in Handbook).
- Strengthen enrollment in foreign language classes.
- ICE (Intellectual and Cultural Enrichment) Committee formed and guided many activities under this objective. **New in 2005/2006**
- Develop new AAS and Certificate programs as needed; developed radiology technology, broadcast technology, human services, medical transcription certificate, driver ed training, and reactivated fire management (Wildland emphasis).
- Have well-trained, collegial instructors and directors in ABE programs.
- Address instructor workload concerns. [workload policy developed jointly with faculty & administration.]
- Continue recruitment of quality faculty and staff according to program needs. [See Standard 4.]
- Review the current organizational structure to determine if a new one is feasible or necessary in the academic area, and if so, how it should be structured. [See Standard 6]
- Offer internships through various departments of mining companies.
- Ongoing review and revision [of faculty evaluation] will occur based on the experience of using the new format.
- An adjunct faculty evaluation process was created and will be in use beginning in the fall of 2006.
- Identify areas of need for staff development.
- Provide means for staff development as time and budget permit.
- Develop a more standard method for evaluating and delivering needed staff development. [See Standard 4]
- On an institution-wide basis, cease to refer to "part-time" faculty and begin referring to them as "adjunct" faculty.
- Assess which departments need assistance [with adjunct faculty matters].

Significant Progress
- Review outcomes and assessments for all courses each time they are taught.
- Have standard facilities for ABE programs at our major instructional sites.
- Evaluate the workload of classified staff to see where additions are needed, and fill positions to the limit funding is available.
- Find means of better communicating with all adjunct faculty.
- Determine what information needs to be better delivered to adjunct faculty.

Continuing/On-going (Successfully)

- Put on student art displays at the end of each semester.
- Continue with various series' of music concerts.
- Continually review the list of potential [AAS] programs that may be created in light of actual feasibility.
- Meet with HR and maintenance personnel from the mining industry to communicate their needs and our services.
- Respond to needs through off-site and on-site instruction in needed areas.
- Develop internship opportunities for the Social Science concentration of the BAIPS program.
- Develop internship opportunities for the Resource Management concentration of the BAIPS program.
- Develop internship opportunities for the BSW program.
- Work with students, instructors, directors, and administrators to assure that all involved see these programs as integral to GBC, and work for a seamless transition of students from ABE programs to regular college programs

Partly Done
- Determine outcomes and assessments for the college general education program.
- Review outcomes and assessments of courses within the general education program on a five-year rotating basis.
- Include guides in new catalog.
- Investigate an Underground Miner Training Academy for northern Nevada. **New Objective.** [We did not establish a stand-alone GBC UGM Academy, and have discontinued that idea. However, we are working in cooperation with the Turquoise Ridge Operation to provide credit for underground training within their "Academy."]
- Investigate the possibility of CRJ and Agriculture emphases in the BAS. [There is a BAS emphasis in agriculture management, but not in CRJ.]

Little Progress
- Need to review computational components for BAS program.
- Meet with departments to request program transfer guides.
- List the programs for which transfer guides will be made.
- Write up the transfer guides.
- Establish the Great Basin Natural History Museum.

Delayed
- Put on performances in the GBC theater [through GBC's theatre department].

Discontinued
- Work with other community colleges in Nevada to equip dedicated IAV rooms for GBC course delivery. GBC would have first call on these rooms, then the other colleges could use them when we are not.
- Continue the Great Basin Festival.
- Work toward acquisition of the former "Elko Clinic" for housing allied health programs. Explore options for utilization of this facility.
- Respond to shortage of mining engineers.
- Develop partnerships with research groups and professionals that come to Ely every summer with some type of educational community-building project.
- Bring in visiting Artists in Residence for theater program.
- Explore the establishment of a rodeo team in conjunction with agriculture program.

Analysis

The annual action plans for student services and administrative services also vary in the degrees of completion of their objectives and sub-objectives. They have not yet been categorized, as were the academic objectives above. These categorizations are useful but there is an immediate need,

whenever feasible and sensible, for objectives and/or sub-objectives to contain measurable benchmarks or targets.

In making use of the annual action plans, one vice president said he'd followed them faithfully, almost as if there was some "demonic" mandate to do so. Another vice president said that the AAP is used all the time and advises others to keep the AAP up to date because (1) it's difficult to remember everything and (2) an up-to-date document is useful for other reports or presentations. There is still l some concern that the plan and the AAP will constrain acting upon opportunities, although the Nye County expansion seems to relieve those apprehensions.

The college's current marketing plan was based directly on the content of the college strategic planning process.

It will be necessary to update the college's annual action plans for 2008-2009, the last year of the 5-year plan, because of the completion of many sub-objectives and some objectives. Certainly, there will be a need for additional sub-objectives. GBC will develop a new 5-year plan for 2009-2010 through 2013-2014. The experience of the past four years will assist in formulating that plan.

Evaluation

Overview

Institution-wide, Great Basin College has made progress with the planning function, as evidenced in the preceding section of this report. The strategic plan objectives, as a whole, are comprehensive and important. The progress, or lack thereof, of an objective (or sub-objective) over a reasonable period of time is an important message for program evaluation.

In the year and one-half of employment, the institutional research director is finding ways to better compile and present data. The institutional research function has been greatly improved. The director's work will be expanded to take a more active role in coordinating institutional effectiveness efforts in the near future. The "Enrollment Studies" section below is a good sample of data provided by institutional research and interpretations by the academic vice president.

The student services department has also been working on ways to better use data, as their report, "Using Data to Make Changes," indicates.

Institutional Research Office

All reports from the office of institutional research and other sources are available on the institutional research website **http://www.gbcnv.edu/IR/index.html**:

   Fact Books, **2005, 2006-2007**
   The Fact Books are prepared by the new director of institutional research and assessment. They contain information about every phase of GBC operation from enrollment & enrollment trends, student semester completion rate, student persistence from fall to spring and spring to fall, college budget, student finance information, student demographics, employee classification, facilities information, and population projections for the region, and other important and useful information.

GBC has had fact books in the past that are similar, though less comprehensive, and they have not always been published annually.

Surveys

The website also contains survey results:

GBC Student Satisfaction Survey - Spring 2007
GBC Drug and Alcohol Survey 2005 & 2006
GBC Graduates Survey 2002-03 to 2005-06
GBC Non-Returning Survey 2004 and 2005

Enrollment Studies

In the last five years, GBC has made a concerted effort to make more and better use of data to make decisions and evaluations. Many of the observations made in this section of the report could not have been made several years ago because of the lack of data analysis. In part this is possible now because for the first time GBC has a fully dedicated institutional research position filled by a person capable of creating many reports and analyses.

With better data and its use, the college is able to look objectively at where enrollment changes are occurring when trying to determine why they are changing. Informed decisions can be made in a timely manner. Also, by more thoroughly reviewing historical data, the college is now able to better judge where past changes occurred in context with known events (such as programmatic changes). In short, better data can be used to make better decisions for new hiring, budget allocations, and many other areas.

The next pages present a portion of the enrollment study. The other two portions—a narrative of enrollment trends for academic departments and several focused enrollment reports—are briefly discussed in Standard 2. The complete texts are found in Exhibits S.1.2 and S.1.3.

Institutional Enrollment Trends: 17 and 7 years

Over the long-term, GBC continues grow at a steady rate of about 40-45 FTE per year, and tends to run in parallel with the number of class sections offered. Headcount, however, is highly unpredictable owing to a student population that rapidly switches between full- and part-time due to employment opportunities.

The 17-year data reflect only Fall Semester enrollments from 1991 to 2007. The 7-year data show both fall and spring data from fall 1999 to the spring of 2008 (as of March 15). These reports began as 15-year and 5-year reports, but have been regularly updated since their creation. This report was created to identify both broad institutional trends and to look at departmental trends to see how they impact GBC trends. The report allows GBC to reflect on strengths and weaknesses, successes and failures on different scales. It is also a good tool to help plan for the future.

Overall, GBC has doubled its enrollment from about 800 FTE in the fall of 1991 to over 1600 in the fall of 2007. While growth has had a few down years, overall growth has followed a fairly linear pattern, averaging about 40-45 FTE each year. The numbers of class sections offered each semester has grown with an even more linear progression, increasing by about 23 sections each year. Total enrollment (duplicated headcount) has also grown linearly (193 per year), but both duplicated and unduplicated headcount tend to be erratic from year to year. The proportionality of

growth in sections offered, class enrollments, and FTE indicate an ongoing, consistent pattern of expanding programs and course schedules.

Though enrollment trends for GBC have gone up fairly consistently overall, there have been shifts over the last 17 years in the disciplines in which the enrollment is generated. All academic and technical departments have shown growth over the last 17 years, with the notable exception of Computing and Office Technology (COT). However, there have been significant declines in Continuing Education, Adult Basic Education (ABE), and the "Miscellaneous" category. This has been the result of de-emphasizing offering classes for their immediate FTE value within these areas in favor of scheduling for programs. Also, Federal rulings prohibit us from generating FTE for ABE classes that are federally supported. Continu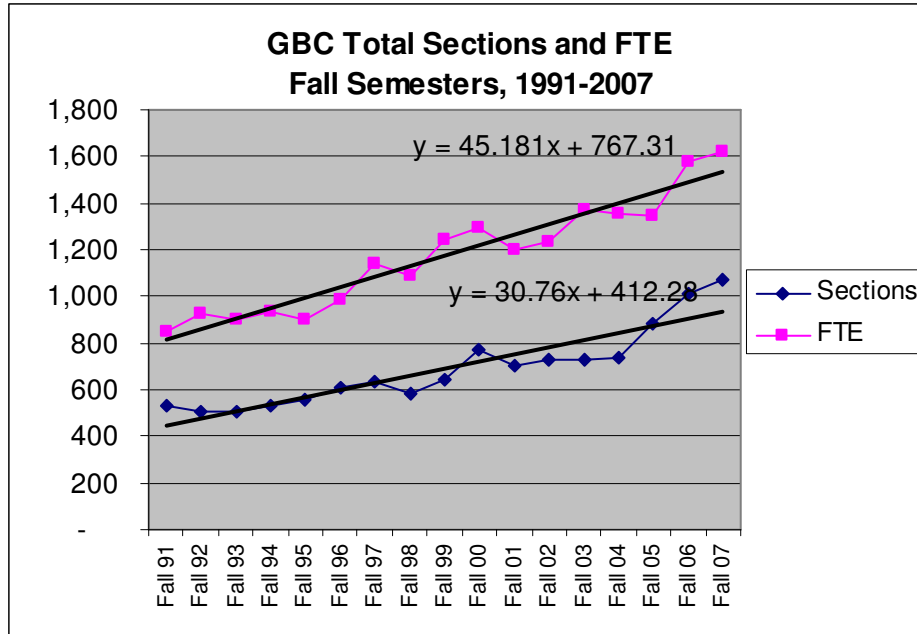ing Education and ABE continue to be vital, but are working more within the area of non-credit work. The fact that GBC has lost about 80 FTE annually from these two programs, yet continued to grow overall, is a tribute to the emphasis on a program-based philosophy. In the past some courses within these programs would be offered for a short term, generate good enrollments, but then would disappear making it difficult to plan for sustained growth. (We refer to these as "bubbles" and now try to avoid them.)

The table and graphs below show the overall sections offered and enrollment trends for GBC.

GRAND TOTALS	F 91	F 92	F 93	F 94	F 95	F 96	F 97	F 98	F 99	F 00	F 01	F 02	F 03	F 04	F 05	F 06	F 07
Sections	535	502	503	533	554	606	631	580	642	769	701	726	728	739	885	1,011	1,070
FTE	851	929	897	936	896	984	1,142	1,087	1,243	1,293	1,198	1,231	1,369	1,356	1,350	1,578	1,617
Dup. Headcount	5,203	5,581	4,981	5,547	5,600	5,821	6,934	6,136	6,936	7,550	6,610	6,967	7,470	7,359	7,879	8,734	8,654

GBC Total Sections Offered and Enrollment Fall Semesters, 1991-2007

$y = 215.22x + 4766.6$

$y = 45.181x + 767.31$

$y = 30.76x + 412.28$

GBC Total Sections and FTE
Fall Semesters, 1991-2007

$y = 45.181x + 767.31$

$y = 30.76x + 412.28$
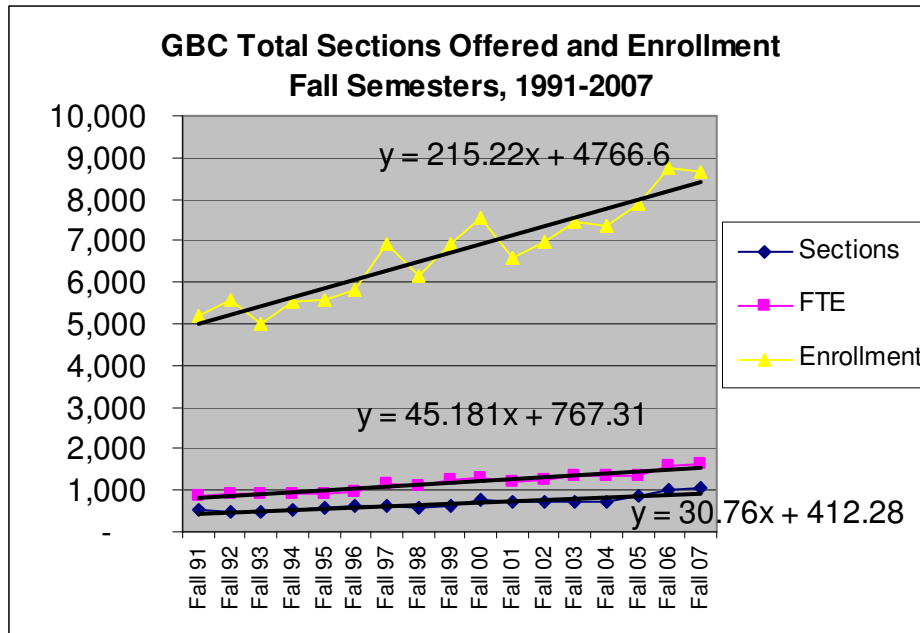
As part of the effort to more accurately predict GBC enrollment, there has been a shift away from using percent change per year to utilizing the actual numbers of FTE and other enrollment counts. As shown in the table and graphs below, small fluctuations in actual enrollment numbers can cause large percentage swings in a small college. These give the appearance of very erratic growth (see first graph below). However, using actual numbers for projections (second graph below) provides a more useful view of enrollment.

Year	Fall HC	AnAveFTE	Fall HC% chg	AnAveFTE% chg
1990	2,277	794		
1991	2,481	870	9%	10%
1992	2,883	932	16%	7%
1993	2,490	906	-14%	-3%
1994	2,565	894	3%	-1%
1995	2,805	939	9%	5%
1996	3,200	1,015	14%	8%
1997	3,372	1,143	5%	13%
1998	2,900	1,167	-14%	2%
1999	2,822	1,236	-3%	6%
2000	3,251	1,321	15%	7%
2001	2,680	1,203	-18%	-9%
2002	2,061	1,263	-23%	5%
2003	2,564	1,427	24%	13%
2004	2,575	1,341	0%	-6%
2005	2,877	1,363	12%	2%
2006	3,390	1,589	18%	17%

Annual % Change, FTE and Headcount

GBC Headcount and FTE

$$y = 18.037x + 2613.7$$
$$R^2 = 0.0591$$

$$y = 43.733x + 747.76$$
$$R^2 = 0.9256$$
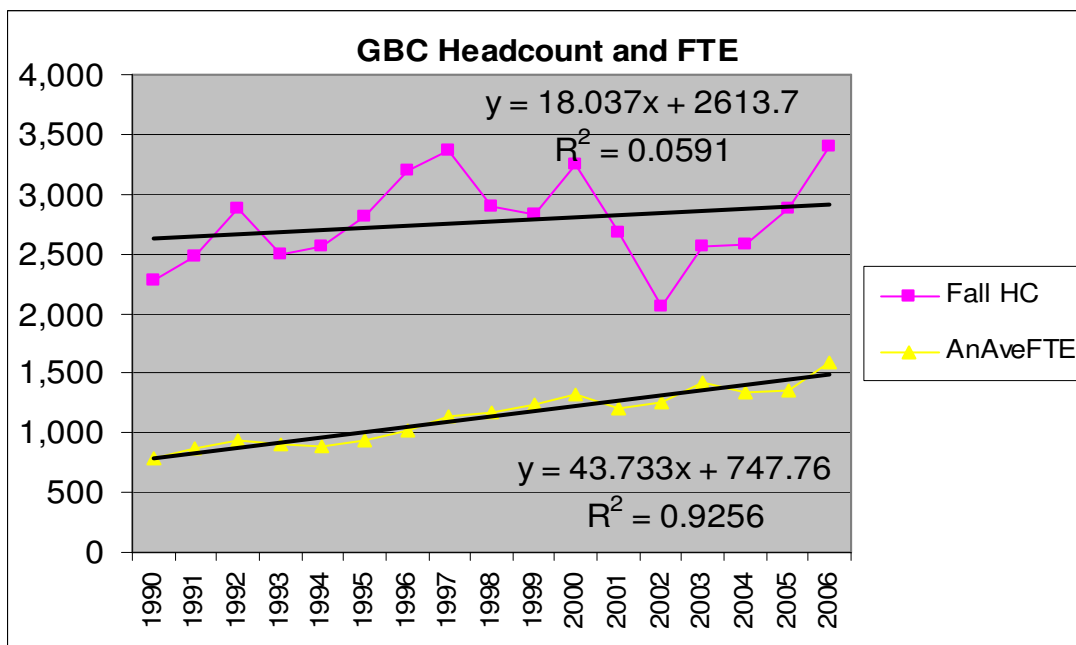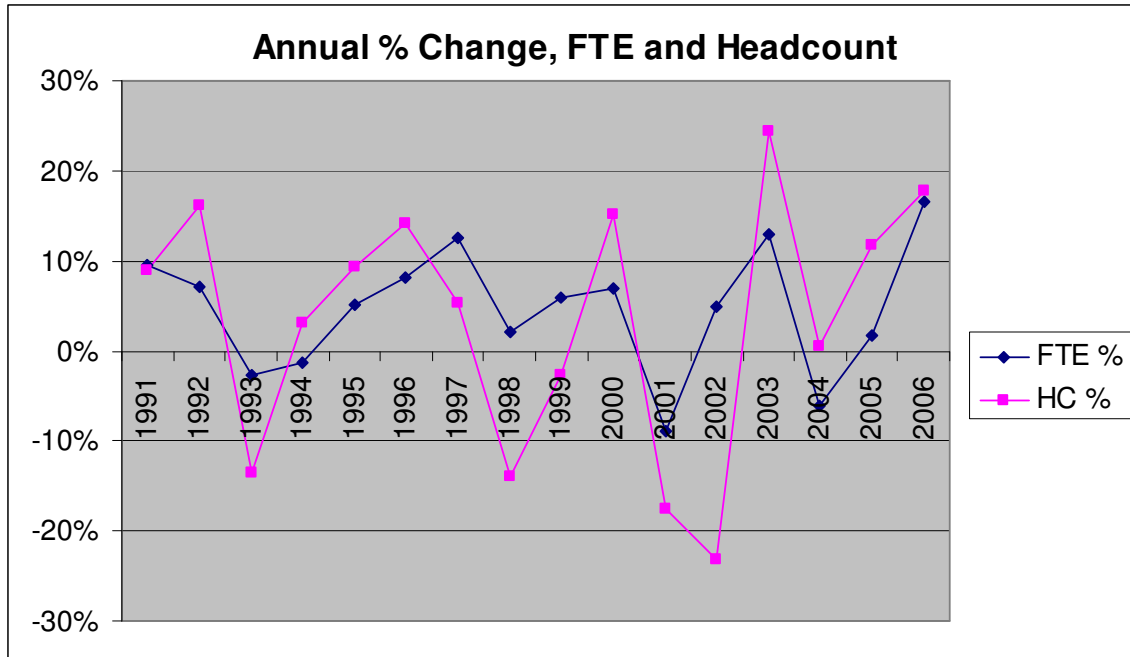
The graph above shows that there is a high correlation of linear growth of FTE at GBC of about 44 FTE per year. There is also a growth rate of about 18 in headcount per year, but the linear correlation for this indicator is extremely poor. These together indicate that while FTE growth is fairly constant, the proportion between full-time and part-time students is fluctuating greatly (changing employment opportunity is seen as the greatest cause for this effect). Also, 44 FTE represented 5.5% growth from 1990 to 1991, but in 2008 represents about 2.8% growth out of 1600 FTE. GBC is growing linearly in relation to FTE, but this means the percent increase each year is declining. (Constant growth gauged by percent is not linear growth in actual enrollment, but exponential growth.)

Using Data to Make Changes—GBC Student Services

Students services staff continue to communicate, evaluate, and enhance delivery of services, both on-site and off-site. The department remains flexible and open to exploring new methods to better serve students. When referring to GBC's mission, we typically say, "Student Services facilitates <u>student success</u>!"

> **<u>Student Services Utilizes Tools</u>**
> Institutional Research Student Satisfaction Survey(s)
> Consultant/auditor recommendations
> Workshops/webinars/audio presentations specific to services for students
> Campus visits to identify best practices
> Research reports specific to Great Basin College

> **<u>Recruitment and Retention Reviewed</u>**
> In 2004 Consultant Jeremy Lord, Chairman of Paskill, Stapleton, and Lord was retained for workshop on recruitment, retention and maximizing our effectiveness. A two-day session held on GBC Elko Campus. Personnel from all campus sites attended workshop. Participating departments included academic, administrative and student services.
>
> In a post-workshop, consultant Jeremy Lord conducted an audit of GBC's marketing and recruitment programs. The Paskill, Stapleton, and Lord (PSL) audit made various recommendations, which over time we have been implemented. (See Exhibit R.1.3 for a copy of their report.)
>
> These changes, along with others, are outcomes of assessing all the information received from the above sources, taking into consideration GBC's human and financial resources. The changes include, for example, restructuring of various departments and functions and making all services easier for prospective and current students to navigate the system. All the changes that are specifically based on the data described above are found in Appendix B. These changes and other changes are listed in the full Standard 3 discussion.

Other Surveys

GBC Area Needs Survey
Dr. Garry Heberer conducted an extensive area needs survey in 2004. The primary intent of the survey was to tap interest in existing or new degree programs, as well as instructional delivery methods, preferred times for courses, etc. This mail survey had a return of 1,018 surveys from 13,526 addresses in the GBC service area. The survey was funded the regional Tech Prep Consortium. The results of have been quite helpful in planning for new programs. A summary report is available as Exhibit R.1.4.

Nye County Area Needs Assessment
As part of the preparation for Nye County, Dr. Heberer also reviewed a survey of Pahrump high school students and Pahrump CCSN students conducted in 2003. A brief summary is found in Appendix C.

Program Reviews
Programs reviews are addressed under *Recommendation 3* discussion.

Recommendation 2: Computation in Certificate Programs

The Committee recommends that the computation component in programs of an academic year or more in length for which certificates are granted be clearly identified. Content may be either embedded within the program curriculum or taught in blocks of specialized instruction. Either approach must have clearly identified content that is pertinent to the general program of study. (Policy 2.1)

Recommendation 2 from the NWCCU accreditation review of 2003 asked for a solution to the computational component for Certificates of Achievement suitable for technical areas, particularly in diesel, welding, and industrial millwright programs. The problem centered on assuring computational competency for students who did not have the prerequisite skills to complete the typical mathematics courses used in associate degree programs, and to also complete their degrees within one year.

GBC Response

During the Fall Semester of 2003, a course - TA 108B - was developed to satisfy the needed computational outcomes for the affected students. This course does not contain the rigorous use of algebra as do mathematics courses typically required for associate degrees, but does emphasize the practical application of basic mathematics and geometry needed in the fields listed above. Students wanting to later move on toward an associate degree are required to complete a higher-level mathematics course, beyond that of TA 108B. This solution satisfied the NWCCU accreditation team in a follow-up visit in 2005.

However, the problem of providing an appropriate level of computational ability for students continues to be a concern in some certificate programs. As an example, a new Certificate in Medical Transcription program has been initiated in the Spring Semester of 2008. This Certificate has no affiliated associate degree, and TA 108B would not be appropriate in its applications for the students in this program. As a result, it has been agreed that BUS 110B will be modified so that, if taken for three credits, it will include a computational component that is oriented more toward practical business applications. BUS 110B is a variable 1-3 credit course which may be taken for one credit to fulfill the human relations component for certificate programs. This course, when taken for three credits, may now be used fulfill both the human relations and computational components of any certificate program which deems this course to be the most appropriate alternative.

The Medical Transcription Certificate now requires the completion of the three-credit version of BUS 110B. This is currently being initiated, and will be incorporated into the upcoming GBC Catalog. This course, then, will provide a means for satisfying desired computational outcomes for both existing and future certificate programs.

Recommendation 3:

Program Reviews, Learning Outcomes, Assessment of Learning

*The Committee recommends that the educational **program review** process be clearly defined and systematically applied across all academic areas.*

*Furthermore, the Committee recommends that the educational program review process identify and publish expected **learning outcomes** for each degree and certificate*

*program and that it provide **evidence that its assessment activities lead to the improvement of teaching and learning.***

Table of Contents, *Recommendation 3*

Program Reviews

GBC engages in an annual program review cycle of existing academic programs. The process is established and codified at both the system and institutional level. At the system level, the NSHE Board of Regents Handbook outlines the calendar and criteria in NSHE Title 4, Chapter 14, Section 4. Each NSHE institution is required to develop criteria that address the following areas:

- Quality
- Need-demand for the program
- Relation to the institutional mission
- Cost
- Relationship to other programs in the system
- Student outcomes
- Quality and adequacy of resources such as library materials
- Equipment
- Space
- Nonacademic services

Program reviews are required to include multiple criteria, occur on a regular cycle to assure academic quality, and determine if need, student demand, and college resources are present to support their continuation. A ten-year cycle is used to review existing academic programs, and it is required that new programs be reviewed every five years. An annual report is submitted by GBC (See Exhibit R.3.1 for the 2006-2007 Report) to the NSHE Board of Regents. The format used for summarizing the program reviews includes:

- Brief description of the program
- Review process and criteria
- Major findings and conclusion of the review
- Future plans for the program

In March 2002, the faculty senate academic standards committee, chaired by mathematics instructor Lynne Owens, revised the process for reviewing academic programs. Attached is the institutional document entitled *Great Basin College: A Guide to Program Review* (Exhibit R.3.2). This document provides the college with guidance on the process for conducting program reviews in compliance with NSHE Board of Regents Handbook policies.

As stated in the *Guide* and in reference to the internal benefits of program review: "It provides an opportunity to reflect on the quality of instruction within our programs, to develop tools to measure program effectiveness, to ensure viability to degrees and certificates with regard to our graduates' employment opportunities and transferability to other institutions, and to enhance our graduates' ability to be productive and discerning citizens of their communities." The guide covers the following areas:

- Program review timeline
- Procedure for selecting a program review committee
- Collection of data (empirical and qualitative)
    - Program information
    - Measures of student satisfaction and success
    - Follow-up data
- Any additional data as deemed necessary

The deputy to the president was responsible for coordinating the annual program review until 2005-2006, at which time the vice president for academic affairs assumed the responsibility.

Program Reviews 2003 – 2008			
2003-2004	**2005-2006**	**2006-2007**	**2007-2008**
Agriculture	Teacher Ed (state)	CRJ (VPAA)	Agriculture
Continuing Education	Business	BAIPS (VPAA)	
Computer Office Tech	Career & Tech		
Dev Math			
Dev English			
Early Childhood			
Nursing (NLN)			

Two sample summaries of program review updates follow in the tables below. One summary is from a 2003-2004 review and the other from 2005-06. Other program review updates are in Appendix D. The complete reports are found in Exhibit R.3.3.

Summary—Business Department Program Review, 2005-2006 Jay Larson, Department Chair		
Summary/Analysis	**Plans**	**2007-2008 Update**
Exemplary and aggressive use of online and interactive video technology, well qualified faculty; exemplary work in developing upper-division courses for BAS, partnering with Newmont Gold for leadership training; very strong accounting program; but need stronger fiscal and contract skills; entrepreneurship emphasis is exceptional; continue to develop internships and online offerings; develop stronger recruiting and follow-up with graduates.	May be possible to offer a separate BAS emphasis in Accounting and Financial Management. Draft a proposal for a para-legal associate degree and for an accounting emphasis in the BAS Degree program. Add courses in organizational change, advertising, sales management and leadership. An alumni association, annual newsletter and "Wall of Fame" of distinguished graduates were all thought to be good suggestions worthy of implementation.	Developed AAS first to establish need for BAS Emphasis. Established a Business Educ. Program for Secondary Educ. Certificate. Provided Para-Legal Program to Social Science Dept. for adoption Developed Online MKT 211 and INT 349 Leadership courses Wall of Fame created with photos in progress. Alumni surveys are conducted every year.

Summary—Program Review, Early Childhood Education, 2003-2004 Lynette Macfarlan, Director Child and Family Center Early Childhood Education		
Summary/Analysis	**Plans**	**2005 Update**
Key issues addressed were faculty qualifications, recruitment efforts, assessment of educational outcomes, and creating separate positions for the GBC Child Center Director and ECE Lead Instructor.	o Support the creation of two positions that are currently held by one person. o The Lead Instructor will design a recruiting program for ECE students.	o Two positions will be created, effective fall 2006.

2007-2008 Update

The Child Center Director/ECE Lead Instructor fulfilled both roles prior to August of 2004. A full-time position was created for 1 full-time instructor/coordinator for the Early Childhood Program. The positions of Child Center Director and ECE Lead Instructor were split and are filled by separate individuals.

The Lead ECE Instructor developed a recruiting program through offering scholarships through the Nevada State ECE Apprenticeship Program.

Early Childhood is now part of the Education Department

Note: The program review schedule through 2013 is available in Exhibit R.3.4.

Assessment Committee and Refining Assessment Practices

Background

In the fall of 2001, the college worked with Dr. Karen Paulson from the National Center for Higher Education Management Systems who provided technical assistance in two primary areas.

First, the faculty was engaged in a process to develop outcome maps for all departments and academic programs that were guided by best practices of assessment. A result of these workshops was a greater appreciation and understanding of *student outcomes*. Like many college and university professors who have not had the opportunity to learn the jargon of professional education (and the essential underlying meanings of the jargon), some faculty were initially cautious about the different models of outcome systems. In time, however, there seems to have been an overall realization that careful, explicit attention to student outcomes and assessments do enrich learning. Establishing outcomes and measurements is no small achievement, and is vital for establishing any type of valid and reliable assessment system.

By 2004-2005, program outcomes were published in the College Catalog, and most courses have syllabi that contain learning outcomes with measurements. Progress has been made in the number of syllabi with explicitly stated student learning outcomes and measurements as discussed in a separate section on syllabi below.

Department chairs and the assessment committee are committed to working with full-time and adjunct faculty to ensure that learning outcomes are included in course syllabi. Adjunct faculty and the department chairs will be discussing the role of full-time faculty mentoring adjuncts to enhance the quality of student learning and outcomes. The faculty senate adjunct faculty committee is pursuing this as an agenda item. It is important for department chairs to closely review the syllabi of adjunct faculty at all locations. Giving them information about how to write outcomes and measurements has had a beneficial effect on intra-departmental communication at GBC.

Assessment of General Education Classes

Continuing into 2005-2006, the committee's emphasis was on measuring general education goals in general education courses, though some work had been done earlier. The emphasis was on writing rubrics for each of the five general education goals, beginning with rubrics for "communication." Some progress was made, but it was difficult. There was limited progress in 2006-2007.

In the fall of 2007, the assessment committee was charged with developing an instrument that would enable faculty to review and assess the general education objectives for student learning outcomes.. The major activity of the committee in the first semester of 2007-2008 was to develop a template for faculty to use in order to write a reflection on how each course meets general education outcomes and how departments or individual instructors have altered courses to meet the outcomes.

Each committee member contacted department chairs of their respective departments and discussed what measurements of student learning outcomes they have and how they are being used. Committee members had two guiding questions:

1) What information are you collecting to measure student learning outcomes in general education courses?

2) How are you using this information to change the effectiveness of the course?

These two questions were posed to faculty members in a the Assessment Documentation Collection Form for General Education courses in the fall of 2007.

It was found that the majority of GBC faculty who teach general education courses have always reflected on student learning outcomes at the end of their courses and ask themselves if their students are reaching the General Education Student Learning Outcomes or not. Most faculty members have done this intuitively.

During meetings of the assessment committee in the spring of 2008, the VPAA asked the committee (1) to develop a formal document that faculty can use to assess if students are reaching general education outcomes and (2) to develop a component of the institutional assessment plan that addresses how student learning outcomes relate to program outcomes and the college's mission. The assessments need a more formal and objective format and process.

Certain disciplines, such as nursing, career & technical education, and teacher education, have "built-in" traditional ways of assessing student skills and applications of knowledge. This generally is less true in general education. While writing skills, for example, do have well-

developed rubrics in writing courses, these rubrics are less well understood by other faculty. Other areas such as personal wellness present challenges for assessment of learning.

Over recent years, the faculty has defined general education goals and objectives very well— goals that are embedded in the syllabi of general education courses. It is much more difficult to assess, in varying degrees in every general education course, objectives for communication, critical thinking (quantitative, reasoning, and scientific understanding), personal/cultural awareness, personal wellness, and technological understanding. It's not that it can't be done; it just takes time and continuing efforts.

Institutional Assessment Plan

The faculty assessment committee did not want full responsibility for creating an institutional assessment plan, but there is serious consideration of an institutional assessment plan proposed by a GBC faculty member who is not currently on the committee. The plan provides for overall direction and institutional management to an expanded president's council that would meet periodically. Under this plan, the director of institutional research would take on major duties in coordinating the assessment plan, in addition to institutional research. The proposed assessment plan is located in Exhibit R.3.5. Such a plan, after more work, discussion, and refinement, will need committee, faculty senate, and president's council approval. This is a work in progress.

Syllabi Project

Part of the effort of the faculty assessment committee and the academic affairs office over several years has been to ensure that all courses have properly formatted syllabi, and that all syllabi have clearly identifiable student outcomes and indication of their measurement. Progress on this matter has been checked since 2004 with the results indicated in the following table and graph.

After the initial effort at monitoring syllabi, there were clear increases in the percent of syllabi that were being turned in for archiving and in the number that contained expected student outcomes. However, this rate began to drop slightly. The number of syllabi with measurements of outcomes was not tabulated until the fall of 2005. During the 2006-2007 year, several intensive professional development sessions were held with both full-time and adjunct faculty to give a detailed view of the expectations for syllabi. It was made known that these requirements were not only expected, but that syllabi were being examined for their content. Since then, the rates of syllabi return and the content of outcomes and measurements have all gone up to very near full compliance. (For the spring 2008 semester, the data are preliminary, so late starting classes make it appear as though more is missing than there really is.) The single largest source of problems in getting syllabi turned in with the appropriate content is from adjunct faculty, particularly from sites away from Elko, but this area has also improved dramatically. The data reflect results for the entire faculty, both full-time and adjunct.

Syllabus Review Summary	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07	Fall 07	Sp 08
% Syllabi on File	73%	93%	83%	74%	81%	89%	90%	100%	97%
With Outcomes	80.4%	85.3%	90.1%	98.8%	91.2%	91.9%	90.4%	99.2%	94.9%
With Outcomes Measurements				56.7%	55.1%	50.2%	70.2%	86.2%	85.2%

Syllabus Review Summary
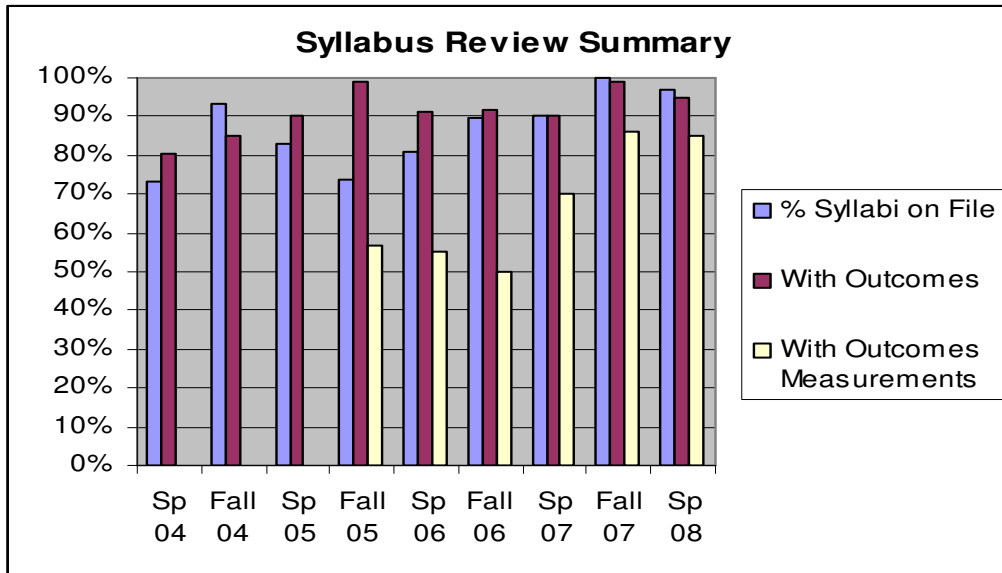
One of the next goals in this project is to work toward more sophistication with the way outcomes are measured, particularly as faculty members develop courses and revise syllabi, but also in the way we more accurately define what constitutes an outcome measurement. In the fall of 2008, in what will probably be a long-term effort, the faculty in-service will include technical assistance in the multiple ways of "measuring" learning outcomes.

Faculty Reflections on Student Course Evaluations.

As part of the 2006-2007 faculty evaluation process, for the first time, each faculty member was to formally include in their self-evaluations a reflection on their student course ratings. (In prior years, this was only being done on an informal basis.) These reflections were to assess the strengths and concerns of classes as expressed by students, and to identify what might be changed to improve the effectiveness of the faculty member's teaching.

Considering that the college's faculty has become more comfortable with both the purpose and focus of assessment activities since Dr. Karen Paulson's visit, this reflection component is seen as being a successful step in using information to improve teaching and curricula. Of the 72 self-evaluations reviewed, 60 (83%) responded with reflections on their courses, and 12 (17%) did not. More than half of the non-respondents either did not have student ratings because the spring had been their first semester teaching, or because they had just retired.

The reflections ranged from extremely brief to very in-depth, but overall were found to be thoughtful and genuinely reflective on their performance as teachers. In reviewing these reflections, it was found that 43 (72%) acknowledged areas of student concerns, and 43 (72%) indicated changes they planned to make based on the identified concerns. It is interesting that the 43 individuals who acknowledged areas of student concern were not necessarily the same 43 who indicated changes that would be made in their teaching or courses.

In coming years, this component of faculty assessment should prove valuable overall. The process needs to be fine tuned, but seems to be a promising tool in validating one type of assessment practice for teaching.

Exemplary Program Assessments

The teacher education and nursing programs are the models of assessment at GBC, While the strength of these programs derives partly from the required clinical experiences in schools and in health care facilities, many of the concepts inherent in both programs are applicable to all learning. Moreover, faculty in the two disciplines are leaders in the college's efforts to improve statements of learning outcomes and their assessment. Faculty in the Bachelor's of Applied Science programs are initiating assessment along the lines of the those found in teacher education and nursing, which are described below.

Teacher Education Assessment Process

The Teacher Education Program has implemented the following plan for assessing students based upon student outcomes: The program completes a Title II report for the state of Nevada. It includes the percentage of our students that pass the Praxis exams. We also send surveys to our graduates and the employers that hire them. At the end of each school year, the faculty in the Teacher Education Program analyzes all of the data and makes changes to the program according to the conclusions.

The Great Basin College Teacher Education Program believes that teaching is a continual process of development that lasts a lifetime. Through learning, experiences, reflection, and guidance, pre-service teachers will develop into effective professional educators. With this reflective process encouraged at the onset of a career, educators will be more likely to pursue life-long learning and continually strive for excellence.

The Great Basin College Teacher Education Program also believes in the idea that pedagogical knowledge—and for that matter all knowledge—is both a process and a product, thus our commitment to continuous immersion of our students in real-school environments via the four levels of field experience. Each level of field experience requires the students to pay particular attention to the Reflecting Domain of college's conceptual framework by requiring students to focus on the specific standards of the INTASC principles, setting personal goals based on their chosen principles, and finally reflecting on their attainment of those goals. To do this, the students must be led to engage in the process of observing themselves as teachers, according to their chosen goals and based upon the INTASC principles that embody good teaching. The teacher education program believes this model represents a true constructivist framework.

The assessment process begins from the time the candidate enters the teacher education program and continues throughout his/her formal education. The teacher education program consists of four levels, each building on the other, and each including a field experience. The students are evaluated at each level of field experience, reflect on these given evaluations and their performance in the classroom, and then formulate new objectives and goals for the following level.

Portfolios

A portfolio is a collection of artifacts that tells the story of a candidate's teaching as it develops over a period of time. The documents become evidence of whether a pre-service teacher meets or exceeds the INTASC standards for beginning teachers. Throughout the program, teacher candidates collect evidence of their competencies, creating a *developmental* portfolio. At the

present time, GBC is utilizing LiveText, a web-based portfolio. The portfolio begins with the artifacts created while applying for program admission. The portfolio concludes when the students submit a *showcase* portfolio at the completion of their student internship. The *showcase* portfolio is comprised of the students' best work. Each showcase portfolio consists of at least two artifacts for each principle. The portfolios can include video clips, pictures, assessment pieces, rubrics, unit plans, lesson plans, case studies, philosophies of education, student work, observations, reflections, etc.   At the conclusion of the student internship, Great Basin College schedules a celebration in which the students present their portfolios. During the presentation, the students should effectively communicate a deep understanding of the INTASC principles, as well as evidence that demonstrates competency of the principles.

Learning Assessment for Nursing Programs

A variety of tools and methods are used to assess student clinical and didactic learning in both the Associate of Applied Science (AAS) and Bachelors of Science in Nursing (BSN) Programs and include the following:
- Unit tests, midterm and final exams,
- Weekly online discussion postings,
- Papers, case studies, CD-ROM learning activities,
- Clinical assessment assignments and clinical performance evaluation,
- Group projects and seminar participation,
- Journaling.

Feedback with respect to clinical learning activities is overseen by both AAS and BSN faculty and provided on a one-on-one basis by the faculty of record for a particular course, agency personnel, preceptors, as well as through such self-reflection activities as journaling.

As part of each nursing course, an array of learning activities facilitate student acquisition of the essential skills and critical behaviors embodied in the conceptual framework for each program. Tables 1 through 4 in Appendix E present a summary of **how** and **when** the essential skills and critical behaviors are assessed for both the AAS and BSN programs.

The AAS and BSN program directors and all nursing faculty meet prior to the beginning of each semester for a "Work Day" to plan and to discuss issues, concerns, curriculum procedures, student progression, clinical site rotations, budget and utilization of funds, selection of teaching and learning aids, etc. This same group also meets at the end of each semester for review and to discuss issues and concerns from the semester and to plan ways in which improvements in both the program and the student evaluation process can occur. In addition, monthly nursing program meetings are held to update faculty on the progression of students, discuss curriculum or text concerns, and other discussions as needed.

At the conclusion of each semester, a course report is completed by each nursing faculty member for the course or courses they have taught. This report summarizes and evaluates classroom and clinical content relative to overall program outcomes, course resources, technologies utilized, and clinical sites that may have been used. These reports are readily available for future faculty reference and provide a written record of the evolution of individual courses in the curriculum.

During the visit, a National League of Nursing report (BSN), a State Board report (AAS), and other program resources will be available as exhibits.

Recommendation 4: Faculty Evaluation

The committee recommends that the faculty evaluation process be reviewed to ensure that multiple indices are used as part of a substantive performance evaluation with the evaluation conducted of all faculty at least once within every five years of service. (Policy 4.1)

The faculty evaluation process has been reviewed, and clarification of the steps in the evaluation process have been made. Multiple indices have been used in faculty evaluation for many years. These include student evaluations, self-evaluation— based on established goals—and administrative evaluation. Tenured faculty are reviewed every five years. From the 2005 Focused Interim Report and visit, the evaluation was that GBC had met the 2003 general recommendation.

The college is currently participating in a year-long major restructuring of the faculty evaluation system as described below. This process was not required from the earlier accreditation recommendation**. However,** because of mutual dissatisfaction with elements of the evaluation process – by both faculty and administration – this project was begun.

The college is currently participating in a year-long major restructuring of the faculty evaluation system as described below. This process was not required from the earlier accreditation recommendation; however, because of mutual dissatisfaction with elements of the evaluation process – by both faculty and administration –the current project was begun.

During the 2006-2007 year, Vice President of Academic Affairs Mike McFarlane discussed with several faculty members the problems with the way faculty evaluations were being conducted. During the course of the year, Dr. McFarlane, in cooperation with the faculty senate evaluation committee, recognized the issues and began looking for external help in arriving at a more favorable methodology. A workshop on developing a comprehensive faculty evaluation system, conducted by Dr. Raoul Arreola, was identified as being a possible source of expertise. In March of 2007, Lynette Macfarlan, senate evaluation committee chair, and Mike McFarlane attended a two-day workshop and brought back with them the information needed to follow the format that was presented.

Beginning in April 2007, the senate evaluation committee began an innovative restructuring of the faculty evaluation system. Three recurring items became the focus of the discussions:

- GBC's current evaluation system did not adequately acknowledge the vast range and full complexity of the duties and responsibilities of the college instructor. The system also lacked a shared value system and faculty involvement in the development of the process.
- The present faculty evaluation system was not linked to faculty enrichment.
- In order for the GBC student rating form to be considered an integral component of the overall evaluation system, it must be reliable and valid.

In August 2007, Dr. Arreola was brought to Elko for an in-service session to introduce his 8 step program for GBC to consider as a guide for designing, building and operating a successful faculty evaluation system. In late August, the evaluation committee received approval from the faculty senate to pursue the new evaluation model. Since August, the evaluation committee, now with two co-chairs, has been hard at work gathering the input and support of faculty and administration. This has involved many meetings of the committee, but also has included open forums with the faculty and discussion of items with the administration. At times issues become contentious, but these are always resolved through compromise. A new evaluation system is in the process of being designed for the faculty by the faculty.

An immediate change that resulted from the review of the evaluation process was a change in the student rating forms. In the past a form was created by the faculty of the evaluation committee to be distributed to all students near the end of each class. However, after the presentation by Dr. Arreola, it was realized that the validity of the GBC form for improving teaching was probably very low. A new professionally-developed form from IDEA was adopted that gives a studied range of questions, as well as a statistical comparison of individual ratings to a nationally normed grouping. In the first semester it was used (fall 2007), it was favorably received by the faculty, and will be the major instrument for student rating of faculty in the classroom in the new evaluation process.

In the January 2008 senate meeting, the faculty voted to approve steps 1-3 of the process. These steps cover recognition and designation of faculty roles for the evaluation process: Teaching, creative/scholarly activities, institutional service, management, and community service. Subsequently, step 4 was completed and approved.

The next steps in the program will involve setting weights, developing rating forms and establishing protocol for the overall system. The evaluation committee hopes to present a valid, reliable and comprehensive evaluation system to faculty and administration for the Fall 2009 Semester.   When fully implemented, GBC believes this faculty evaluation system will be a useful, fair, and evidence-based system that will not only give a foundation for personnel decisions, such as tenure and merit pay, but also improve the teaching of GBC faculty and the learning of GBC students. The process and progress of GBC's 8-step program are interestingly described at **http://www.gbcnv.edu/evaluation/**.

In the past two years, and apart from the project described above, the college has developed new evaluation forms for adjunct and administrative faculty and a revised process for evaluating tenured faculty. These new procedures are accessible at following website (*GBC Policy & Procedure)*.

5.11 Tenured Faculty at **http://www.gbcnv.edu/administration/admin/PP/05-11.doc** (R.4.1)
5.12 Admin Faculty at **http://www.gbcnv.edu/administration/admin/PP/05-12.doc**   (R.4.2)
5.13 Adjunct Faculty at **http://www.gbcnv.edu/administration/admin/PP/05-13.doc**   (R.4.3)

In time, it is expected that all professional evaluations will be incorporated into the restructured system.

The creation of an evaluation process and its criteria for adjunct faculty in the last three years has shown more benefits than just giving feedback to the adjunct faculty and a "checkmark" that an evaluation was completed. More than anything that has ever occurred in GBC adjunct faculty relations, this process has brought departments closer to their adjuncts. The amount of communication between the two groups has grown, particularly between faculty in Elko and adjunct faculty in the outreach centers. All faculty members are now carefully discussing mutual class outcomes and how they are reached and measured. What were formerly weaknesses in some instructional areas have now been recognized and resolved.

Strong interest in a revised faculty evaluation system is confirmed by a recent survey. The Faculty/Staff Survey conducted Fall Semester 2007 paints an ugly picture. Fifty-nine percent of the respondents – which included members of the administration – disagreed with the statement that evaluation contributes to better teaching:

	Frequency	Percent
Strongly disagree	10	17.2
Disagree	24	41.4
Agree	17	29.3
Strongly agree	3	5.2
No opinion	4	6.9
TOTAL FT Faculty	58	100.0

Departmental Recommendations & Concerns
from 2003 NWCCS Evaluation with GBC Actions

The numbered items below (in bold) are taken from the 2003 NWCCU Evaluation Report. The "recommendations" do not refer to the four general recommendations in that report, but to other recommendations and concerns embedded in various standards and departments in the evaluation report. The GBC responses follow:

Standards 7, 8, & 9 near the end of this report also contain responses to departmental recommendations and concerns from the 2003 review. In these cases, it seemed more coherent to combine the 2003 review responses and the department changes over the interim period.

1. Fully integrate early childhood education program into the Education Department.
(*NWASC Evaluation Committee* **Report, 9)**
Action:
The ECE instructor is now part of the education department.

2. The Committee recommends that AAS departmental mission statements and program goals be developed to ensure that all constituents understand how it provides cohesiveness with the BAS program and relates to the college's mission statement.
Action:
The BAS program wrote a mission statement integrating the AAS programs that is related to the college's mission statement. The mission statement is published in the BAS student handbook.
3. The Committee recommends that as part of their scheduled program review the business and COT departments evaluate the scope and sequence of course offerings and develop effective learning objectives along with appropriate assessment tools which will demonstrate student mastery of course objectives and program goals. These objectives and goals should then be published in suitable college publications.
Action:
The regular program reviews of COT were done Fall Semester 2004. The report is available in the supporting materials in the workroom. The Department is constantly reviewing offerings in such a dynamic area of learning. Degree goals and student outcomes are listed in the college catalog.

4. However, the plan for distance education at the College is unclear from the evidence provided. Review and observation by the evaluator indicates a lack of collaboration on the

development and planning for distance education at GBC. Further, there is no evidence of a long-range plan for distance education that provides for coordinated program planning and reflects the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program. It is recommended that Great Basin College resolve the issue of program leadership and develop a long-range plan for distance education. (*NWASC Evaluation Committee Report*, 29)**
Action:
The "special report" on distance education follows. It gives good picture of the growing sophistication of distance education at GBC. . . . The issue of program leadership isn't really an issue; GBC uses a disbursed model for distance education. The leadership and management are distributed among a number of people, but primarily department chairs and their faculty. The technologies of distance education and traditional course delivery are intertwined and integrated. The only person who could truly be described as the "distance education director" would be the VPAA, who is responsible for all academic offerings. The Extended Studies staff provide support to faculty, but departments determine which courses will be offered.

5. The Committee recommends that the college develop and implement a more substantive performance evaluation system for post-tenured faculty. While a self-evaluation is required by the current system, it is minimal in nature. The bulk of the evaluation is based on summarized student evaluations, meaning that this system only marginally meets the "multiple indices" test and falls short of the requirement for substantive performance evaluation. (NWASC *Evaluation Committee Report*, 36)
Action:
There is policy and procedure on the 5-year evaluation of tenured faculty. A revision of this policy is available at the College Website: **5-Year Tenure Review Tenured Teaching Faculty**.

6. Concern for library. The library would benefit from participation in a funded equipment replacement process in order to remain current in technology. (NWASC *Evaluation Committee Report*, 38)
Action:
The library has been working with administrative services to develop a schedule. It has not yet been completed.

7. The Committee recommends that at a minimum, a summary of the University and Community College System of Nevada Code for student conduct be included in the main text of the college catalog and that the administrative officer responsible for overseeing the code be clearing (sic) identified. (*Evaluation Committee Report*, 31)
Action:
A detailed outline of the student conduct code and related matters is located in the main text of the GBC General Catalog. For 2007-2008, see pp. 28-33. The entire NSHE Code Title 2, Chapter 6 is located on p. 200 of the current catalog. The administrative officer (the vice president for student affairs) is identified on p. 29 of the current catalog.

8. The Committee recommends that the college provide students an opportunity to be involved in college governance. (*Evaluation Committee Report*, 29)
Action:
There has been a very positive upturn in student governance activity. The student advocate who works with Student Government Association is the director of student life. Each academic year, the officers receive training on the responsibilities of their position and the Nevada Open Meeting Law. A number of the officers are student workers on campus. The president and student advocate meet frequently with the VPSS and the president of the college. The student

government president is a frequent contributor to the president's council. And, the student government president attends the Board of Regents' meeting and is a member of the NSHE Student Alliance, which consists of the NSHE institutional student government presidents who meet each Board of Regents' meeting. The student government presidents are frequently asked for their opinions at the Regents' meeting.

9. The Committee recommends that a plan be developed that assesses the needs of students at the Elko and branch campuses and the satellite centers. Also, that a plan for continuous improvement be implemented that includes collecting evidence of effectiveness of each student service. (*Evaluation Committee Report*, 29)
Action:
Student Satisfaction Surveys are distributed by the office of institutional research and are administered on a random basis to classes in Elko as well as the branch campuses. The VPSS has an open door policy as well as, frequently stopping to talk to students. The VPSS is in phone/email contact frequently with the branch campuses as well as traveling to the campuses at least once a semester or on an as-needed basis and generally meets with them when they have their directors meeting in Elko. A student services employee responds to the online web requests; and, if applicable, forwards the request on to the department level. Efficient and prompt service for students is a component of retention and this is discussed frequently at College Council and other meetings.

10. The Committee recommends that the college clearly differentiate in all publications credit and non-credit courses. (*Evaluation Committee Report*, 32)
Action:
In the course schedule community service classes clearly show "0" credits, e.g., Class Schedule Spring Semester 2008, page 25 for Battle Mountain, pages 30 to 32 for Elko.

11. The college may wish to assess on a regular basis how accurately the institution is being represented to prospective students, given the number of staff and students who recruit for the college. Care should be given to the training and information these volunteer recruiters receive.
Action:
The Fact Book is readily available on the Internet. Publications feature Great Basin College students. Training is provided by the Office of Prospective Students for student ambassadors who provide tours of campus or who accompany the recruiter to site visits. The director of the Office of Prospective Students as well as the recruiter meet with faculty for program updates and tips for faculty recruitment of students. Also, the director of student life recently trained/provided techniques to the Student Aggie Club and their advisor to call prospective students interested in agriculture during Student Union Night.

Part B Institutional Changes

Major Institutional Changes

There were two major institutional changes in the past five years: (1) the expansion of the college service area to include Nye County and (2) a very strong continuation of GBC's commitment to technology. The two special reports are below and followed by attention to each of the nine NWCCU Standards.

Special Report
Service Area Expansion: Nye County
September 2005 – October 2006

The expansion of GBC's service area to include Nye County not only brought the new six -
county service area to 62,000 square miles, it also meant that the college's area is now bordered
by four states: Oregon, Idaho, Utah, and California and isn't far from Arizona. Currently the
major GBC presence is in Pahrump, 436 miles from Elko and 60 miles from Las Vegas. [See
"Campuses" link on the college website for a map of the region.] The Nye County population is
sparse, like the other rural counties served by GBC. However, the community of Pahrump is
growing and will become a substantial part of the GBC enrollment very soon.

From the beginnings of GBC, there have been concerted efforts to serve outlying [3]areas: Ely and
Winnemucca have had full-time staff and college buildings (NSHE owned or rented) for more
than 20 years. Battle Mountain added a physical presence and full-time staff in the early 1990s.
A two classroom trailer was added to West Wendover in the fall of 2006, but with just part-time
staffing. Smaller communities—Wells, Austin, McDermitt, and others—do not have full-time
employees or a building but college programs are available to them.

Nye County has been served by the Community College of Southern Nevada (now the College of
Southern Nevada) for many years. Because of this**,** some of the communities presently have
experienced adjunct instructors and a segment of the population that expects college classes.

Thus, the addition of Nye County is in keeping with the college mission of serving rural Nevada.
The GBC college faculty and staff understand the job of serving remote, sparsely-settled areas,
areas that the U.S. Census Bureau technically calls "frontier**."** Over the years**,** GBC has
developed, and continues to develop, distance education technologies through redundant
combinations of interactive video, online, and hybrid courses, with traditional courses. This
distance capacity is essential for rural education and will help to ensure the success of the
expansion.

Also, GBC sees Pahrump as a southern hub for the delivery of distance education throughout the
GBC service area. This is already occurring, but will expand as the enrollment and full-time
teaching staff in Pahrump grows.

The collective experience and competence of GBC employees made the incursion into Nye
County possible and in a relatively short time--from September 2005 to classes opening in the fall
of 2006. The expansion was a notable accomplishment. It is not completed. Beyond distances,
there are special challenges in Pahrump and Nye County. But there is an excellent beginning. It
is instructive to consider aspects of the expansion.

There are several documents that give a solid chronology of this period of time:

o **President's Council Minutes**. The complete minutes for each Council meeting are on the
    college website. Selected portions of the complete minutes were re-organized according
    different themes, e.g., faculty, planning, Nye County, and may be found at Exhibit N.1.1.
o **Minutes of the Nye County transition committee** may be found at Exhibit N.1.2.
o **Substantive Change Request** available Exhibit N.1.3.

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[3] A large majority of Nevada residents consider Elko to be an "outlying" area, but everything is relative.

History

A history of the expansion planning from September 2005 through October 2006 is provided below with selections from president's council minutes and references to the transitional planning committee minutes.

Sept 2005

Began discussion with the Community College of Southern Nevada and Pahrump officials regarding GBC expansion to include Nye County.

Oct 2005

Faculty concerns brought out. Many issues still need to be resolved with CCSN, etc.

Nov 2005

Large GBC contingent visits Pahrump. Great potential but considerable challenges as well. A second GBC group visits later in the month. . . . Student services advises that the additional students in Nye County will impact the Elko offices. . . . Faculty senate chair reports that the senate, voting at the November 18 meeting, supports the Nye County concept, contingent on establishing memos of understanding between GBC and CCSN, Nye County, and other organizations.

Dec 2005

Discussions are on-going with CCSN. Major issue is the desire of both institutions to do contract training in the county, which includes the Nevada Test Site. The Memorandum of Understanding will be detailed.

Jan 2006

The institutions determined that GBC would be responsible for "traditional" education and both institutions would be authorized to do contract/workforce training. . . . . Board of Regents approved the expansion of GBC's service area to include Nye County on January 26. GBC president discussed the scope of operation: hiring staff, facilities, courses offered, and holding students harmless, etc. Plans made to send staff to Pahrump: career technical, continuing education, mathematics, English, ESL.

Feb 2006

Lots of action. Substantive change request to NWCCU. Transitional planning for schedules, faculty, student advising, etc. The Nye County transition committee was formed with wide-ranging composition—faculty, staff, classified—and responsibilities. Meetings with Nye County K-12 officials. . . . . Paul also indicated the importance of the VP's to start communications with one another about the transition period as well as scheduling, programs, and adjunct faculty. Dr. Killpatrick and Mike McFarlane are going to meet with the interim principal of Pahrump High School on February 15. . . . Danny Gonzales will begin work with the substantive change request to NWCCU. . . . Linda Uhlenkott reported that thirty or more people attended the last Nye County Planning meeting. . . . We should not offer upper division courses in the beginning, but rather start with offering the general education program. . . . It was also suggested that faculty travel to Pahrump in July and August to work with the Pahrump faculty. . . . . Danny Gonzales, Linda Uhlenkott, Mike McFarlane and John Rice met to establish who is responsible for what. President's Council will be responsible for the mission and goals and planning.

Determination of the educational offerings is assigned to the department chairs and the distance education committee. The budget is assigned to Carl Diekhans, Star Thompson and the budget committee. Student services are assigned to Lynn Mahlberg and the student relations committee. Library and information resources are assigned to the library committee. Faculty, adjuncts and staff needs are assigned the personnel committee.

February 24 Transition Committee Meeting

March 2006

PC Minutes: Staff visits to Pahrump hospital, which wants to work with GBC. The community's need for health professionals is considerable and growing. Informal survey of continuing education opportunities, including English classes for immigrant adults, EMS, and other health related training. John Rice has been in contact with the Pahrump Valley Times and they are willing to work with us on a survey. We would conduct the survey online. John will meet with Garry Heberer today to develop the survey questions. There is also a 2003 Student Needs Survey that will John will share. . . . Meeting with hospital administration, which identified the need fifty CNAs, LPNs and RNs. . . . CDL classes will start soon.   Transition Committee meetings are going well.

March 3, March 10 & **March 17**: Meetings of the Nye County Transition Committee.

April 2006

Student Services conducted an open-house at the Pahrump Valley Center on April 17-18. Thirty people attended, including the local press. . . . Staff conducted placement test training Pahrump staff. The testing will be set up on WebCT, and the results will be sent directly to Jan Kempster. . . . Jan King will be sending letters to current Pahrump students in NSHE SIS.

April 7 & 21: Meetings of the Nye County Transition Committee.

May 2006

Mike McFarlane has a schedule for the implementation of the Nye County Schedule which lists target dates through 2008. Danny or Mike will take the timeline to the next Nye County planning meeting on Friday. Danny asked each area to look at the timeline and to make changes before the meeting. Some things still need to be added from the different areas. John Rice said he thinks the Nye County economic board has everything they need for their pamphlet – they have an overview of what we are doing in Pahrump and links to our website. . .   Implementation Schedule for Nye County has been formulated. See below.

May 12: Meeting of the Nye County Transition Committee.

July 2006

GBC has officially assumed control of the administration of the Pahrump Valley Center. . . . . Infrastructure for distance learning and connections to GBC student records are major tasks.

August 2006

. . . Getting ready for classes to begin. Lora McCarty will be there the first week of classes just in case computers go down. The week before classes start, Julie Byrnes will be there to help with registration. Online and telephone advising has been ongoing. It' Counselor Phil Smith will also go. It is important to have a continual presence in Pahrump. . . . .   Mike McFarlane stated

that the transition with Nye County is going as expected. There have been only minor problems which have been taken care of quickly.

GBC staff tour visit each community in Nye County, 800 miles in two days.

Chancellor's roundtable meeting in Pahrump. Discussion centered on facility needs planning for the Pahrump Valley Center, particularly in the health and career/technical areas. . . . there is a clear need for nursing and other career and technical programs. It would be beneficial to have a more detailed long range plan for Pahrump. Timing is essential in this matter as it takes four years before a building can be constructed. There is no space for nursing or other career and technical programs now and certainly won't be space in four years**.**

Mike McFarlane said the enrollment numbers have been as expected. Another survey should show that a new building is absolutely necessary. Pahrump is a large community that does not have any other facilities besides the High Tech Center. The high school is growing as well.

Paul Killpatrick reported that he will be working with the Chancellor and others to schedule meetings with the consultant who will be preparing the Pahrump survey that the Chancellor requested. The consultant will be in Pahrump on November 6 and 7, 2006. An interesting article about the Chancellor's roundtable in Pahrump can be found at **http://www.pahrumpvalleytimes.com/2006/Oct-06-Fri-2006/news/10044240.html**

Summary of Planning

As a GBC planning and implementation project, the Nye County expansion demonstrates:
o   A clear idea of what needed to be done to take GBC to communities in central and southern Nevada.
o   The participation of all the right stakeholders, e.g., the Pahrump community, Regent Gallagher, presidents of two institution, GBC Faculty Senate, President's Council, Board of Regents, and others.
o   The sustained contributions and support of a large number of competent GBC administrators, faculty and staff, as evidenced by the transition committee minutes and the president's council minutes.
o   The Nye County Transition minutes reveal the participation of a diverse group of GBC people. From February 24 to May 12, 2006, the committee met eight times with numbers of GBC employees ranging from 20 to 55, with an average of 27. The participants included the president, vice presidents, many instructors, deans, administrative assistants, and directors. Moreover, the GBC campuses in Winnemucca, Ely, and Battle Mountain regularly attended. After the first meeting of group, Pahrump staff attended every meeting.[4] The collaboration inherent in the work of the transition committee was crucial to the overall project.
o   Mike McFarlane's report, "Accomplishments, Activities, and Status of Planning GBC Pahrump Valley Campus and Nye County." This report gives the best account of challenges to the expansion and is available as Appendix F. To that can be added the untimely death of the long-time CCSN Pahrump director and the cessation of scheduled flights between Elko and Reno, which made travel to Pahrump more difficult.
o   The oversight provided by president's council.

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[4] A spread sheet of the participants, their attendance, their site, and their positions will be available during the visit.

Current Status of Nye County
Full-Time Staffing
>Director
>Evening Manager
>2 Instructors, English & biological science
>Computer Technician
>2 Custodians
>2 Classified Staff

Facility Status
>One college building, 32,000 square feet, shared with high school.
>Projections speak to the need for health science and career/technical space.
>It is expected that additional space will be rented until needed permanent structure(s) can be built.

Special Report
Technology at Great Basin College

In terms of access to digital tools, Great Basin College with the support of Nevada System of Higher Education, the legislature, and the students of GBC reaps the benefit of up-to-date Word applications (and others), computers for faculty, staff and students, a healthy Internet and Intranet system, and more.

The Fall 2007 survey of GBC employees revealed the **highest** degree of agreement for the following two questions:

"I have access to a computer for needs such as word processing, test banks, Internet access, and e-mail."

"The available computer services are adequate for student's academic needs."

With the above lead-in, this special report will look at two areas of technology—distance education and the improved college website.

Distance Learning

Great Basin College faces two major barriers in providing post-secondary educational services to the residents of its rural Nevada service area.

The first barrier is the great distance between population centers and learners.

>Great Basin College's service area is six rural Nevada counties that comprise approximately 62,000 square miles and yet contains only 125,000 people. This is an average of around two people per square mile. The two major population centers, Elko/Spring Creek in the north and Pahrump, 400 miles to the south, contain about 55% of the service area population. Travel in the service area is restricted by there being only three highways in an east-west direction due to the mountain ranges running north-south. Over 25% of the population in GBC's service area live in remote areas, up to 150 miles from one of GBC's four campuses.

The second barrier is the time differences between when potential students are available to participate in higher education.

The major economic engines in GBC's service area are the mining and gaming industries. Both of these industries operate twenty-four hours a day, seven days a week. Unfortunately, each employer follows their own work schedule with many rotating shifts every 7 to 30 days. Rotating shifts make it nearly impossible for employees to attend a class that meets at a fixed time each week.— "Distance Learning" (Draft, January 9, 2008), GBC.

Purpose of Distance Learning at Great Basin College

The residents of GBC's service area include people whose place of residence and/or work schedule make it very difficult, if not impossible, to attend regularly scheduled college classes at one of GBC' s campuses. For most, distance is a greater barrier than time, but time is still a barrier for a significant number of people. GBC's challenge is to develop a delivery system that brings higher education to the students at a time and place they can access it.

The goal of distance learning at GBC is to make high quality post-secondary educational services available to all residents of the service area.

Basic Philosophy

GBC uses a dispersed organizational model to deliver distance education. The academic departments determine which programs and courses will be offered, who will teach them, and which delivery method will be used. The distance education staff provide the technical infrastructure, logistical support, training and support services for faculty and students.

GBC's distance learning program integrates institutional services and activities into the delivery environment. GBC has online library information services, admission, registration and tuition payment available, and interactive advising and tutorials are available online or by phone.

Students expect educational experiences to be delivered through a variety of high-tech modes, but they also have come to expect personalized, high touch access to services, instructors, and their classmates.

GBC encourages curriculum design and delivery via multiple technologies. Delivery modalities embrace all the appropriate tools that are at a program's disposal. Interactive Video (IAV) and WebCampus are currently the major delivery modalities, but new technologies are being explored and piloted. Other delivery mediums may be superior for some courses and multiple modalities are recommended for all courses.

The distance ed procedures are very similar to what those of five years ago: A mix of interactive video, hybrid courses, and online courses. Special costs for these courses (campus facilitators, special programs, etc.) come out of student fees. The old telecourses are phased out, except for those used by one instructor.

Many faculty are using WebCampus to enhance their live or IAV courses; some are teaching hybrid classes with reduced class time made up for by online assignments. Some faculty are doing all their testing online. Some faculty are using LiveNet part of the time for their classes. Data can be pulled from the course Method Code in SIS for sections using WebCampus as a hybrid or enhancement.

Increased support: The Help Desk is a resource for students and instructors for technical matters. It has been available for two years and is open from 7am-10pm, Monday-Friday, and 8am-5pm Saturdays for student, staff, and faculty assistance. One more full-time staff was added in the curriculum development department. The discussion in Standard 4 calls attention to opportunities for staff training in technology. A sample training schedule is in Exhibit S.1.5

Interactive Facilities & Equipment

The number of interactive video sites has increased appreciably. A comparison of IAV classroom additions from 2003 to 2008.

Interactive Video (IAV) Sites Available for GBC Courses Comparison of 2003/2004 & 2007/2008	
Site	**Number of IAV Classrooms 2003 - 2008**
GBC Interactive Video (IAV) Classrooms	
Elko Campus	5 to 10
Winnemucca Branch Campus	3 to 5
Ely Branch Campus	3 to 5
Battle Mountain Center	3 to 4
West Wendover	0 to 2
Pahrump Valley Branch Campus	1 to 5
GBC Classroom Change	**15 to 31**
IAV Classrooms, With Equipment Owned by GBC, But Not A GBC Facility	
Battle Mtn High School	0 to 1
Eureka High	1 to 1
Reno TMCC	0 to 1
Carson City WNC	0 to 1
Las Vegas CSN	0 to 1
Owyhee High School	1 to 1
Wells	1 to 1
Classroom Change, GBC Equipment	**3 to 7**
IAV Equipment in Facilities Owned by Others But Which GBC May Use for Part of the Day	
Eureka Elementary	1 to 1
Jackpot School	1 to 1
Lowry High Winnemucca	1 to 1
Lund High School	1 to 1
Battle Mtn.	1 to 1
Crescent Valley	1 to 1
Austin Schools	1 to 1
McDermitt	1 to 1
Owyhee Hospital	1 to 1
Wells Elementary	1 to 1
Carlin	1 to 1
Gabbs	1 to 1
Round Mt	0 to 2

Tonapah	0 to 1
Beatty	0 to 1
Pahrump	0 to 1
Amargosa Valley	0 to 1
Classroom Change, Partial Use	**12 to 18**
All Available IAV Classrooms	**30 to 56**

A two classroom trailer was added to West Wendover in the fall of 2006, but with just part-time staffing.

Equipment. At this time the equipment is in good condition. The college has had enough funding from lab fees and equipment money to keep everything working well and even to install some new rooms. We are now at a possible point of change in technology that may enable us to transmit classes to students' computers which may change the type of IAV equipment we buy.

Distance Education Enrollment

Table 1
Percentage of Distance Education Head Count (Unduplicated) and Annualized FTE to Total Student Head Count (Unduplicated) and Annualized FTE, Great Basin College, 1997-2007

Year	Distance Education Head Count	Distance Education FTE	Distance Education/ Total GBC Head Count	Distance Education/ Total GBC FTE
1997-1998	728	106	728/3325 = 22%	106/1,143 = 9%
1998-1999	834	130	834/3183 = 26%	130/1,167 = 11%
1999-2000	1,282	194	1,282/2,926 = 44%	194/1,236 = 16%
2000-2001	1,311	194	1,311/3,251 = 40%	195/1,321 = 15%
2001-2002	1,374	232	1,374/2,838 = 48%	232/1,203 = 19%
2002-2003	1,118	356	1,118/3,046=37%	356/1,227=29%
2003-2004	1,119	362	1,119/2,719=41%	362/1,388=26%
2004-2005	1,207	402	1,207/2,641=46%	402/1,341=30%
2005-2006	1,362	460	1,362/3,154=43%	460/1,359=34%
2006-2007	1,822	656	1,822/3,588=51%	656/1,588=41%

NOTE: IAV students who are in the same room as the instructor, no matter where the course originates, are considered distance education students. The FTE is annualized and the student headcount is unduplicated.

Enrollment-Head Count (Duplicated) and FTE (Annualized) for IAV, Online and Telecourses, 1998-2007

	Interactive Video		Online		Telecourses		Distance Education Totals	
Year	Head Count Duplicated	Annualized FTE	Head Count Duplicated	Annualized FTE	Head Count Duplicated	Annualized FTE	Head Count Duplicated	Annualized FTE
1998-1999	738	69	427	34	285	27	1,450	130
1999-2000	1,548	128	438	38	301	28	2,287	194
2000-2001	1,579	127	521	48	198	19	2,298	194

2001-2002	1,501	135	909	90	66	7	2,476	232
2002-2003	1,200	231	607	118	33	7	1,839	356
2003-2004	1,227	242	588	116	27	6	1,841	363
2004-2005	1,381	259	683	135	45	9	2,108	403
2005-2006	1,337	247	1,110	207	32	7	2,478	460
2006-2007	1,589	297	1,873	351	41	9	3,503	656

Analysis

A very high percentage of full-time faculty and a substantial number of adjuncts use some form of distance education. Most faculty were very satisfied with our support staff, but disappointed with the new software (during 2006-2007 in particular). Faculty seem to be satisfied with the IAV operations, a result of new staff with a high degree of technical skill. This semester WebCampus functioning has been very stable; with very few complaints.

Student course evaluations
Ten classes using a new form electronically (IDEA, from Kansas); other traditional classes are using IDEA with paper and pencil. Full online implementation of the system awaits communication between the IDEA programming in Kansas and the NSHE system.

Summary of Website Development
From State of the GBC Website & 2008 Plans
January 2, 2008, by Susanna Dorr, Revised January 29, 2008

NOTE: Susanna Dorr was hired as GBC's Webmaster in spring 2007. In a short time she resurrected and redesigned the website to be more useful and understandable. She is a competent technology person, creative, and smart. The college is extremely pleased with her work. The text below is taken from her report to the GBC administration.

Introduction

Given the increased importance of web-based instruction to the college and its students, and given the tremendous size of the GBC service area, the college website becomes a more and more critical means of communication with the public served as well as among GBC employees at all levels. This trend can be expected to increase as the world's reliance on the Internet increases.

This report is submitted in order to provide GBC administrators greater insight into the state of the college website now, and the processes involved in enlarging its capabilities. It also projects a course for the near future. A summary of my 2008 projects is located at the end of this document.

My goals during this first year of my employment at GBC have been three-fold:

1) Present all information necessary for potential and actual students to apply, select courses, register, and manage their educations in clear, unambiguous, courteous language

and in a schema that allows for intuitive navigation. Also present vital informational resources to faculty, staff, and administrators with the same goal in mind.

2) Set in place mechanisms for keeping the website up-to-date and current.

3) Where possible, create intuitive, easy-to-use forms allowing the keepers of information to update the website directly, without any technical burden on them (that is, make direct updating easier than emailing me with the change).

Mainly, college employees need to be mindful of the web: the more useful the web becomes, the more mindful employees will be and the more interested they'll be in keeping it current, which in turn makes it more useful.

It is also critical that the home page changes routinely with relevant, current information. This increases visitation. As visitation increases, so does the college's ability to inform the public with no costs for printing and mailing or advertising (other than paying for the webmaster's time).

Overall College Site

The entire GBC website has been re-designed and brought up to date, with the exception of the Faculty-senate subsite: I'm currently revising this and will include forms/scripts for Shirley Jones to update Packets and Minutes and Committee Member lists. In January 2008, I did the tedious work of checking the BOR Handbook references in the Faculty Senate *Bylaws* so that I can make the reference live links to the handbook itself.

Secondary GBC Websites

The following have a different look-feel from the main GBC site – to emphasize the importance of the content:

First Generation: **www.gbcnv.edu/first_generation**
This has been widely announced and previewed but is not yet linked to from www.gbcnv.edu – pending go ahead from Dr. Dorothy Moore, who has contributed the content, and Dr. Killpatrick, who inspired the site.

Evaluation Process: **www.gbcnv.edu/evaluation**
An ongoing development as the process for restructuring the faculty evaluation proceeds.

Publicly Accessible Forms and Scripts

The following have been developed to facilitate public interaction with the college:

Application for Admission: This has gone through several incarnations during the last year to find a balance between the security of student data and efficiency. The main development was to have SCS create a secure server so that the data travels over the Internet encrypted. An

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[1] This is not good for my job security, but it *is* good for the college. The more I create the programs necessary for individuals and groups to keep their corners of the college website current, the less dependent the health of the site is on me alone, and the more current and dynamic it becomes.

equally important development was to find a way around emailing the data to the Admissions Office while also not allowing it to sit on the server more than briefly in order to make hacking more difficult.

Sign-up form for nursing program admission information

Interactive application for admission to the AAS in nursing program

GBC Inquiry Form

Recruitment inquiry form, linked to on the Future Students page (data directed to Recruitment department)

Schedule of Courses Forms: Allows viewers several methods of perusing offered courses.

Long Term Course Planning Schedule
See **http://www.gbcnv.edu/academics/longterm.html**.

Semi-Private Forms and Scripts

These are available on the Faculty-Staff page and are, therefore, technically available to the public. They are designed, however, for internal use only. In the case of sensitive input, these are password protected. All will require additional security procedures to prevent spammed input in the very near future:

Business card order form (Emailed to media services).

Course description augmentation and syllabus upload form. Data stored on server and accessed by scripts that present the schedule of courses to the viewer – password protected.

Class Awards Form Data made available for download/editing by Lora McCarty, who oversees the awards. Separate scripts allow Lora to trigger the publication of results on the C.L.A.S.S. page, which is linked to from the Faculty/Staff page.

Campus Tour Request form (emailed to Recruitment)

Private Forms and Scripts

These are password protected and designed for input by specific individuals. This group allows those individuals to actively update the GBC website with content they originate:
   Events Calendar Management
   Announcements Management
   Faculty/Staff and Adjunct Faculty Directories Maintenance
   Controller's Office Paper Forms Management
   Financial Aid Paper Forms Management
   Job Postings and HR Paper Forms Management
   Policies and Procedures Management
   Agendas/Minutes Management for Classified Staff, President' s Council, and Adjunct Staff
   Organizational Charts Management
   Child Center Announcement Input Form

Housing Photo Gallery and Events Calendar Control Panel
Administrative Announcement Input Form

Standard 1a: Institutional Mission and Goals

Three areas of GBC efforts are relevant for Standard 1a: The Nye County expansion; the GBC strategic plan, and the clarification of the GBC mission.

Nye County Expansion

As a substantive change during the interim accreditation period, the Nye County expansion has been a significant addition to the college mission, as detailed in the earlier special report.

GBC Strategic Plan

As mentioned in the earlier discussion under *Recommendation 1*, GBC will begin work on a new strategic plan because the current plan will expire at the end of the 2008-2009 academic year. A new plan will undoubtedly alter college objectives.

Clarification of GBC Mission
Status Report

As Great Basin College was investigating baccalaureate programs in the late 1990s, several "founders" and others strongly attached to the concept of the community college—the "people's college"—objected to the to the notion of going beyond the two-year college mission.

Their feelings are understandable; the college could lose its way. Also, the literature does show considerable fear that community college baccalaureate programs would undermine the traditional community college mission.

In 2006-2007, Dr. John Patrick Rice, GBC's Director of Institutional Advancement, conducted research into the effect of community college baccalaureate programs on the traditional community college mission. He examined enrollment data in developmental, university transfer, and career and technical education programs in a population of peer institutions. The research assumed those programs were exemplary of the traditional community college mission. The data he collected convinced him to conclude that community college bachelor degree programs have no significant negative impacts on those areas considered exemplary of the traditional community college mission. His research suggests institutions like Great Basin College can effectively embrace both the traditional values of the community college and the community college baccalaureate, thus providing a kind of confirmation that the college wasn't on the wrong track.

GBC believes that the community college mission is doing well. The best evidence is the continued commitment to this mission is (1) the addition of new associate of applied science programs in broadcast technology, media arts, health & human services, radiology, and fire management in the past five years; (2) a long-term agreement with a local mining company for employee training in technical fields; and (3) enrollment In CTE programs.

There is no reason to "rest easy." Clarifying the college mission is an ongoing project. The Ad Hoc Committee on Enrollment & Mission reconvened early in 2008 to revisit the wording of the GBC Mission Statement. The statement has been subject to scrutiny and dialog with various

campus groups during the last two years. The new draft does not change GBC's Mission; rather it is intended to give the statement clarity.

In a presentation to the faculty senate recently, the committee chair explained that the committee intends that items in the mission statement must be **actionable** (are we actually doing this, and if not, how can we fulfill this commitment?) and **referential** (when we make a decision or implement a program or policy, is it grounded in the college mission?). Approving the mission statement constitutes signing on to the commitments it sets forth.

The statement was accepted by the faculty senate on March 14, 2008, and will subsequently be reviewed by the president's council, and upon approval forwarded to the NSHE Board of Regents to determine if the statement fulfills provisions in NSHE Title 4, Chapter 14**.** The draft statement is provided below:

GREAT BASIN COLLEGE MISSION

Treating everyone we encounter with dignity and respect, Great Basin College provides superior, student-centered, post-secondary education in rural Nevada.

Great Basin College is committed to:

> ➢ Effectively addressing the ever-evolving and often disparate needs of our students -- career seeking/enhancing, degree seeking, and casual -- by means of innovative practices and technologies, resourcefulness, insight, and foresight.

> ➢ Continually seeking improved methods and technologies for delivering education at a distance, across our rural 60,000 square mile service area.

> ➢ Promoting the mutual enrichment, ongoing development, and collegiality of our faculty, staff, and administration toward the pursuit of excellence, while maintaining the personal, accessible presence of a real community college.

> ➢ Being attuned with and anticipating the needs of business, industry, and government entities in our service area and tailoring our academic programs to serve them well both now and in the future by matriculating students who are competent and confident, able and willing to enter the workforce, step up in the workforce, or pursue a higher degree.

> ➢ Celebrating the rich and unique history of our region and its indigenous peoples while also cultivating appreciation of the diversity among us, in the region and the world, during the present day.

> ➢ Fostering awareness of our physical, natural environment for the benefit, enrichment, and edification of future generations.

> ➢ Offering cultural enrichment opportunities -- performances, lectures, concerts, exhibits, and the like -- for communities in our service area.

> ➢ Making responsible, resourceful, and worthwhile use of our funding and honoring the objectives and intentions of its sources.

Faculty Senate Approval on March 14, 2008

Standard 1.b Planning and Effectiveness.
Please see responses to *Recommendations 1* and *3* above

Standard 2 Educational Program and Its Effectiveness

Table of Contents, Standard 2
Overview
New Programs
Departmental Goals Planning
Long-Term Course Planning
Industry Partnerships
Continuing Education
Departmental Enrollment Trends (Exhibit S.1.2)
Focused Enrollment Studies (Exhibit S.1.3)

Overview

Educational programs topics are addressed in (1) the academic affairs strategic report and enrollment studies in *Recommendation 1* and (2) program reviews in *Recommendation 3*

New Programs
AAS & Certificate

2006 Radiology Technology
2006 Human Services
2007 Broadcast Technology AAS
2007 Emergency Response and Management AAS
2007 Wildland Firefighting Certificate
2007 Medical Transcription, Certificate
2008 Mine Surveying Certificate (under development)

Other
2005 BA, Secondary Education (Endorsements for math, biological science, business, English,
       social science, and career & technical education.
2006 BAS, Digital Information Technology Emphasis
2006 BAS, Agriculture Management

No degree or certificate programs have been discontinued during this time.

Departmental Goals Project (Academic Departments)

In the development of the strategic plan in 2004, GBC relied on input from a number of individuals, but the process was largely administration driven. The academic, student services, and administrative vice presidents were responsible for the maintenance of the annual action plans (AAP), as discussed earlier.

The 2007-08 departmental goals project takes a different approach, while using the same planning concepts. The chair of the education department worked with academic department chairs during the year, asking that each department develop a set of goals with a provisional 5-year time-line.

The department goals, then, come from the department, and thus should be more meaningful to departments. It is expected, then, that the academic vice president and the departments will use these goals when the college's overall strategic plan is revised in 2008-2009.

Plans for the career and technical education and the social science departments are given below as examples. Plans for other departments are in Exhibit S.1.1.

Career and Technical Education		Year 1 is 2008-2009 Year of Completion				
Goals	Started	1*	2	3	4	5
1. Curriculum development: a. Create nontraditional workshops for high school students, eventually for community members.					X	
b. Utilize online-webcam/video/ipod services and workshops direct to high school classrooms.		X	X			
c. Overhaul GBC orientation class.						
2. Community Outreach: a. Recruit more students with mailings, radio and TV media.					X	
b. Market duel credit, tech prep credit and GBC high school programs.		X				
c. Promote SkillsUSA.						
d. Continue with Stan Popeck BBQ		X				
e. Secure money for instructor recruit travel.		X				X
f. Create a CTE Myspace page			X	X	X	X
g. Include students on advisory boards		X				
h. Develop alumni appreciation and participation on events		X				
i. Expand CTE offerings to service area, branch and satellite						X
j. Continue tech prep articulations with high school teachers				X		
3. Professional Development: a. Professional enrichment in technology		X				
b. Offer more learning disabilities workshops				X		
4. Facilities and Equipment: a. Use labor market data to back up grant requests and new program development					X	
b. Expand facilities				X		
5. Workforce Training: a. Develop STEP program and auto body program						X
b. RPL training		X				
c. Develop more mining partnerships and MTC		X				
6. Student Development: a. Provide summer CTE academic prep workshops (online) or offer direct to high schools so students can pass Accuplacer tests			X			
7. Student Tracking: a. Monitor student progress after completion of programs		X				
Comments:						

Social Sciences Department		Year 1 is 2008-2009 Year of Completion				
Goals	Started	1*	2	3	4	5
1. Hire a tenure-track psychology/sociology instructor at Pahrump	Fall 2007 (on hold)				X	
2. Create and maintain department policy & operations manual	Fall 2007		X			
3. Create social sciences department website			X			
4. Determine feasibility of implementing an AAS in paralegal studies						X
5. Enhance relations and communications with adjunct faculty						

a. Create an email list for all adjuncts in the department.						
b. Create an email newsletter to be sent to department adjuncts two times per semester.		X				
c. Implement a reasonable evaluation procedure for adjuncts, especially those teaching at distant sites.		X	X			
6. Create online newsletter for social science retention.			X			
7. Broaden course offerings in social sciences to meet the needs of BA and associate degree programs..						X
Comments:						

Long Term Course Planning

The GBC website cited below contains the long range planning for general education courses and selected others. It provides course names and numbers, semesters, and schedules for general education courses through Spring 2010 **www.gbcnv.edu/academics/longterm.html**.

Industry Partnerships

Training Newmont Gold Employees

The resurgence of gold prices has created a new demand for trained or experienced technicians in northeastern Nevada. In 2006, Great Basin College signed a contract with Newmont Gold Company at $750,000 per year for two years. The agreement is to assess and provide relevant training to bolster the skills of current and future employees in the areas of diesel, millwright, welding and electrical technologies. Throughout the last twenty years, GBC has assisted mining companies in the training of their current employees and/or by providing college programs to untrained persons wanting to work in the industry. The latter programs have had continued company support through scholarships and in other tangible ways. This project, though, is different in that the college was asked to develop skills tests for the mining employees as diagnostic tools to personalize the training.

Battle Mountain High School Dual Credit in Diesel Technology

An innovative program in GBC's diesel technology program was started in January of this year at Battle Mountain High School, 70 miles southwest of Elko. This is a dual credit program for high school juniors and seniors; they will be able to complete up to 30 CTE credits and 15 general education credits while in high school. An additional 15 CTE and 15 academic credits at the Elko campus after high school graduation will give the student an Associates Degree in Diesel Technology. Several other rural high schools in northeastern Nevada are interested, and they await the outcome of the Battle Mountain pilot. Again, Newmont Gold is a supporter of this project.

Standard 2a Assessment

Please refer to *Recommendations 1 & 3*.

Reports on Enrollment

This is section is a continuation of the enrollment studies addressed in *Recommendation 1*. The "Departmental Enrollment Trends" (Exhibit S.1.2) contains a record of enrollment trends and their possible explanations for all academic departments. This report constitutes what one might call a "narrative baseline."

The second report, "Focused Enrollment Studies" (Exhibit S.1.3), contains the following separate accounts:

One-year Change – Enrollment for current year, identifying areas of changes.

Intra-Semester Enrollment Patterns –Analysis of the timing of student enrollment within a semester.

Enrollment Trends by Site—A long-term look at enrollment at campus sites other than Elko.

Enrollment/Section—A review of GBC class section sizes.

Student Success Rate—A review of course completion rates of students.

Standard 3 - Students

Enrollment Report

This section looks at the some of the same data as the enrollment studies above, but from a student services standpoint.

Great Basin College has gone through a strong period of growth in its programs and degree offerings; although the enrollment has both increased and decreased slightly over the last 5 years. This has had a long range effect of an overall increase of 326 FTE during that time. Overall, GBC has been able to keep enrollment at a slight increase with an average annual 6% increase over 5 years.

GBC Enrollment, 2001-02 through 2006-07

Academic Year	FTE
2001-02	1203
2002-03	1263
2003-04	1427
2004-05	1343
2005-06	1363
2006-07	1589

Fall Semester Headcount, 2001-2006

Fall Semester	Headcount
2001	2680
2002	2733
2003	2564
2004	2575
2005	2877
2006	3390

During the years when enrollment decreased, GBC was faced with interesting challenges:

- When FTE dipped in 2001-02 and 2002-03, the college had recently adjusted the policies governing the purge process (dropping students for non-payment of fees). The purpose of these adjustments was to improve the enrollment/drop process to ensure that students who were not actually attending were dropped from classes; therefore making room for potential students wishing to add the classes. As this policy change was implemented, a more improved report was developed to determine which students needed to be dropped. This change has resulted in a more accurate reporting of enrollment.

- In the Spring Semester of 2001, GBC offered a scholarship aimed at encouraging community members to take advantage of the course offerings. There was a substantial increase in enrollment, but the following semester the scholarship was discontinued due to funding.

Enrollments have recently gone up and the reasons for the increase are as important to us as the reasons for the decrease:

- GBC has formed an important partnership with the area mines and is able to offer sponsored training to mine employees.
- Online course offerings have increased, as have Friday/Saturday classes, making education more accessible to residents who work full-time in the surrounding community.
- GBC assumed responsibility for the branch campus located in Pahrump, Nye County, where the college is increasing the opportunities for classes and degrees.
- GBC has always provided a late starting set of classes to accommodate students needing classes at times other than the traditional semester. Recently, those classes were built into the main published schedule and the classes were subsequently utilized better.
- Baccalaureate degree and other new degree and certificate offerings.
- Finally, there is an institution-wide effort to improve retention and recruitment at GBC. We believe that the population in our service area is beginning to think of GBC as a school where they can complete their education, not just a place where you might take a few classes.

One of the areas of great concern to Great Basin College is the drop in graduation rates from 2003-04 to 2005-06. Headcount went down in 2001-02 and FTE dipped in 2001-02 and 2002-03. This could account for a drop in the graduation rate because there were fewer students in the pipeline to graduation. We have seen a steady increase in the graduation rate since that time and Great Basin College showed a higher graduation rate than the other community colleges in the state for 2003 and 2004.

GBC Graduation Rates, 2001-02 through 2006-07

Academic Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Total Degrees and Certificates	146	143	200	158	215	249

Review of Persistence/Retention

Great Basin College has maintained a course completion rate of 80% or higher over the past five years, with the completion rate remaining consistent. There was a fairly significant difference between the completion rates of full-time versus part-time students in the fall of 2006. We suspect the downturn was due to the fact the local economy took an upswing around this time and many of our part-time students increased their work hours, making it difficult for them to continue with classes. The number of students who completed their semester has also remained consistent over the past five years, with the term retention rate staying above 90%.

Successful Course Completion Rates

All students
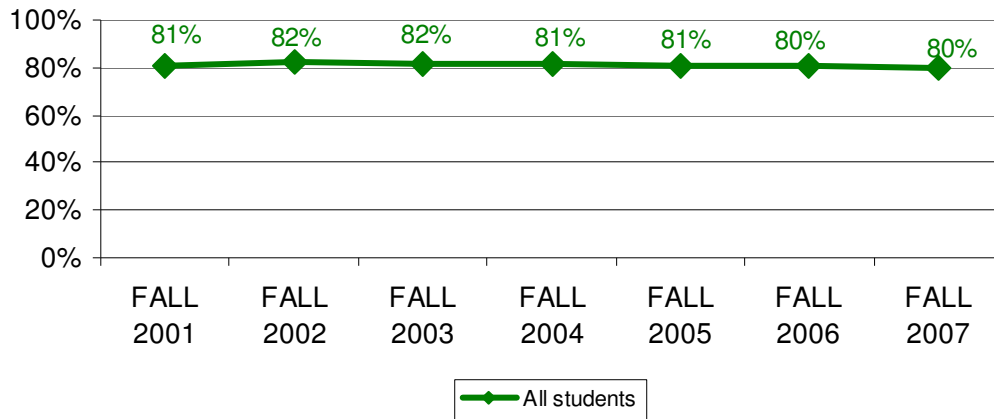
Course Completion Rates of Part-Time Verses Full-Time Students

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
Part-Time	82%	83%	83%	82%	83%	71%
Full-Time	81%	82%	83%	82%	80%	94%

Rates of course completion are computed by taking the students receiving a letter grade of A to D, or P divided by the number of students enrolled (excluding students who receive an NR or I).

Term Retention Rates
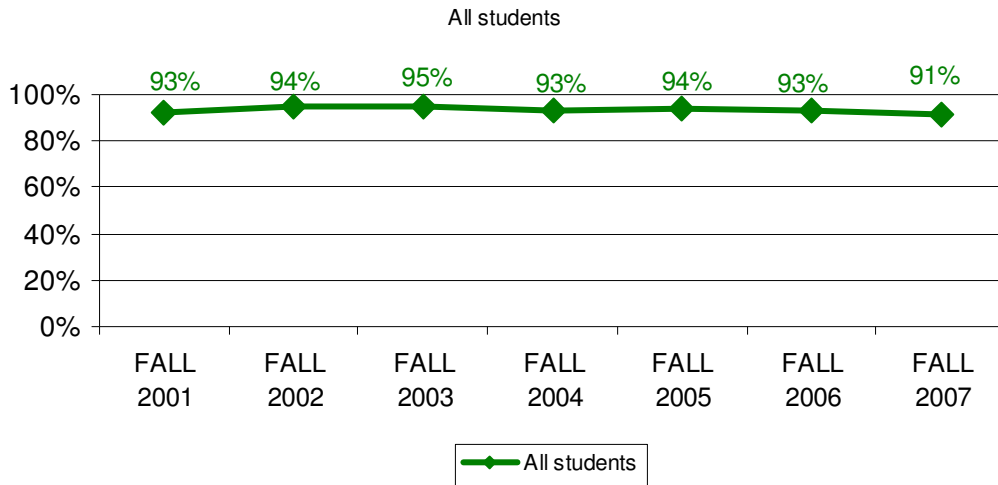
All students

The term **retention rate** is the number of students who completed a semester by receiving a letter grade in at least 0.5 units divided by the number of students enrolled.

The fall to spring persistence rate, however, is an area of concern for Great Basin College. Data shows that persistence of new students from fall semester to spring semester was increasing up until the fall of 2004 when it began to drop. The drop has continued through the Fall 2006 Semester, when it dropped to a five year low of 42.1%. The new student fall to fall persistence rate showed a similar trend with a downward turn in the fall of 2005. The institution has responded to this concern with an ad hoc committee focusing on retention and recruitment. As a result of the efforts of this committee, a retention specialist was hired. This person is working closely to implement an early alert program aimed at retaining students. Additionally, the director of enrollment management is reviewing the characteristics of the students who did not continue from fall 2006 to spring 2007 compared to the students who did return. This data is expected to be helpful in developing retention strategies.
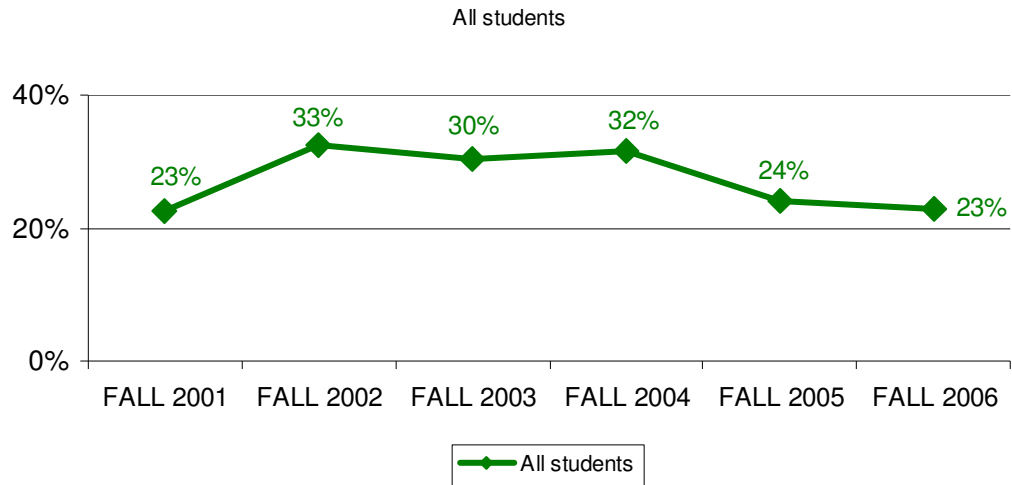
New Student Fall to Spring Persistence
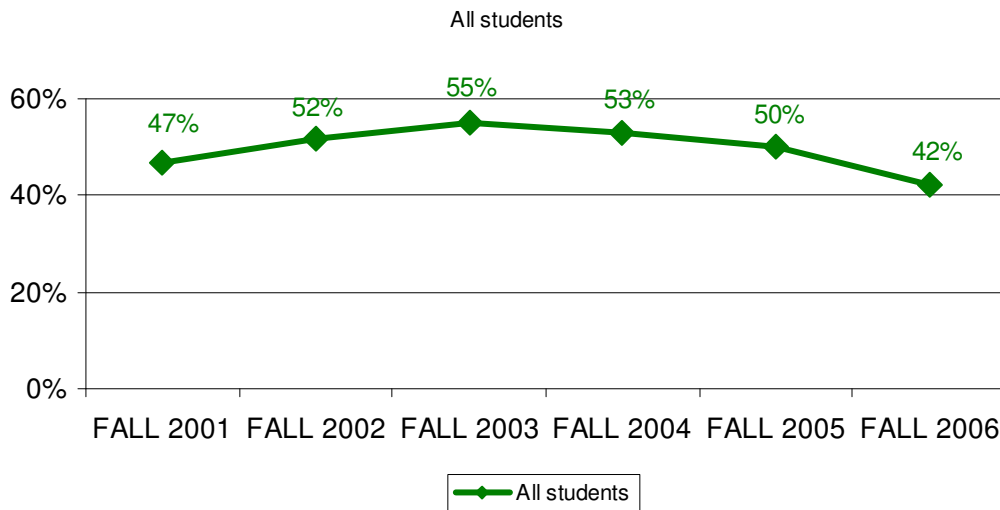
All students

Rates

Fall to spring persistence rate is the percent of new students (unduplicated) enrolled in F who enrolled in at least 0.5 units in the following spring semester.

New Student Fall to Fall Persistence

All students

All students

Rate

Fall to fall persistence rate is the percent of students (unduplicated) enrolled in fall semester who re-enroll the following fall semester in at least 0.5 credits.

Departmental Changes
Standard 3 - Students

Student Services area have a number of changes, accomplishments, and initiatives as briefly listed below:

Welcome Center
The campus switchboard was moved to Student Services in Berg Hall (one-stop model), where a knowledgeable, friendly person greets and directs people and answers and directs online "Ask An Advisor" requests for information.

Director of Enrollment Management/ADA Officer
The director moved into an office adjacent to the Admissions & Records Office, which provides increased access for staff and students and ease of entry for students with disabilities.

Admission Advising and Career Center (AACC)
Offices were re-organized so that the AACC now includes the director of admissions & registrar, director of admission advising and career center, counselor and a high-level administrative assistant (whose responsibilities include job placement on - and off - campus). Changes in this office include:
- Using Skype (cameras on computer screens to off-sites) to advise students, if requested. The center also purchased the "Articulate" software program, which will provide training programs with GBC personnel talking to students via computer.
- Implemented a "faculty advisor" summer program, in which faculty meet with students at the AACC.
- Developed a combined database for the Career Center and Job Placement.
- The Degree Audit Report (DARS), formerly Report on Acquiring a Degree (RAD), was revised during this time period, which gives students "what if" scenarios based on their academic credits for any degree/certificate they choose.

- Loss of Carl Perkins funding in June 2004, which was being used for students in non-traditional careers.

New Recruitment Department
A recruitment department was established in 1999; however, we were without a recruiter for much of 2003. The department now includes the director of outreach and recruitment and a recruiter, refilling the recruiter vacancy, which was suggested during an accreditation visit. In the fall of 2007, the office was renamed the Office for Prospective Students.

The department, in coordination with the director of enrollment, now provides English/math placement testing. Extensive exploration of recruitment/enrollment management software has taken place and will eventually lead to a well-developed process for managing student prospects through college graduation.

We are currently in the process of hiring a second recruiter position, an admission & recruiter advisor for Nye County.

Prospective Student Tracking
GBC computer services and the Office for Prospective Students developed a "home-grown" tracking program in 2006. The Office for Prospective Students maintains this database, which includes all prospects. The Admissions and Records Office maintains a database of all newly admitted students and information is shared between the two databases, allowing prospective students to be tracked. During the 2006-07 academic year, 3972 prospective students were contacted, of which 7.4% had completed the GBC admissions application for the 2007-08 academic year. From this tracking system, we know that this reflects an increase of 151 prospects that applied to GBC from 2006-07 to 2007-08.

Student Life
As noted in our previous accreditation visit (Student Services Commendation), the then "Student Central" was quite successful. The function of Student Central, which as a pilot program is no longer funded, was to implement retention programs for students and to assist in the success of students. Various departments assisted in retention efforts. However, as an institution, retention is a high priority and resources were pooled to re-establish retention and institutional efforts. Those functions have been taken over through the new retention program. In August 2007, a retention coordinator position was created and filled.
With the oversight of the director of student life, and with the assistance of student workers and various departments, a number of retention programs/activities have occurred since 2003:
- G.A.P.S. I (Great Basin College Academic Peer Services) and G.A.P.S. II.
- Friday Follies recreation program
- Student leadership training
- The number of clubs and organizations has tripled and student involvement has quadrupled.

There has been a clear improvement in student life in the past five years as GBC has increased enrollment of full-time students, a trend toward younger students, and the availability of student housing. Further examples:
- Students are involved in the decision making process within the Student Services department and frequently serve as members on advisory and search committees.

- Student Life produces the Student Handbook and Planner, which is funded by the Student Government Association, and is used in the 0.5 credit Orientation course. (Exhibit S.1.4) It is available to all students online.
- The Director of Student Life is working with the other GBC campus directors, student government senators, etc., to provide student life activities specific to their campuses.

In 2007, the Great Basin College Foundation received a $2.3 million gift from the Gwen and Paul Leonard's estate. This gift is dedicated for the expansion and enhancement of Community Center on the Elko campus. When completed, it will become the Leonard Center for Student Life. In anticipation of a newly renovated student union, Student Life began celebrating "Student Union Night" (SUN) on Tuesday evenings. The expected opening of the facility is fall 2009.

A formal plan from the department and "soon-to-be" recruitment and retention committee will be forthcoming. With Student Life growing on campus, we believe the new sustainable retention professional position will increase the success of GBC students as well as increase the overall retention and graduation rates.

Student Housing

There are 120 residents in housing in Fall Semester 2007, up from the 44 reported in 2003. In June 2007, there was a waiting list for all housing options. Since 2005, the housing coordinator has lived on campus in the residential suites area. An additional resident advisor has been added to bring the number to three. Having the coordinator living in housing and the additional advisors has provided the residents with a sense of belonging and community. The number of activities has increased with the involvement of Student Life. Plans are underway for the renovation of the last wing in Griswold Hall, which will accommodate approximately 16 students.

Counseling

As noted in the 2003 Accreditation Report, there was a concern with "the recent addition of student housing has also lead to an additional assignment for the new director of enrollment management." That concern was addressed when the college hired a director of student housing. Also, noted in the 2003 Accreditation Report was the statement, "there is no mental health counseling available on campus. …" The 2007 legislature did not consider the college's request for another state-funded counselor position. Another request has gone in to the NSHE office for the 2009 Legislative Session.

Recognizing that we may not have a new counseling position in the near future, we have shifted some regular duties from the director of enrollment management, who is a certified counselor and the former housing director, to assume some duties of mental health counseling; as well as taking on the responsibility of providing students with disabilities accommodations. The director's knowledge in this was further enhanced in a session with Dr. Jane Jarrow, Ohio State University, a national expert in accommodations and ADA compliance. This is a short-term solution; the college will need to obtain resources for another state-funded position in counseling.

Crisis Intervention Team

In 2006, Student Services brought together faculty from the administrative, academic and student services area to form a Crisis Intervention Team. The action stemmed from the large number of youth suicides in Elko County, which coincided with a state-wide effort to reduce the suicide rate for individuals under the age of 25. Thirteen GBC employees have undergone "Applied Suicide Intervention Training" (ASIST). The dedicated group is providing life skills workshops as part of the program.

Student Financial Aid (SFSO)

The student financial aid office has a new director and new staff. New Federal and State grants and programs demand additional reporting and fiscal monitoring; requiring more time for what is a limited office staff. With help from the NSHE director of financial aid, the office has been streamlining procedures and increasing efficiency. There have been increases in the number of audits and it appears that some audits have been moved up, in response to the national concerns about the administration by institutions and companies of students' loans, etc.

Interestingly, the e-mail communication with financial aid recipients has increased.

Unfortunately, the current default rate for Great Basin College (and NSHE) is higher than we would like at 13.4%, which more than the national average. The office and NSHE are working. system-wide on new efforts to lower that percentage.

Plans are underway to develop additional web pages aimed at providing information directly to parents.

Student Services Interaction with Webmaster and Marketing

All areas of Student Services work very closely with both the webmaster and marketing on press releases, brochures, catalog production, etc. The college website has been re-structured by the new Webmaster. The website is now more student-friendly and intuitive, the admissions page and online application have been improved, and students can now request information, or request a tour online.

Marketing – Institutional Advertising

The 2003 Accreditation Report 2003 "the college may wish to assess on a regular basis how accurately the institution is being represented to prospective students."

Paskill, Stapleton & Lord's 2004 marketing recommendations (Exhibit R.1.3) have been implemented over time:

- The general brochure was re-designed to highlight the college's mission and its advantages, as well as being designed to accept smaller program brochures, which provide details for each of the college's academic and technical programs. Re-designed brochures regarding housing, adult programs, and information specific to branch campuses and campus centers were also created.
- The *Career Focus* magazine was sent out twice a year. It included articles, general information, and highlighted programs relating to the GBC service area. This has been replaced with the *College News*, which is a tabloid produced by GBC Media Services.
- The content in the brochures and the college web page reflects similar content, which is updated annually. All of the college's print and broadcast advertising steer prospective students to the college's website, which serves as the gateway to college admission process.

GBC Bookstore

The GBC bookstore changed from Barnes and Noble to Follett Higher Education Group in 2005 and was renovated in 2003 to "create a pleasant shopping environment," to include textbooks, apparel, general and academic books, as well as snacks and beverages. The textbook order process was changed to improve service to the all sites. The college will be implementing a courier service for the delivery of texts at the beginning of each semester.

New Student Orientation

Orientation is governed by the academic faculty area as a half-credit course. It continues to be enhanced, re-developed and assessed to better meet the needs of GBC students. Student outcomes and measurements have been established.

Admissions & Records

Beginning Fall 2007, students requiring remediation must complete all required remedial coursework prior to completion of 45 college-level credits unless otherwise authorized. The prerequisite of English 101 reading level is now being enforced for most of the introductory social science courses. Students who do not demonstrate (through testing or coursework) a sufficiently high reading score may take on of these social science courses only if they are concurrently enrolled in READ 135.

Student Transfer Changes

A student transferring to GBC with an Associate of Arts (AA), Associate of Science (AS), or Associate of Business (AB) from an NSHE institution, or an Associate of Arts (AA) or an Associate of Science (AS) from a regionally accredited college, will be considered by GBC to have fulfilled the GBC lower-division general education requirements. If students are transferring with a bachelor's degree from any regionally accredited college or university, all general education requirements (lower- and upper-division) are considered to be met.

The department has formalized the process for high school dual credit students and created a web page with the necessary information. A majority of forms are available online for easier access.

Intercollegiate Sports

The development of intercollegiate sports has been suspended, although a meeting was held in November 2007 concerning possible reactivation of the rodeo team, which at this time is not financially feasible.

Summary & Analysis

The department has experienced growth in number of students served and number of programs for students. Recruitment and retention are important functions for the student services as well as the rest of the college. Continued attention to student life on the Elko campus, in particular, is essential. Students who stay on campus longer because of baccalaureate programs and available student housing are increasingly a traditional student population. Providing services to students outside of Elko, particularly Nye County and students who are primarily online will continue to be a high priority.

<u>Standard 4—Faculty</u>

Increase in the Number and Qualifications of Teaching Faculty

See Appendix G for a table that documents new faculty, departing faculty, and net gains by department and the college for the five-year period. The number of teaching faculty went from 53 to 73, a 38% increase since 2002-2003. For the same time period, the number of doctorates went from 14 to 20, an increase of 40%. The table, "New and Departing Faculty by Department," contains a wealth of information: Personnel changes, new positions by department, vacant positions, faculty who change departments, awarded doctorates, etc. It is a succinct snapshot of the faculty change for the 5-year accreditation review (or for the upcoming 10-year review), It is

expected to become a useful tool, which is not provided by a standard organizational chart or official fiscal reports.

GBC continues to support the traditional college mission as evidenced by hiring for new positions in the technical areas and nursing.

Faculty Workload Policy

For many years, some say decades, GBC had a fragmented, casual approach to faculty workload, in part because the college was relatively new and small. However, after much effort and cooperation, on April 6, 2005, the faculty senate approved a workload policy, which was then approved by President Paul Killpatrick on April 26. The opening paragraphs of this policy are given below:

> The guidelines provided in the Great Basin College Faculty Workload Policy are based in policy and enrollment-based funding formulas of the UCCSN Board of Regents and the Nevada State Legislature. As derived from these sources, the major portion of faculty workload should relate directly to courses being taught for credit, with a core teaching workload of 14 to 16 credits per semester, 30 credits for an academic year, and in consideration of expected students-per-class ratios given in the funding formulas. The instructional credit hour is the traditional basis for determining the faculty work effort. However, it is also recognized that some workload credit may be granted for alternative duties and assignments.

> The basic guidelines for assessing faculty workload, based on instruction and reassigned duties, are outlined within this document. For the purposes of this document, the standard for workload calculation is the **instructional credit** corresponding to 15 classroom hours of lecture time or 45 hours of contact time in clinical and laboratory settings. The **workload unit (WU)** will be used to calculate faculty workload, and will be gauged by equivalence to an instructional credit (workload units are synonymous with instructional units). As examples, a typical three-credit lecture class lasting for one 15-week semester counts as three workload units, and a typical one-credit, three-hour/week lab component of a class lasting for one 15-week semester counts as one workload unit. Since a core workload is considered teaching 14 to 16 instructional credits per semester (and 30 credits for an academic year), then a core workload is considered to be 14 to 16 workload units per semester (and 30 units for the academic year). Workload units may also be reassigned for non-instructional duties, for student contact hours in clinical and laboratory instruction, and for high total student enrollment with individual instructors. **http://www.gbcnv.edu/faculty_sen/**

Discussion:

For some respondents, the Fall 2007 Faculty-Staff survey was taken as an opportunity to indicate displeasure with their workloads.

Q45. Great Basin College has procedures for the equitable and reasonable assignment of faculty responsibilities (loads)- including classroom instruction, academic advising, committee membership, and committee leadership

Question 45	Frequency	Percent
Strongly disagree	11	19.0
Disagree	10	17.2
Agree	32	55.2
Strongly agree	5	8.6
TOTAL FT Faculty	58	100.0

This percentage of disagreement is greater than one would expect just a few years after the development of the workload policy. If there are explanations, they would include the following:

- There are many, many hard-working faculty at GBC, and they have a credible reason for saying that their workload is not *reasonable*. Saying that workloads are not *fair* (presumably comparisons among faculty) is more difficult to explain.
- This year, 2007-2008, 80-85% of teaching faculty are on overload status and are being paid according to the workload policy.
- The survey was completed during November & December of 2006, shortly after the Governor's announcement of a state-wide hiring freeze. The chances for relief of workload are drastically lessened.
- Faculty and administration will study other possible reasons for the survey results and attempt to correct that which can be corrected.

Department Chair Duties

Similar to the codification of workload policy, two recent policies and procedures have better defined the duties of department chairs. (GBC *Policies & Procedures* 3.4, **Department Chair Responsibilities**. Because of the service area expansion and the greater use of distance education delivery, the chairs' responsibilities to areas outside of the Elko are changed. Directors in branch campuses no longer construct the semester offerings. This is done by chairs, often with the assistance of the dean of extended studies. The specification of department chairs' responsibilities are contained in the document, Policies *& Procedures* **3.3** "Departmental Interactions w/GBC Campuses**"**at **http://www.gbcnv.edu/administration/admin/PP/03-03.doc**.

Faculty In-Service and Professional Development Activities

Challenges associated with professional development include the reduction in funds from $50,000 annually to $25,000 over the last three years. Overall, this budgetary shortfall has provided a unique opportunity for the college to rely on the expertise of faculty and staff to offer professional development and in-service workshops. By looking "in house," the college has strengthened the offerings and addressed specifically the requests for technical and curriculum assistance from faculty and staff to improve student learning and teaching at Great Basin College.

The number of in-service workshops and professional development opportunities delivered to the branch campuses by interactive video to both full-time and adjunct faculty has also increased in the past five years. Copies of in-service calendars and session descriptions for four semesters, Fall 2004, to Spring 2008, are in Exhibit S.1.5. Finally, the focus of in-service offerings prior to classes beginning in fall and spring semesters is determined by faculty. This faculty-driven process has many benefits such as tailoring the sessions on the development and improvement of online classes, discuss and implement enrollment management and retention strategies, provide full-time and adjunct faculty with information about assessment activities, and revise the faculty evaluation process at the college.

Exhibit S.1.6 lists professional training for student services staff over the past five years.

Faculty Evaluation Project

Please see the earlier response to *Recommendation 4*.

Standard 5: Library and Information Resources

Departmental Changes

Budget
In the past 5 to 7 years, as the college has expanded, print materials increased about 9% a year and database resource costs increase annually. The library budget has not increased since 2000. . The total cost to the library for the budget year 2007-2008 is projected at $53,436 for database subscriptions and ebooks. After these are paid, the library is left with only 47% of its budget to acquire new books..

Plans:

The library will look to outsourcing where appropriate to help ease budget constraints.

Circulation See Exhibit S.1.7 for full circulation report.
Patron Visits. There were 7496 patron visits during the Fall~2007 Semester, an increase of approximately 22.5% over the previous semester. The increase could be attributed to the new director, David Ellefsen, and his desire to make the library a "more user friendly" place to study and hang out. This can be seen in the fact that, while the library enjoyed an increase in patron visits, check-outs were actually down by almost 25% over the previous semester. The patron base for the fall of 2007:

        College students - 2270
        Faculty - 95
        College staff - 83
        Part-time employees - 34
        Community users (including high school students) - 305.

Checkouts. During Fall Semester 2007 period, the library checked out 1975 items.

Internet Activity. During the Fall Semester 2007, there were 15,663 hits to the library home page, a significant increase, possibly attributed to the focused research interviews. These are one-on-one sit-downs with students learning how to use the library databases for student research projects.

With the added data that Susanna Dorr, the new webmaster, has provided, most of the hits coming to the library domain are from computers off campus.

Management
The library welcomed David Ellefsen as the new director in 2007.

After a department review, the policies and procedures maintained are now found on the library website. The library plans to survey all users on a continuous basis in an effort to constantly improve services. The staff produced a disaster plan for the library. The policies and procedures and the disaster plan will be reviewed on an annual basis.

Materials Selection
Fall Semester of 2007, the library sought input from faculty members and departments regarding materials selection. The library director attended department meetings and allocates specific amounts of money to be spent by that department. The library director and the two reference librarians were given specific areas of responsibility and a budget for ordering materials in those areas.

Plans: Computer replacement strategies and schedules will be coordinated with the college vice president for administrative services and the computer department.

Other Campuses
The increasing adoption of electronic technology allowed students at distant campuses and at home to have access to materials described above.

In recent years, librarians travel regularly to branch campuses to provide one-on-one and group presentations to students in Battle Mountain, Winnemucca, Ely, and Pahrump.

Many of the classes, "take the library to the classroom," have been presented inter-actively to distant campuses.

Public Information
The library newsletter, titled <u>Library Lore,</u> is published periodically and is available on the home page and in hard copy.

The library director started showcasing library resources at faculty senate meetings on the library home page.

Space Needs
Meeting rooms and quiet study areas are particularly needed in Elko

Special Services
Microsoft Office Suite was installed on all computers in the physical library. This includes Excel, Front Page, PowerPoint, and Publisher. WiFi access was also extended to the library in recent months so students can bring their own laptop computers into the library to do research or write papers.

The library staff initiated "take the library to the classroom," program, where database search strategies in various disciplines, such as education and business, are demonstrated.

Started utilizing the library computer lab classroom to offer group instruction in, for example, database searching skills for beginning nursing students.

English Classes. The library started a program with the Great Basin College English department to arrange for each ENG 102 student to meet one-on-one with a reference librarian for instruction on how the student can best go about finding information. Instruction on database searching strategies and techniques are among the topics covered.

Student Training (Also see **Special Services** above.)
The library's goal is to teach information literacy skills to every student who attends Great Basin College.

Efforts are made to offer a library overview to all students attending GBC orientation classes.

Plans: Great Basin College Library will continue to strive to play a pivotal role in the success of the students and faculty of Great Basin College.

Standard 6: Governance and Administration

Overview

Significant changes at Great Basin College (GBC) that will be addressed in Standard 6 include the following four areas:

• Appointment of James E. Rogers as the chancellor in May 2005.
• Expansion of college service area to include Nye County.
• Organizational changes in college leadership and management.
• Revisions *GBC Policy and Procedures Guide*.

The Nevada System of Higher Education (NSHE) Board of Regents (BOR) is the governing board for public higher education in the State of Nevada. The scope of authority of the governing board in relationship to the institutions of higher education is proscribed in the NSHE *Board of Regents' Handbook* (http://system.nevada.edu/Board-of-R/Handbook/index.htm). The *Handbook* contains the Regents' bylaws, university and community college code, legal status of the system, policy codification, and documents that include bylaws for the campus faculty, administration, and students.

The chancellor is appointed by the Board of Regents to serve as the NSHE's chief executive officer. The chancellor works closely with the Regents and presidents to develop NSHE strategies and implement Board policies.

At the campus level, GBC faculty, staff, administration, and students are actively engaged in the decision making process. The standing committees and bachelor program committees of the faculty senate and the campus committees (e.g., president's council, college council, student government association (SGA), GBC foundation board, GBC advisory board) provide the forum for all campus groups and interests to consider college business and policy matters.

See **http://www.gbcnv.edu/administration/admin/council.html** for president's council (PC) minutes by date. A more accessible source for selected PC deliberations organized by academic programs, college mission & goals, economic development, evaluation, facilities & equipment, faculty, funding, governance, Nye County, planning, and safety & security is located in Exhibit S.1.8.

Other records relevant to GBC governance are the following sites:
> Faculty Senate Minutes at **http://www2.gbcnv.edu/senate/minutes.html**
> GBC Foundation Newsletters at **http://www.gbcnv.edu/foundation/newsletters.html**

Six-County Governance

As described in this report, the addition of Nye County to GBC's service area was a major challenge for the college community and for the governance of the service area as whole. In the expansion, GBC has used the same processes and procedures to provide service to Nye County residents as to the residents of the other five counties in the service area. Additionally, an advisory board with representatives from Nye County is in place and advises the president on a regular basis.

As mentioned earlier, since the last campus accreditation visit, the responsibility of the campus directors has changed somewhat. The directors have greater responsibilities in student services. They maintain close communication with student services staff and attend student services division meetings regularly. At the same time, department chairs, who may and have been faculty at campuses other than Elko, have taken on greater responsibility for all GBC courses throughout the service, although the campus directors do assist the chairs in the selection of courses that meet the needs of each community and in the selection of adjunct faculty. Simultaneously, directors are voting members on the academic department chairs committee. To a great degree, these changes have occurred because of Nye County and the growth of distance education.

Please see references in Standard 4 ("Department Chair Duties") to new policies for department chairs and campus directors.

College Organizational Changes in Administration

Since the 2002-03 self-study, there have been major changes in administration at GBC. See current organization chart at **http://www.gbcnv.edu/administration/admin/charts.html**.

Changes include the following:
- The college developed long-term plans for expansion of the academic administrative structure to include three new dean positions
- A new vice president for academic affairs took over fall 2003, filling a vacancy created by the retirement of the former VPAA.
- In fall 2006, the deputy to the president position became vacant and the position was subsequently eliminated.
- The former dean of institutional research and effectiveness was reassigned as dean of extended studies, having oversight of all branch campuses, satellite centers, along with IAV and online distance education distribution.
- The director of institutional research and effectiveness position was created in spring 2006 to centralize the institution's institutional research, planning, and assessment functions.
- A new vice president for administrative services was hired in the summer of 2007, filling a vacancy created by the retirement of the former vice president.
- Re-organization of administrative services included a new classification, director of budget and finance, and the elimination of the assistant controller position.

Vice President for Academic Affairs
After the retirement of Dr. Betty Elliott in the 2002-03 academic year, Dr. Michael McFarlane took over as the vice president for academic affairs in fall 2003, after serving as geology instructor at GBC since 1983. The online organization charts provide detail about the academic affairs lines of oversight as well as the total college structure.

Academic Dean Positions (Deans of Academic Support)
During the spring of 2005 a vacancy was created within the career and technical education (CTE) department. At that time, the opportunity was taken to evaluate the overall administrative organizational structure of all academic departments. This evaluation was jointly made between the vice president for academic affairs, relevant college committees, and the faculty senate. It was agreed that the future direction would be to identify three areas for "deans of academic support," the position being, in their probable order of creation: applied science, health sciences, and arts and sciences.

The immediate result was that CTE director position be replaced with a dean of applied science position. The new dean's responsibilities would business, COT, and CTE departments.

Dean of Applied Science. The dean of applied science position was created in the Spring Semester of 2005 and was filled shortly thereafter by Bret Murphy, a diesel instructor at GBC since 1984. Since the dean position was created, more scholarships have been awarded in the CTE areas, and contract training agreements with mining companies have been greatly expanded and new ones created. Two new associate of applied science degrees and new BAS emphasis were.

Dean of Health Sciences and Human Services. This position is new and the current GBC BSN director, Dr. Margaret Puccinelli, was selected, but it will not officially take effect until July 1, 2008. This change is to guide the disciplines of this department through what are anticipated to be significant changes that will occur in the next few years. The new human services program is now within this department along with the new radiology technology program, and both of these are expected to add emphases and new enrollments within the next two years. Also, a paramedic program is being created, and the nursing program is planning to expand to Pahrump within the next two years.

Deputy to the President
The position of Deputy to the President was held by Dr. Danny Gonzales and vacated in fall 2006. The position was subsequently dropped with all duties reassigned to other individuals. The former position reported to the president for external affairs and the vice president for academic affairs for instructional responsibilities. Dr. Gonzales was hired as the new full-time political science instructor in 2006.

Dean of Extended Studies
Dr. Garry Heberer was reassigned from institutional research to his former position overseeing branch campuses and satellite centers. This duty has increased significantly with the transfer of Nye County into the GBC service area, adding one branch campus and several satellite centers. Other duties for this position include oversight of the offices for distance education, including separate offices for IAV and online instruction.

Director of Institutional Research
The director of institutional effectiveness position was created in spring 2006 to centralize the college's institutional research, planning, and assessment functions. As director in her first year, Dr. Lujuan Zhai has concentrated on institutional research systems and will take on major duties for institutional assessment in the spring of 2008.

Vice President for Administrative Services
After the retirement of Carl Diekhans this past year, Dr. William Reinhard was hired in summer 2007 to serve as the vice president for administrative services. This position oversees the institution's finances, budgets, and physical facilities.

Faculty Senate

College faculty members participate in governance in several ways. The GBC faculty senate is the formal governing body for faculty, representing professional academic and administrative faculty. The senate and its committees address college issues on many levels and can make formal recommendations to the president through GBC president's council. The issues addressed

range from curricular to policy to advisory. The senate reports directly to the Great Basin College president, and the chair serves as a permanent member of president's council. This change was formalized at the end of 2007 academic year and is reflected in the updated GBC *Policies and Procedures* in Section 3.2.1. *Faculty Senate Bylaws*, *Faculty Handbook*, senate minutes and agendas, and a complete listing of senate committees and membership are accessible on the GBC website at **http://www.gbcnv.edu/senate/index.html**.

Classified Council

Major changes for the classified council during this interim phase:
- The Grant-In-Aid policy was revised in March 2004, allowing classified staff to apply for up to 12 credits per fiscal year, not to exceed six credits per semester.
- The classified council co-chairs have been presenting the "Classified Council Update" to president's council on a regular basis since October 2004, as invited.
- In 2005, annual stipends for classified council officers were approved at $500 for each co-chair, $200 to the vice-chair, and $150 each to the treasurer and secretary.
- The Classified Council Website was created in March 2005, and minutes, bylaws, grant-in-aid policy, officers, and outstanding classified employees have been added.
- The council bylaws were updated and approved by classified council and president's council in February 2007.

Student Government

The Student Government Association revised the constitution during the interim period since April, 2003, including bylaws. Changes in the constitution as it relates to governance are reflected below:

- SGA consists of an executive board, a senate, and, if the executive board so chooses, an appointed senate chair.
- The executive board is comprised of the four executive officers: president, vice-president, secretary, and treasurer.
- The senate is comprised of senators who are either elected or appointed. The number of senator positions is not to exceed ten on the Elko campus, two each on the Winnemucca, Ely, and Pahrump campuses, and one from Battle Mountain.

The governing documents of SGA are at **http://www.gbcnv.edu/student_life/sga.html**.

At the campus level, the SGA president meets regularly with both the vice president of student services and the president of GBC. There is an "open door" approach by administration to communicate with students. This approach has resulted in an average of four meetings per month. The SGA president and student leaders are often invited to president's council to report on activities and present student issues. Students are also welcomed at the college council.

SGA has created a programming board. Student club and organization representatives and advisors meet weekly to plan activities as a group. This board has increased student involvement and communicates regularly with GBC's Intellectual & Cultural Enrichment committee (ICE). Both groups work together to support each other's activities. In addition, student representatives sit on the GBC housing board.

The Student Government Association budget has grown to $70,000.00, due to the increase in enrollment. During the 2005-2006 school year, the NSHE performed an audit of SGA's finances. The audit was favorable and complimentary.

Revisions to *GBC Policy and Procedures Guide*

In the spring of 2006, the president's council began reviewing and updating the college's *Policy and Procedures Guide*, necessitated partly because of the college's growth and increased complexity. Although individual policies have been revised through the years, there had been no major revision of the entire guide for over ten years.

A consultant was hired in the fall of 2006 to survey the status of existing policies & procedures, work with president's council and other campus personnel. to ensure that updated policies & procedures are accurate and comprehensive, help to identify and develop new policies as needed, and help to develop a good system for keeping the policies up-to-date on a regular basis.

The Great Basin College *Bylaws* were also revised with input from campus groups, approval by the faculty senate on April 27, 2007, and the president's council on May 5, 2007. The revised *Bylaws* were then approved by the Board of Regents on August 17-18, 2007. The Classified Council Bylaws were updated and approved by the classified council and president's council in February 2007.

The college website at *http://www.gbcnv.edu/administration/policies.html* gives access to the completed policies and lists those that are forthcoming by the end of June 2008.

<u>Standard 7 Finance</u>

2003 NWCCU Department Responses

1) Develop high/medium/low common course numbering system.
A common course numbering system with high/medium/low designation has been developed and implemented by NSHE for use in formula funding.

2) Lobby to receive more than 81 percent funding from base budget formulas.
In the three biennia since 2002, NSHE has received more than 81% funding as percent of formula as follows: 2003-2004, 84.40%
                   2004-2006, 84.50%
                   2006-2008, 85.50%

3) Acquire more space and more help needed to address all the issues. Reduce the number of hats that each person in the financial area has to wear.
The creation of the director of budget and finance position segregates the budget function from the accounting and business services functions; however, the assistant controller position was eliminated when vacated. The college will be restructuring the controller's office manager position this year upon retirement of the long-time employee in that position. Additionally, the creation of a facilities manager position helps relieve the burden in the financial area.

Department Changes

Budget Rescission

In October, 2007, Governor Gibbons announced budget cuts for the 2007-09 biennia that amounted to 4.5% of the NSHE state appropriation. The budgets cuts were in response to declining sales tax revenue and state revenue projections. After NSHE Board of Regents applied $10 million to the general fund deficit, the individual institutions share of the budget rescission was reduced to 3.72%. GBC's portion of the rescission amounts to $1.24 million of a $33.36 million biennial budget. To minimize the impact on operational expenditures, the college is meeting the deficit through reducing deferred maintenance funding of $244,000, delaying merit pay for six months for administrative and teaching faculty for $97,000, applying surplus student fees generated by enrollment growth of $106,000, increasing student fees for $133,000 and reducing spending through hiring freezes and operational budget cuts for $660,000.

Late timing of the rescission midway through the first year of a biennium budget places a strain on the operations of the college and impairs budgeting and planning activities.

Expansion of Service Area

In July 2006, GBC took over management of the Nye County service area from College of Southern Nevada under a cooperative agreement. The Legislative Session of 2007 approved the funding, transfer of assets, and service area that became official on July 1, 2007. Nye County service area provided an additional 200 student FTE and related funding for the college. Nye County student enrollment is expected to grow faster than the average 3% per year growth the college has seen for the past five years before the expansion. Students in Nye County are benefiting by additional course offerings through interactive video while the college is benefiting from a diversified economic student base.

Management Changes

On July 1, 2007, Dr. Bill Reinhard became the vice president of administrative services after the retirement of Carl Diekhans, who held the position for sixteen years. Dr. Reinhard has a PhD in political science and a Masters degree in business administration. In November 2007, Mac Taylor joined the college as controller while former controller, Star Thomson, moved into the newly formed position of director of budget and finance. Mr. Taylor has a Masters degree in business administration and Mrs. Thomson is a certified public accountant and has a Masters degree in business administration.

Great Basin College Foundation

The Great Basin College Foundation is engaged in initiatives designed to continue the Foundation's financial support to Great Basin College.

Annual Giving

A small business initiative entitled "40 for 40" was designed. It asked regional businesses to contribute $40 to celebrate the college's 40th anniversary each fiscal quarter. In previous years, the initiative had unrealistic goals and generated $3,000 to $4,000. The "40 for 40" campaign set a goal of $7,500 for FY '07-'08 and realized $9,800.

The GBC Employee Campaign has grown considerably since FY 04-05. Both participation and revenues have risen. The FY 04-05 campaign generated just over $21,000 in pledges. In FY 06-07 the campaign gained momentum and pledges of $26,000 were secured. The FY 07-08 campaign has generated $40,000 in pledges to be realized over the next two years. The successful employee campaign is an indicator of the institution's confidence in its Foundation.

The Great Basin College Foundation Dinner Dance is an annual event, originally conceived as a friend-raiser. In 2008, the Board of Trustees re-emphasized its function as a fund raiser and revenues increased significantly. In 2007 revenues were $44,000. In 2008 revenues increased to $68,000

Planned Giving

Although revenues are difficult to predict, the Foundation has increased its attention to planned giving, sponsoring numerous seminars for attorneys, financial planners and the public throughout the year. Planned giving revenues exceeded $2.6 million in FY 06-07, a record year. Since 2001, the foundation has received an average of $926,000 annually in planned giving revenues.

Major Gifts and Foundation Goals

In March 2006, Dr. John Patrick Rice was appointed to the position of Director of Institutional Advancement and Executive Director of Great Basin College Foundation. In July, 2006, Rice proposed "The Campaign for Rural Nevada: Transforming Higher Education." Its mission is to "provide funding for programs and facilities for higher education that strengthen the value of living in rural Nevada." The Foundation Board of Trustees accepted the design of the campaign in fall, 2006. The campaign set new foundation goals and created a template for action plans.

The Campaign for Rural Nevada would secure $3.5 million dollars to be distributed to three distinct areas:

- **The Endowment for New Programs $1.5 million**
  Providing funds for new career programs at Great Basin College aimed at sustaining the value of living in rural Nevada. **To date: $350,000**
- **The Community Center Expansion Center For Student Leadership: $1.5 million**
  Providing funds for improving student life facilities for our resident and commuter students, and the communities of rural Nevada, including the creation of the Center for Student Leadership. **To date: $2.6 million**
- **The Electrical and Industrial Technology Center $500,000**
  Providing funds for building laboratories, classrooms and a state-of-the art Academic Success Center, enhancing the opportunities for students in career and technical education and university transfer areas.
      To date: $455,000

Foundation Board of Trustees

Great Basin College Foundation Board of Trustees participates in an annual retreat each January. The retreat serves as an opportunity to remind trustees of their fundraising role and provide responsibilities upon which they can act. In 2007, the focus of the retreat was to foster greater participation and responsibility to foundation projects and functions. The trustees were presented

with data which anonymously presented their participation and contributions to the foundation. It was particularly eye-opening, and allowed for the creation of achievable benchmarks for participation and contribution. One of the results was the formation of budget workshops, which are opportunities for trustees to participate in building the budget for the coming fiscal year. It is believed that the more trustees understand the foundation's fiscal commitments and goals, the more motivated they will be to help fulfill them.

In 2008, the retreat focused on The Endowment for New Programs, and resulted in the assignment of tasks for each of the trustees to complete that would contribute to building the endowment.

Members of the executive committee are regularly apprised of day-to-day matters and are invited to attend conferences conducted by the professional organizations with whom the foundation is associated.

Standard 8 Administrative Services

2003 NWCCU Departmental Response

1. **Continue to improve classrooms to high tech status**.
   By Fall 2005 Battle Mountain had two additional rooms, Ely & Winnemucca one room each, and Wendover two rooms, one of which was funded by Elko County School District.
   Three new IAV rooms installed in Pahrump, summer 2006 and an additional IAV room (computer lab), fall 2007.
   Plans:
   Two additional IAV classrooms planned for Winnemucca, Spring 2008.
   See 2.24 AAP.
   Technology Infrastructure
   Completed adding Battle Mountain and Winnemucca on to fiber backbone, eliminating bandwidth issues, Fall 2007.
   Plans:
   SCS will be installing T3 in Pahrump, projected completion December 2007

2. **Develop an equipment replacement/repair plan.**
   Computer Replacement Schedule
   Develop equipment replacement schedule for computers. Draft complete, 2008.

   Maintenance & Replacement Schedules
   Develop comprehensive program for repairs, maintenance and equipment replacement to be completed in spring of 2008.
   Note: The replacement schedule projects have been delayed because of personnel changes.

3. **Obtain state funding for the electric/instrumentation technology building**.
   Construction completion electrical instruction building is projected for June 2008. Current state funding for furniture, etc., may delay opening.

4. **Hire additional security personnel**.
   Security
   Security coverage is now 20/7 (Mon – Sun) and 16 - 19 on holidays.
   Plans:

Implement card lock system in Elko by December 2007.
Card lock to Griswold Hall summer 2008.
(Note: Card locks are currently being tested on the Elko campus.)

Implement chemical inventory program by summer 2008

Department Changes

Capital Projects
The College Foundation received funding for expansion/renovation for the community center from the Leonard family. The expansion will be called the Leonard Center for Student Life
Plans:
Assessment of needs and vision underway in October 2007 for Leonard Center. Architectural concepts are currently being fine-tuned. Projected completion of expansion and renovation is 2009-2010.

Non-Capital Projects
Three new modulars in Elko, Winnemucca, and Battle Mountain, donated by Lander County (2) & Barrick (1). New teaching barn for agriculture program funded by ECSD and a grant, scheduled for early 2008 completion.
Plans:
Add modular in Spring 2008 for Winnemucca with space for 2 IAV classrooms. Expected to be available for fall 2008 semester.
Plan for expansion of welding facility.
Plan for renovation of students services area in Berg Hall.

Property   (GBC Elko campus will be landlocked by the year 2012)
Armory: No funding from 2007 legislature.
Fairgrounds: Continue to plan with the city, county, and the community at large.
Currently working on acquisition of 280 acres in Pahrump.
Plans:
Armory acquisition in Elko. Possible funding for purchase from 2009 legislature.
Plan to purchase ½ acre plot adjacent to Griswold.
Obtain "first right of refusal" on properties surrounding the Elko campus.

Standard 9 – Institutional Integrity

General policies regarding standards of fair treatment, ethical conduct, conflict of interest, and academic freedom for faculty, staff and administration may be found in the Board of Regents Handbook Code Title 2, Chapter 2 defines academic freedom. This is the only document governing academic freedom at GBC. There is no mention of academic freedom in the GBC Mission and Philosophy statement, the GBC Policy and Procedure Guide, or in the General Catalog. These omissions are significant because the Code defines academic freedom and responsibility but does not provide a procedure for resolving disagreements about academic freedom and responsibility. All employees should have easy access to the Policy and Procedure Guide. The creation of a full-time faculty handbook would eliminate confusion about policies and procedures.

2003 NWCCU Department Responses

Academic Freedom
The GBC *2004-2005 General Catalog* added this statement:

"Academic Freedom and Responsibility?"

Academic freedom is an essential principle of higher education which facilitates the open exchange of ideas in the pursuit of knowledge. Academic freedom allows faculty, staff, students, and invited guests to research, discuss, and publish in an open academic setting, even when this "requires consideration of topics which may be politically, socially, or scientifically controversial" (NSHE Code, Title 2, Section 2.1.2). Academic responsibility requires that such research, discussion, and publication be conducted in a civil manner, following "appropriate standards of scholarship and instruction" (NSHE Code Title 2 Section 2.1.3).

Great Basic College is committed to upholding the standards of academic freedom and responsibility as described in the NSHE Code and American Association of University Professors' "Statement of Principles of Academic Freedom and Tenure."

GBC Policy & Procedure Guide
Beginning in the fall of 2006 and in final stages in spring 2008, GBC revised the college Bylaws and all policies/procedures, including a new grievance procedure. These documents are on the website: **http://www.gbcnv.edu/administration/policies.html**.

Faculty Handbooks
The *Adjunct Handbook* and the *Faculty Handbook* are both on the college website. The *Adjunct Handbook* is also in print. The new *Faculty Handbook* is only on the website.

Changes
The following developments are all aimed at continuing high ethical standards:

Conduct
NSHE <u>Code</u> changes Title 2, Chapter 6 Rules and Disciplinary Procedures for Members of the University Community – Two additions:

Title 2, Chapter 6, Section 6.3.8, Page 7 Expunging of Student Disciplinary Records and
Title 2, Chapter 6, Section 6.3.9, Page 8 Revocation of a Degree.

The Code misconduct and sanctions has also been placed in the body of the catalog as well as the Catalog Appendix (where it was in the last visit). Contact information and procedure is also provided.

In Fall 2006, the GBC faculty senate passed the following policy. It is listed right after <u>Code</u> misconduct in the *GBC Catalog*:

Messages, attitudes, or any other form of communication deemed to be outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined, as they would be in a regular classroom, by the instructor) will not be tolerated.

NOTE: The policy was issued because of increasing use of inappropriate language by students taking online classes.

Faculty Workload
On April 6, 2005**, t**he faculty senate approved a new Faculty Workload Policy in a special meeting. The policy was signed into authority by President Killpatrick on April 26, 2005. The policy is available on the faculty senate page of the college website.

Employee Evaluation
During 2006-2007, the faculty senate and the president's council revised professional employee evaluation forms and procedures. These include full-time teaching faculty, adjunct faculty, 5-year tenured faculty, and administrative faculty. The faculty is working on a substantially different approach with workshops during Fall and Spring Semesters of 2007-2008; there is more information in the Standard 4 report.

Textbook Policy
The faculty senate drafted a policy for textbook use. It will be reviewed by the NSHE attorney and subsequently presented to the president's council for approval. The policy speaks directly to the issue of a GBC instructor using a published textbook written by the instructor.
_____

Institutional Conclusions

Since the introduction of baccalaureate degree programs in fall 1999, Great Basin College has effectively preserved the community college mission. It is recognized by the students, faculty, staff, administration, and service area community members that the addition of baccalaureate programs has complemented the college's mission and reinforced other programs and services such as upper-division offerings, academic advising, recruitment, and library holdings.

Additionally, GBC has recognized the following improvements since the full-scale evaluation report and visit in spring 2003:

- Established a planning process that engages all campus groups and service area communities by establishing objectives to accomplish the college's four goals and its mission.
- Made improvements in the program review process and follow-through.
- Published student learning outcomes for each degree and certificate program.
- Achieved substantial progress in faculty use and measurement of outcomes, as evidenced by the syllabi project.
- Set up data systems (for enrollment, etc) that provide a better basis for decisions.
- Expanded the GBC service are to include Nye County and the Pahrump Valley Campus.
- Clarified the college mission statement. (In progress)
- Added new academic programs congruent with the GBC mission.
- Updated campus policies and procedures and made available online to faculty and staff.

- Enhanced the resources for the student services department to direct more attention to recruitment and retention.
- Reorganized the area of academic affairs and instituted new dean positions.
- Strengthened college in-service activities that are faculty-driven and responsive to faculty and staff needs.
- Continued work on the faculty evaluation process that has broad-based participation.
- Developed a transparent and equitable workload policy for full-time faculty in spring 2005.

The college will address the upcoming challenges:
- Maintaining funding to address projected $800 million budget shortfall in the State of Nevada.
- Advancing dialogue regarding shared governance and communications in light of increases in the number of faculty and staff throughout service area and an uncertain fiscal future prompted by reduced state funding.
- Continuing the integrating in a seamless fashion the college's institutional research advances with a campus-wide institutional effectiveness plan.
- Recruiting and retaining exceptional staff and full-time and adjunct faculty.
- Enhancing student life, particularly but not limited to the Elko campus.

APPENDICES

Appendix A

ICE Activities

New in 2005/2006: ICE (Intellectual and Cultural Enrichment) Committee formed and guides many activities under this objective.

Over the past four years, GBC and its Intellectual and Cultural Enrichment (ICE) Committee has had considerable success with speakers and events. Speakers and events have included:
- Billy Collins (standing room only, approx. 280 people),
- Sherman Alexie (standing room only, over 300 people);
- Nancy Giles (a writer and contributor to *CBS News Sunday Morning* who filled the GBC theatre*)*;
- Earl and Beverly Crum (who gave two rare presentations – Ancient Songs of the West: Western Shoshone Songs, Poetry and Stories – attendance of about 200, and a discussion of the Snow Dance);
- NEA Shakespeare on the Road – *A Dream in Hanoi*, US/Vietnam presentation of *A Midsummer Night's Dream*
- Dr. Peter Goin (UNR art, photography and videography professor);
- Dr. Paul Starrs (cultural and historical geography professor);
- Dr. Maria Rosa Olivera-Williams (Spanish professor, University of Notre Dame Romance Languages and Literature department);
- Dr. Shireen Mahdavi, University of Utah Middle East Center (Woman and Gender in Islam – over 100 in attendance);
- Simon Winchester (again, nearly 300 people in attendance);

- Chautauqua performances by James Armistead (standing room only) as Henry David Flipper and James P. Beckwourth, and Juanita Westbrook (nearly standing room only) as Alice Smith;
- Richard Louv, author
- Judy Blunt, English professor at the University of Montana, author
- Dan Dagget, author and environmentalist
- Norma Cantu, English professor/folklorist at the University of Texas, San Antonio, author,
- Utah's Repertory Dance Theatre, which had standing room only in the GBC Theatre,
- Nevada Ballet Theatre, which also had standing room only,
- The Nevada Shakespeare Company, a Shakespeare on the Road program – *Romeo & Juliet*,
- French Film Festival (French American Cultural Exchange program) –with audience increasing over 1200% over the past three years;
- *Argentum*, GBC's Art and Literary magazine

Appendix B
from Using Data to Make Changes—GBC Student Services

Student Services Utilizes Tools
Institutional Research Student Satisfaction Survey(s)
Consultant/auditor recommendations
Workshops/webinars/audio presentations specific to services for students
Campus visits to identify best practices
Research reports specific to Great Basin College

Recruitment and Retention Reviewed
2003 Accreditation Report – One Vacant Recruitment Position.
2004 Consultant Jeremy Lord, Chairman of Paskill, Stapleton, and Lord
retained for workshop on recruitment, retention and maximizing our effectiveness.

The Paskill, Stapleton, and Lord (PSL) audit made various recommendations, which over time we have been implemented.

Changes Made as a Result of the Above –
The changes below were outcomes of assessing all the information received from the above sources, taking into consideration GBC human and financial resources:
- College switchboard moved to Student Services in Berg Hall (one-stop model).
- The Director of Enrollment Management/ADA Officer moved into an office adjacent to the Admissions & Records Office.
- Created an Admission Advising and Career Center (AACC) to provide pre-admissions counseling, English/math placement testing, academic advisement, career assessments and counseling, job placement, counseling referrals to appropriate agencies, and various workshops. Prospective students are directed to the AACC as soon as they are ready to apply for admission or if they have questions about course scheduling.
- Created a Recruitment Department (department name changed to Office for Prospective Students July 2007). Either the Director of the Recruiter meet with service area high

school counselors once a month and they are in phone or e-mail contact two or three times a month at each of our service area high schools.

- Computer Services and the Office for Prospective Students developed a "home-grown" tracking program in 2006. The Office for Prospective Students maintains this database, which includes all prospects. The Admissions and Records Office maintains a database of all the newly admitted students. Information is shared between the two databases allowing prospective students to be tracked.
- Beginning October 2005, the College began extensive discussions in College Council on *student success*.
- The website for the college has been recently re-done by the new Webmaster, hired in 2007. The website is student-friendly and intuitive. The admission's page and online application have been improved. Students now have the ability to request information, request a tour, and contact an advisor online.
- The general brochure was re-designed to highlight the college's mission and its advantages as well as being designed to accept smaller program brochures, which provide details for each of the college's academic and technical programs.
- Re-designed brochures regarding housing, adult programs, and information specific to branch campuses and campus centers were also created.
- Created the Retention Coordinator position in August 2007 to implement retention programs for students and to assist in the success of students.
- Great Basin College Foundation received, from the Gwen and Paul Leonard estate, a $2.3 million gift for the renovation of the College Community Center.
- Since 2005, the Housing Coordinator has lived on campus in the Residential Suites area.
- An additional resident advisor has been added to student housing.
- Plans are underway for the renovation of the last wing in Griswold Hall, which will accommodate approximately 16 students.
- Crisis Intervention Team created in 2006.

Appendix C
Review of the December, 2003 Nye County Educational Needs Assessment
Prepared by Dr. Garry Heberer, 3/2/06

My review of the survey data is based only on Pahrump High School students and, to a lesser extent, CCSN students at the Pahrump Valley Center. I did not include the Pahrump middle school students nor the students at the small county high schools. The limitation on the college students is that they did not select any degree programs NOT offered by CCSN.

The survey data shows the following programs as being of most interest to prospective students. They are not listed in preference order, except for AA & AS general education. The majority of both Pahrump HS and PVC college students indicated they wanted a bachelor's degree, even those selecting vocational majors.

General education, AA & AS degrees for transfer to a university
Electronics
Psychology (or social work??)
Education (El Ed first, then secondary and early childhood)
Music
Law enforcement
Med Tech

Auto Mechanics
Art
Health care (Med Tech, Nursing, and nurse aide)
Business & Accounting
Computer Tech

Garry's notes:
1. Push Gen Ed, liberal arts the first year. Include several Psyc, Soc, Music, and Art classes. When could we begin offering Social Work??
2. We should run CRJ, ECE, BUS and various COT-CIT computer classes the first year
3. We have an electronics lab at the STEP building, but don't have an instructor. If we could find an instructor in Pahrump could we move the lab??
4. There is a brand new hospital opening in Pahrump. Could we work something with them to start a Med Tech program in 2-3yrs?? Labs & faculty are both problems for us.
5. There appears to be student interest in engineering, perhaps we need to start a pre-engineering AS degree using WebCT or IAV to connect the larger communities.

Appendix D
Program Review Summaries (Updated)
2004 - 2008

Agriculture, 2003-2004, Summary—Program Review, Gary Sundseth, Instructor		
Analysis	**Plans**	**2004-2005 Update**
Because the program is new, there was not a major review apart from stating plans that have been developing over several years.	o Continue implementation of program. o Prepare for April 2005 Focused Interim Visit.	o Collection and analysis at the end of Spring Semester, 2004-2005. o Beginning construction new building to be constructed on the Fairgrounds
Agriculture, 2007 Summary— Program Review Tracy Shane, Instructor		
Summary/Analysis	**Plans**	
Program Strengths: Instructor, adjunct instructors, solid curriculum, geographical site, active advisory board, ranching (industry) support. Curriculum truly integrates the plant-animal-soil interface with a business management overview. . . . Students are very supportive of the instructor and appreciate the industry and community support. Outstanding placement rate. . . .	**Recommendations:** Through strategic planning, develop mission and scope of program. Hire second full-time instructor and/or administrative support. Focus on associate degree and transfer program. Develop database of graduates. Develop overall outcomes, providing evidence for an overall evaluation. Obtain 4-wheel drive transportation for site visits. Develop mission more clearly. Avoid instructor burnout. Find ways to employ more than one full-time instructor. Provide administrative	

	assistance to instructor for a variety of tasks. Investigate a volunteer assistance plan. Develop and implement a recruiting plan. **Two themes: Difficulty in a one-instructor department to do everything & the consultant's advice to limit scope of the offerings at this time.**	

Business Department 2005-2006, Summary--Program Review Jay Larson, Department Chair		
Summary/Analysis	**Plans**	**2007-2008 Update**
Exemplary and aggressive use of online and interactive video technology, well qualified faculty; exemplary work in developing upper-division courses for BAS, partnering with Newmont Gold for leadership training; very strong accounting program; but need stronger fiscal and contract skills; entrepreneurship emphasis is exceptional; continue to develop internships and online offerings; develop stronger recruiting and follow-up with graduates.	May be possible to offer a separate BAS emphasis in Accounting and Financial Management. Draft a proposal for a para-legal associate degree and for an accounting emphasis in the BAS Degree program. Add courses in organizational change, advertising, sales management and leadership. An alumni association, annual newsletter and "Wall of Fame" of distinguished graduates were all thought to be good suggestions worthy of implementation.	Developed AAS first to establish need for BAS Emphasis. Established a Business Educ. Program for Secondary Educ. Certificate. Provided Para-Legal Program to Social Science Dept. for adoption Developed Online MKT 211 and INT 349 Leadership courses Wall of Fame created with photos in progress. Alumni surveys are conducted every year.

Career Technical Education 2005-2006, Summary —Program Review Electrical, Industrial Plant, Instrumentation, Diesel, Welding Bret Murphy, Dean		
Analysis & Summary	**Plans**	**2007-2008 Update**
Good learning environment, strong faculty; curriculum is very sensitive to needs of local industry; applaud the DACUM project; more covered work space is needed for diesel and welding; careful monitoring of shortened/compressed technical training schedule needs to be an absolute; continue to find and develop good assessment tools and records with a careful examination of time schedule; continue building close relationships with local industry;	Update curriculum based on DACUM. Implement a core set of CTE courses that all program share. Review curriculum regularly and update training equipment to keep programs current. Hire recruiter. Continue to work on assessment of student learning procedures, with particular attention to the	

| concentrate on outcome assessment; determine ways that common courses (e.g., hydraulics, basic electricity) will include students from all programs as needed; Marketing!!; more volunteering from the mines, submit wish list for new buildings, etc.; communication is a big thing. . . . . the consultant and the representatives from local industry were uniformly positive about these programs. | value and the possible drawbacks of the accelerated programs.

Re-organize and market the Industrial Plant Technology program.

Implement underground mining program.

Expand welding facility.

Build a covered storage area for CTE programs. | |

Community Svc/Continuing Ed, 2003-2004, Summary—Program Review, **Pat Warren, Director**		
Analysis	**Plans**	**2004-2005 Update**
Department places emphasis on workforce development (particularly in the health-related field), partnering with business community and other colleges, recruiting underserved populations, and sponsoring cultural events.	o Continue emphasis on workforce development and health-related training. o Enhance communication with college departments. o Seek additional personnel in department. o Use results of *Free Press* Survey to offer new community service courses.	o Exploring a new medical transcription program. Plan to partner with a contractor who out sources transcription services online. o Setting up committee of faculty and students through faculty senate to make cultural lecture, exhibits, and performance more relevant to curriculum and student interest. o Offered several new courses suggested from the survey. (ex. ceramic tiling, hardwood flooring, Digital photography workshop, Landscaping in NE Nevada. Classes filled with a waiting list.
2007-2008 Update		

Computer Office Technology, 2003-2004, Summary—Program Review,		
Analysis	**Plans**	**2004-2005 Update**
The COT Department is rightfully proud of their ability to change with the times. The review described the changes over the years in courses and programs that have been dropped and those that have been added, reflecting the rapid changes in technology and the demands of students and offices . . . . . The faculty's expertise covers a range of computer areas. Through training, certification, and self-study, the COT faculty continue to stay current with new technologies. . . The classrooms and labs are well-equipped, but keeping up with technology changes is difficult.	o Investigate the feasibility of new programs, in response to requests from the community. o Continue to update classes and materials to keep current with industry standards. o Consider adding upper-division computer courses for GBC's BAS in Management in Technology degree. o Coordinate with the new Geomatics Surveying program to offer classes for that program. o Investigate feasibility of offering an online degree.	There have been no major developments based on the program review. The COT Department is working on a computer applications endorsement as part of the teacher education at GBC.

Developmental Math, 2003-2004, Summary—Program Review, Lynne Owens, Department Chair		
Analysis	Plans	2004-2005 Update
The Math Department is student-centered, the Math Resource Center has become a mainstay for students, and math placement test seems to be working well. A diagnostic test is needed to balance the placement and the class size and number of preps are considered to be excessive.	o Reduce the number of preps for each instructor so that more time is available to strengthen DMP and the math program.	o The number of preps for instructors has been reduced.
	o Explore the possibility of creating a Math 097 (a combined Math 095 and Math 096 taught in one semester).	o We opted not to try this for this year, instead we have changed the developmental textbooks. See below.
	o Expand the Great Basin Academic Peer Support program for all developmental math classes.	o GAPS has been attempting to do this.
	o Make more classes available to high school students.	o We have not specifically expanded our offerings to high school students, though in the next academic year there is already a discussion about working more closely with the high school math teachers.
	o Investigate new developmental textbooks.	o We have changed the developmental textbooks to a textbook that requires students to do some work on the computer.
	o Examine the possibility of assigning one faculty member in the math department to oversee the DMP.	o No report.
	o Complete the Secondary Education program and continue to seek grants to fund the math portion of the program.	o The math portion of the Secondary Education program is complete.
	o Host a regional math teaching conference focusing on developmental issues.	o We hosted the other community colleges last year in a math conference.
	o Recruit more non-student professionals to work in the MRC to standardize the hours of operation.	o We now have more professional working in the Academic Success Center and the hours of operation have been standardized.
	o Recruit bilingual students & professionals to work in the MRC.	o We attempted to find bilingual tutors, but were unsuccessful.

2007-2008 Update

The department is at present considering new developmental texts and is reviewing several which combine M095 and M096. There is a course (M097) taught at CSN which is entitled Elementary and Intermediated we can use.

● We are still considering the possibility of developing a combined M095/M096 course. Along these lines we have offered short versions of math 091, M095, and M096, back to back in one semester. The outcomes were good for the first two developmental courses but the time frame was too short for the M096. This semester (Spring 08) a different approach is being tried. M091 was taught in a short period prior to the start of the regular semester, M095 was taught in the first half of the semester and M096 has now started in the second half.

●We now have a young lady in the ASC who is fluent in Spanish. Prof. Du, who spends some time in the ASC is also fluent in Chinese.

• The department now offers several college level classes to high school students. Courses include M095, M096, and M120. In the fall M181 is to be added.

Developmental English, 2003-2004, Summary—Program Review, Jan Kempster, Success Center Coordinator		
Analysis	Plans	2004-2005 Update
The writing center has become very effective in assisting students in	o Continue development of comprehensive learning center	o All tutoring services were combined into a comprehensive

developmental English as well as other writing needs. The tutoring program is strong, both person to person and online tutoring. Adjuncts are involved in the writing center. The 5-credit ENG 100 course permits updating of skills in one developmental course rather than two. The writing sample and the Accuplacer score have improved placement. . . . Weaknesses: The writing center is under the English Department the Math lab is separate. There needs to be a centralization of developmental assistance provided to students. More ESL tutors are needed and a reading class would be a good complement to the writing class.	(the Academic Success Center). o Enhance Tutor Training. o Increase/formalize services for learning disabled students. o Assessment: Create annual, formalized assessment procedures for program eval. o Computerize scheduling and record-keeping functions. o Extend Tutorial Workshops to other disciplines. o Fund full-time professional tutor position(s).	tutoring center in August 2004. It is called the Academic Success Center. o Math & English tutors attend pre-semester training sessions. Ongoing training happens in one-on-one sessions and in monthly meetings for writing tutors. o The ASC accommodates students with disabilities providing resources and by communicating with GBC counselors on specific student needs. o Developmental English and math programs assess outcomes each year in a variety of formats. o All schedule and record keeping functions were computerized in August 2004 with the purchase of Tutor Trac software. o The ASC offers Tutorials in math and English now. o We are still advocating for a full-time tutor position.

2007-2008 Update

1. Tutoring Services: Work is progressing on securing live tutors in math, science, and English for all sites
2. Tutor Training has been enhanced: 1) selected tutor training is sent by IAV to all of the sites and 2) full-time faculty provide tutor training on a regular, scheduled basis.
3. The ASC has taken an active role in providing services for students with disabilities. Specific, individual tutors are now being assigned to specific students.
4. Bilingual tutors are available live at two of our sites and online for the remaining sites.
5. Full-time faculty participates regularly in the ASC providing tutoring services for students.
6. The number of degree tutors working in the ASC, including Bachelors, Masters and Doctorates, has increased.
7. The online tutoring service Smarthinking has been added to enhance equity of opportunity for all of our students.
8. Developmental English and math program assessments are in place and have been formalized. ASC assessments are also in place.
9. Tutorial workshops are held regularly and made available to outlying sites by IAV to help students prepare for the Accuplacer.
10. Sections of Eng. 095 are now being offered IAV for the outlying sites.

Fall (2007) saw the introduction of Read 135. Students are required to take this reading course based on their performance on the Accuplacer.

Early Childhood Education, 2003-2004, Summary--Program Review
Lynette Macfarlan, Director Child and Family Center

Summary/Analysis	Plans	2005 Update
Key issues addressed were faculty qualifications, recruitment efforts, assessment of educational outcomes, and creating separate positions for the GBC Child Center Director and ECE Lead Instructor.	o Support the creation of two positions that are currently held by one person. o The Lead Instructor will design a recruiting program for ECE students.	o Two positions will be created, effective fall 2006.

2007-2008 Update
The Child Center Director/ECE Lead Instructor fulfilled both roles prior to August of 2004. A full-time

position was created for 1 full-time instructor/coordinator for the Early Childhood Program. The positions of Child Center Director and ECE Lead Instructor were split and are filled by separate individuals.
The Lead ECE Instructor developed a recruiting program through offering scholarships through the Nevada State ECE Apprenticeship Program.
Early Childhood is now part of the Education Department

Education Department 2004-2005, Summary—Program Review, Bonnie Hofland, Director of Education	
2004-2008 Update	
Secondary Education (Math, Science, Social Science, Career/Technical, and English) received the approval of the Board of Regents and full approval by the State Board of Education in 2006.	

Nursing, 2003-2004, Summary—Program Review, Georgeanna Smith, Director of Nursing		
Analysis	**Plans**	**2004-2005 Update**
At the time of the program review, the Health Sciences Department was preparing for the ten-year review from the National League of Nursing. Their self-study had identified weaknesses in nursing faculty recruitment—not a new phenomena. Identified strengths included program evaluation, assessment of student learning, and retention of students.	o Continue the exemplary program.	o The National League for Nursing Accrediting Commission approved the associate degree nursing program for eight years of continuing accreditation and scheduled the next evaluation visit for fall 2011.
NOTE: The NLN accreditation is still in force. There have been a number of changes, including additional staff and the BSN program. These will be discussed as part of Standard 2.		

Appendix E
Summary: Assessment of Student Learning
Essential Skills & Critical Behavior
AAS and BSN Programs—Great Basin College

TABLE 1 - BSN ESSENTIAL SKILLS

ESSENTIAL SKILL	EXAMPLES OF HOW ASSESSED	WHEN ASSESSED
COMMUNICATION	**Online discussion postings (all courses)** **Clinical Log (NURS 338 & NURS 434)** **Verbal presentations (NURS 302, NURS 303 & NURS 440)** **Documentation, discharge teaching,** **change of shift reporting, interaction with patients, families, groups and community members (NURS 338 & NURS 436)**	**Ongoing each semester and/or on a weekly basis**

	Netiquette	
	Non-verbal behavior (advisement sessions with faculty and director)	
CRITICAL THINKING	Health care/nursing topic paper (NURS 302)	Ongoing each semester and/or on a weekly basis
	Online discussion postings (all courses)	
	Comparative papers on health care reform and power and influence (NURS 440)	
	Clinical Logs (NURS 338 & NURS 434)	
	CD-ROM (NURS 336 &NURS 303)	
	Unit tests (NURS 336, NURS 303 & NURS 338)	
	Online Case Study discussion (NURS 338)	
TECHNICAL COMPETENCY	Assessment Exercises/Lab Assignments (NURS 303)	Ongoing each semester and/or on a weekly basis
	Clinical practicums (NURS 338 & NURS 436)	
ASSESSMENT	Assessment Exercises/Lab Assignments (NURS 303)	Ongoing each semester and/or on a weekly basis
	Online Case Study discussion (NURS 338)	
	Clinical practicums (NURS 338 & NURS 436)	

TABLE 2 - BSN CRITICAL BEHAVIORS

CRITICAL BEHAVIOR	EXAMPLES OF HOW ASSESSED	WHEN ASSESSED
ACCOUNTABILITY	Relevance of baccalaureate education essay (NURS 302)	Ongoing each semester and/or on a weekly basis
	Nurse-Physician interpersonal communication and collaboration interdisciplinary project (NURS 440)	
SELF-LEADERSHIP	Resume	Ongoing each semester and/or on a weekly basis
	Personal, educational and professional goals	
	Educational assessment	
	(NURS 302)	
PROFESSIONALISM	Online discussion postings (NURS 335)	Ongoing each semester and/or

	Professionalism essay assignments (NURS 338 & NURS 436)	on a weekly basis
LIFE-LONG LEARNING	**Timeline Proposal (NURS 302)** **Advisement sessions with Faculty and/or director**	**Ongoing each semester and/or on a weekly basis**
COLLABORATION	**Interdisciplinary relationship assessment assignment(NURS 338)** **Nurse-Physician interpersonal communication and collaboration interdisciplinary project (NURS 440)**	**Ongoing each semester and/or on a weekly basis**
DELEGATION	**HealthCare/Nursing topic paper (NURS 302)** **Professionalism essay assignment (NURS 338)** **Clinical practicums (NURS 338 & NURS 436)**	**Ongoing each semester and/or on a weekly basis**
EVALUATION	**Individual or Family Assessment and** **Client Needs Assessment (NURS 436)** **Course Evaluation (all courses)** **Clinical evaluation (NURS 338 & NURS 436)**	**Ongoing each semester and/or on a weekly basis**
OUTCOMES-BASED PRACTICE	**Evidence based practice discussion postings (NURS 440)**	**Ongoing each semester and/or on a weekly basis**

TABLE 3 – AAS ESSENTIAL SKILLS

ESSENTIAL SKILL	EXAMPLES OF HOW ASSSESSED	WHEN ASSESSED
COMMUNICATION ABILITIES Employs therapeutic techniques and appropriate interpersonal relationship skills.	**Process Recordings** **Presentations** **Documentation** **Discharge teaching** **Change of shift reporting** **Non-verbal behavior**	**Ongoing each semester and/or on a weekly basis**
CRITICAL THINKING A reasoned, interactive and reflective process focused on deciding what to believe and do.	**Journal writing** **Nursing Care Maps** **CAI's**	**Ongoing each semester and/or on a weekly basis**

	ProCalc	
	Clinical Evaluations	
	HESI Testing	
	Simulation exercises	
THERAPEUTIC NURSING INTERVENTIONS Any theory based dependent, independent or interdependent action that a nurse carries out.	**Safely demonstrates and/or performs all first and second year nursing skills and procedures** **Consistently utilizes the nursing process in both clinical and classroom setting**	**Ongoing each semester and/or on a weekly basis**

TABLE 4 - AAS CRITICAL BEHAVIORS

CRITICAL BEHAVIOR	EXAMPLES OF HOW ASSESSED	WHEN ASSESSED
ACCOUNTABILITY **Being responsible for one's behaviors and their outcomes.**	**Exercises judgment when undertaking assigned tasks** **Accepts responsibility for actions**	**Ongoing each semester and/or on a weekly basis**
COLLABORATION **Intentional act of professionals working toward a common goal.**	**Treats others with mutual respect** **Contributes to the efficient functioning of the health care team** **Identifies potential areas where conflict might arise and works toward reducing/eliminating its occurrence**	**Ongoing each semester and/or on a weekly basis**
SELF-LEADERSHIP **A positive regard individuals have for themselves which, in turn, influences behavior.**	**Continually identifies strengths and weaknesses in relation to one's knowledge, performance, behavior and attitude**	**Ongoing each semester and/or on a weekly basis**

Appendix F

Nye County Planning Report
Accomplishments, Activities, and Status of Planning
GBC Pahrump Valley Campus and Nye County
Reported by Dr. Mike McFarlane, January 2007

GBC Accomplishments:

1. The first goal of GBC was provide a well-rounded schedule of college classes that would allow students to, at a minimum, complete the general education requirements for

an Associate degree. Previously this was not possible, particularly because of the lack of science courses being provided.

2. The lower division schedule for Pahrump was expanded in all areas where enrollment could be expected. The Table below shows that since the fall of 2005, before GBC took over management of the PVC, GBC has nearly tripled the number of sections offered for the people of Pahrump. Enrollment jumped significantly with the GBC schedule in place. This table does not include online sections, which account for about 25% of enrollment. Dozens of online classes are also available to fit a variety of work and family schedules.

3. GBC now offers upper division courses in Pahrump in Education, Social Work, Nursing, and other degrees. Pahrump students are able to receive Bachelor degrees without leaving Pahrump.

4. GBC has hired two full-time, tenure track instructors located in Pahrump. A third position is being advertised, but may not be filled this year because of statewide budget cuts. Pahrump has been identified as a priority for new GBC full-time faculty positions.

5. GBC has strengthened communication with adjunct faculty in Pahrump in all department areas. Better control on the quality and uniformity of instruction has been established.

6. Academic standards have been increased for all courses. This includes proper placement testing for prerequisite standing and the levels of expectations for individual classes.

7. GBC continues to work well with the Nye County School District in dual credit offerings, though challenges in establishing and maintaining academic standards have been encountered.

8. A science lab has been created within the PVC. Now all biology needed as prerequisites for health science programs is being offered regularly at the PVC.

9. GBC has established better procedures for enrolling, processing, and accounting for students. Better fiscal accounting procedures have also been implemented.

10. More office staff has been hired, and more positions have been identified to fill.

11. Better communication of departmental goals and standards has been established for courses and programs.

12. Four new IAV rooms were created to help expand the curriculum availability and expand delivery possibilities.

13. The PVC is not just a reception site for GBC curriculum, but also serves as an originating site for all GBC locations. The PVC is part of a fully integrated system of educational delivery throughout the GBC service area.

14. The speed and capacity of electronic communications links have been upgraded.

15. The level of computers available for students has been upgraded.

16. The PVC building had much delayed maintenance for which GBC had to invest more than expected for repairs and retrofits.

17. Changed the outlook of dual credit classes from being high school classes for which you received college credit to being college classes for which you receive high school credit.

18. In only one year, GBC directed a large proportion of its effort into the success of the PVC, and accomplished very much in only one year. Efforts have not stopped. The GBC faculty and staff always build Nye County into their program plans and activities. **In one**

year, the PVC has clearly become an integral part of GBC, clearly identified in all planning and activities.

Challenges encountered:
1. A lower than expected proportion of students willing to step up to meet the standards of a college curriculum.
2. Difficulty attracting students from a community that does not value higher education to the level of the rest of the service area.
3. Difficulty in communicating the availability of courses and programs to the Pahrump population.
4. Resistance from the community, students, and previous staff to the changes that are required to create a properly functioning college campus with a fully accredited college curriculum.
5. Resistance to the changes required for standard office and accounting procedures.
6. Lack of a facility in which to expand Career and Technical programs. The current facility will suffice for about four years, until the enrollment is anticipated to about double to 400 FTE, but then more space will be needed.
7. A close association with the high school, which can have positive affects in many ways, also creates challenges in creating a true college atmosphere. A separate location is desirable.
8. A perceived expectation from the community that GBC is neglecting Pahrump. GBC can only expand the Pahrump facility as time and resources allow. Unless alternative resources can be identified, GBC must work within the limits of State budgeting. Pahrump has actually been a major focus of GBC effort since its incorporation into its service area.
9. Frustration at the difficulty, slowness, and resistance to bringing needed changes to the PVC at many levels.
10. The number of repairs and retrofits needed by the PVC facility.
11. Changing the outlook of dual credit classes from being high school classes for which you received college credit to being college classes for which you receive high school credit.
12. Identifying technical programs which would be viable in Nye County, and in turn, the facilities for offering programs once identified.
13. Enrollment has not increased in Pahrump at the rate that was anticipated, particularly in proportion to the effort being given by GBC.

Appendix G

New & Departing Teaching Faculty by Department
(Note: Table on following page.)

DEPT	CAMPUS	DISCIPLINE	2003-04	2004-05	2005-06	2006-07	2007-08
BUS	WINN	BUS	1 ESTES				
BUS	ELKO	MGT/BUS	2 LARSON	1 LARSON	1 LARSON	1 LARSON	1 LARSON
BUS	ELKO	BUS	3 PRYOR	2 PRYOR	2 PRYOR	2 PRYOR	2 PRYOR
BUS	ELKO	FIN/ECON	4 TENNEY	3 TENNEY	3 TENNEY	3 TENNEY	3 TENNEY
BUS	ELKO	ACC		4 WALLACE B	4 WALLACE B	4 WALLACE B	4 WALLACE B
COT	ELKO	COT	5 HYSLOP L	5 HYSLOP L	5 HYSLOP L	5 HYSLOP L	5 HYSLOP L
COT	ELKO	GIS/CADD	6 JOSEY	6 WALLACE S	6 JOHNSON L	6 JOHNSON L	VACANT
COT	ELKO	COT	7 NICKEL	7 NICKEL	7 NICKEL	7 NICKEL	6 NICKEL
COT	ELKO	COT	8 OHANAHAN	8 OHANAHAN	8 OHANAHAN	8 OHANAHAN	7 OHANAHAN
COT	ELKO	COT	9 REBER	9 HYSLOP C	9 HYSLOP C	9 HYSLOP C	8 HYSLOP C
COT	ELKO	GRC	10 SCHWANDT	10 SCHWANDT	10 SCHWANDT	10 SCHWANDT	9 SCHWANDT
CTE	ELKO	WELD	11 BARTON	11 BARTON	11 BARTON	11 BARTON	10 BARTON
CTE	ELKO	DT		12 BOLINDER	12 BOLINDER	12 BOLINDER	11 BOLINDER
CTE	ELKO	DT	12 BORINO	13 BORINO	13 BORINO	13 BORINO	12 BORINO
CTE	ELKO	ELM	13 BYRAM	14 BYRAM	14 BYRAM	14 BYRAM	13 BYRAM
CTE	ELKO	ELM	14 GARCIA	15 GARCIA	15 GARCIA	15 GARCIA	14 GARCIA
CTE	ELKO	WELD	15 LICHT	16 LICHT	16 LICHT	16 LICHT	15 LICHT
CTE	ELKO	DT	16 MURPHY	17 MURPHY	17 BROADWAY	17 BROADWAY	16 BROADWAY
CTE	ELKO	EIT	17 ROBERTSON	18 ROBERTSON	18 HENNEFER	18 HENNEFER	17 HENNEFER
CTE	ELKO	IT	18 SILER	19 SILER	19 SILER	19 SILER/WHITTAKER	18 SILER/WHITTAKER
CTE	ELKO	TT	19 STEVENSON	20 STEVENSON	20 STEVENSON	20 STEVENSON	19 POPE
CTE	ELKO	DT			21 LUNDBERG	21 JAMESON	NO LONGER POSITION
CTE	ELKO	DT				22 CASHELL	20 CASHELL
CTE	ELKO	DT				23 SOUTHARD	21 SOUTHARD
EDUC	ELKO	ECE	20 MACFARLAN	21 MACFARLAN	22 MACFARLAN	24 MACFARLAN	22 MACFARLAN
EDUC	ELKO	ELEM ED	21 HENSLEY	22 NEGRETE	23 NEGRETE	25 NEGRETE	23 NEGRETE
EDUC	ELKO	ELEM ED	22 HOFLAND	23 HOFLAND	24 HOFLAND	26 HOFLAND	24 HOFLAND
EDUC	ELKO	ELEM ED	23 SANCHEZ-SAENZ	24 MOORE	25 MOORE	27 MOORE	25 MOORE
EDUC	ELKO	SECON ED			26 NEWMAN	28 NEWMAN	26 REAGAN
ENG/EDUC	ELY	ELEM ED/ENG	24 VARNER	25 CATES	27 LAXALT	29 LAXALT	27 LAXALT
ENG	WINN	ENG	25 BATEMAN	26 HOWELL	28 HOWELL	30 HOWELL	28 HOWELL
ENG	ELKO	ENG		27 BENTLEY	29 BENTLEY	31 BENTLEY	29 BENTLEY
ENG	ELKO	ENG	26 GOICOECHEA	28 GOICOECHEA	30 GOICOECHEA	32 GOICOECHEA	30 GOICOECHEA
ENG	ELKO	ENG	27 KEMPSTER	29 KEMPSTER	31 KEMPSTER	33 KEMPSTER	31 KEMPSTER/MOSS
ENG	ELKO	ENG	28 MCNALLY	30 MCNALLY	32 MCNALLY	34 MCNALLY	32 MCNALLY
ENG	ELKO	ENG	29 UHLENKOTT	31 UHLENKOTT	33 UHLENKOTT	35 UHLENKOTT	33 UHLENKOTT
ENG	PAHRUMP	ENG				36 GRIFFITH PHD	34 GRIFFITH
ENG	ELKO	COM					35 ROSSETT
FA & HUM	ELKO	ART	30 FOX	32 FOX	34 FOX	37 FOX	36 FOX
FA & HUM	ELKO	THTR	31 RICE	33 SIMPSON/DELONG	35 DELONG	38 DELONG	VACANT
FA & HUM	ELKO	ART	32 SWEETWATER	34 SWEETWATER	36 SWEETWATER	39 DELANEY	37 GREEN
FA & HUM	ELKO	HUM	33 SKIVINGTON	35 SKIVINGTON	37 SKIVINGTON	40 SKIVINGTON	38 SKIVINGTON
HSCI	ELKO	NURS		36 ELMORE	38 ELMORE	41 ELMORE	39 ELMORE
HSCI	ELKO	NURS	34 KUHL	37 KUHL	39 KUHL	42 KUHL	40 KUHL/GAILEY
HSCI	ELKO	NURS	35 MOWREY	38 MOWREY	40 MOWREY	43 MOWREY	41 DONNELI
HSCI	ELKO	NURS	36 NULL	39 HUNTER	41 HUNTER	44 HUNTER	42 HUNTER
HSCI	ELKO	BSN/DIREC	37 PUCCINELLI	40 PUCCINELLI	42 PUCCINELLI	45 PUCCINELLI	43 PUCCINELLI
HSCI	ELKO	NURS/A.D.N.	38 SMITH G	41 SMITH G	43 CHAFFIN	46 CHAFFIN	44 SUTHERLAND
HSCI	ELKO	EMS		42 PETRUCCI	44 WALSH P	47 WALSH P	45 MOWREY
HSCI	ELKO	RAD				48 DOUCETTE	46 DOUCETTE
HSCI	ELKO	C.N.A.				49 DEAN	47 DEAN
HSCI	ELKO	NURS				50 DONNELLI	48 GAILEY/SHANKS
HSCI	ELKO	HMS					49 RAY
HSCI	ELKO	RAD					50 JAQUES
MATH	ELY	MATH	39 DANIELS	43 DANIELS	45 DANIELS	51 DANIELS	51 DANIELS
MATH	ELKO	MATH		44 DU	46 DU	52 DU	52 DU
MATH	ELKO	MATH	40 KAMPF	45 KAMPF	47 KAMPF	53 KAMPF	53 KAMPF
MATH	WINN	MATH	41 MYRHOW	46 MYRHOW	48 MYRHOW	54 MYRHOW	54 NEWMAN
MATH	ELKO	MATH	42 OWENS	47 OWENS	49 OWENS	55 OWENS	55 OWENS
MATH	ELKO	MATH					56 DIEKHANS
SCI	ELKO	BIOL	43 BAGLEY	48 BAGLEY	50 BAGLEY	56 BAGLEY	57 BAGLEY
SCI	ELKO	BIOL		49 ELLIOTT PHD	51 ELLIOTT	57 ELLIOTT	58 FREISTROFFER
SCI	ELKO	CHEM/PHYS	44 HANINGTON	50 HANINGTON	52 HANINGTON	58 HANINGTON	59 HANINGTON
SCI	WINN	BIOL	45 HOGAN	51 HOGAN	53 HOGAN	59 HOGAN	60 HOGAN
SCI	ELKO	GEOL	46 MCFARLANE	52 KURKA	54 BRUNO	60 BRUNO	61 BRUNO
SCI	ELKO	BIOL	47 PORTS	53 PORTS	55 PORTS	61 PORTS	62 PORTS
SCI	ELKO	AGR		54 SUNDSETH	56 SUNDSETH	62 SHANE	63 SHANE
SCI	ELKO	SUR			57 ELITHORP PHD	63 ELITHORP	64 ELITHORP
SCI	PAHRUMP	BIOL				64 LESLIE	65 SCHMALTZ
SS	ELKO	ANTH	48 HENDERSON		58 WALSH L	65 WALSH L	66 WALSH L
SS	ELKO	PSY/SOC	49 MARTIN	55 MARTIN	59 MARTIN	66 MARTIN	67 MARTIN
SS	ELKO	HIST	50 MCMULLEN	56 MCMULLEN	60 MCMULLEN	67 MCMULLEN	68 MCMULLEN
SS	ELKO	SW	51 ROMBOUGH	57 ROMBOUGH	61 CHARLEBOIS	68 CHARLEBOIS	69 CHARLEBOIS
SS	ELKO	HIST	52 SHROCK	58 KLEM	62 KLEM	69 KLEM	70 KLEM
SS	ELKO	PSC	53 SMITH J	59 SMITH J	63 SMITH J	70 GONZALES	71 GONZALES
SS	ELKO	CRJ		60 BAKER PHD	64 BAKER	71 BAKER	72 BAKER
SS	DIST ED/ELKO	HIST			65 WALLACE S PHD	72 WALLACE S	73 WALLACE S
	TOTAL POSITIONS		53	60	65	72	73

DEPARTMENT	NET POSITIONS
BUSINESS DEPT	0
COMPUTER OFFICE TECHNOLOGY DEPT	-1
CAREER AND TECHNICAL DEPT	3
EDUCATION DEPARTMENT	1
ENGLISH DEPARTMENT	3
FINE ARTS & HUMANITIES DEPT	-1
HEALTH SCIENCES AND HUMAN SERVICES	7
MATH DEPT	2
SCIENCE DEPT	4
SOCIAL SCIENCES DEPT	2
NET CHANGE - TEACHING FACULTY POSITIONS	20

FACULTY WITH DOCTORATES:

2003-04	14
2004-05	15
2005-06	17
2006-07	20
2007-08	20

(DOCTORATES ARE IN YELLOW)
(RED INDICATES LAST YEAR IN POSITION)
(NEW POSITIONS)