

YEAR ONE SELF-EVALUATION REPORT

Prepared for the

Northwest Commission on Colleges and Universities

March 1, 2011



Great Basin College
1500 College Parkway
Elko, Nevada 89801

Table of Contents

Introduction	1
Institutional Context	2
Preface	3
Brief Update on Institutional Changes Since the Last Report	3
Response to Recommendations/Issues Requested by the Commission	5
Date of Most Recent Review of Mission and Core Themes	5
Chapter One: Mission, Core themes, and Expectations	6
Section I: Standard 1.A	6
The Institution’s Mission Statement	6
Interpretation of Fulfillment of the Institution’s Mission	6
Articulation of an Acceptable Threshold or Extent of Mission Fulfillment..	7
Section II: Standard 1.B	9
Core Theme 1: Student Success	9
Indicators of Achievement	11
Rational for Indicators	12
Core Theme 2: Planning and Performance	13
Indicators of Achievement	15
Rational for Indicators	15
Core Theme 3: Sustainability.....	15
Indicators of Achievement	17
Rational for Indicators	17
Core Theme 4: Serving Rural Nevada.....	18
Indicators of Achievement	19
Rationale for Indicators	19
Conclusion.....	20
Exhibit A: GBC Structural Framework for Planning and Assessment.....	21
Exhibit B: Great Basin College Performance Indicators.....	22

Introduction

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

Great Basin College serves six rural counties in Nevada, with the main campus in Elko. In 2006 GBC added Nye County to bring it to the current six county service area, now covering over 62,000 square miles, or 56% of Nevada’s land-mass. The population of this region is just below 120,000. There are permanent GBC centers in Winnemucca, Ely, and Pahrump, a staffed site in Battle Mountain, and the capacity to deliver courses to smaller satellite sites in over 20 other locations. Full-time faculty and various student services are present at all permanent centers. The college also has residential housing for approximately 160 students in Elko.

In providing higher education to its vast service area, distance education technology is used extensively. Over 55% of GBC’s enrollment is through interactive video connection or online (internet) courses.

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

GBC maintains a unique role as a community college offering select Bachelor’s degrees to serve the educational and workforce needs of rural Nevadans. In fall 1999, the college initiated its first Bachelor’s degree, a Bachelor of Arts in Elementary Education. Subsequently, GBC initiated Bachelor of Applied Science, Bachelor of Arts in Integrative Studies, Bachelor of Science in Nursing, and Bachelor of Arts in Secondary Education degrees.

Since the last accreditation visit in 2008, GBC has been fully engaged in developing and implementing a new long-term Institutional Strategic Plan. In conjunction with the development of the Strategic Plan, time was invested in creating a web-based system for documenting and assessing activities in all functions of the college. During the initial creation of the Strategic Plan, NWCCU implemented the transition to the new format and cycle for accreditation. GBC used this as an opportunity to revise the developing Strategic Plan along the lines of institutional Themes, presented in this report.

Institutional Context

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

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

The presence of major active metal mines in all six counties of the service area requires GBC to have very strong links to the mining industry. Several technical programs (diesel, electrical, instrumentation, millwright, and welding) are very closely tied to mining workforce needs. These are strongly supported by mines collaboratively through an aggressive scholarship and internship program named the Maintenance Training Cooperative (MTC). The five mechanical programs are structured into a 48-week compressed program that allows for the completion of an AAS degree or Certificate of Achievement. The mining industry has been a strong supporter of the college in many ways.

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

GBC is strongly invested in distance education to serve its large and sparsely populated service area. For many years GBC has taught classes synchronously to several sites at once through interactive video (IAV). More than 20 sites in the GBC service area have IAV capability, and classes may originate from any of the main GBC centers. For over a decade, about 20% of GBC instruction has involved IAV, and capacity has grown with enrollment. Since 2004, GBC online instruction has a significant growth rate of about 20% each year, and now accounts for 30-35% of total enrollment.

All public institutions of higher education in Nevada are currently struggling with funding as the result of a deteriorated state economy. The current biennial legislative session is debating further cuts for higher education, ranging from between 17% and 29%, depending on the source of the numbers. GBC has strategies in place to survive some anticipated cuts, but cuts of this magnitude were not anticipated. Much current effort is in planning how to survive the current budget situation and still maintain the quality and integrity of programs and services. Working within the context of such uncertainty presents many challenges.

Preface

Brief Update on Institutional Changes since the Last Report

Great Basin College created its last report, in conjunction with a site visit, in the spring of 2008. Since then there have been no reportable substantive changes, though there have been some institutional changes worthy of note.

Facilities

For the fall of 2008 GBC opened the new 30,000 square foot Electrical and Industrial Technology Building. This houses state-of-the-art space and equipment for instruction in Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, Land Surveying/Geomatics, and the Elementary and Secondary Education programs. The building also houses a well equipped Academic Success Center for tutoring and test proctoring, and a large amount of new faculty office space. This building was a significant addition to the GBC Elko campus. A portion of the construction cost was covered by private support through the Great Basin College Foundation.

Stemming from a large donation to the Great Basin College Foundation from the estate of Gwendolyn and Paul Leonard, the College Community Center was significantly remodeled to now house the Leonard Center for Student Life. Student government offices and activity spaces were greatly increased, and the food service and seating capacity were increased and improved. This has resulted in a positive effect on student life activities.

As a lesser change, a small satellite center was opened in Tonopah (Nye County). Previously Tonopah was the largest population center in the GBC service area to not have a site for receiving IAV classes, advising, and other student services. The center is open on a part time basis. Other facilities have been leased in Pahrump (Nye County) on an irregular basis to augment the space already owned there. These facilities were/are for workforce development programs. There was the addition of a modular unit at the Winnemucca center that increased instruction capacity. A 67 kW solar photo voltaic system is being installed on one building on the Elko campus.

Planning

GBC reviewed and updated its mission statement in 2008. This was the first step in developing a new long term Institutional Strategic Plan. The mission statement was not substantially changed, but was reformatted to clearly state the mission as distinct from the commitments that stem from its mission. These are provided later in this report.

A wide ranging Institutional Strategic Plan was then developed that includes the institution as a whole and individual departments and programs, both academic and functional. This plan is documented in an online program developed internally by GBC personnel. Goals, objectives, and actions plans are created by responsible parties, and then updated and revised as progress is made. The plan was also developed to reflect to newly defined core themes as required by the new accreditation process.

All NSHE institutions are converting to a new student record system. The state-wide implementation is named "iNtegrate," and is based on the Oracle People Soft platform. This is to be active for GBC in the fall of 2011. This conversion required a significant investment of resources.

Personnel and Organization

Former President Paul Kilpatrick resigned in 2008 to take a position at different community college. Carl Diekhans, long-time GBC faculty member and Vice President for Administrative Services, became Interim President for one year, and then given a three-year contract as President.

There have been several other changes in administrative personnel and reporting channels at all levels. These generally are in response to a declining budget. In spite of these changes, administrative responsibilities are being performed as required. Annually contracted academic faculty positions have been reduced from 70 in the fall of 2008 (41 tenured) to 64 in the fall of 2010 (38 tenured).

There was a significant redesign of the academic faculty annual evaluation process. Developed primarily through faculty involvement, the new system considers multiple functions of faculty and is designed to identify areas for individual professional enrichment.

Programs

Since 2008, more programs have been eliminated or suspended (or are in the process of doing so) than have been added. Some programs that were planned for development have been delayed.

Seven programs of one-year or more (Certificate of Achievement or higher) have been eliminated or suspended, and four have been added. Some of these are as of yet still in the process of being eliminated, suspended, or added.

Enrollment

GBC enrollment for the fall of 2007 was 1657 FTE (3251 unduplicated headcount). The fall semester of 2009 marked the first semester GBC passed the threshold of 2000 full-time equivalent student enrollment (FTE), and the enrollment for the fall of 2010 was 2022 FTE (3708 unduplicated headcount). This is a 22% increase in FTE over this time, and a 14% increase in student headcount. A significant change was the increase in the number of traditional students taking full-time credit loads. General concerns by students and parents over the economy are seen as the most significant factors for these increases.

Financial

During the same period of time that enrollment was growing by over 20%, the GBC state general fund budget was reduced about 10%. In response to the cuts in state funding, student fees have increased over 30% since 2008, but are far from closing the budget gap created by the budget cuts. For the coming biennium, even more drastic budget cuts and student fee increases are anticipated. The expected institutional repercussions of these actions are not yet known.

Response to Recommendations/Issues Requested by the Commission

There were no recommendations from the 2008 evaluation report, and thus no response is required.

Concerns were raised within the 2008 report regarding assessment and shared governance, but no follow-up reports were required. Assessment is a major emphasis within this current report, and no major governance decisions have been made at GBC without appropriate faculty participation.

Date of Most Recent Review of Mission and Core Themes

The most recent review of the GBC mission was in 2008, following the last Report to the Commission. The review was in preparation for the creation of the new Institutional Strategic Plan. In 2009, while developing the Strategic Plan and after learning of the impending requirement for Core Themes, Core Themes were defined and incorporated into the organization of the Strategic Plan. The four Core Themes for GBC are Student Success, Planning and Assessment, Sustainability, and Serving Rural Nevada. The NSHE Board of Regents accepted the revised Mission Statement and Strategic Plan in August 2009.

Chapter One: Mission, Core Themes, and Expectations

Section I: Standard 1.A, Mission and Mission Fulfillment

The Institution's Mission Statement

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.

Interpretation of Fulfillment of the Institution's Mission

GBC interprets the fulfillment of its mission to be meeting its commitments. The Commitment Statement provided below is considered integral to the GBC Mission, and was approved as part of the GBC mission by the NSHE Board of Regents.

Commitment Statement

As an institution of the Nevada System of Higher Education, Great Basin College is committed to responding to the programmatic needs of our service area by providing opportunities in university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support service in associate and baccalaureate programs. We do so by:

- Effectively addressing the ever-evolving and often disparate needs of our students — career seeking/enhancing, degree seeking, and casual — by means of innovative practices, services, and technologies, resourcefulness, insight, and foresight, both inside and outside the classroom.
- 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.
- Attuning 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.
- Continually seeking improved methods and technologies for delivering education at a distance, across our rural 62,000 square mile service area.
- 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, so that that after they complete their time with us, our students are prepared to actively participate as members of the global community.
- 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.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

An acceptable threshold or extend of mission fulfillment is determined by review and evaluation of a combination of the GBC long-term Strategic Plan and Assessment Framework. Both consider the four college Core Themes that reflect the GBC mission. Continual progress toward achieving goals and objectives in the Strategic Plan and outcomes and measurements defined in assessment documents (all based on GBC mission and commitments) are considered as the acceptable threshold.

The purpose of the Strategic Plan is to determine future directions, needs, and actions to be taken by GBC in fulfilling its mission. Part of ongoing assessment is periodic and frequent review of progress toward goals and objectives in the Strategic Plan. Also objectives within the plan can be created, adjusted, or eliminated to reflect information derived from periodic review of the Assessment Framework. The Assessment Framework is designed for the evaluation of the effectiveness of ongoing operations in the instructional, programmatic, and other institutional functions.

The Strategic Plan is primarily for planning future accomplishments, and the Assessment Framework is for evaluating the effectiveness of ongoing functions (including the function of reviewing planning). The plan and the framework are meant to be interactive between each other. The functions and interrelations of planning and assessment are represented in Exhibit A.

Assessing the “dignity and respect” component of the stated GBC mission is not easily addressed, and frequently questioned. However, it is felt to be worthy of attempting attainment. Treating people with dignity and respect is integral to meeting all other commitments.

Introduction to GBC Strategic Plan & Assessment, 2009 - 2016

The previous GBC Strategic Plan covered 2004-2009, and was organized by administrative areas of responsibility, with objectives and outcomes tracked by administrative assignment. The newly created plan for 2009—2016 has two major differences between the Strategic Plan for 2004—2009:

1. The current plan covers all GBC departments and functional areas. Each department has a mission statement and strategic plan, whereas in 2004-2009 objectives were grouped under administrative areas.
2. The current institutional and department plans are online (www2.gbcnv.edu/planning), and may be updated online at any time by authorized staff. Evaluators will be given temporary access to view this plan.

To grasp the relationship between planning and assessment, a planning and assessment structural framework was devised. The college’s planning and assessment framework (attached as Exhibit A) provides a visual approach to delineate how planning and assessment are used interactively to approach the conventional model of mission, goals, objectives, and action plans. In the planning and assessment framework there are four interacting components — the institution, departments and programs, students in programs, and courses and services, or *In the Trenches*. These four components, or *frames*, also reveal ways of thinking productively about assessment. As described in a later section of this report,

plans — institutional or departmental — usually state or imply metrics (measurements) to be regularly compiled, monitored and evaluated. Institutional assessment requires intelligent interpretation of metrics. Thus metrics are the bridge between planning and assessment.

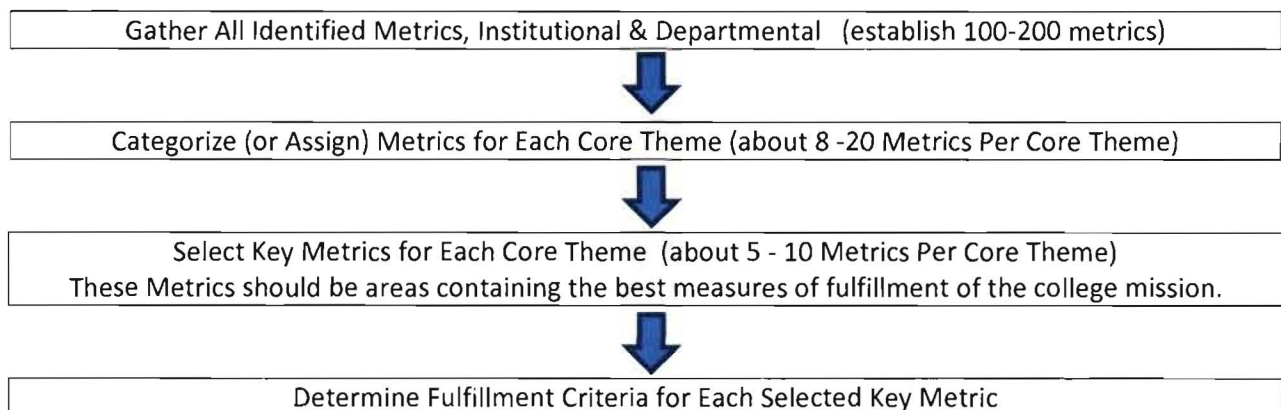
The concept of institutional “Core Themes” had not yet been delivered as accreditation criteria when GBC began its long-term planning effort in 2008. The themes of the revised NWCCU accreditation process require each institution to name its broadest undertakings, each of which will then be evaluated for accreditation. Mid-process, GBC strategic planning was reevaluated to incorporate themes into the work that had already been accomplished. One effect was that instead of having four or five institutional goals, there were 16 goals of smaller scale divided into four Core Themes. Each of the institutional goals has objectives and action plans of its own. Department goals also relate to institutional goals and some of these relationships are recorded in the institutional strategic plans. The sixteen institutional goals are listed in Section II of this report under their corresponding Core Themes. The overall responsibilities for institutional goals are shared by the college president and assigned administrators as noted for each goal.

The four GBC institutional core themes are:

- Theme 1: Student Success
- Theme 2: Planning & Performance
- Theme 3: Sustainability
- Theme 4: Serving Rural Nevada

Each institutional and departmental objective is coded with one or more of the four core themes with “1” signifying a priority or a closer relation to one of the four core themes than to any of the other three.

Metrics connect GBC’s strategic planning with the assessment of GBC’s performance. Metrics are data, information, measurements, yes/no determinations, completed or partly completed, etc. Each of GBC’s core themes have identified and categorized metrics. Metrics that have the best potential (i.e., our sense of validity and reliability) to designate fulfillment for each core theme, along with criteria to address the extent of the fulfillment, will be adopted and monitored over time. This process is mapped below:



The metrics in the first step above are institutional (e.g., graduation numbers, retention, graduate employment) and departmental (e.g., number of graduates in degree programs, student participation in student government, accredited program changes, student satisfaction surveys). With discussion, it is possible to select key metrics for the third step above. Fulfillment indicators for the college are given below with each theme, but are subject to ongoing revision.

Section II: Standard 1.B, Core Themes

Institutional, departmental and programmatic goals and objectives are all included in the GBC planning website. Institutional goals and objectives are listed separately from the others, but many of the departmental and programmatic goals and objectives have effects at the institutional level. All goals and objectives for GBC are found at the website, www2.gbcnv.edu/planning. For each of the four themes below, institutional objectives are listed under each goal for the theme. Below these are examples of objectives and tasks of institutional significance or interest.

In addition to listing the objectives, the planning website contains the action plans for completing each objective. Part of each action plan is to list “indicators” for that plan. In some cases this is completing a task, and in some cases it is achieving a benchmark or something of this nature. There are many more small scale indicators distributed through the full plan than can be listed or rationalized within the constraints of this report.

GBC will create an annual report for each core theme, which will detail accomplishments of the pre-determined key metrics. The report will include institutional metrics as well as relevant departmental and programmatic metrics. There are many possible key metrics such as graduation rate, employer and student satisfaction, and so forth. The annual report will help to redesign, as necessary, action plans for the next year. This will be a dynamic system, clamoring at times for improvement.

For each theme GBC has a determined set of ongoing institutional performance indicators (Exhibit B). The components of this set are expected to evolve. These indicators are also given in the subsections below for each respective Core Theme, together with their rationale.

Appropriate passwords will be provided to reviewers of this report to view the GBC planning documentation. This website is: www2.gbcnv.edu/planning.

Core Theme 1: Student Success

All college planning and activities (curriculum, instruction, educational programs, student services, etc.) are directed toward attaining student success.

The entire Great Basin College community is committed to the success of students. This is not a new theme. However, the ways of achieving success are changing. Great Basin College leads the NSHE in the proportion of use of distance education technologies. The college will continue to deliver state of the art digital learning opportunities to rural Nevadans, doing so by focusing on the combined expertise of traditional educators who have adapted to technology in effective ways. GBC experts will continue to develop new and effective digital pedagogy.

Student successes at GBC continue to grow because of enhanced opportunities, particularly four-year programs in teacher education, nursing, applied science, and integrated studies. The change in college

mission in the late 1990s to include baccalaureate programs has not lessened the college's commitment to residents interested in career and technical education, as noted by two doctoral studies.

Student success will also be nurtured through enhanced academic and career counseling for non-traditional students, including focus on programs that help them juggle the responsibility of jobs, family and higher education. Going forward, the college will use data mined through the new iNtegrate System for institutional record keeping, providing opportunities for the college to reflect on every aspect of each student's GBC experience. That data will be incorporated into the design and implementation of future academic and student services programs. The GBC student, who is gradually becoming younger, in the future will also have more opportunity to be involved in campus and community projects, and graduate with the skills, knowledge and commitment to be vital members of their communities.

The following goals and sample objectives demonstrate what is central and current about Great Basin College's commitment toward student success (www2.gbcnv.edu/planning):

Institutional Goal 1: Provide quality educational opportunities for student success.

Institutional Objective 1.1: Provide faculty and staff with the tools and teaching skills necessary for using current technology in all areas.

Institutional Objective 1.2: Develop a system for documenting student achievement on expected educational outcomes.

Institutional Objective 1.3: Update curriculum on a regular basis according to student feedback, industry guidelines, College requirements, and accreditation standards.

Institutional Objective 1.4: Make an annual assessment of programs and/or courses that should be added or deleted.

Institutional Objective 1.5: Plan for new courses and programs to create more opportunities.

Institutional Goal 2: Enhance quality services supporting student success.

Institutional Objective 2.1: (Currently under review.)

Institutional Objective 2.2: Promote student involvement in campus life.

Institutional Objective 2.3: Continue to pursue iNtegrate for 24/7 quality access to the student information system.

Institutional Objective 2.4: (Currently under review.)

Institutional Goal 3: Facilitate seamless transfer of students from high school to community college to universities and careers.

Institutional Objective 3.1: Promote to the industry and the community the value of students earning degrees.

Institutional Objective 3.2: Offer an effective dual credit program.

Institutional Objective 3.3: Promote the effective use of the Tech Prep program.

Institutional Objective 3.4: Review and formulate coherent plans for all GBC relationships with K-12 schools.

Institutional Objective 3.5: Increase the rate of student transfer to other educational programs.

Institutional Goal 4: Establish a culture that continually fosters faculty and staff excellence.

Reference: Core Theme of Sustainability.

Institutional Objective 4.1: Develop a plan for ongoing professional development in consideration of both base profession and meta-profession of teaching.

(www2.gbcnv.edu/eval)

Institutional Objective 4.2: Continue to develop evaluation processes for all non-classified GBC employees.

Examples of departmental statements related to student success(www2.gbcnv.edu/planning):

2.2 Task: As funds become available, set up the IAV system for interactive use to provide workshops, advising, and student interactions to off-campus sites. **Responsibility: Admission, Advising, and Career Center.**

2.3 Objective: Increase student use of the GBC website: printing unofficial transcripts, grade reports, registration, updating personal information, accessing forms, etc. (2012-2015).

Responsibility: Admissions & Records

1.1.1 Task: Meet with appropriate faculty to determine general guidelines for course content related to program mission and learning objectives. **Responsibility: BAIS**

1.1 Objective: Convert the following courses to online/hybrid to increase enrollment in distance education. **Responsibility: Business Department**

6.1 Objective: Maintain student enrollment growth and increase completion of certificate and degree programs. **Responsibility: Business Department**

1.1 Objective: Enhance curriculum and instructional delivery. **Responsibility: Electrical Technology**

3.1 Objective: The full-time education faculty will integrate technology into classes, modeling for our students. **Responsibility: Teacher Education**

1.1 Objective: Work with the Career and Technical faculty update and improve their existing safety programs. **Responsibility: Environmental Safety & Security**

4.1 Objective: Develop a meal plan for housing students. **Responsibility: Housing**

1.1.2 Task: Increase classroom presentations by 30%. **Responsibility: Library**

2.1 Objective: Increase number of prospective student contacts. **Responsibility: Recruitment Department**

1.3 Objective: Work with GBC Departments in activities that assist the college and provide experiential growth for students. (e.g., ICE) **Responsibility: Continuing Education**

2.1 Objective: Expand and promote student engagement in co-curricular programs by increasing the number of students who attend the programs and their level of participation, as well as the quality and quantity of the programs offered. (2010-2011) **Responsibility: Student Life**

Indicators of Achievement

Core Theme 1 indicators of achievement are as follows:

1. Fall-to-spring persistence rates for new, full-time degree-seeking students and new full-time and part-time degree-seeking students
2. Fall to fall persistence rate for new, full-time degree-seeking students and including those who are awarded a certificate or degree their first year
3. Graduation rates within 150% and 200% of the normal time
4. Degrees and certificates awarded by fiscal year and level
5. GBC graduates continuing enrollment at GBC and at other institutions

6. Successful course completion rates for all classes, for remedial math and for remedial English classes

Online, the format for each objective has a section titled "Indicators," which taps the various actions and accomplishments that represent milestones or progress. The same form lists a target. Clear cut indicators and targets that are completed are then used to indicate accomplishments of core theme objectives.

However, the full integration of planning and assessment through an online platform is a new and evolving process for GBC. There are several caveats here: (1) At this time not all of the indicators are completely or carefully done; (2) some objectives that are conceptually open to some kind of measurement do not have, at this time, a metric; (3) objectives vary: differences between, say, quality of learning or quality of teaching versus objectives that have a yes/no metric, or, the project is completed or it isn't.

Individual programs will follow a review schedule for curriculum, including materials, updating objectives, etc. This schedule will complement the program review schedule but makes improvements more palatable on a step by step basis.

Rationale for Indicators

The definition of "Student Success" is often debated, particularly for community colleges that serve wide-ranging commitments to students and communities. Student success may occur on many levels. It may be as simple as completing one or two classes to upgrade work skills or for personal fulfillment. It may be completing a Certificate or AAS program to lead to a technical career. It may also be to complete various numbers of classes (maybe an Associate's degree) to transfer to another institution for the purpose of completing a Bachelor's degree. At GBC, students may plan on completing a Bachelor's degree without moving.

GBC views completion of all levels of education as indicators of student success. Completion of classes, and persistence from fall to spring semesters and from year to year, are all basic indicators of students completing something successfully, but with the hope of continuing toward higher goals. These are considered general institutional indicators of student success, with the desired results being an increase in these metrics in the future.

Ideally, student success should be considered as achieving a Certificate or degree. Monitoring the rates and numbers of graduates each year is a measure of this. Also, GBC has a significant number of degree holders who continue on at GBC – a result of having select baccalaureate degrees available. Continuation of students from Certificates to Associate degrees to Bachelor's degrees is a further student success to be monitored.

In addition to the institutional indicators, departments and programs monitor their own metrics of student success in various ways. The goals, objectives, action plans, indicators, and annual progress notes for departments possess an integrity, thoroughness, and applicability (and meaning) that comes from practitioners making major contributions to the work. The continued development of the system's metrics increases assessability and avoids reliance upon one or a few measures.

Core Theme 2: Planning and Performance

Develop and utilize systems to plan, collect data, organize data, and assess performance, all with the intent of improving key institutional performances.

Great Basin College continues to plan and collect evidence of performance. The expansion of planning to every department of the college, a project not always happily received, signals a new approach. This is a wider and deeper approach in which thinking about the future in big ways and little ways and paying attention to results (i.e., performance) can profoundly affect change. The integration of assessment planning directly into strategic planning is a new conception from previous GBC Strategic Plans.

The following goals and sample objectives demonstrate what is central and current about Great Basin College's commitment toward planning and performance (www2.gbcnv.edu/planning):

Institutional Goal 5: Develop and fully implement GBC strategic plan and assessment plan.

Institutional Objective 5.1: Complete mission, goals, objectives, and action plans for all departments, including posting on GBC Strategic Planning website.

Institutional Objective 5.2: Complete objectives and action plans for the vice-presidential areas of responsibilities, as identified by institutional goals and any other goals.

Institutional Objective 5.3: Continue testing and implementing of online planning

Institutional Objective 5.4: Develop institutional assessment plan, to include but not be limited to the following:

- System for documenting student achievement on expected educational outcomes for programs and degrees; (Frame 3)
- Exit interviews
- Needs assessment of all six counties
- Data inventory method
- Climate survey data
- Evaluating superior education delivery
- Create an assessment of general education (Frame 3)
- Program review process (Frames 2 & 3)
- Annual evaluations of course syllabi (particularly where more than one instructor teaches the same course). (Frame 4)
- Continual evaluation of departmental/program functions (apart from student learning). (Frame 2)
- Continual evaluation of service and support functions (Frame 2)
- Evaluation of institutional objectives (Frame 1)
- Assessment of student learning in programs (Frame 3)

Institutional Objective 5.5: NWCCU Accreditation. Maintain and improve the infrastructure and processes necessary for updating, monitoring, and accessing documents and data necessary and/or useful for completing Year 1 accreditation responsibilities under the NWCCU revised standards.

Institutional Objective 5.6: Maintain, update, and improve all department strategic plans.

Institutional Goal 6: Incorporate data in planning and decision-making.

Institutional Objective 6.1: Use input from college and program advisory committees.

Institutional Objective 6.2: Set up a process to document actions taken as a result of the data from advisory committees in Objective 6.1 above and from other sources, particularly from the annual assessment reports.

Institutional Objective 6.3: Track data (and reasoning) that was used to make changes in strategic plan mission, goals, objectives, and action plans, i.e., “closing the loop.”

Institutional Goal 7: Continually evaluate for developing new programs, expanding existing programs, and eliminating non-performing programs.

Institutional Objective 7.1: Conduct program review of General Education component during 2009/2010.

Institutional Objective 7.2: Programs under consideration for increases in staffing include, in random order, admissions & records, admission advising and career center, student financial services, recruitment, retention, student life, housing, social sciences, business, child center, fine arts & humanities, health & human services.

Institutional Objective 7.3: Conduct program review of Career Technical Education Department.

Institutional Goal 8: Add new programs consistent with the college mission, attractive to potential students, and conducive to the operation of the college.

Institutional Objective 8.1: Implement the following programs:

- AAS – EMS
- BA, Human Services
- BAS emphasis in accounting/finance
- BAS emphasis in diagnostic medical Imaging
- Alternative energy program(s)
- Electrical power line installer program

Institutional Objective 8.2: (Currently under review.)

Institutional Objective 8.3: Reorient workforce development in Pahrump through a new facility (Humahuaca). Develop more programs and training oriented toward alternative energy and the Corrections Corporation of America development.

Examples of departmental goals that define the core theme Planning and Performance:

4.4.2 **Task:** To track dropout rates and class progression of students served. **Responsibility:** Academic Success Center

3.2 **Objective:** Develop and implement an annual graduate survey to identify program strength and weaknesses. **Responsibility:** BAIS

1.6.1 **Task:** Plot statistics of success, i.e., number of Certificates of Achievement, number of B.A.S. degrees, and evaluation feedback from companies, promotional development, and personal fulfillment. **Responsibility:** Instrumentation

3.1 **Objective:** Retain students accepted into the radiology program. **Responsibility:** Radiology

2.1 **Objective:** Conduct research on online student advising. **Responsibility:** Land Surveying

3.1.1 **Task:** Implement a system to track time application was completed to time Fin Aid was awarded. **Responsibility:** Student Financial Assistance

Indicators of Achievement

Core Theme 2 indicators of achievement are as follows:

1. Percent of programs and departments with strategic plans
2. No. of certificates and degree program options offered

The earlier discussion of the online planning format for objectives pertains here as well. The system lends itself well to monitoring planning and evaluation processes. Interest exists throughout the college in setting up systems, tracking data, trying to assess student satisfaction, and so forth. The College hopes to build on these interests, clearly and dramatically making planning and performance a greatly valued core theme. GBC expects more indicators to be added for this theme in the future. The Director of Institutional Research and Effectiveness is available to advise faculty and administrators in these action research projects. The spring 2011 project for the Faculty Senate Assessment Committee is to identify useful metrics and to discover examples of micro-research quietly being conducted by faculty.

Rationale for Indicators

Initially, the most important outcome for GBC in the areas of planning and performance is to assure that every function of the college is actively engaged in these activities. The proportion of functions that can be documented as having plans that are being acted on and monitored is the first step. As the college becomes fully engaged in the process, metrics will be developed to demonstrate the level of engagement in follow-up assessment processes throughout the college.

The number of degree and certificate programs offered by GBC is an indirect gage of measuring performance. By evaluating need, programs may be developed. By evaluating existing programs, they may be dropped or adapted. There may be several considerations in adding, dropping, or changing a program. Student interest, student performance, employer need, and fiscal considerations are just a few influences that may be considered in these evaluations.

Core Theme 3: Sustainability

Acquire and maintain the resources and other requirements for meeting the College's mission at the highest possible level. GBC must sustain itself in regard to facilities, funding, quality staffing and staff development, accreditation, regional economic development, operational efficiency, safety & security, and so forth.

Sustainability is an exceedingly rich concept. First, an institution like GBC sustains itself by meeting its mission. In significant ways, it achieves its mission by meeting the needs of its residents, its industries, and the community at large. When GBC was planning its first baccalaureate programs in the late 1990s, there were residents and faculty who feared that the college would lose its community college mission. That didn't happen. The institution sustained itself by retaining programs associated with the community college philosophy and further sustained itself through selected baccalaureate programs. Finally, sustainability occurs when professors and instructors remain current in their disciplines and strive always to improve their instruction.

Sustainability also depends upon NSHE, the state legislature and governor, federal actions, and private support for rural higher education. For rural Nevadans now and in the future, Great Basin College *is* higher education. Many are place-bound, committed to their families and their family enterprises. The option of enrolling at a distant school simply may not exist for them. For students and the communities where they live, Great Basin College is not just a center for learning, but an instrument for enhancing and sustaining the value of living in rural Nevada. GBC will continue to enroll "first generation" college

students, and Great Basin College's role in educating Nevada will be a significant component for the entire state's sustainable future.

The following goals and sample objectives demonstrate what is central and current about Great Basin College's commitment toward sustainability (www2.gbcnv.edu/planning):

Institutional Goal 9: Obtain and make responsible [and efficient] use of all resources.

Reference: Institutional Goal 4.

Institutional Objective 9.1: Update campus facilities master plan including equipment replacement.

Institutional Objective 9.2: Explore greater external funding resources.

Institutional Objective 9.3: Conserve resources.

Institutional Objective 9.4: Create an institutional document storage and retrieval system.

Institutional Objective 9.5: Recruit and cultivate appropriate levels and a mix of full-time and adjunct faculty.

Institutional Objective 9.6: Provide adequate departmental resources.

Institutional Objective 9.7: Make all college operations more efficient.

Institutional Goal 10: Promote a strong identity to the world, communicating both internally and externally .

Institutional Objective 10.1: Investigate the feasibility of sports programs at GBC.

Institutional Objective 10.2: Increase our connections with GBC alumni.

Institutional Objective 10.3: Explore greater opportunities for extracurricular activities at all sites.

Institutional Objective 10.4: Communicate the value of education and GBC.

Institutional Objective 10.5: Establish protocols for internal communications.

Institutional Goal 11: Promote economic sustainability in the region.

Institutional Objective 11.1: Develop economic partnerships and relationships.

Institutional Objective 11.2: Cultivate cultural partnerships.

Institutional Objective 11.3: (Currently under review.)

Institutional Objective 11.4: Increase connections with alumni.

Institutional Objective 11.5: Explore greater opportunities for extracurricular activities at all sites.

Institutional Goal 12: Maintain and increase enrollment.

Institutional Objective 12.1: Improve and expand opportunities for student housing.

Institutional Objective 12.2: Continually evaluate for expanding and developing programs.

Examples of departmental goals that define the core theme Sustainability:

2. **Goal:** Maintain quality faculty (full-time and part-time FTE) at a level to meet the needs of employers, prospective students, and communities. **Responsibility: Business Department**

2.1 **Objective:** Improve processing time for incoming transcripts. **Responsibility: Admissions & Records**

1.1.3 **Task:** Build cleaner, more task oriented physical training aids similar to specific equipment from the mining industry. **Responsibility: Diesel Technology**

2.1 **Objective:** Secure National Center for Construction Education and Research (NCCER) accreditation). **Responsibility: Electrical Technology**

2.3 **Objective:** Develop contract training with other companies in industry. **Responsibility:** **Industrial Millwright Technology**

1.1 **Objective:** 1. Obtain and develop new welding shop facilities. **Responsibility:** **Welding**

3.1 **Objective:** Obtain additional building space to accommodate the children on our waiting lists, add an infant/toddler program, and assist the center to become self-supporting.

Responsibility: **Child & Family Center**

4.2 **Objective:** The education department will improve communication with adjunct faculty.

2.2 **Objective:** Broaden course offerings in Social Science to meet the needs of BA and associate degree programs. **Responsibility:** **Social Science Department**

2.2 **Objective:** Continue to pursue iNtegrate implementation. **Responsibility:** **Student Information Services**

6.3 **Objective:** Write a comprehensive program application for processing, storing, and updating Strategic Plans (that is, what I'm using right now to enter this task) online as well as providing a mechanism for administrators to review and comment on plans. **Responsibility:** **Webmaster**

Indicators of Achievement

Core Theme 3 indicators of achievement are as follows:

1. Student FTE as reported to NSHE (fall semesters)
2. Student headcount as reported to NSHE (fall semesters)
3. Student enrollments per class section
4. Total number of instructional faculty
5. Total number of tenured, instructional faculty
6. State general fund appropriations
7. Revenue from student fees and tuition net of scholarships
8. Revenue from external funding

The earlier discussion of the on-line format for objectives pertains here as well as it did under Student Success and Planning & Performance, and will not be repeated here.

A great difficulty in in the concept of sustainability is the problem of susceptibility to political and economic influences outside of the control of the institution. While GBC may do everything within its legal ability to achieve sustainability, if a public institution has its funding yanked out from under it, by the legislature, Governor, or a governing board, there is little recourse.

Rationale for Indicators

For a college to be sustainable several factors must be considered. There must firstly be students and a qualified faculty, and these two must be maintained in a balance. This balance must also be in consideration of the financial resources available to support it. The indicators provided cover the fundamentals of students present, faculty to teach them, the proportion between the two, and funding sources to support them.

Many institutional objectives relate in some way to either recruiting or retaining students, and sustaining an economic climate in which to operate. There are many indicators for the various planned objectives that can be monitored. Online, the format for each objective has a section titled "Indicators," which taps the various actions and accomplishments that represent milestones or progress. The same form lists a target. Clear cut indicators and targets that are completed are used, then, to indicate accomplishments of core theme objectives.

Core Theme 4: Serving Rural Nevada

GBC, through its mission, delivers all of its commitments and services throughout its six-county service area (62,000 square miles) as well as resources will allow. This extends beyond the main campus in Elko, providing for the needs of place-bound residents through appropriate local and distance delivery methods.

Serving rural Nevada is more than just delivering classes to remote sites, though GBC does this well. In its last report from NWCCU (2008), GBC received three commendations relating to its rural service. This requires more than just internet and telephone hookups, it also means individuals driving hundreds or thousands of miles each year. The needs of all communities and students at all locations must be considered.

GBC strives to provide resources to allow its three centers (and one large satellite site) to attain at least some degree of autonomy in providing community college services in their respective regions. Though curricular, financial, and organizational control is clearly maintained through the main Elko campus, effort is made to allow directors and coordinators the ability to plan for the uniqueness of their individual locations. In addition to scheduling classes, GBC supports its centers with all student services needed, including advising, financial aid, library access and assistance, and more. GBC has the ability to connect with many students at over 20 satellite sites through various communication methods, including online and through interactive video.

The communities of rural Nevada are linked by a technological infrastructure designed to deliver higher education and provide the avenues for rural Nevadans to continue to engage in the sort of leadership that has built the state. This infrastructure must be maintained and improved with new developments. Because of GBC's leadership and innovation in distance learning technology, every single one of the tens of thousands of citizens of rural Nevada will be provided the opportunity to acquire the assets provided by post-secondary education. With those assets they will improve their own lives and make significant contributions to the social fabric of their communities.

The following goals and sample objectives demonstrate what is central and current about Great Basin College's commitment toward serving rural Nevada (www2.gbcnv.edu/planning):

Institutional Goal 13: Act in consideration of natural and cultural environments at local and global scales.

Institutional Objective 13.1: Provide forums in a leadership role for the good of communities of the GBC service area.

Institutional Objective 13.2: Support GBC's Intellectual Cultural Enrichment (ICE) efforts for strengthening cultural life in GBC's communities.

Institutional Objective 13.3: Support GBC's Earth Advocates Committee.

Institutional Goal 14: Ensure college-wide consistency of instructional quality & administrative procedures, while recognizing the diverse needs and resources of the service area's communities.

Institutional Objective 14.1: Provide greater involvement for student activities from all sites.

Institutional Objective 14.2: Define levels of autonomy for all sites.

Institutional Goal 15: Continue to develop and deliver high quality distance educational opportunities.

Institutional Objective 15.1: Improve quality for distance education delivery methods.

Institutional Goal 16: Respond to community needs.

Institutional Objective 16.1: Plan for and develop a campus/center in Pahrump.

Institutional Objective 16.2: Plan for and develop services for Nye County's outlying communities.

Institutional Objective 16.3: Increase GBC services to all communities outside of Elko.

Institutional Objective 8.3: Reorient workforce development in Pahrump through a new facility. (Humahuaca). Develop more programs and training oriented toward alternative energy and the Corrections Corporation of America development.

Examples of departmental goals that define the core theme Serving Rural Nevada:

3.1 **Objective:** To increase participation in ICE (Intellectual and Cultural Enrichment) and other special events. **Responsibility: Continuing Education**

3.2.1 **Task:** Coordinate and consult with Regional Center Directors on priorities for IAV classroom improvements and assist with preparation of annual equipment requests.

Responsibility: IAV Office

1.1.4 **Task:** Training sessions each semester with Elko and regional campus facilitators to review processes and operations. **Responsibility: IAV Office**

2.2 **Objective:** Assign each adjunct faculty member a supervising faculty member to assist in the instructional process helping to insure quality of instruction, maintenance of academic standards. **Responsibility: Science Department**

Indicators of Achievement

Core Theme 3 indicators of achievement are as follows:

1. Percent distance education (online, interactive video, and hybrid)
2. Student FTE by site
3. Student demographics (fall headcounts) for percent minority, percent low income, and percent part-time

As with the other themes, specific objectives in the online plan have their own indicators which tap the various actions and accomplishments that represent milestones or progress. The same form lists a target.

Rationale for Indicators

The proportion of education delivered through distance technology (both online and through interactive video) is a greater indicator of serving a rural mission than just the idea of delivery to remote sites, though it clearly fulfills this role. It also recognizes that many students work odd shifts at many different locations (such as mine jobs) and the family commitments that many have. Online enrollment indicates enrollment over distances and times. Interactive video enrollment indicates service at distant sites.

Monitoring enrollment at the different delivery sites is a direct measure of service to the smaller communities in the GBC service area outside of the immediate area of the main Elko Campus. This is a direct measurement of rural service.

Monitoring the demographics for GBC in comparison to the demographics of the service area is an indication of how equitably we serve our rural service area. Rural populations can have different characteristics than more urban settings.

Conclusion

Great Basin College is proud of its many accomplishments over the years. From its beginnings as the first community college in Nevada, it has since been a leader in many educational facets. It has been recognized for its collaboration with industry in offering condensed programs. It was one of the earliest community colleges in the United States to offer select Bachelor's degrees to a place bound population. It is a clear leader in the distribution of all educational services to a sparsely distributed rural population in one of the largest service areas in the United States. GBC is clearly at the forefront of the effective use of distance education technology.

The current page of GBC's progress is in the area of planning and assessment. Online accessibility to college-wide planning information for all functions of the institution is a new step forward. It engages all departments, programs, and functional units of the college in planning and assessment. Full institutional engagement is the strongest thread running through this report. The addition of an assessment documentation framework closes the cycle of planning and assessment.

There are challenges to fully meeting all objectives indicated in this report. The collection, management, and utilization of the large amounts of data generated will be difficult. There is always some resistance to change. However, steady determined progress is occurring. A restriction on resources, both human and financial, may be an obstacle. There are always external political factors that can cause plans to change.

In spite of GBC's many significant achievements and full diligence in adherence to its mission and duties, these are foreboding times. The challenge of sustaining core programs and functions through these financially troubled times in Nevada is ominous. GBC will be required to use every bit of planning, experience, openness to change, and collaboration it can muster to enable critical functions to effectively survive the next several years.

Exhibit A

GBC Structural Framework for Planning and Assessment

3/5/2009

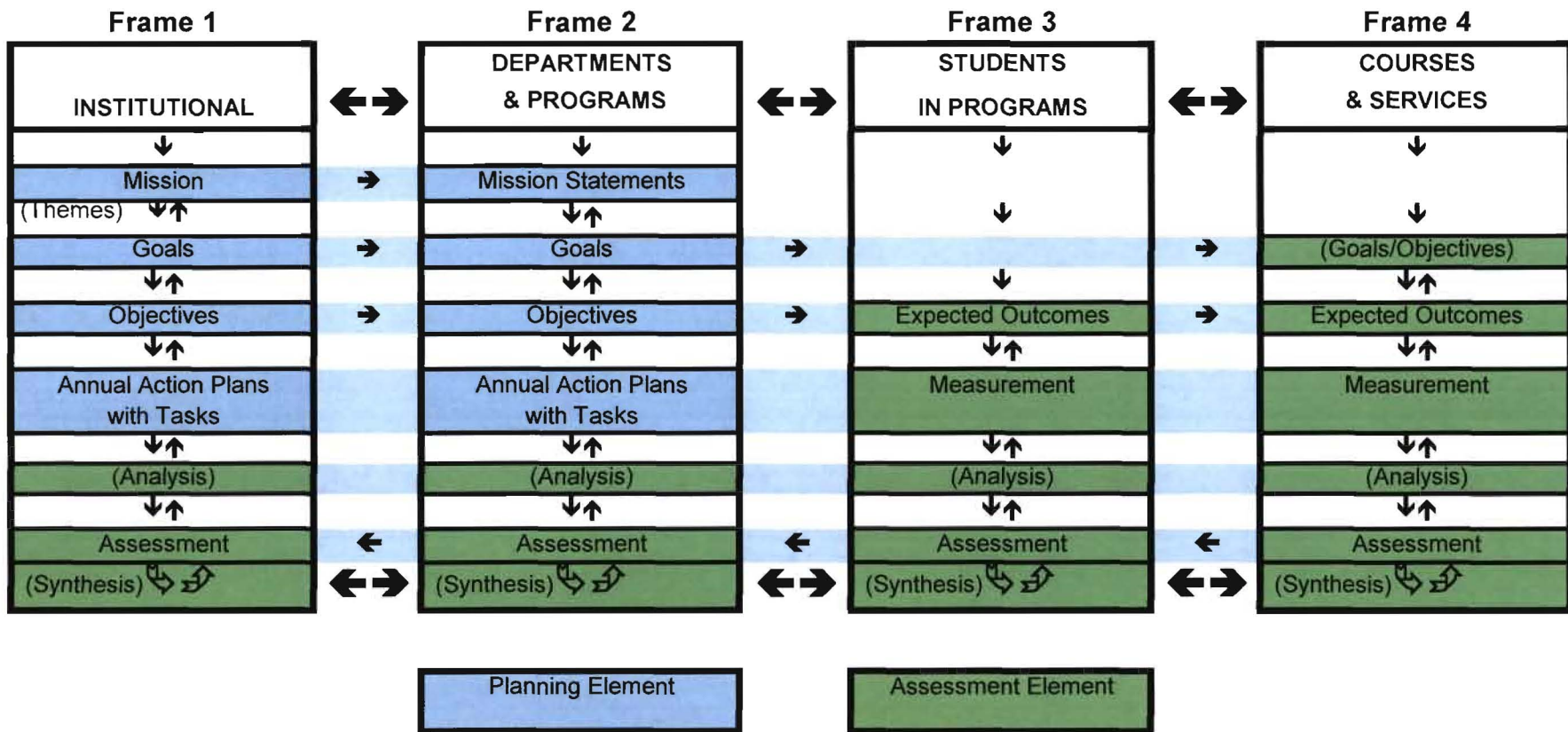


Exhibit B

Great Basin College Performance Indicators

and 2010-2011 Change from Prior Year

	Baseline*		Reporting Year	
	2008-2009	2009-2010	2010-2011	
Student Success				
1 Fall-to-spring persistence rate (new, full-time degree-seeking students)	84%	88%	NA	
(new, full-time and part-time degree-seeking students)	55%	64%	NA	
2 Fall-to-fall persistence rate (new, full-time degree-seeking students)	52%	56%	52%	↓
(new, full-time degree-seeking students graduating or returning the first year)	64%	64%	62%	↓
3 Graduation rates (within 150% of the time required)	21%	26%	NA	
(within 200% of the time required)	NA	NA	NA	
4 Degrees and Certificates Awarded (by fiscal year)	303	316	334	↑
Bachelor's Degrees	51	48	48	↔
Associate's Degrees	205	217	237	↑
Certificates	47	51	49	↓
5 GBC Graduates continuing enrollment at GBC	40%	37%	36%	↓
GBC Graduates continuing enrollment at other institutions	NA	NA	NA	
6 Successful Course Completion Rates	79%	75%	75%	↔
Remedial Math Courses	69%	70%	71%	↑
Remedial English Courses	66%	59%	57%	↓
Planning and Performance				
7 Percent of programs and departments with strategic plans	71%	87%	NA	
8 No. of certificates and degree program options offered	72	73	61	↓
Sustainability				
9 Student FTE as reported to NSHE (fall semesters)	1824	2029	2021	↔
10 Student Headcount as reported to NSHE (fall semesters)	3370	3621	3708	↑
11 Student enrollments per section	13.7	16.0	NA	
12 Total number of instructional faculty	70	68	64	↓
13 Total number of tenured, instructional faculty	41	44	38	↓
14 State general fund appropriations (in \$1,000's)	\$16,180	\$10,010	NA	
15 Revenue from student fees and tuition net of scholarships (in \$1,000's)	\$3,476	\$2,989	NA	
16 Revenue from external funding (in \$1,000's)**	\$4,237	\$13,847	NA	
Serving Rural Nevada				
17 Percent Distance Education (online, interactive video, hybrid)	44%	49%	55%	↑
18 Student FTE by Site				
Battle Mountain	62	63	69	↑
Ely	92	98	88	↓
Pahrump	193	242	270	↑
Winnemucca	184	206	196	↓
All Others	1293	1420	1398	↔
Total Student FTE	1824	2029	2021	
19 Student Demographics (fall headcount)				
Percent Minority***	17%	19%	22%	↑
Percent Low Income	16%	22%	25%	↑
Percent part-time	69%	67%	67%	↔

* Baseline reporting year includes data that became available during the 2008-2009 academic year prior to the implementation of GBC's 2009-2016 Strategic Plan.

**FY2010 includes one-time, federal American Recovery and Reinvestment Act revenues.

***Federal race/ethnicity reporting categories changed in fall 2009 - minority here includes students reporting as two or more races.