

Addendum to Self-Study Report, Summer 2020

Part 1: Pandemic and Budget Implications

Pandemic Status

With the delay in Great Basin College's accreditation site visit, an addendum to the self-study is in order to fully capture the context of the institution during an unprecedented health crisis. This addendum addresses the events regarding the transition to online courses at GBC, forthcoming funding challenges, and other secondary effects of this process that pose either challenges or opportunities to the institution.

Budget and Finance

Nevada, being a state that relies heavily on tourism for revenue, has suffered more than many others with the COVID-19 pandemic. This resulted in a 4% reduction in spending for FY2020. The governor called for a special legislative session that started on July 8, 2020, to address the budget shortfall of the State of Nevada for FY2021. The proposal submitted to the legislature from the governor's finance office included a reduction in state appropriation of 16% for Great Basin College. In addition, furloughs have been recommended for all state employees in the amount of 48 hours for FY2021. The budget reduction plan that was approved by the Board of Regents and submitted to the governor's finance office is included as Appendix A1.

The first issue addressed was the 4% reduction for the remainder of the 2019–2020 fiscal year. Vice President Sibert addressed this in the budget reduction scenarios document: "GBC's proposed budget reduction plan for the 4% for fiscal year 2019-2020 includes salary savings from various positions that were vacant for a portion of the fiscal year and from the recently enacted hiring freeze. Under the direction of Governor Sisolak, spending was limited to essential needs, therefore the remaining of the reduction comes from unspent budgeted operating funds."

The plan scenario includes funding from the following sources: Coronavirus Aid, Relief, and Economic Security (CARES) Act funds—\$193,000; temporary student surcharge of \$130,956 and \$734,416 from a one time distribution of the NSHE market fluctuation account. Reductions in operating/personnel include hiring freeze/vacant positions \$985,169, operating/travel \$82,741, and transfers of expenses to non-state funds of \$111,660. Notable was that the administration achieved its goal of 16% budget reductions by not including any position layoffs.

One major concern noted in the report was the effects these cuts could have on the institution: "Great Basin College, due to previous budget reductions, impacts of the new formula implementation, and the \$1.4M for the current biennium, has already cut over 80 positions and is operating by 35%. These additional budget reductions put significant strain on college resources and reserves... With each additional level of cuts, we are jeopardizing the level of services to students, course offerings, keeping up with technology, and maintaining other functions and buildings. The proposed furloughs for all state employees not only impact employee pay but also morale. There may be other unforeseen consequences. These furloughs may also indirectly impact students as staff may not be available for students when their needs arise."

Put simply, the fiscal crisis associated with the COVID-19 pandemic is exacerbating the situation at an institution already negatively impacted by changes to the NSHE funding formula.

Institution Name: Great Basin College

	FY 2019-20		FY2020-21		Total Budget Cuts
	4% Budget Reduction Plan	6% Budget Reduction Plan	Additional 4% Budget Reduction (To achieve 10%)	Additional 4% Budget Reduction (To achieve 14%)	
Coronavirus Aid, Relief, and Economic Security (CARES) Act Funds		\$ 193,000.00			
2.3% Professional Furlough			\$ 225,753.00		\$ 225,753.00
4.6% Professional Furlough				\$ 227,110.00	\$ 227,110.00
Capital Improvement Projects					\$ -
Higher Education Capital Construction (HECC)/ Special Higher Education Capital Construction (SHECC)					\$ -
Vacant Position Savings	\$ 479,230.00	\$ 527,453.00	\$ 298,474.00	\$ 159,242.00	\$ 1,464,399.00
Operating Budget Reductions	\$ 70,000.00	\$ 48,000.00	\$ 17,241.00		\$ 135,241.00
Reductions in Travel		\$ -	\$ 17,500.00		\$ 17,500.00
Elimination of Equipment/One-Shot Purchases					\$ -
Transfer Expenditure to Non-State Funds		\$ 70,000.00		\$ 41,660.00	\$ 111,660.00
Excess Student Registration Fees/Tuition					\$ -
Redistribution of Student Fee Revenue					\$ -
Student Fee Surcharge				\$ 130,956.00	\$ 130,956.00
Total Budget Cuts	\$ 549,230.00	\$ 645,453.00	\$ 558,968.00	\$ 428,012.00	\$ 2,181,663.00
Institutional Target Amount	\$ 549,230.00	\$ 838,453.00	\$ 558,968.00	\$ 558,968.00	\$ 2,505,619.00
New Revenue		\$ 193,000.00	\$ -	\$ 130,956.00	\$ 323,956.00
Balance	\$ -	\$ -	\$ -	\$ -	\$ -

Modality Changes

Awareness of the COVID-19 pandemic unfolding began with a campus message in early February providing advice for staying healthy—these consisted of advice similar to, and applicable to, flu prevention. By the end of February, President Helens was alerting the campus to the unfolding crisis, though the pandemic was believed to be largely confined to China. This continued into mid-March when the scale of the issue became apparent and action was taken by the Nevada legislature and the Nevada System of Higher Education (NSHE). NSHE Chancellor Thom Reilly issued a statement about moving all courses online by the beginning of April.

This timetable proved optimistic, and GBC went online shortly before spring break near the end of March. GBC’s instructional delivery was already 63% online prior to the pandemic changes. The college converted the remainder of the courses to an online format by the end of March. Some courses had skills components and were evaluated course by course for completion requirements. GBC made a commitment to complete all the components of the skills needed for health sciences, education, and career and technical education. The majority of these students were completed before summer with only a few program students remaining and these students were finished in the summer. Since then, NSHE mandated that courses in the summer be online, and GBC has prepared for a second round of the virus by moving courses for Fall 2020 to limited physical contact. Departments were tasked with following through on plans from their respective deans to maintain a safe campus environment. With the continued uncertainty of the COVID-19 pandemic and financial changes in the state budget,

planning for the future is assessed weekly by administration and is shared by the president with faculty and staff on a weekly basis.

Forecasting the Future

Amidst the most recent budget reductions (coming close to 20%), Great Basin College nevertheless successfully created and implemented plans to increase both summer and fall enrollments (headcount and FTE). The results have seen these numbers surpassing last year's historic-high enrollments. At the time of publication, with only a few weeks until the start of the term, GBC is the only community college in Nevada showing enrollment increases for the fall 2020 semester. Data as of publication is included in Appendix A2.

Part 2: College Updates

Closing the Loop

As referenced throughout the self-study, the Closing the Loop process is collating multiple measures of institutional success. The first version of this document is under construction, but the data from the process was available for President Helens to present to the Board of Regents. She presented [these results](#), specifically related to the system-wide Strategic Plan Metrics, in 2020.

Corequisite Education Implementation

The following, from a press release from June 6, 2019, explains the process that has eliminated developmental education courses at GBC and throughout the Nevada System of Higher Education.

“By redesigning first-year math and English classes, adding additional instruction time to these college-level courses, and requiring mandatory tutoring for students who need the support, we have seen very promising data across the nation that students are more successful,” Chancellor Thom Reilly said. “This approach allows students to ‘kill two birds with one stone,’ by completing the college-level work while also receiving needed remedial support designed to ensure greater success.”

In Nevada and across the nation, traditional remediation has been shown not to work. Reilly explained that too many students who start non-college credit remediation courses are unsuccessful in completing their gateway course. Students, often from underserved and critical populations, also face psychological challenges and long pathways to gateway course completion.

“If we are to close the achievement gap for underserved and critical populations, we need to start with transforming remediation,” Reilly said.

This change, affecting English and math, has involved a year-long discussion within the institution and across the NSHE system.

For English, implementation is not an arduous task—the faculty have been teaching a corequisite composition course, ENG 100, since 2017. Work for English faculty has therefore involved placement SLOs, and similar concerns related to ascertaining student success.

For math, implementation has been notably more complicated due to the number of previous developmental math courses that must be made transfer-level through corequisite education. All of the NSHE institutions elected to work together on this task, resulting in a common implementation approach. The student support needs, however, are currently being evaluated and no permanent funding has been allocated by NSHE nor the legislature to ensure student success other than start-up funding.

Dual Enrollment Plan

Similar to assessment and corequisite implementation, the dual enrollment plan is not related to the current pandemic—though it has been influenced by social distancing and school closures. It is included as Appendix A5; a brief summary follows.

During 2019, the dean of arts and sciences was tasked with developing a coherent program for dual enrollment, one that would allow for tracking student progress and providing a general education framework for dual-enrollment students. The result of this work was the [certificate of general education](#). The general education certificate was approved by the Nevada System of High Education at the Board of Regents meeting in March of 2020.

The certificate is a 30–31 credit program that encompasses English, math, history, fine art, social sciences, humanities, and science. A student who has completed this program will be roughly halfway to an associate’s degree in a manner that is transferable and coherent.

Appendix A1 FY 21 Operation Budget for NSHE

Nevada System Of Higher Education FY 21 State Operating Budget 16% Budget Reduction Summary

Budget Account	State Appropriation	CARES Act Funds	Freeze/Position Savings	Hiring	Operating/Travel Reduction	Transfer to non-state funds	HECC/ SHECC	Redistribution of Student Fee Revenue	Market Fluctuation Account	Temporary Student Fee Surcharge	Total Budget Reduction
System Administration	\$ 4,941,631	\$ -	\$ -	\$ 358,012	\$ -	\$ 60,853	\$ -	\$ 49,562	\$ -	\$ 235,888	\$ 791,392
Performance Funding Pool ¹	-	-	-	-	-	-	-	-	-	-	-
System Computing Center	18,790,097	-	-	1,012,508	-	693,474	-	560,650	-	742,566	3,009,198
Special Projects	2,280,047	-	-	-	-	295,953	-	-	-	69,193	365,146
Education for Dependent Children	14,365	-	-	-	-	2,012	-	-	-	289	2,301
University of Nevada, Reno	\$ 131,048,475	\$ 4,592,658	\$ -	\$ 5,934,123	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,796,509	\$ 20,987,162
Business Center North	2,154,095	83,270	-	45,741	-	138,379	-	-	-	77,585	344,975
University Press	455,601	17,612	-	31,620	-	-	-	-	-	23,731	72,963
UNR - Intercollegiate Athletics	5,481,111	211,881	-	38,459	-	483,211	-	-	-	144,238	877,789
UNR - Statewide Programs	8,461,957	327,110	-	156,989	-	560,892	-	-	-	310,174	1,355,165
Agricultural Experiment Station	5,584,863	215,892	-	393,011	-	35,393	-	-	-	250,110	894,406
Cooperative Extension Service	3,882,367	150,079	-	111,797	-	135,238	-	-	-	224,640	621,754
UNR - School of Medicine	37,632,115	1,454,730	-	1,581,345	-	1,429,582	-	-	-	1,561,055	6,026,712
Health Laboratory and Research	1,785,810	69,034	-	168,499	-	-	-	-	-	48,461	285,994
2017 UNR Engineering Building Debt Service	3,314,250	-	-	-	-	-	-	-	-	463,995	530,771
Total University of Nevada, Reno	\$ 199,800,644	\$ 7,122,266	\$ -	\$ 8,461,594	\$ 2,782,695	\$ -	\$ 463,995	\$ -	\$ 10,503,279	\$ 2,663,872	\$ 31,997,691
University of Nevada, Las Vegas	181,632,636	8,368,433	-	6,172,706	-	1,550,668	-	-	-	9,773,769	3,222,541
Business Center South	1,957,810	90,203	-	66,535	-	16,715	-	-	-	105,350	34,736
UNLV - School of Medicine	41,464,109	1,910,393	-	1,409,140	-	353,995	-	-	-	2,231,210	735,659
UNLV - Intercollegiate Athletics	7,902,866	364,112	-	268,576	-	67,470	-	-	-	425,258	1,265,629
UNLV - Statewide Programs	3,818,417	175,927	-	129,767	-	32,600	-	-	-	205,472	67,747
UNLV Law School	10,456,418	481,763	-	355,358	-	89,271	-	-	-	562,667	1,674,578
UNLV Dental School	9,806,394	451,814	-	333,266	-	83,721	-	-	-	527,688	1,570,475
Total University of Nevada, Las Vegas	\$ 257,038,650	\$ 11,842,645	\$ -	\$ 8,735,348	\$ 2,194,440	\$ -	\$ -	\$ -	\$ 13,831,414	\$ 4,560,401	\$ 41,164,248
Great Basin College	13,974,209	193,000	-	985,169	-	82,741	-	-	-	734,416	130,956
Nevada State College	21,718,947	1,389,500	-	-	-	350,461	-	-	-	1,135,641	410,130
Desert Research Institute	8,666,365	-	-	394,888	-	601,038	-	-	-	391,977	1,387,903
College of Southern Nevada	109,024,754	7,039,204	-	2,139,259	-	57,568	-	-	-	4,965,808	1,686,252
Western Nevada College	14,914,956	681,735	-	726,121	-	-	-	-	-	746,508	196,200
Truckee Meadows Community College	38,294,670	1,673,626	-	1,424,352	-	150,000	-	-	-	1,732,592	495,000
Silver State Opportunity Grant Program ²	5,000,000	-	-	-	-	839,433	-	-	-	100,740	940,173
Prison Education Program ³	396,126	-	-	-	-	-	-	-	-	7,981	7,981
Capacity Building Enhancement ⁴	-	-	-	-	-	-	-	-	-	-	-
Total	\$ 694,855,461	\$ 29,941,976	\$ -	\$ 24,237,242	\$ 7,509,630	\$ 2,137,600	\$ 1,701,419	\$ 550,434	\$ 35,198,092	\$ 10,142,811	\$ 111,419,203

Footnotes:
¹ Performance Pool funding is reflected in each institutions budget
² Due to all but \$60,567 being distributing in FY 20 the balance of \$139,433 will be reduced in FY 21
³ Prison Education Program reductions are included in CSN, WNC, & TMCC budget reductions
⁴ Capacity Building Enhancement funding is reflected in each institutions budget

\$ 109,578,349

\$ 1,840,854

Appendix A2
Summer and Fall 2020 Enrollment Data

FTE and Headcount for Summer and Fall 2020 vs 2019

<u>Date As Of:</u>	<u>Fall Headcount</u>			<u>Fall FTE</u>		
	<u>2019</u>	<u>2020</u>	<u>% Change</u>	<u>2019</u>	<u>2020</u>	<u>% Change</u>
<u>7/30/2020</u>	<u>2649</u>	<u>2756</u>	<u>4.04%</u>	<u>1561.3</u>	<u>1744.6</u>	<u>11.74%</u>

<u>Date As Of:</u>	<u>Summer Headcount</u>			<u>Summer FTE</u>		
	<u>2019</u>	<u>2020</u>	<u>% Change</u>	<u>2019</u>	<u>2020</u>	<u>% Change</u>
<u>7/30/2020</u>	<u>783</u>	<u>909</u>	<u>16.09%</u>	<u>223.3</u>	<u>287.4</u>	<u>28.71%</u>

FTE by day - Fall



Headcount by day - Fall

