GREAT BASIN COLLEGE

JANUARY 2020

Comprehensive Self-Evaluation Report: Standards One and Two

Prepared for the Northwest Commission on Colleges and Universities

GREAT BASIN COLLEGE

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LIST OF ACRONYMS

BOR	Board of Regents
EHS&S	Environmental Health Safety and Security
GBC	Great Basin College
GIF	General improvement fee
FTE	Full-time equivalency
IAV	Interactive video
IPEDS	Integrated Postsecondary Education Data System
NAC	Nevada Administrative Code
NRS	Nevada Revised Statutes
NSHE	Nevada System of Higher Education
NVeLearn	Nevada online learning system
OSHA	Occupational Safety and Health Administration
SEM	Strategic Enrollment Management (Plan)
SHEPAC	NSHE safety, health, and environmental policy advisory committee
UNLV	University of Nevada, Las Vegas

INSTITUTIONAL OVERVIEW

Great Basin College (GBC), a Carnegie-classified dual mission institution embracing both a comprehensive community college and four year college mission, offers approximately 4,600 students—across 86,500 square miles in the State of Nevada and online—the opportunity for a broad-based occupational and liberal arts education. These educational opportunities include physical, life, and social sciences, mathematics, fine arts, humanities, and a broad variety of occupational/technical program offerings. Additionally, a robust offering of continuing education courses promotes lifelong learning. GBC's main residential campus is located in Elko, with additional campus centers in Battle Mountain, Ely, Pahrump, and Winnemucca. GBC has numerous other satellite locations throughout Nevada as well.

Many students in rural Nevada are the first in their families to enter college. The new millennium saw meteoric growth in distance learning technologies. An online webcampus was established, providing more access and flexibility for GBC students. In 2006, the Nevada System of Higher Education Board of Regents expanded the GBC service area to include Nye County; a campus center was opened in Pahrump. Based upon GBC's success in serving Pahrump and several other remote locations throughout rural Nevada, the Board of Regents again in the spring of 2014 expanded the college's service area. GBC assumed responsibility for providing post-secondary education to the 10 most-rural counties in Nevada.

Great Basin College is regionally accredited by the NWCCU and is additionally licensed and/or accredited by the Mine Safety Health Administration, the Accreditation Commission for Education in Nursing, Inc., the Joint Review Committee on Education in Radiology Technology, and the Council for Standards in Human Services Education. Additionally, GBC is approved by NSHE for elementary and secondary education license programs.

The core themes that guide the philosophy and action of Great Basin College are to provide student enrichment, build bridges and create partnerships, and serve rural Nevada. These themes appear throughout this report the same way they appear throughout the institution.

This report serves as a self-study for mission fulfillment and sustainability. It also serves to align actions on a daily basis with core themes, the mission, and a continual quest for increased quality. Throughout this report, Great Basin College demonstrates a commitment to fulfilling the mission every day—from the classroom and lab to communities and workplaces throughout Nevada.

BASIC INSTITUTIONAL DATA FORM

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Great Basin College

Mailing Address: 1500 College Parkway
Address 2:
City: Elko
State/Province: NV
Zip/Postal Code: 89801
Main Phone Number: 775-738-8493
Country: USA

Chief Executive Officer

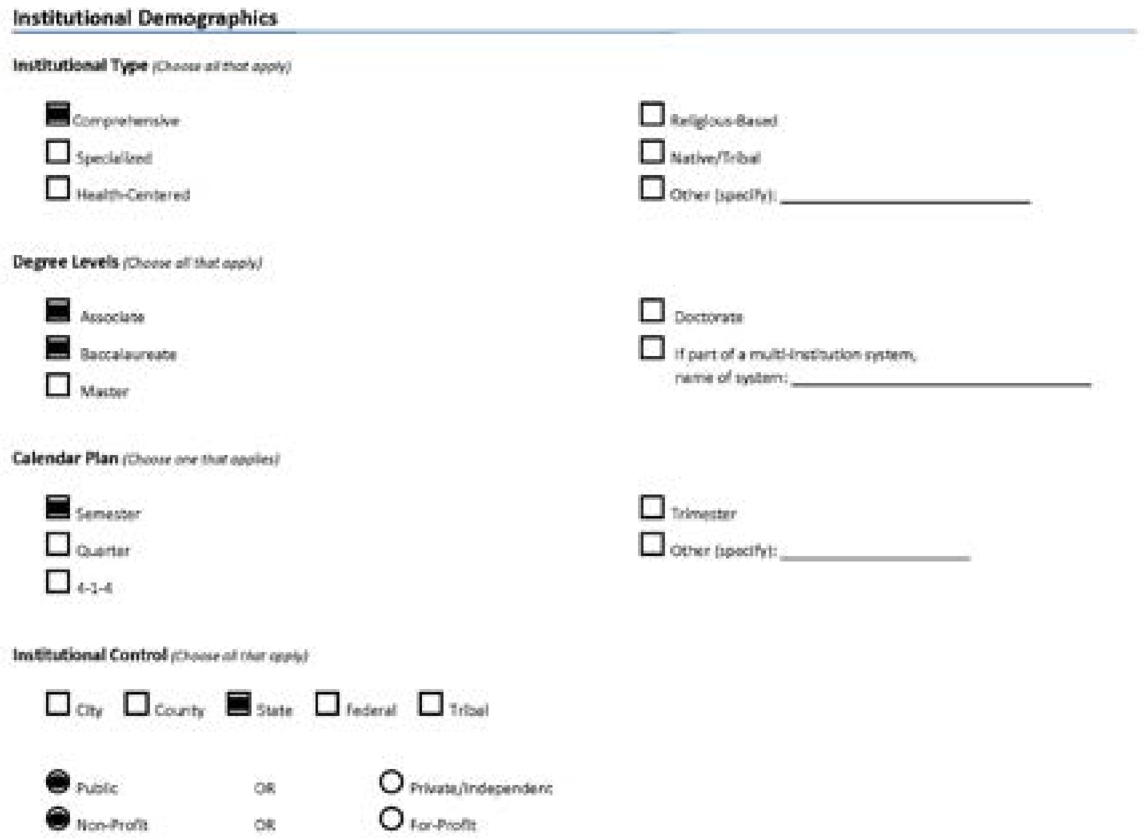
Title (Dr., Mr., Ms., etc.):
First Name: Joyce
Last Name: Helens
Position (President, etc.): President
Phone: 775-753-2265
Fax: 75-753-778-9358
Email: joyce.helens@gbcnv.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.):
First Name: William
Last Name: Brown
Position (President, etc.): Director, Institutional Research and Effectiv
Phone: 775-753-2009
Fax: 775-753-778-9358
Email: william.brown@gbcnv.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.):
First Name: Sonja
Last Name: Sibert
Position (President, etc.): Vice President for Business Affairs
Phone: 775-753-2181
Fax: 775-778-9358
Email: sonja.sibert@gbcnv.edu



Institutional Demographics

Institutional Type *(Choose all that apply)*

☑ Comprehensive
☐ Specialized
☐ Health-Centered
☐ Religious-Based
☐ Native/Tribal
☐ Other (specify): ____________

Degree Levels *(Choose all that apply)*

☑ Associate
☑ Baccalaureate
☐ Master
☐ Doctorate
☐ If part of a multi-institution system, name of system: ____________

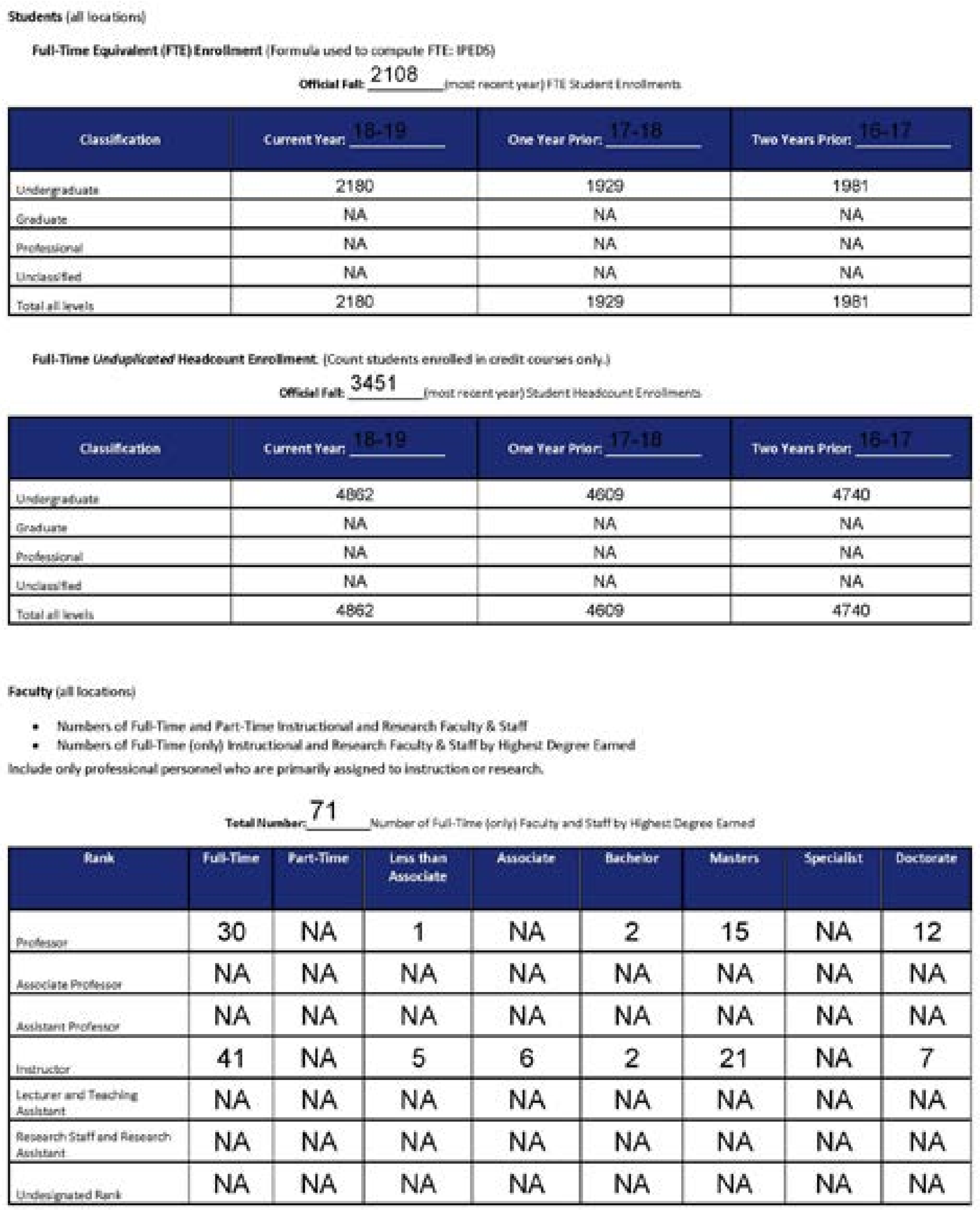
Calendar Plan *(Choose one that applies)*

☑ Semester
☐ Quarter
☐ 4-1-4
☐ Trimester
☐ Other (specify): ____________

Institutional Control *(Choose all that apply)*

☐ City ☐ County ☑ State ☐ Federal ☐ Tribal

● Public OR ○ Private/Independent
● Non-Profit OR ○ For-Profit



Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2108 (most recent year) FTE Student Enrollments

Classification	Current Year: 18-19	One Year Prior: 17-18	Two Years Prior: 16-17
Undergraduate	2180	1929	1981
Graduate	NA	NA	NA
Professional	NA	NA	NA
Unclassified	NA	NA	NA
Total all levels	2180	1929	1981

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 3451 (most recent year) Student Headcount Enrollments

Classification	Current Year: 18-19	One Year Prior: 17-18	Two Years Prior: 16-17
Undergraduate	4862	4609	4740
Graduate	NA	NA	NA
Professional	NA	NA	NA
Unclassified	NA	NA	NA
Total all levels	4862	4609	4740

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 71 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	30	NA	1	NA	2	15	NA	12
Associate Professor	NA	NA	NA	NA	NA	NA	NA	NA
Assistant Professor	NA	NA	NA	NA	NA	NA	NA	NA
Instructor	41	NA	5	6	2	21	NA	7
Lecturer and Teaching Assistant	NA	NA	NA	NA	NA	NA	NA	NA
Research Staff and Research Assistant	NA	NA	NA	NA	NA	NA	NA	NA
Undesignated Rank	NA	NA	NA	NA	NA	NA	NA	NA

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	77,839	13.1
Associate Professor	NA	NA
Assistant Professor	NA	NA
Instructor	68,188	3.19
Lecturer and Teaching Assistant	NA	NA
Research Staff and Research Assistant	NA	NA
Undesignated Rank	NA	NA

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

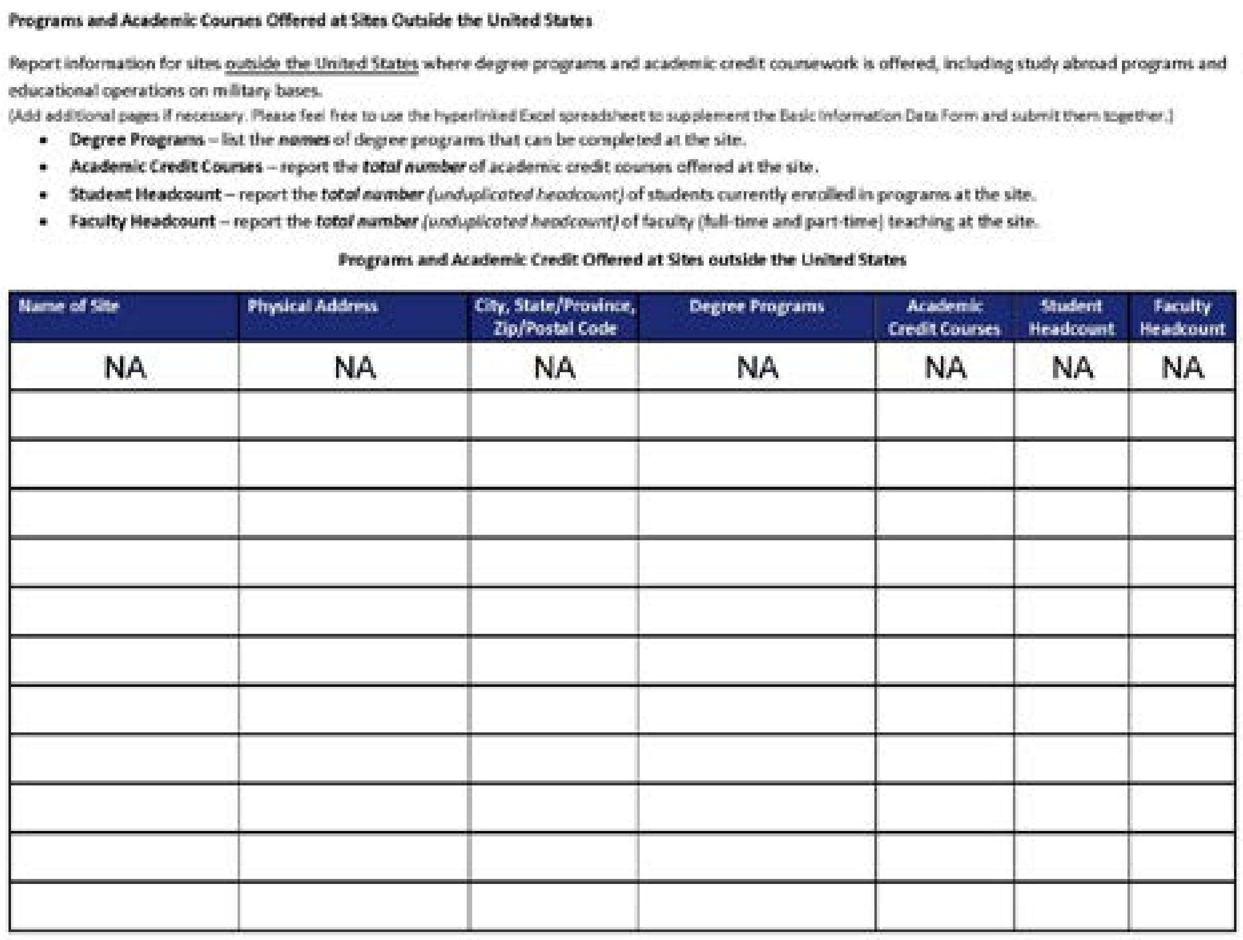
Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Ely	2115 Bobcat Dr.	Ely, NV 89301	See attached	29	21	2
Pahrump	551 East Calvada Blvd	Pahrump, NV 89048	See attached	35	56	3
Winnemucca	5490 Kluncy Canyon Rd.	Winnemucca, NV 89445	See attached	30	24	3

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)



Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NA	NA	NA	NA	NA	NA	NA

Preface

Great Basin College (GBC) submits this Year Seven Self-Evaluation Report to Northwest Commission on Colleges and Universities (NWCCU). GBC has decided to submit the year seven report based on the new NWCCU standards starting January of 2020. This report will provide an update of how GBC meets the NWCCU 2020 Standards. Previous topics have been addressed in the 2016 mid-cycle report.

Institutional Changes

The last report submitted by GBC to NWCCU was for the mid-cycle review in 2016. Since that report, GBC has undergone numerous changes: some changes were due to retirements and state funding formula implementation. A new, system-wide funding formula was implemented by the Nevada System of Higher Education (NSHE) and was adopted by the Nevada legislature.

NSHE System-Level Changes

Chancellor—Chancellor Dan Klaich resigned in May of 2016, and John White became interim chancellor. In August of 2017, Thom Reilly was named chancellor; Chancellor Reilly has announced his intention to resign at the end of his contract in 2020.

Administrative Changes

President—In September of 2017, President Mark Curtis retired and was replaced by President Joyce Helens after a national search. President Helens's contract was recently renewed for another three year period.

Vice President—Vice President of Academic Affairs (VPAA) Mike McFarlane retired in 2016 and Vice President of Student Services Lynn Mahlberg served as interim; in July of 2018, Dr. Sonja Brown was hired as VPAA. In July of 2019, the position of vice president of academic affairs was eliminated due to further budgetary constraints. As a result, the position of vice president of academic affairs was combined with the vice president of student services; the position is now the vice president of academic and student affairs.

Vice President—In October of 2018, Vice President of Student Services Lynn Mahlberg retired and was replaced by Jake Hinton-Rivera. Currently, Vice President Hinton-Rivera serves in the new position of vice president of academic and student affairs.

Director—In the past, the director of institutional research and effectiveness was a shared position with another college within the Nevada System of Higher Education (NSHE) due to budgetary constraints. In spring of 2018, it was determined the position of institutional research was needed and a new director of institutional research and effectiveness was hired in July of 2018: William Brown.

Director—The director of communication position was created in fall of 2019; the director is Jennifer Sprout.

Director—The Chief Development Officer and Foundation Director Matt McCarty started in spring of 2018 after the resignation of the previous director.

Academic Affairs Changes

Dean—Dean of Arts and Sciences left the institution in September of 2018. The replacement for this position, Mary Doucette, was hired internally and started September of 2019.

Dean—A dean of distance education was hired in Fall of 2019 to replace Associate Vice-President Lisa Frazier upon her retirement. The current dean is Dr. Karl Stevens.

Director—The library director position is currently open and is anticipated to be filled in the Spring of 2020.

Student Affairs/Services Changes

Director—Due to a directive by NSHE, all incoming students must have advisement. Due to this directive, a new position, director of advising, was created. The new director started January 2020: Jennifer Brown.

Director—The center director for Battle Mountain, Veronica Nelson, was hired in Fall of 2016. This position vacancy was due to a retirement.

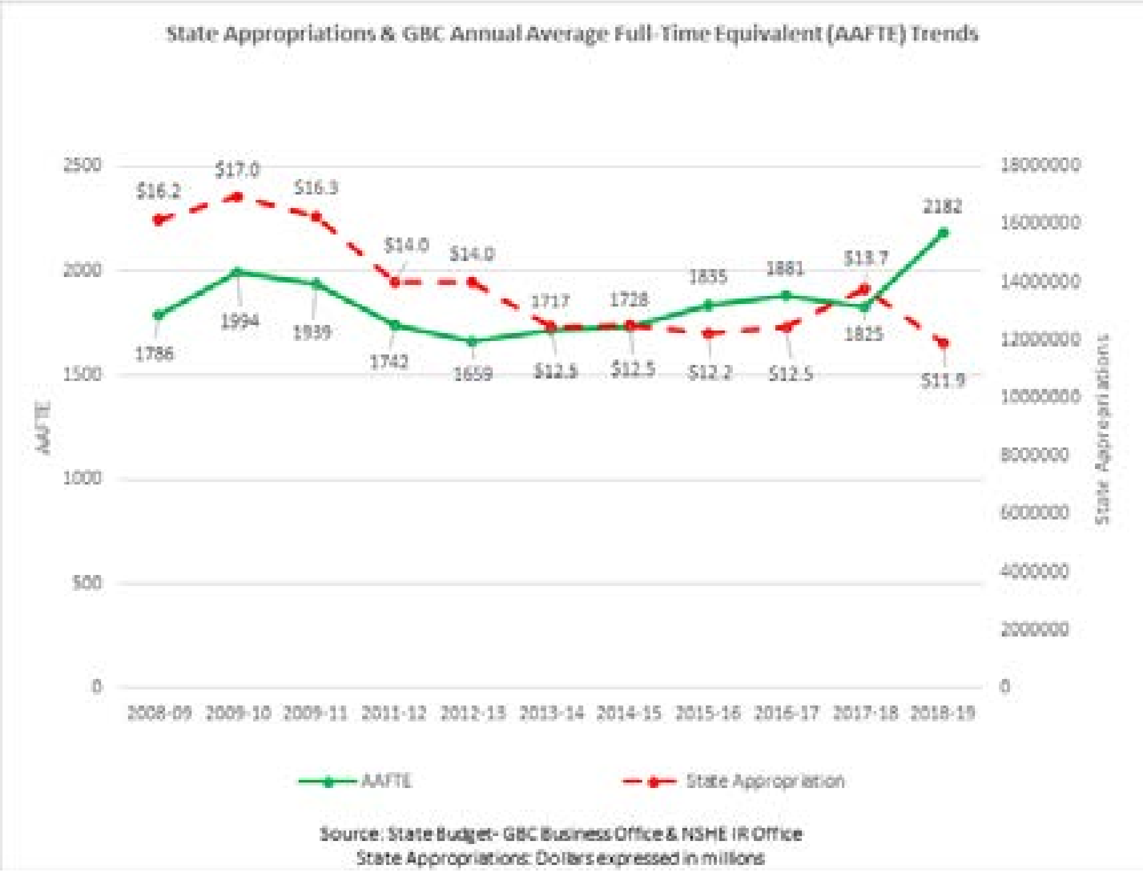
Director—The Director of Admissions and Registrar Janice King retired and was replaced by Melissa Risi.

Financial Changes

NSHE's new funding formula was approved by the Nevada legislature in 2013 and has been approved in each biennium since. As addressed in the 2016 mid-cycle report, this funding formula negatively impacted GBC by a reduction of approximately 30% of the budget since 2009, as demonstrated by the first chart below. During the same period, GBC has experienced enrollment growth as demonstrated by the second chart below—even though there has been a reduction in full-time employees.

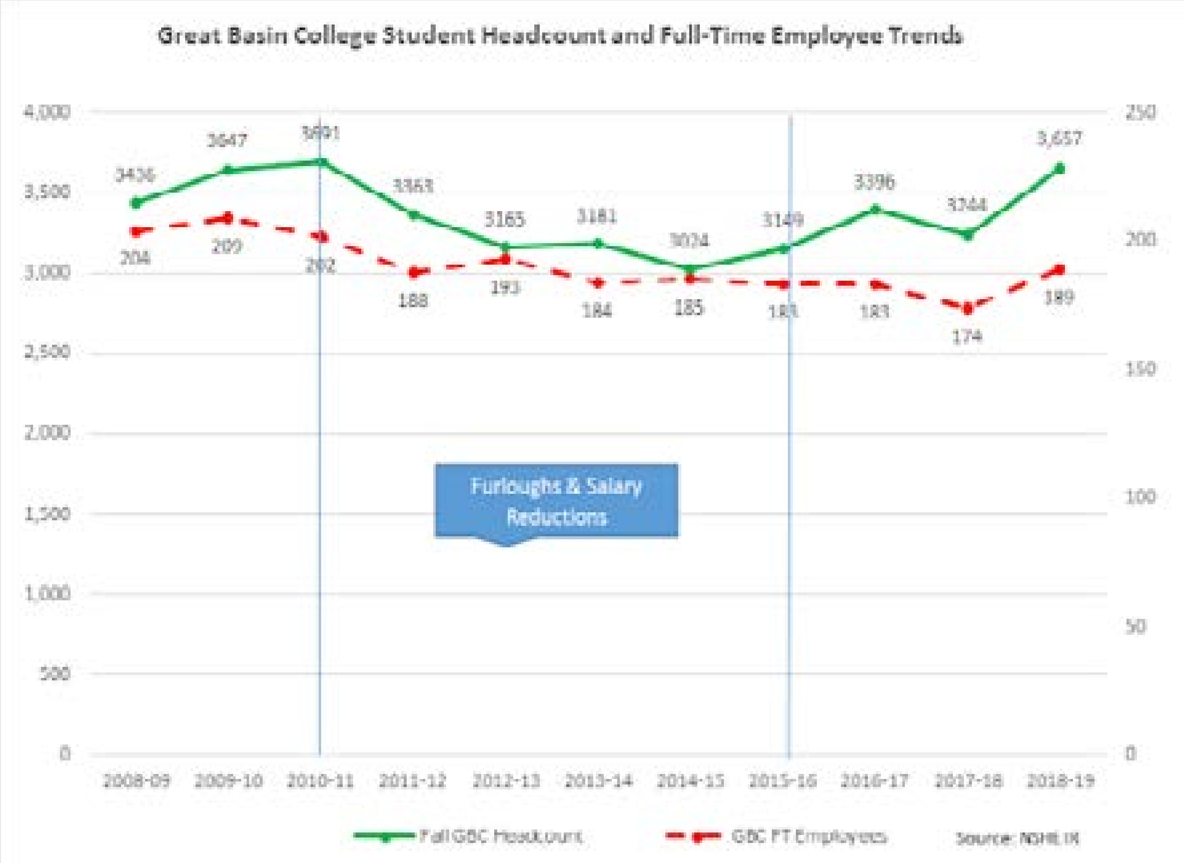
The financial stress placed on the college has led to the need for a bold growth-oriented self-help vision that reads as follows: "While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees, and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada" (2016 mid-cycle report).

GBC has continued to endure further budget cuts. Even in the presence of adversity, GBC is committed to its mission and student success. To demonstrate this, GBC's enrollment is climbing along with the graduation rate of our rural Nevada citizens. GBC collaborates with other NSHE institutions to increase efficiencies and shared services. Additionally, GBC has added additional educational opportunities by offering new Bachelor's degrees in English, science, social sciences, human services, and comprehensive medical imaging.



State Appropriations & GBC Annual Average Full-Time Equivalent (AAFTE) Trends

Source: State Budget- GBC Business Office & NSHE IR Office
State Appropriations: Dollars expressed in millions



Great Basin College Student Headcount and Full-Time Employee Trends

Source: NSHE IR

These graphs demonstrate recent funding, enrollment, and employment.

STANDARD ONE – INSTITUTIONAL MISSION AND EFFECTIVENESS

AUTHORITY
Great Basin College is a member of the Nevada System of Higher Education (NSHE) which operates under the authority of the Nevada Constitution. NSHE prepares biennial budget requests in preparation for the state legislature; NSHE's elected 13-member Board of Regents is responsible for system policymaking and oversight. The Board of Regents appoints the NSHE chancellor who serves as the system's chief executive officer and is responsible for implementing Board of Regents policies and NSHE strategic initiatives. The president of each member institution reports directly to the chancellor.

1.A. Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

> "Great Basin College is unique in the extreme sparsity of its distribution of population. At 86,500 square miles with less than 140,000 residents, the service area of GBC has the most isolated population in the contiguous United States. The people of this region treasure the value of life that comes with living in small towns. While often characterized as "rural," the service area is actually "frontier;" most residents live within small cities and towns separated by tens to hundreds of miles. Most residents are in some way associated with natural resources for their livelihoods and lifestyles. Mining, ranching, and many varieties of outdoor recreation are important to the region and are fundamental as a way of life.
>
> Serving the people of the Great Basin has many challenges with great rewards. It is neither simple nor inexpensive to serve these residents. Classes either must be taught in small sizes in remote locations, or courses must be delivered through distance technologies. However, the often place-bound students living in these widely separated places greatly appreciate the access provided to advance their knowledge and careers, and for providing training for basic services to communities."
>
> – GBC Strategic Plan 2014–2021, page 1

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

> "The first sentence of the Board of Regent-approved mission for GBC explains what the institution does. The second lengthy sentence explains how the institution accomplishes its mission."
>
> – GBC Strategic Plan 2014–2021, page 3

Great Basin College's mission statement was approved by the Nevada System of Higher Education in December, 2011. It is supported by a collection of core themes, key performance indicators, a strategic plan, and an institutional assessment plan.

Core Themes
GBC's core themes are a component of the mission statement, therefore GBC is choosing to address them despite them not being a mandatory component of the new NWCCU standards. The core themes are: 1. provide student enrichment, 2. build bridges and create partnerships, and 3. serve rural Nevada. Each theme is supported by three objectives.

Theme 1, **provide student enrichment**, is supported by these objectives.

- **Objective 1.1: Provide educational opportunities**
- **Objective 1.2: Foster cultural awareness**
- **Objective 1.3: Provide curricula and programs for careers**

Theme 2, **build bridges and create partnerships**, is supported by these objectives.

- **Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities**
- **Objective 2.2: Build and sustain workforce programs**
- **Objective 2.3: Support community needs**

Theme 3, **serve rural Nevada**, is supported by these objectives.

- **Objective 3.1: Provide access to education at distant locations**
- **Objective 3.2: Provide resources to meet the educational needs of the service area**
- **Objective 3.3: Provide needed services to students at all GBC sites**

A full list of the objectives and indicators is included in Appendix A as part of the Closing the Loop plan.

A review of these core themes for GBC's mid-cycle report reflected that the college was meeting the vast majority of its goals.

It was brought to the institution's attention, during the nearly complete turnover in our administration, that institutional assessment plan data was not updated annually—a gap in the process—and is now being appropriately updated through the NSHE-mandated strategic plan metrics. This reporting is the purview of the institutional research and effectiveness office. These metrics are described below; more is under 1.B.2.

Institutional Assessment Plan

In response to concerns in GBC's most-recent self study (from 2013), the college developed and implemented an analytics-based institutional assessment plan (IAP) in 2015 to better understand institutional performance and provide better pathways to improvement. During the IAP implementation process, a near-complete change in upper administration occurred—combined with additional state-mandated metrics—thus resulting in a mixed set of performance indicators measuring mission fulfillment. The IAP was supplanted in 2018 by NSHE's strategic plan metrics.

Strategic Plan
Great Basin College updates its strategic plan every seven years based on input from multiple metrics and all internal and external stakeholders to ensure diversity of thought. The current plan is to be reviewed during the 2020–21 academic year. The process is mandated by the Nevada System of Higher Education: NSHE Title 4, Chapter 14, Section 3, Institutional Strategic Plans.

1.B. Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Institutional effectiveness at GBC is the ongoing assessment of achievements and outcomes of the college mission to enrich student's lives, build bridges, and serve rural Nevada. GBC is focused on institutional effectiveness through continuous improvement: many processes are under constant review. Currently, GBC uses ongoing and systematic evaluation and planning processes based on NSHE's strategic plan metrics (developed between the system office and all NSHE institutions and implemented in January, 2018). These metrics are shared across the institutions of higher education across Nevada.

Great Basin College's mission statement is affirmed and verified through a set of key indicators—this is accomplished through measurements in the strategic plan metrics along with program and course assessment practices. These practices have been used to refine effectiveness, identify and allocate resources, and assess student learning and achievement. A major component of this process from enrollment to matriculation is monitored through the new strategic enrollment management (SEM) plan. Specifically, under strategic plan metrics, access, success, and closing the achievement gap serve the GBC mission by mirroring main points of the current strategic plan related to providing student enrichment and serving rural Nevada. Additionally, the workforce component directly reflects building bridges and creating partnerships. The strategic plan metrics are measured in multiple ways, including, for example, through program reviews and student satisfaction surveys for graduates.

NSHE and GBC's new administration have identified strategic enrollment strategies that focus on improving student access, retention, and graduation. To fill this gap, a comprehensive strategic enrollment management plan has been developed to identify and improve processes and data that support building strategic enrollments. The process of developing the SEM plan began in February, 2019. This plan is designed to refine and inform student service processes at GBC and development of action plans for student learning and achievement improvement. One issue identified during the development of this plan was the loss of 22 positions within enrollment and similar areas, slowing down the process of student onboarding. Similar capacity issues—with more than 50 positions lost to budgetary constraints during the last decade—across offices and departments are a challenge for the institution at large.

Analyzing these results informs ongoing changes and also the direction of GBC's focus under curricular review and strategic planning. Responsibility for institutional assessment, per policy 2.3, rests with the vice president for academic and student affairs. Ongoing work in this area is included in the strategic enrollment management (SEM) plan. The SEM plan is included in Appendix I.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

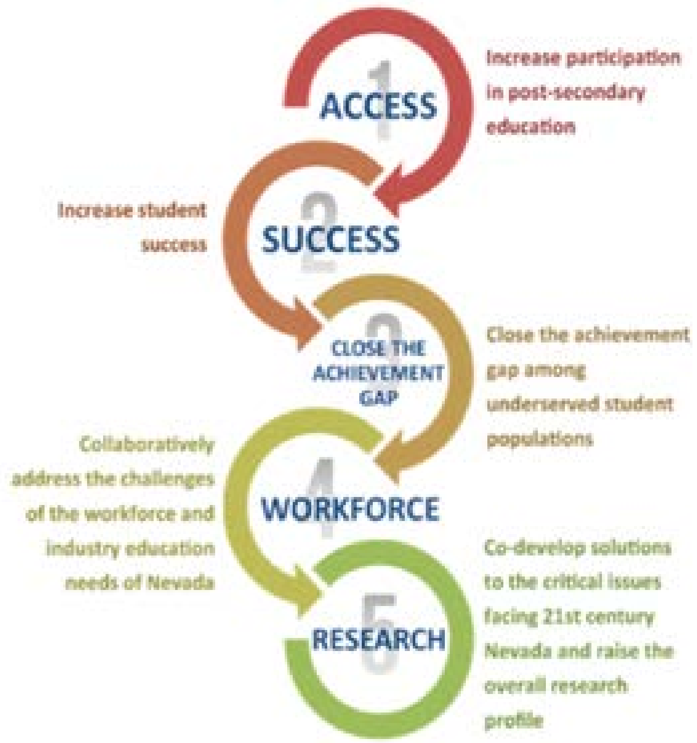
With GBC administrative turnover and changes in state mandates, GBC has been using three sets of indicators to better understand and improve upon institutional effectiveness and mission fulfillment goals.

NSHE Strategic Plan Metrics: In mid-2018, the Nevada System of Higher Education (NSHE) mandated strategic plan metrics that, while similar to other metrics used by GBC, offer different opportunities for data collection and analysis.

These metrics consist of five categories:
1. Access
2. Success
3. Closing the Achievement Gap
4. Workforce
5. Research

The strategic plan metrics reflect goals of all Nevada colleges and universities within the NSHE system.

GBC's strategic plan, a document that is updated every seven years, states the institution's mission, themes, and goals. Appendix C of the strategic plan has a series of thirty-nine key performance indicators to support and confirm mission fulfillment


1
ACCESS
Increase participation in post-secondary education
Increase student success
2
SUCCESS
3
CLOSE THE ACHIEVEMENT GAP
Close the achievement gap among underserved student populations
Collaboratively address the challenges of the workforce and industry education needs of Nevada
4
WORKFORCE
Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile
5
RESEARCH

NSHE's strategic plan metrics cover five broad areas to better serve students in Nevada.

For regional and national peers and their measurements of mission fulfillment and effectiveness, GBC collects data through the office of institutional research and effectiveness. GBC collects data from federal and other external sources such as NSHE data for all state institutions, IPEDS, and Noel Levitz. This combined data is ultimately reported to GBC's leadership council for action and for guiding mission development, strategic planning, and curricular review.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

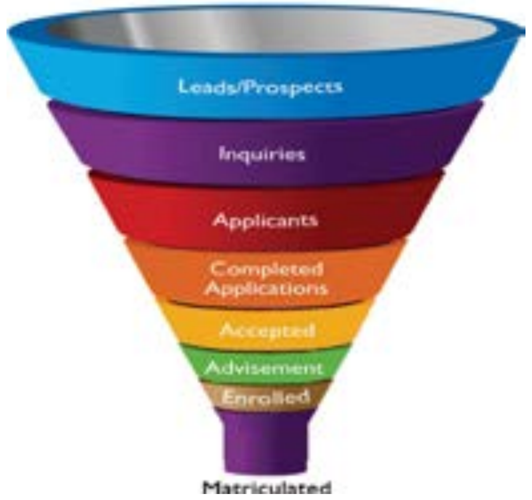
> "During the fall 2013 in-service week, plans for the creation of an updated strategic plan were announced. A new plan was seen as necessary to align GBC's ongoing accreditation requirements and timelines with that of the Northwest Commission on Colleges and Universities. Core themes... were revised through the work of a joint accreditation/strategic plan steering committee which met every other week throughout the 2013-2014 academic year."
>
> – GBC Strategic Plan 2014–2021, page 2

The process for institutional planning is inherently inclusive, with policy stating it must include internal and external stakeholders. The planning process has input from stakeholders such as faculty senate, classified council, leadership council—which includes student representatives and input—and advisory boards. These stakeholders collaborate to assess outcomes and plan for the future needs of the institution.

One example of this planning process is the recently completed overhaul of general education; it was decided over many years that general education needed to move from being a set of courses to being a program. This process, led by a faculty senate committee and supported by administration, solicited input from any and all stakeholders through meetings, speakers, etc. The general education program was implemented in 2018–19, and this is the first year where it can be assessed to confirm desired outcomes. The new general education assessment plan is included in Appendix E.

As state revenues decline and permanent institutional budget reductions become necessary, program prioritization becomes critical for strategic reinvestment of funds. An example of this process is curricular review, an irregularly timed process that has clearly delineated, shared responsibilities and requirements for administration and faculty. This process was undertaken in the fall of 2019 with a similar review process taking place eight years earlier.

With encouragement from the state, GBC developed a strategic enrollment management (SEM) plan in order to better facilitate student access and student success. This process has been described at GBC as a funnel: it begins with the recruiting process in the form of leads and prospects as well as inquiries. The SEM plan then outlines plans to best serve applicants as they move to enrollment and matriculation. Strategizing for this plan was conducted across broad sections of GBC, including the vice president of academic affairs, the deans, center directors, faculty, and professional staff. Future implementation will include academic components; early opportunities for improvement were on the student affairs side. The SEM plan is included in Appendix I.



The SEM plan envisions the student process from initial contact through matriculation.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The monitoring of internal and external environments is an integral component of assessing current and emerging trends in higher education, the job market, and the communities and students GBC serves. The mission of institutional research and effectiveness at Great Basin College is to foster a culture of evidence by facilitating the management, analysis, reporting, and use of data and information in support of planning, assessment, and decision-making. The responsibilities of institutional research support institutional efforts in strategic planning and assessing institutional effectiveness; support academic and student services departments and functions in assessing, improving, and reporting on the effectiveness of their programs; serve as an official data provider to the state of Nevada, the federal government, and other external entities; administer student satisfaction and alumni surveys and support the analysis of student ratings of class instruction; conduct special analyses on issues of importance to the college community; and serve as GBC's central point of contact for institutional data requests.

Data and Information—found on the publicly accessible institutional research page—has a number of dashboards showing emerging trends across our constituency and higher education. Some dashboards are for an internal audience, though some are available to an external audience as well. This results in data trends indicating population estimates and profiles, graduation and employment rates, student diversity and success, and more. The responsibility for reporting this data rests with the director of institutional research and effectiveness. A new data dashboard is available on the GBC website.

An example of the institution undergoing a data-driven process of evaluation and improvement is the recently completed curricular review. This was a whole-college review, touching on all areas of academics and recommending steps that could be taken to strengthen programs and departments. The report was shared with all faculty, staff, and outside stakeholders, and a presentation from the review committee members was held at the spring 2020 Welcome Back event. The report from curricular review is included in Appendix B.

1.C. Academic Quality

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Great Basin College offers 74 degree and certificate programs ranging from Bachelor's degree programs to skills courses in fields and disciplines appropriate to the institutional mission of delivering quality education to rural Nevada. The college offers a variety of academic degrees via online delivery that are necessary and appropriate for rural, place-bound students, as well as in-demand professional and technical degrees in fields such as business, nursing, education, mining, manufacturing, and industry. Additionally, GBC offers traditional academic transfer degrees, each with various patterns of study.

A number of GBC programs are reviewed and periodically accredited by professional organizations beyond NWCCU, and such reviews often require programs to modify and adapt their curriculum and structure to reflect educational best practices in the field, as well as demonstrate continued adherence to the standards and practices of the discipline. The following programs are accredited and regularly reviewed by outside bodies:

- Elementary and Secondary Education—Nevada State Board of Education
- A.A.S. in Nursing and B.S. in Nursing—Accreditation Commission for Education in Nursing
- Radiology Technology—Joint Review Committee on Education in Radiation Technology
- A.A.S. in Human Services—Council for Standards in Human Services Education
- MSHA Licensed to provide Mine Safety and Health Administration classes

New programs and changes to existing programs are reviewed and approved by college administrators, teaching faculty, the curriculum and articulation committee, faculty senate, leadership council, the NSHE Board of Regents, and the NWCCU to ensure they are academically appropriate, serve the needs of our student body, and fulfill GBC's mission and service to its constituents. Existing programs are reviewed on a five year basis. An example of a program review can be found in policy 3.40. An example of a program review can be found in Appendix C.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Each program is designed with specific and measurable outcomes for student completion, and each program possesses a documented and verified plan of study that suggests appropriate course sequence and timing for efficient completion of the program or degree. The structure of programs is regulated and adheres to the general education standards of the college, NSHE requirements and standards, and, in certain cases, requirements of outside accrediting and professional bodies. The program structures and requirements are addressed clearly in Great Basin College's catalog, which is updated annually. The current catalog can be found here. Program outcomes and General Education outcomes can be found on pages 78-237.

Each course offered for credit at Great Basin College is required to include published, course-appropriate learning outcomes with details on how each learning outcome will be assessed within the course. In recent years, and with the recent redesign of general education, the college has been working to make learning outcomes consistent across courses sharing the same name and course number; efforts toward this are ongoing. Syllabus policies and guidelines can be found here. General Education outcomes can be found on pages 78-84.

New programs and changes to existing programs are reviewed and approved by college administrators, teaching faculty, the curriculum and articulation committee, faculty senate, leadership council, the NSHE Board of Regents, and NWCCU to ensure they adhere to academic policies and standards within the institution, system, and other accrediting bodies. New courses are reviewed and approved by the curriculum and articulation committee, faculty senate, NSHE common course numbering, and leadership council.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

GBC identifies expected program and degree learning outcomes for all degrees, certificates, and credentials through a curriculum and articulation process that is a collaborative effort between appropriate stakeholders, such as faculty senate and program advisory boards. This process sees these outcomes go through a multi-tiered curriculum review process, starting with curriculum and articulation, moving to faculty senate, then institutional leadership, stakeholders and advisory boards, the state system (NSHE), and finally to NWCCU.

GBC publishes expected program and degree learning outcomes for all degrees, certificates, and credentials through its catalog, which is updated annually. Program-specific pages include learning outcomes for each program as well as recommended paths of study and listings of required and elective courses. Program and degree learning outcomes, as well as paths of study, are listed on pages 78-237.

At GBC, each instructor must establish course-specific learning outcomes with clear assessment measures for every course offered; these syllabi are reviewed and archived at the departmental and institutional level via departmental support staff and institutional research. Recent efforts have focused on standardizing learning outcomes in accordance with the redesign of the general education program and establishing consistency among courses sharing the same name and number. Syllabus policies and guidelines can be found here. An archive of GBC syllabi can be found here.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The Great Basin College catalog, updated and reviewed annually, details procedures for student admission, program and degree requirements, recommended sequences of study, and graduation requirements and procedures. The catalog receives an in-depth annual review by the registrar's office and program supervisors to ensure it reflects not only program updates and changes, but also changes to system and institutional policies.

Additionally, the college has recently updated its webpages for admissions and related procedures, including advising, as part of its efforts to streamline and clarify enrollment procedures for students as part of the strategic enrollment management plan. Updated admissions pages can be found here.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Assessment of programs at GBC occurs at multiple levels and is designed to reflect the specific functions and structures of programs while still serving larger institutional assessment needs. Each program undergoes a five-year review, the structure and specifics of which are proposed by the program's faculty and approved by administration. In all cases, assessment focuses on measuring and analyzing student achievement of learning outcomes for the program; methods of assessment are determined by faculty, program supervisors, and administration. Plans for program assessment and assessment reports can be found here.

Each program is designed with specific and measurable learning outcomes that are appropriate to the discipline, and each program undergoes periodic assessment and review. The results of these program reviews are used to make specific programmatic and curricular changes as well as assess program effectiveness and value. Additionally, each program undergoes, at system-recommended intervals, a review of enrollment and student completion according to NSHE policies. Specific program assessments can be accessed here. Note: assessment of associate degrees will be addressed in 1.C.6.

In addition to assessment at the program level, each instructor completes an assessment of a course they teach in both main academic semesters (fall and spring). These assessments require faculty to assess student learning based on the specific learning outcomes for their course and identify areas of strength and weakness, as well as reflect on and identify methods of improvement. Course assessments can be found here.

Assessment of general education, due to redesign in recent years in response to a perceived need for greater and focused assessment, will be covered in 1.C.6.

Faculty are central to the process of establishing curricula, assessing student learning, and improving instructional programs. Through faculty senate subcommittees, faculty are heavily involved in the process of assessment as well as developing review standards established for curriculum and articulation. More information on faculty senate subcommittees can be found here.

After redeveloping the general education program and the change from the institutional assessment plan to NSHE’s strategic plan metrics, a key gap in closing the loop was identified: a lack of centralized, actionable data in a report available to all stakeholders. Assessment reports are compiled into the Closing the Loop plan, a new process that will result in a published annual report. Closing the Loop includes course and program assessment along with a report on strategic plan indicators. The first such report will be published in summer of 2020. The plan is included in Appendix A.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

This criterion is addressed on the programmatic level, but also through the core general education outcomes and the general education program at Great Basin College. For a significant period of time, the college has addressed the areas of student learning described above within the general education program, but, as identified in prior accreditation findings with NWCCU, the assessment of such outcomes needed development and focus on the institutional level, which triggered a significant and ongoing redesign of the general education program and its assessment.

In considering methods of assessing the general education program, it became apparent that the learning outcomes as well as the structure of general education required redesign and reconsideration. Under the older general education model, each course was required to address multiple general education outcomes across disparate disciplines, making the program unassessable as, logistically speaking, the lack of focus and cohesion in determining which courses addressed which outcomes to a significant degree created difficulties in assessing specific outcomes. Additionally, under the older model, a number of the outcomes were difficult to assess due to wording. The general education program prior to redesign is printed in full in Appendix D.

Beginning in fall 2018, after two years of deliberation and work by faculty and administration, the college implemented a newly redesigned general education program for both the A.A. and A.S. degrees. The new model of general education links specific courses to specific learning outcomes, allowing for direct assessment of each outcome via assessment of specific courses. Additionally, the new program reflects updated outcomes and goals for higher education based on review of national best practices and contemporary student needs, placing greater emphasis on information literacy, cultural diversity, and problem solving. The new general education model for the A.A. and A.S. degrees is printed in Appendix F.

With a significant redesign in place, The general education committee has been working to develop methods of assessing general education. Currently, the plan focuses on departmental and faculty assessment of general education courses taught within the department, with these departmental and faculty assessments being gathered and assessed on the institutional level by the general education and assessment committees. Data will be used to make larger decisions about the effectiveness and structure of the general education program as well as ensure outcomes are being addressed consistently. The plan for general education assessment can be found in Appendix E.

Currently, given the redesign of general education as well as its assessment, a significant body of assessment data is not available. However, plans for assessment of general education courses as well as plans for programmatic assessment of general education have been produced by faculty, and some departments have commenced pilot assessments to test the validity of these plans.

Due to concerns regarding credit restriction and the policies of outside accreditation bodies, the redesign of general education focused on the A.A. and A.S. degrees exclusively in this cycle. Each of the A.A.S. degrees completes its own program review according to institutional and system policy as mentioned above. The most significant assessment gap for the outcomes listed in the criterion above—as identified during the last accreditation cycle with NWCCU—existed in the A.A. and A.S. programs; these redesign efforts seek to redress gaps with an effective, usable, and transparent model.

The forthcoming Closing the Loop annual report will compile assessment reports with other data in one central place available to all stakeholders. The first such report will be published in the summer of 2020. The plan is included in Appendix A.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The use of assessment to improve student learning outcomes occurs at multiple levels within the institution and the system.

At the course level, faculty-produced course assessments are used to assess the effectiveness of student learning outcomes and achievement of student learning. A component of such assessments is reflection on the methods by which learning outcomes can be improved and student achievement can be increased. An example of a course assessment is printed in Appendix G.

In addition to individual courses, academic programs are reviewed on five-year staged cycles within the institution and by outside accrediting bodies and content specialists. Such program reviews include reflection on student success and outcome achievement, and also contain recommendations for program development and modification. More information on course and program assessment is available here.

Learning Support Services

Learning support services—including GBC's Academic Success Center, library, and adult basic education—undergo review and develop specific plans for improvement and development to better serve and support student learning. These plans are developed in coordination with the administrator specifically overseeing that support service for implementation and are reviewed each year.

Evidence

Each year, GBC reports an academic master plan to the Nevada System of Higher Education (NSHE). This includes plans for degrees, programs, and similar information that indicates to NSHE authorities what GBC's academic plans and goals consist of. The academic master plan is a reflection of closing the loop on data gained from NSHE's strategic plan metrics.

At the institutional level, NSHE's strategic plan metrics and GBC's strategic plan establish guidelines and processes for data collecting and assessment across all areas of the institution, and GBC's strategic plan sets priorities for developing academic programs and support systems designed to improve and better facilitate student achievement and learning outcomes.

In addition to these institutional efforts, data collected at the institutional level is reported to NSHE and is used to inform system-wide policies and initiatives designed to improve student achievement and institutional practices across Nevada. Recent initiatives in this regard include mandatory academic advising, the development of a statewide co-requisite policy for English and mathematics, and other programs designed to increase retention and degree achievement across the state. More information on this initiative and relevant data is included in Appendix H.

The forthcoming Closing the Loop annual report will compile assessment reports with other data in one central place available to all stakeholders. The first such report will be published in the summer of 2020. The plan is included in Appendix A.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

GBC adheres to Nevada System for Higher Education policy Title 4, Chapter 14, Section 15, for transfer credit as well as internal transfer policies. Transfers are handled by the office of the registrar, and, when content specialty is required to determine transfer acceptability, the appropriate academic department/ faculty member provides consultation.

A major component of GBC transfer initiatives is coordination with the University of Nevada–Reno. Their Silver Core general education requirements have 14 components, and GBC's revised general education grid is under continuous review to best assist GBC students in meeting transfer eligibility with the requirements for both institutions. One example is a change-in-progress at GBC to replace COM 101 with COM 113 to better serve student and institutional partner needs—instead of having to take an additional course in communication, students are directly meeting the requirement with the move to COM 113. Such changes better serve students and the goals of NSHE.

In addition, GBC maintains transfer and articulation agreements with a number of additional institutions designed to facilitate smooth transitions for students transferring into GBC and transferring from GBC to other institutions. To facilitate this process, GBC hired a transfer coordinator in fall of 2019.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Great Basin College does not offer graduate programs at this time.

1.D. Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Great Basin College publishes its admissions requirements in multiple locations and has, in the past academic year, worked to refine its procedures for admissions, advising, and placement. This involved updates to admissions and placement policies, review, and revision of the website to streamline admissions processes for applicants, as well as implementation of new plans to increase student advisement. A majority of these revisions have been a result of the strategic enrollment management (SEM) plan, which is in the first year of its implementation.

In addition to these changes, the college is working to improve student retention via the implementation of the Starfish system as well as the SEM plan and implementation of NSHE Strategies for Success. An additional element currently being planned and implemented is the NSHE mandate to eliminate developmental math and English courses, replacing them with a corequisite model that has shown great promise within higher education systems in other states (Tennessee, Colorado, California, etc.).

Many of these programs and plans were introduced in the 2018–2019 academic year, and implementation is ongoing. NSHE and GBC believe these efforts will prove valuable and effective in ensuring student success from enrollment to graduation.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation

success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Great Basin College's institutional data includes measurements of student access, success, and achievement (degree attainment, etc.) by race, ethnicity, age, gender, and geography—an important category considering the size of GBC's service region. These indicators are included on GBC's institutional research page.

Additional data on socioeconomic status, first generation college student, and other types of demographic information is available and is being integrated as part of the strategic enrollment management (SEM) plan for improved equity, access, and success. The SEM plan is currently in the implementation phase with first-year rollout focusing on student affairs practices. A copy of the SEM plan is in Appendix I.

The forthcoming Closing the Loop annual report will compile key performance indicators alongside course and program assessments in one central place available to all stakeholders. The first such report will be published in the summer of 2020. The plan is included in Appendix A.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Institutional data is available in multiple forms, including publicly published dashboards, internal data that is distributed on a weekly or monthly basis, and data available as needed for specific research or projects. At this time, GBC does not have an intranet system to disseminate in-house data to internal stakeholders. A new data dashboard is available on the GBC website.

The foundation for establishing GBC metrics for access, retention, completion, and other related areas is NSHE's strategic plan metrics initiative. The application of data to these metrics results in a clearer picture of areas of needed improvement. This includes data to better understand underserved populations that are especially in need for equitable access to higher education.

Closing the loop for this standard is part of the overall strategic enrollment management (SEM) plan. The departure from the institutional assessment plan (IAP) has resulted in a more streamlined, data-driven approach for the SEM plan. Implementation is in its first year and indicators will be informing future action and plan implementation models. A copy of the SEM plan is printed in Appendix I.

The forthcoming Closing the Loop annual report will compile key performance indicators alongside course and program assessments in one central place available to all stakeholders. The first such report will be published in the summer of 2020. The plan is included in Appendix A.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

This standard is addressed at Great Basin College via the ongoing work of various administrative offices, institutional leaders, and advisory bodies. GBC's mission and vision statements, values, strategic goals, and operational plans provide the foundation for the selection, management, and use of data and information. NSHE has a policy that lays out institutional advisory council charges and procedures.

Data collection at GBC is guided by the strategic plan, which sets strategic goals for the institution as well as benchmarked indicators for achievement. In addition, data collection is guided by the NSHE system office, which collects data annually to support its own strategic planning efforts. GBC's strategic plan can be found here.

Data collection at Great Basin College is completed by the Office of Institutional Research and Effectiveness. Desegregated data on completion, retention, demographics, and additional academic benchmarks can be located in a series of dashboards maintained and available online. The data is available to the public on the GBC website through IR's dashboards including a new data dashboard.

The information provided under strategic plan metrics as well as IPEDS outcomes provides benchmarked comparisons between regional and peer institutions within NSHE and beyond. These metrics, which address equity gaps, inform strategic planning at multiple levels.

Such metrics are incorporated in institution and system assessments of effectiveness, which inform GBC strategic planning as well as strategic within the NSHE System. Currently, GBC is in the end stage of the current strategic plan; the plan runs through 2021. The NSHE system has identified its benchmarks for the process within the Strategic Plan Metrics as access, success, closing the achievement gap, workforce, and research. Data collected according to both the GBC strategic plan as well as the NSHE system will be used to inform strategic plans for both the system and the institution within the next planning cycle.

The forthcoming Closing the Loop annual report will compile key performance indicators alongside course and program assessments in one central place available to all stakeholders. The first such report will be published in the summer of 2020. The plan is included in Appendix A.

STANDARD TWO - GOVERNANCE, RESOURCES, & CAPACITY

2.A: Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Great Basin College (GBC) is a member of the Nevada System of Higher Education (NSHE), which is governed by an elected board as required by the Nevada Constitution. The NSHE Board of Regents are elected by the members of their geographic districts based on one person, one vote. The elected 13 member Board of Regents is a governing board which establishes policy for the eight member institutions of higher education. The Nevada legislature oversees the formulation of the NSHE biennial budgets and appropriation of funds in line with the State of Nevada structure. The NSHE Board of Regents appoints a chancellor who serves as the NSHE chief executive officer and is responsible for implementing Board policies and strategic initiatives. Each of the eight member institutions has a president who reports directly to the chancellor. GBC must adhere to the policies and procedures of NSHE Code. The roles, authority, and by-laws of the Board of Regents are available online in the Title 1 of the Board of Regents Handbook. The NSHE Board of Regents meeting calendar is included in Appendix J.

GBC 's definition of roles, authority, and responsibilities of the college and members are described with GBC policies and procedures.

At the local level, the president serves as the leader of GBC; the administrative organization of GBC is determined by the president. GBC has shared governance on multiple levels. From this shared governance principle, currently, the president is guided by input from the Institutional Advisory Council, Foundation Board of Trustees, vice president of academic and student affairs, vice president for business affairs, administrative faculty, faculty senate, campus directors, classified council, and student government. These campus entities are advisory components and serve to facilitate communication throughout the college. All entities adhere to GBC and NSHE policy and procedures to achieve the end goal of
fulfilling the GBC mission to enrich student's lives, build partnerships, and serve rural Nevada.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

GBC's definition of roles, authority, and responsibilities of the college and members are described within GBC policies and procedures and organizational and leadership charts. Organizationally, all of the entities listed below serve in an advisory capacity to the president and help guide GBC's mission. Faculty and administrators at GBC are accountable to stakeholders for relevancy and quality of academic programs.

1. Administration
The GBC president is the chief executive officer and leader, supported by an executive administrative team. The president reports to the Board of Regents through the chancellor. The president's specific duties and responsibilities are set forth in the bylaws of the regents. The president is responsible for all final decisions at the college and is the chief college representative to the community at large. Each vice president is appointed by the president subject to the approval of the NSHE chancellor. Duties and responsibilities are specified by the president. Vice presidents—who head academic affairs, student affairs, and administrative services—report directly to the president. A curriculum vitae for President Helens is included as Appendix M. A curriculum vitae for Vice President Rivera is included as Appendix K. A curriculum vitae for Vice President Sibert is included as Appendix L.

The president's outcomes are established and assessed by the chancellor and NSHE Board of Regents. The vice president's outcomes and assessment is evaluated by the president. All appointment processes for vice president and president are outlined in the NSHE Board of Regents Code, Title 2, Chapter 1, Page 12-13.

2. Faculty Senate
The purpose of faculty senate is to assure academic and administrative faculty participation in the formation of institutional policies and goals. The faculty senate makes recommendations concerning general policy on matters of faculty welfare, faculty rights under the NSHE Code, and faculty involvement in the Great Basin College mission.

Current Faculty Senate standing committees include academic standards, assessment, budget and facilities, compensation and benefits, curriculum and articulation, department chairs, distance education, faculty and administrative evaluation, faculty and staff safety, general education, library, part-time instructors, personnel, and student relations. Additional ad hoc committees are formed as need demands. As of the writing of this report, these include bylaws, diverse populations, and athletics.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The NSHE Board of Regents appoints and evaluates the chancellor, who serves as the NSHE CEO. The NSHE Board of Regents delegates authority and responsibility to the chancellor for operation of the eight member institutions including GBC. Title 1, Article VII of the Board of Regents Handbook outlines the authority, roles, and responsibilities of the chancellor. The Chancellor is responsible to vet the president of GBC with Board of Regents providing final approval. GBC President Joyce Helens is employed full-time as the chief executive officer of the institution and reports directly to the chancellor.

As the president is appointed by the Board of Regents, President Helens adheres to NSHE authority, roles, and responsibilities under Title 1, Article VII of the Board of Regents Handbook.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The institution's decision-making structures and processes are well documented starting with the Board of Regents Handbook, Article III, Section 1, delineating authority to the Board of Regents (BOR): "The exclusive control and administration of the University is vested by the Constitution of the State in an elected Board of Regents." From the BOR, authority to make decisions is delegated by the roles stated in Title 1, Article VII of the BOR Handbook to the chancellor, and then to the president of a system institution, such as GBC. As an NSHE system institution, GBC is required to have a clear organizational chart and has developed by-laws to have input from faculty though faculty senate, staff through classified council, administrators through leadership council, and students through the student government association. Any faculty, staff, and students have a clear pathway to provide input through grievance policies as well. These policies are in the GBC policy and procedures for faculty and staff. Students policies are available in the GBC catalog starting on page 32.

2.B. Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Great Basin College is committed to upholding the standards of academic freedom and responsibility, as described in the NSHE Code (NSHE Board of Regents Handbook, Title 2), and the American Association of University Professors' "Statement of Principles of Academic Freedom and Tenure" (GBC catalog, page 18):

Academic freedom is essential to these purposes and is applicable to both teaching and research. Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. Freedom in research is fundamental to the advancement of truth and knowledge. A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial. In order to ensure the freedom to seek and profess truth and knowledge, as stated in Section 2.3 of the Nevada System of Higher Education Code, the faculty member, as defined in Section 2.2 of this chapter, shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the Nevada System of Higher Education or the community.

The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

GBC and NSHE provide an environment that encourages independent thought in the pursuit of knowledge while protecting constituencies from inappropriate internal and external influences, pressures, and harassment. Policies and principles affirming academic freedom are found in GBC's policies and the NSHE Code. GBC's faculty evaluation process encourages and accounts for academic pursuits. The faculty evaluation process provides for the demonstration of activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise. These include organizing and/or presenting and symposia, conference, etc. either on campus or at other organizations, meetings, or conferences. A copy of the faculty evaluation form with instructions is included as Appendix N.

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).

2.C. Policies and Procedures

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

GBC's transfer-of-credit policy is available via the admissions website. This includes information regarding applying, placement instruction, fees and tuition, and transferring to GBC. A submitted official transcript is articulated for possible credit towards all degrees and certificates; the reviewer verifies regional accreditation of the applicable institutions. Students are notified when their transfer credit report is available to review with their advisor. The GBC catalog includes detailed policies regarding transfer of credits such as transferring between NSHE institutions. NSHE Title 4 of the Board of Regents Handbook addresses student admission, registration, articulation and transfer and enrollment policies.

GBC hired a full-time transfer coordinator in fall 2019 to further facilitate seamless student transfer into and out of the college.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The GBC Student Rights and Responsibilities website and GBC catalog include information for students, faculty and, staff regarding student rights and responsibilities (page 32). The catalog includes academic honesty (pages 29–30), grade appeal procedures (page 77), student grievance procedures (page 42), and information on the disability resource center (page 57). The Accessibility Services for Students site is for students with disabilities to request accommodations—accommodations can include service and emotional support animals, for instance.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

GBC publishes admissions (page 21) and placement policies (page 24) in the catalog. The GBC placement procedure for math and English courses requires students to submit ACT or SAT scores unless official transcripts are submitted showing courses have been completed. Otherwise, students must take a placement exam and provide results to the admissions and records office.

GBC publishes the policies regarding placement test scores for math and English in the catalog (pages 24–26) to ensure the reasonable probability of student success at Great Basin College. The GBC Academic Success Center provides placement information and tutoring for students to review math skills. GBC advisors and college staff work together to ensure students are placed in appropriate courses. GBC's appeal and readmission policies are defined by the NSHE Board of Regents Title II and are listed in the catalog (pages 306–311).

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

GBC publishes policies and procedures regarding the secure retention of student records in the catalog, including confidentiality (page 39) and retention and disposition of student records (page 5).

The majority of student records in student services are stored in a password-protected document imaging system and retained permanently. Many forms for student services, such as applications for admission, are digital, so storage is automatic. Student computing services, part of NSHE, backs up data at servers in Reno and Las Vegas.

All full-time faculty, staff, and student workers are required to attend FERPA training before given access to student records. All new full-time faculty and staff are required to attend a new-hire orientation, which includes FERPA training.

2.D. Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

GBC represents itself clearly, accurately, and consistently through announcements, statements, and publications. The primary fora GBC uses to disseminate information are the catalog and website. With GBC's multi-campus nature, electronic communication is very important to mission fulfillment. Announcements are made via email, through posting on WebCampus, social media, and more. All college messaging is reviewed by the director of marketing and communication, who also has begun a rebranding process of the institution.

GBC's catalog is published annually, encapsulating academic programs, services, degree programs, and policies. Copies are available in print to faculty members, and digital copies are publicly posted through the website. Degree programs include a listing of courses needed for completion of each program and a suggested course sequence.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

GBC advocates for ethical standards in all dealings; policies and procedures are defined by the State of Nevada, NSHE, and GBC. GBC has policies on ethics, availability of public records, and policies against discrimination and sexual harassment. The GBC catalog includes policies to ensure fair and equitable treatment of students (page 33) and including student grievances (page 42). The human resources section of GBC policy (Chapter 5) contains policies that provide for equitable and appropriate treatment of all college employees and potential employees, as well as for clear and consistent access to GBC by external groups.

As stated in NSHE Code (Title 4, Chapter 1, Section 3), all public officials and employees are subject to the code of ethical standards of the State of Nevada (Nevada Revised Statutes (NRS) 281A.400 – 281A.480). These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services (NRS 281A.400), voting (NRS 281A.420), bidding on contracts (NRS 281A.430), and honorariums (NRS 281A.510).

General policies regarding standards of fair treatment for faculty, staff, and administration may be found in the NSHE Handbook (Title 2, Chapter 6; Rules and Disciplinary Procedures). Chapter 6 does not define what is ethical as much as to define those activities that are prohibited. The chapter also describes disciplinary actions, sanctions, hearing procedures, and appeals to assure fair and equitable treatment of employees. Policies regarding student recruitment, Equal Employment Opportunity, and Affirmative Action are in the NSHE Handbook in Title 4, Chapter 8.

The authority to establish institutional grievance procedures and the conditions under which they may be applied is delegated to GBC through NSHE Code in Title 2, Chapter 5, Section 5.7. Grievance procedures for all GBC employees regarding Affirmative Action and Equal Employment Opportunity are provided in GBC policy 5.50.7.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

GBC is subject to the Nevada Revised Statutes (NRS 281A.400–281A.480), the Board of Regents Code (Title 4, Chapter 1, Section 3; Chapter 2, Section 3; Chapter 3, Sections 7–9), and institutional policies and procedures. Members of the Board of Regents, college administration, faculty, and staff are subject to the code of ethical standards developed for the conduct of public officers and employees. All board members, administration, faculty, and staff are required to disclose any conflicts of interest per NRS and NSHE code.

2.E. Financial Resources

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

GBC policies for budget and finances are included in section 4, parts 1–10.

GBC is primarily funded by moneys directed to it through the State of Nevada general fund as provided by the legislature and governor of the State of Nevada. This accounts for about 78% of GBC funding. Most remaining funding comes from student fees charged per credit directly to students (20%), as approved by NSHE (these fees are essentially the same as tuition charged in most colleges). Lesser funds come through various other fees charged to students (special fees). These are generally tied to specific courses, programs, and certain types of expenditures such as technology and capital improvement. Funds received from all sources are restricted in their expenditure to specific categories of accounts by NSHE and the State of Nevada.

The financial planning of GBC is inextricably tied to a statewide process and to decision-makers that include the chancellor, Board of Regents, governor, and state legislature. The Nevada legislature meets biennially during the first six months of odd-numbered years. This necessitates financial planning for the future biennial budget to move forward well before the second year of the current biennium. Generally, state revenue projections are created in advance through the governor's office, and NSHE is requested by the governor to submit a budget for the whole system within given projections. Also, NSHE funding from the state is based on a multivariable formula that applies to all NSHE institutions. Because of the factors of the formula, GBC has little flexibility or opportunity to create proposed budgets. Most proposed budgets for revenues and categories of expenditure are calculated for institutions at the system level and are based on past enrollments and other established factors. The college has the opportunity to participate in State meetings that determine or influence important financial decisions for all the institutions, but there is no opportunity for decision-making regarding the budget proposal except for a few line items within the budget. Once a budget is approved by the legislature and the governor, budgets are allocated to NSHE institutions annually over the two-year period.

The State of Nevada legislature implemented a new formula to fund the Nevada System of Higher Education during its 2013 session. With the implementation of the new formula, Great Basin College endured a reduction in funding of over 30%. During the 2013 session, mitigation funding was provided by both the state and the Nevada System of Higher Education to help reduce the dramatic effects of the new formula in its first biennium. During the 2015 session, additional bridge funding was provided by the state to one again ease the full effects of the funding formula. For FY2018 and FY2019, the formula was fully implemented with no additional funding. The former formula included a rural factor that accounted for lower class sizes in sparsely populated areas of the state, particularly the GBC service area. This factor has been substituted with a much smaller small-institution factor. The new formula is based on the enrollment that completes classes, rather than as it was before with enrollment at the beginning of a term. Factors for operation and maintenance of buildings, libraries, student services, and others have been eliminated. GBC's cash flow balance sheets are included as Appendix O.

2.E.2. Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Budgeting and enrollment management are intimately linked for GBC as a part of its defined role within NSHE. Until recently, student enrollment was the primary driver of funding, but economic conditions in Nevada now require flat budgeting based on prior year's budgets. In essence, programs in the past have lived and died by the enrollment they generate. Programs and departments having greater enrollment generally receive greater funding. With the new funding formula that was implemented with the 2013 legislative session, the focus of the funding formula is enrollment completions and the factors of weights for a specific taxonomy of courses. This will influence NSHE institutions to concentrate on the management of classes for student completion, and what classes students take, and not just enrolling in classes.

GBC does not include grants or donations in the annual budgeting process unless the grants or donations are multi-year commitments. These are then budgeted; one year at a time as self-supporting budgets and only if the revenues and/or expenses are over $250,000. The funds must have been awarded or received prior to the start of the budget preparation. Examples of budgeted multi-year commitments include building projects, program initiation, and scholarship programs.

GBC's budgeting and financial activities are based on two distinct sources of funding. The largest budget is the state-supported operating budget. The other is the category of institutional self-supporting budgets. The process for the state-supported operating budget is directed by NSHE, the legislature, and the governor. Approximately 90% of this budget is made up of personnel costs (wages, salary, and fringe benefits). This budget request and supporting information is submitted by GBC to the NSHE office and then consolidated and remitted to the governor's office and legislature. Based on the differences in GBC's submitted and received budgets in recent years, the president has formed a budget taskforce in which all areas of the college are represented to discuss and review budget-related issues. Recommendations from the budget taskforce are then brought forward to the vice presidents and president for review. The president has the final approval for these matters. When student fees are proposed to increase, students are involved in the plans for the use of these increased fees. GBC internal planning for operating budgets is essentially based on the historical allocation of funds to departments and programs, adjusted with changing funding and as programs require. NSHE Code and GBC Policy 4.2 relate to budgets.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Generally accepted accounting and governmental accounting standards are adhered to in preparing financial information. Expenditures are regularly monitored and reviewed for proper signature authority and backup documentation by the GBC controller's office. Internal controls are audited during external and internal audit processes.

The NSHE procedures and guidelines manual, chapter 5, section 4 provides for an NSHE campus master plan that allows for orderly development that should support each institution's mission, and thus its core themes. Each plan should encompass 10 years. NSHE policies also address capital improvements, which are addressed in two ways. Students are charged capital improvement fees with their registration fees. The appropriate use of these fees is discussed in NSHE Code, Title 4, Chapter 10, Section 12. These fees are generally for capital projects of less than $100,000. Ongoing lists of anticipated GBC capital improvement and HECC/SHECC maintenance projects are maintained by the facilities director. Budget planning for larger and new building capital is addressed in Title 4, Chapter 10, Section 29. Each institution should update its master plan every two years (or as necessary) and provide the chancellor and regents with an institutional space profile. This profile is in conjunction with planning for capital requests for legislative biennial sessions, from which major construction funding must come. NSHE Title 4, Chapter 14, Section 3 provides for strategic planning.

Outside of grants and contracts, self-supporting budgets which have revenues and expenditures in excess of $250,000 are required by NSHE policy to have annual budgets submitted to the system office. These must be approved by the Board. Individuals and/or departments are intimately involved in the preparation of these budgets.

In October 2017, NSHE and GBC went live on a new system, Workday, for both finance and human capital management functions to ensure timely and accurate financial reporting. Most transactions are now electronically routed in the Workday system for approvals. Information for budget and actual expenditures is more readily available to end users with the implementation of Workday. By using a common system, monthly and quarterly reports are prepared and reviewed at both the college and the system level. Financial statements are then prepared on an annual basis and consolidated at the system level. The consolidated statements are audited by independent auditors.

NSHE maintains a prioritized list of capital improvement projects for its eight institutions, subject to regular reprioritization. Until recent budget freezes, enrollment was one indicator for the prioritization of funding for buildings within NSHE. Capital improvements made with capital improvement fees have been orderly and ongoing. There has been no significant planning for major capital projects in recent years because of the severely reduced revenue available from the state.

2.F. Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

GBC human resources is guided by the Nevada System of Higher Education (NSHE), which operates with direction from the State of Nevada Constitution and statutes. The Nevada Administrative Code (NAC), Chapter 284 addresses personnel systems and contains the state employee handbook. NSHE human resources is responsible for the administration of all system-wide employee benefits programs and provides advice, guidance, and assistance to the Board of Regents, the chancellor, the chancellor's cabinet, and presidents and human resource officers of NSHE. From the guidance of the NAC and NSHE, GBC develops policy and procedures within these guidelines. All GBC staff are apprised of their work performance standards and job responsibilities through the hiring job description, onboarding processes, and annual evaluations. The evaluation process is different for each category of employee: administrative faculty (Chapter 5 Human Resources), instructional faculty, and classified staff (employee appraisal). Termination is addressed in NSHE Code Title 2, Chapter 5, Section 5.4.

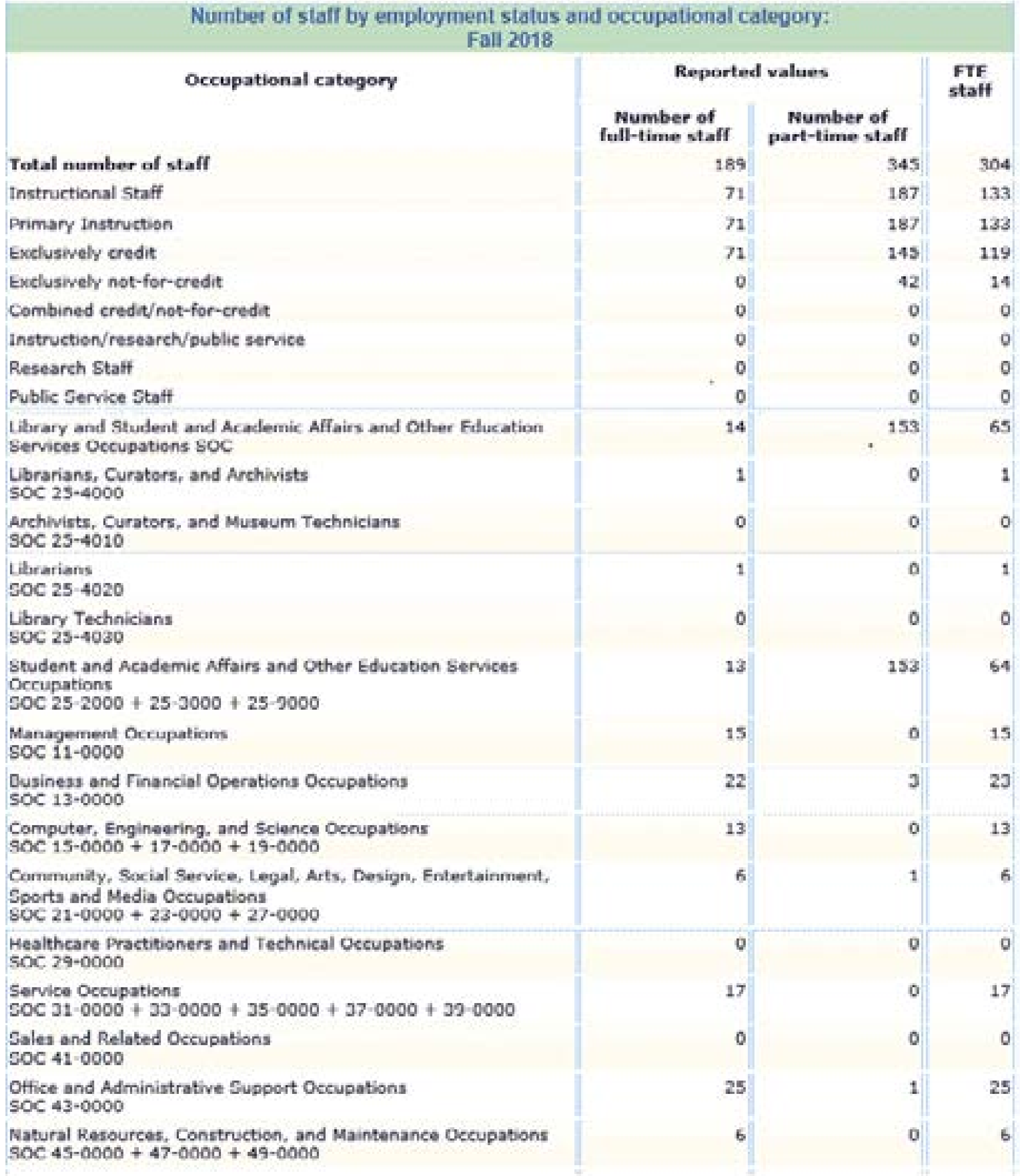
Great Basin College (GBC) has 534 employees as of Fall 2018 as reported to IPEDS. Of those employees, 189 are full-time and 345 are part-time. GBC has 71 full-time instructional faculty and 187 part-time instructional staff. All full-time GBC personnel are grouped as either classified staff (non-exempt salary) or professional staff (exempt salary). Each has its own published set of policies and procedures. Many part-time personnel, both students and non-students, are paid on letters of appointment (LOAs), with less procedural requirements. In addition to those general policy statements provided here, GBC bylaws, Section 5 (found with GBC policies and procedures) provides many specifics related to GBC employment. These policies and procedures are reviewed as they are used and revised as appropriate. Policies and procedures are also reviewed as new requirements are initiated from state and federal oversight.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

GBC supports personnel development through the following initiatives: faculty senate compensation and benefits committee, NVeLearn, MunchBytes, Monday Morning Mentor, and the grant-in-aid process. The faculty senate compensation and benefits committee distributes faculty development and out-of state travel monies. Per the NSHE Board of Regents handbook in regards to the community college professional advancement program (Title 4, Chapter 3, Section 38), "All academic faculty holding a .50 FTE or above and who have been placed on the academic faculty salary schedule are eligible for this plan" (p. 34). NVeLearn is the State of Nevada online professional development center. MunchBytes and Monday Morning Mentor are college-wide opportunities for professional development, providing information for online learning best practices. Grant-in-aid is eligible for all qualified employees and pays for credits earned at GBC and other NSHE institutions.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Considering the budget constraints GBC has incurred over the last 7 years, the institution does have sufficient minimums to address the mission intent, programs, and services. As funding permits, positions are added in areas of the greatest need. Qualifications of faculty, staff, and administrators are reviewed during the hiring process and the annual evaluation process. The procedures for hiring new employees is outlined under policy 5.15. Organizational charts for GBC are published on the website. Please see the chart below for staff distribution. In the chart below, the FTE Staff is the total of the full-time staff and part-time staff combined. Full-time staff is one to one and part-time staff is configured at one-third of full-time per Integrated Postsecondary Education Data System (IPEDS).



Number of staff by employment status and occupational category:
Fall 2018

Occupational category	Reported values		FTE staff
	Number of full-time staff	Number of part-time staff	
Total number of staff	189	345	304
Instructional Staff	71	187	133
Primary Instruction	71	187	133
Exclusively credit	71	145	119
Exclusively not-for-credit	0	42	14
Combined credit/not-for-credit	0	0	0
Instruction/research/public service	0	0	0
Research Staff	0	0	0
Public Service Staff	0	0	0
Library and Student and Academic Affairs and Other Education Services Occupations SOC	14	153	65
Librarians, Curators, and Archivists SOC 25-4000	1	0	1
Archivists, Curators, and Museum Technicians SOC 25-4010	0	0	0
Librarians SOC 25-4020	1	0	1
Library Technicians SOC 25-4030	0	0	0
Student and Academic Affairs and Other Education Services Occupations SOC 25-2000 + 25-3000 + 25-9000	13	153	64
Management Occupations SOC 11-0000	15	0	15
Business and Financial Operations Occupations SOC 13-0000	22	3	23
Computer, Engineering, and Science Occupations SOC 15-0000 + 17-0000 + 19-0000	13	0	13
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations SOC 21-0000 + 23-0000 + 27-0000	6	1	6
Healthcare Practitioners and Technical Occupations SOC 29-0000	0	0	0
Service Occupations SOC 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	17	0	17
Sales and Related Occupations SOC 41-0000	0	0	0
Office and Administrative Support Occupations SOC 43-0000	25	1	25
Natural Resources, Construction, and Maintenance Occupations SOC 45-0000 + 47-0000 + 49-0000	6	0	6

Most recent (2018) report of GBC employees.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Classified staff members are reviewed annually on their merit date using a process defined GBC policy 5.40.12. The evaluation is based against each employee's work performance standards, and must be performed by a supervisor who has completed required training designed by the State.

Administrative faculty evaluation occurs annually as outlined in the NSHE handbook, Title 4, Chapter 3, Section 4. Within NSHE guidelines, GBC administrators up to the level of deans are reviewed annually through the process defined in GBC policy 5.24.

Academic faculty evaluation occurs annually as outlined in NSHE Title 2 Chapter 5, Section 12. GBC faculty senate evaluation committee developed the academic faculty evaluation and it was approved by faculty senate and administration in 2016. A copy of the faculty evaluation is included in Appendix N.

2.G. Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Great Basin College creates and maintains effective learning environments for all of its methods of delivery: at campus sites, through interactive video, and online. Appropriate programs and services supporting student learning and success include the tutoring and proctoring services available through the Academic Success Center, as well as online support through Webcampus, GBC's learning management system.

Additionally, the implementation of Starfish (software to track student advising and progress) is designed to close achievement gaps. This is an ongoing process with continuous improvement; the goal is to increase access and completion rates and decrease equity gaps.

An important area related to equity gaps is addressed through disability services. It is the policy, practice, and commitment to accessibility of Great Basin College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities.

Another area critical to access for many students is housing. Students needing to relocate to the Elko campus to participate in programs that are only offered at this site are provided a reasonable option for supportive and economical student housing.

The college recently developed a strategic enrollment management (SEM) plan to address developing needs in student resources and to ensure quality services to students—everything listed above is covered in the SEM plan. See Appendix I for full details on the SEM plan.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The current catalog is accessible through GBC's website. The bound paper catalog is distributed to faculty at all GBC sites.

- Institutional mission statement and core themes: **pages 19-20**
- Admission/entrance requirements and procedures: **pages 21-31**
- Grading policy: **pages 75-78**
- Information on academic programs including degree and program completion requirements and expected learning outcomes and required/recommended course sequence: pages **85-236**
- Academic courses offered: **pages 239-285**
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: **pages 312-315**
- Rules and regulations for conduct, rights, and responsibilities per NSHE policy: **pages 293-311**
- Description of student rights, responsibilities, Title IX, student conduct, student right to know information, and retention of records: **pages 32-56**
- Tuition, fees, and other program costs: **pages 63-65**
- Refund policies and procedures for students who withdraw from enrollment: **page 66**
- Opportunities and requirements for financial aid: **pages 68-73**
- Academic calendar: **page 7**

The GBC website contains information concerning college and program information including the institutional mission statement, admissions/entrance requirements and procedures, information on academic programs including degree and program completion, the long-term course schedule which lists the frequency of course offerings, rules and regulations for conduct, rights, and responsibilities, refund policies and procedures for students who withdraw from enrollment, opportunities and requirements for financial aid, and the academic calendar.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Published information on the requirements of specific programs is found in the college catalog descriptions of programs on pages 85–236. Many programs have no particular eligibility or employment requirements for students entering or graduating from programs, but those that have requirements provide them here. Handbooks published for specific programs contain more detailed information that is given to students. For non-credit programs delivered through continuing education, brochures containing accurate information about the programs are provided to interested students.

General career and occupational information is available at the Admission Advising and Career Center on the Elko campus. A primary source of information is the online Career Onestop. Basic information on GBC and individual program accreditations are listed on page 17 of the current college catalog.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The GBC financial services office has primary accountability for all aspects of student financial aid as overseen by the director of financial services. This office is responsible for the oversight of the distribution of Pell grants, certain student loans, a variety of scholarships, and other forms of aid. The available types of financial aid available are published in the current college catalog on pages 68–69, together with information on obtaining, maintaining, and potentially reinstating aid. Information on the availability of financial aid is also located online. The initial step in obtaining financial aid is filling out a FAFSA form to determine eligibility for various forms of aid. Following that, students are advised as appropriate regarding what assistance may be available. The financial services function is regularly audited for accountability.

The director of financial services collaborates and meets quarterly with the financial aid directors throughout the Nevada System of Higher Education to remain current on changing federal and state policy. Financial services staff attend federal student aid trainings and webinars whenever possible. Additionally, financial services staff attend trainings offered by the regional and state professional associations—Western Association of Student Financial Aid Administrators and the Nevada Association of Student Financial Aid Administrators.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

GBC ensures students receiving financial aid are informed of repayment obligations. Financial aid information and repayment obligations are provided at orientation programs, email, phone, and through the financial services webpages.

Every student who receives financial aid signs a form certifying that they have read and understand repayment obligations and other requirements of financial aid. Students taking out loans are required to complete a loan entrance counseling quiz before they sign the master promissory note. GBC monitors and helps students who have become delinquent on their student loans before they default on those loans.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

The Nevada System of Higher Education has mandated advising for all new incoming students. After assessing the current advisement process at GBC, several recommendations were made for improvement, including communication to students of advisement options, additional advisors, and a program—Starfish—to better track and service students in need.

Due to this assessment, an action plan was developed for advising and retention; this is a key component of the strategic enrollment management (SEM plan), currently being implemented. The SEM plan is printed in full in Appendix I.

GBC hired a new director of academic advising and an additional full-time advisor during the 2019–2020 year to fulfill NSHE's mandate that all first-time incoming college students receive academic advising.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity verification is a central concern for GBC's distance education office and all academic personnel, including the distance education faculty senate committee. All student systems, including MyGBC and WebCampus, are password protected; students are responsible for maintaining the security of usernames, passwords, and any other access credentials assigned, and for providing accurate information for the identity verification process.

GBC uses multiple additional techniques for verifying identity, including proctored assessment—requiring an affidavit from a proctor— and photo identification for exams—which are password protected and only the instructor, the dean of online education (for technical reasons), and the proctor have access.

Students are not charged additional fees to cover the cost of identity verification at GBC.

2.H. Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

GBC's library is central to the mission of the institution, providing access to current, scholarly sources with an experienced staff. Procedures for library administration are included in policy 3.10. Planning for the library includes the faculty senate library committee.

Currently, the GBC library has 65,000 books and DVDs, thousands of ebooks, access to a variety of databases and special collections. Access is granted to GBC students, faculty, and to the communities GBC serves across rural Nevada. The library's electronic resources are ideal for students because of the wide geographical area GBC encompasses; students and faculty can access this information from virtually anywhere in the world at any time. Certain databases are purchased to meet the needs of specific programs.

The GBC library and information resources is a primary means of student enrichment through educational resources available within the library itself or online. Input for the library is through community members, students, and faculty via a faculty senate committee. This committee reviews the library budget, databases, collection, student surveys, community involvement, and staffing.

2.I. Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Responsibility for physical and technology infrastructure is overseen by the faculty senate budget and facilities committee.

Physical Facilities

All facilities created and maintained by GBC are compliant with all codes and regulations for the State of Nevada public works board and Federal Americans with Disabilities Act of 1990 (ADA) and Occupational Safety and Health Administration (OSHA) regulations. The GBC facilities director oversees construction plans and their approval by the public works board. The facilities director is in charge of maintaining safe buildings, and the director of environmental health, safety and security conducts periodic inspections to assure ongoing safety of all GBC facilities. GBC has security officers regularly patrolling the Elko campus. There is reliance on local law enforcement for security at all GBC sites in the event of emergencies. GBC has a facilities use policy to ensure that the institution's facilities are used in the best interests of GBC and NSHE.

Hazardous and Toxic Materials

GBC has adopted a complete hazardous chemicals program that includes a written program with regular training sessions. Copies of the program are kept in the office of the GBC director of environmental health, safety, and security (EHS&S) and in the buildings and grounds office. Recently, GBC received approval to use the University of Nevada, Las Vegas (UNLV) CHIMERA chemical inventory program. This program provides an online database of all chemicals, MSDS forms, and emergency notification numbers. The GBC director of EHS&S remains current with changes in product use, campus programs and health and safety standards, and is responsible for periodically updating the written program. Hazardous chemical training is available to all employees of GBC from the director of EHS&S for departmental training or specific-need training. Emergency procedures regarding hazardous chemicals are addressed in GBC policy 4.21.3.6 and at the GBC safety and security website. General safety procedures are provided in GBC Policy 4.20, which includes a section on hazardous materials. The GBC faculty senate has a standing safety committee made up of GBC staff, and the GBC director of EHS&S is a member of the NSHE safety, health, and environmental policy advisory committee (SHEPAC).

Equipment

Each year funds are distributed to departments, programs, and college functions that require equipment to achieve their outcomes and goals in support of the GBC mission and core themes. There is an established process for this distribution that is overseen by the GBC budget and facilities committee. Money for equipment comes from per credit fees charged to all students in the forms of the technology fee ($4.00/credit) and the general improvement fee (GIF, $7.96/credit lower-division, $14.86/credit upper-division). GBC collected nearly $725,000 from these charges for fiscal year 2018-2019, with $300,000 allocated to the budget and facilities committee for distribution along with $100,000 for student use computer. The funds available for allocation are assessed each year by the VPBA. The committee has a written process for distributing these funds, approved by faculty senate and president's council. Each area requesting equipment money fills out a request form that includes identification of need in strategic plans, the description and justification of items, cost of items, and supervisory approval. The process includes deadlines for submission of fund requests and for the expenditure of awarded funds. Equipment meeting the criteria for the technology fee is allocated from that account and other equipment from the less-stringent defined GIF account. Departments may also use department operating accounts for equipment purchase, and in limited cases may use special fees charged for courses.

Accessibility

GBC is committed to compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To fulfill this commitment, GBC's office of services for students with disabilities provides services and accommodations for students who are qualified individuals with documented disabilities; they help to ensure equal access to higher education through academic support services, technology, and advocacy in order to promote student independence, retention, and completion. These efforts empower students to be successful in obtaining their goals at GBC. The human resources department is responsible for providing such services and accommodations for faculty and staff who are qualified individuals with documented disabilities.

Safety and Security

The director of environmental health, safety, and security maintains documentation required by the U.S. Department of Education, including the yearly Clery report and the annual security and safety reports. A comparison review of the 2018 Noel Levitz report shows increases in student satisfaction in safety and security.

Each year, a representative from Global Risk Insurance inspects the Elko campus main building. During the inspection they provide suggestions on improvements above and beyond legally required maintenance.

Technological Systems

GBC relies heavily on its technological systems and infrastructure in nearly every aspect of operations, ranging from everyday instruction to ongoing operational functions. Every faculty member and administrator, and most staff members, have their own computer workstations linked to a secure college network and the Internet and with updated standard office software. Students have access to computers with similar capabilities in both open and classroom computer labs. More than 60% of GBC instruction is delivered online or through interactive video (IAV), making college attendance possible from anywhere in the world.

Technological Planning

Planning for technological needs involves input from different sources. Major institutional planning comes from computing services based on knowledge and experience with the equipment and systems in place and the technologies available. Departments, programs, and college functions plan for their needs individually.

APPENDIX A: Closing the Loop

Closing the Loop: GBC Plan for Assessment and Strategic Plan Reporting

Purpose: The purpose of this document is to outline a process and management for closing the loop on our assessment activities—including course and program assessment, along with indicators from our strategic plan.

Rationale: This annual report is essential to GBC's commitment to continuous institutional improvement; it should be completed in an orderly manner with clear, delineated responsibilities for reporting and action. This overall assessment will assign responsibilities for continuous improvement across academic and student affairs.

Responsibility: Main responsibility for assembling this annual report falls to the accreditation liaison officer (ALO) with the support of the VPASA and director of institutional research and effectiveness. The ALO will then, by necessity, be involved in the strategic planning process to assure assessable indicators.

Reporting: This report will be presented to leadership council and will help form an important institutional action plan for improvement. This report will be published annually on the GBC website so it is available to all stakeholders and decision makers. Departments will then be responsible for submitting an action plan to their respective dean along with departmental goals for the next academic year.

Report Format

This report will generally consist of a preface documenting changes and trends seen in improvement efforts. There will then be a section consisting of course assessments (organized by division and department) and a section consisting of program assessments. Indicators for the strategic plan/strategic plan metrics will then be listed with corresponding data in the order they are presented in the strategic plan. An opportunity for a discussion with potential changes for the next year will then be included, from the perspective of the ALO, before appendices with supporting data.

Course Assessment

Assessment reports for each course should be compiled and discussed within each department. Each department should then prepare a report for their dean with assessment results and action plans for each course. All departmental reports are to be included in the annual report. It is the ALO's responsibility to draft a template for departmental reports.

These plans should then become goals for the next time each course is offered. It is the supervisory responsibility of the deans to document this step. The documentation of this process is the responsibility of the dean, chair of the assessment committee, and the ALO for the annual report.

Challenges: This process must be a priority for faculty, department chairs, and deans to produce complete data. Regular course assessment is important for producing effective improvement.

Program Assessment

Program assessment, being a process that is not annual, is to be included as produced per dean expectations. The responsibility for producing this portion of the annual report is shared between program supervisors, department chairs, and deans. As the strategic enrollment management plan becomes more comprehensive to include the academic affairs side of the house, this is useful data to fit into the bigger picture.

Challenges: Aiding this process would be more clearly defining the responsibilities of department chairs. This would help to identify responsibilities for assessment, development of action plans, and fulfillment of action plans and using action plans for program improvement.

Strategic Plan Indicators

The current strategic plan
Below is a list of indicators for the objectives related to our mission statement as written in GBC's strategic plan. This is a starting point for assembling an annual report on overall institutional effectiveness. This is another pillar alongside assessment tools.

Objective 1.1: Provide educational opportunities

Objective 1.1 Indicators:

- Number and types of programs available
- Qualifications and number of full-time faculty
- Full-time/part-time faculty ratio
- Financial resources in various categories
- Student services resources
- Number and percent of students attaining educational goals
- Completion rates for courses and programs
- Persistence rates for new students
- Student satisfaction ratings from targeted questions

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

Objective 1.2: Foster cultural awareness

Objective 1.2 Indicators:

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

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

Objective 1.3: Provide curricula and programs for careers

Objective 1.3 Indicators:

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

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

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

Objective 2.1 Indicators:

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

Rationale for Indicators: The first three indicators reflect how well GBC partners with high schools to prepare future college students to their best advantage. Whether going into academic or technical programs, it is desirable that, with time, proportionately more graduating high school students are prepared at the minimum for college-level English and mathematics. Opportunities in Tech Prep and dual credit courses indicate further advancement in college readiness. The fourth indicator reflects success in preparing GBC students to move to more advanced educational levels, whether continuing at GBC or transferring externally to another institution. It is desirable that these indicators should increase through time. The last indicator reflects GBC's ability to offer programs of value as indicated by attracting students from other colleges.

Objective 2.2: Build and sustain workforce programs

Objective 2.2 Indicators:

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

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

Objective 2.3: Support community needs

Objective 2.3 Indicators:

- Maintain a range of community partnerships
- Maintain a range of community events and activities and the number of participants

- Faculty participating in community service

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

Objective 3.1: Provide access to education at distant locations

Objective 3.1 Indicators:

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

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

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

Objective 3.2 Indicators:

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

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

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

Objective 3.3 Indicators:

- Availability of support services
- Satisfaction with support services
- Number and type of scheduled continuing education classes
- Number of non-class IAV sessions scheduled

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

Challenges: As currently written (the 2014–2021 strategic plan), not all indicators are assessable in a way that reflects progress on improvement. It is important for the ALO and director of institutional research and effectiveness to be involved in strategic planning in the future to ensure that indicators are effective and measurable.

Strategic Plan Metrics

As these are an NSHE mandate, and are already being reported, the strategic plan metrics, in the future, should form the categories of the GBC strategic plan. The ALO and director of institutional research and effectiveness should be involved in any discussion on adjusting these metrics and their indicators. In the future, the strategic plan and these NSHE metrics would then be aligned in the annual report.

Future Changes to This Plan

The plan for closing the loop must be reviewed and updated with the strategic plan (and/or any changes mandated by NSHE or administration) in order to produce a report that is most relevant and effective.

Conclusions

GBC is an institution with high-quality instruction, dedicated staff, and effective vision. The purpose of this plan is to document this, along with providing data in an effective format to foster change and encourage continuous improvement. The plan outlines how to demonstrate status and progress to accreditors, NSHE, and all other stakeholders.

APPENDIX B: Curricular Review Report

Great Basin College

Memo

To: Joyce Helens, President

From: George Kleeb & Jake Rivera, Co-Chairs GBCCRC

Date: December 12, 2019

Re: Recommendations from Curricular Review Committee (GBCCRC)

> "Keep trying, it's only from the valley that the mountain seems high."
>
> - from Zig Ziglar's Famous Quotations

Introduction

The Great Basin College Curricular Review Committee (GBCCRC) is pleased to present the final report of the committee's findings. The quote above symbolizes the quest of higher education success, from both the student perspective and from the teaching profession to keep moving forward.

This work has not been a flawless "no bumps in the road" process. Instead has had many difficult conversations that later have resulted in us looking fresh at what we do as faculty teaching students at Great Basin College and asking ourselves "why did we not see that".

While we agree and acknowledge that data and dollars do not define an institution of higher education, we must be mindful of the financial limitations that plague all higher education institutions within Nevada and across the nation. We must be able to account for all the cost related to offering programs of study and the economic impact to our college. Our survival as an institution depends on it.

Academic offerings at Great Basin College need to be both effective for student success personally and professionally but also relevant to key stakeholders such as employers and communities.

One overarching common theme is that the curricular review process should be completed on a regularly scheduled cycle. The last curricular review was done in March 2011, this was completed in a time of extensive budget cuts. While we realize the cost in personnel being taken from teaching duties, we do recommend that this process is completed in a regular cycle such as every three years.

Our Charge

The charge to this committee was to identify recommendations within academic programmatic areas of growth and academic areas in which to improve. We were encouraged to:

- Think outside the box
- Be data-driven
- Inclusive
- Review barriers to student success
- Cost efficiency
- Consider pathways that lead to degree completion
- Review how programs are leading to student employability
- Review flexibility of programs
- Determine are programs meeting industry demands

Committee Formation

When we received the notice to start the committee the committee members were selected by a process of George Kleeb, Faculty Senate Chair selecting six. Two from each Dean's area of responsibility.

Health Professions – Dr. Heidi Johnson and Reme Huttman
Arts and Science – Dr. Evi Buell and Brian Zeiszler
Career and Technical Education – Kathy Schwandt and Thomas Bruns

President Helens selected four including the co-chairs:

Jake Rivera, Vice President for Student & Academic Affairs and Committee Co-Chair
George Kleeb, Faculty Senate Chair and Committee Co-Chair
Dr. Amber Donnelli, Dean of Health Sciences & Human Services
Sonja Sibert, Vice President for Business Affairs

These appointments were made on September 20, 2019.

Methodology

Our first meeting October 7, 2019 included signing a confidentiality form and reviewing a document from The Chronicle of Higher Education titled "*The Right Mix of Academic Programs*" A copy of the document is included in the appendix.

This document along with the prior curricular review data that was completed in March 2011 was reviewed to provide direction on what data we may want to consider. Bill Brown, Director of Institutional Research constructed our data requests looking at the last twelve years of data.

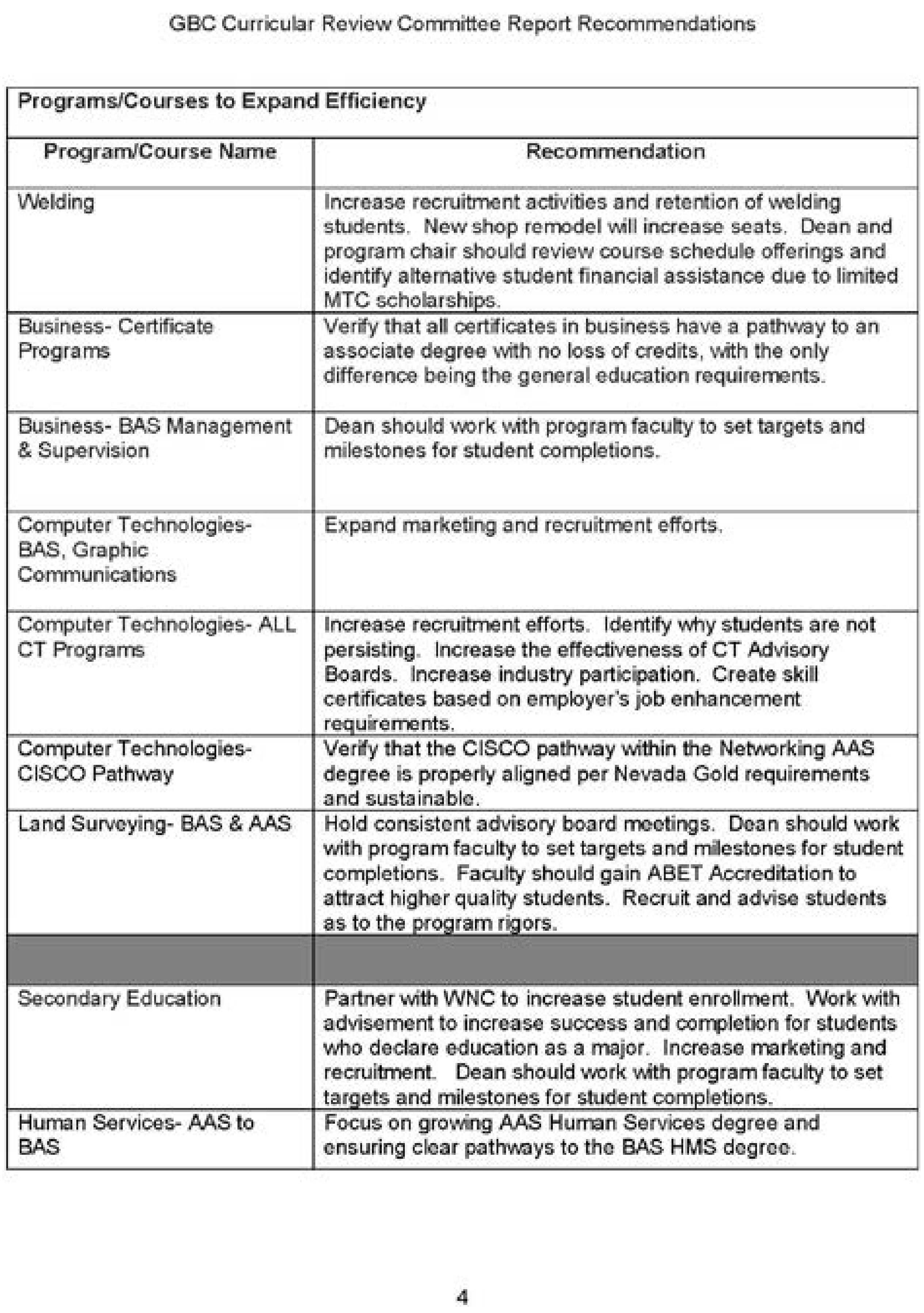
Since October 7th the committee met 9 times and reviewed the following documents supporting quantitative data:

- **Degrees and Certificates of Achievement awarded by Fiscal Year**
- **Declared Majors**
- **Unduplicated Head Count by Division/Department/Subject**
- **FTE By Year per Department and changes year to year**
- **GBC Programs Identified as Low Yield**
- **D/W/F Report**

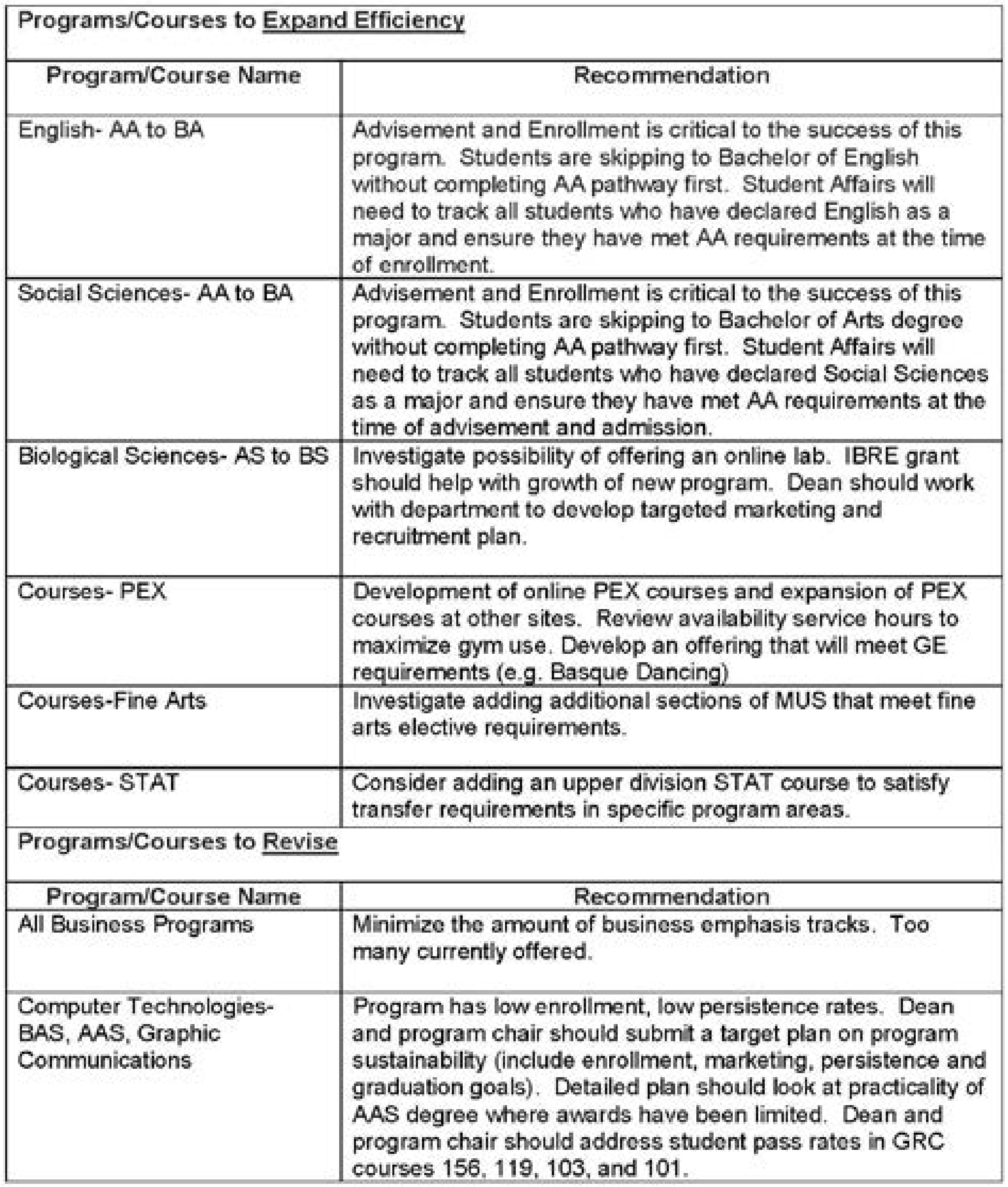
A copy of the data collected is included in the appendix.

On November 12, 13, and 19 academic deans of each area presented to the GBCCRC to both answer committee program questions resulting from the data analysis, provide program qualitative data, and share their recommendations within their program/course areas.

Finally, our charge allowed for committee members to discuss and provide recommendations that will guide future resource allocation including to expand, revise, or phase out existing programs.



Programs/Courses to Expand Efficiency	
Program/Course Name	**Recommendation**
Welding	Increase recruitment activities and retention of welding students. New shop remodel will increase seats. Dean and program chair should review course schedule offerings and identify alternative student financial assistance due to limited MTC scholarships.
Business- Certificate Programs	Verify that all certificates in business have a pathway to an associate degree with no loss of credits, with the only difference being the general education requirements.
Business- BAS Management & Supervision	Dean should work with program faculty to set targets and milestones for student completions.
Computer Technologies- BAS, Graphic Communications	Expand marketing and recruitment efforts.
Computer Technologies- ALL CT Programs	Increase recruitment efforts. Identify why students are not persisting. Increase the effectiveness of CT Advisory Boards. Increase industry participation. Create skill certificates based on employer's job enhancement requirements.
Computer Technologies- CISCO Pathway	Verify that the CISCO pathway within the Networking AAS degree is properly aligned per Nevada Gold requirements and sustainable.
Land Surveying- BAS & AAS	Hold consistent advisory board meetings. Dean should work with program faculty to set targets and milestones for student completions. Faculty should gain ABET Accreditation to attract higher quality students. Recruit and advise students as to the program rigors.
Secondary Education	Partner with WNC to increase student enrollment. Work with advisement to increase success and completion for students who declare education as a major. Increase marketing and recruitment. Dean should work with program faculty to set targets and milestones for student completions.
Human Services- AAS to BAS	Focus on growing AAS Human Services degree and ensuring clear pathways to the BAS HMS degree.



Programs/Courses to Expand Efficiency	
Program/Course Name	**Recommendation**
English- AA to BA	Advisement and Enrollment is critical to the success of this program. Students are skipping to Bachelor of English without completing AA pathway first. Student Affairs will need to track all students who have declared English as a major and ensure they have met AA requirements at the time of enrollment.
Social Sciences- AA to BA	Advisement and Enrollment is critical to the success of this program. Students are skipping to Bachelor of Arts degree without completing AA pathway first. Student Affairs will need to track all students who have declared Social Sciences as a major and ensure they have met AA requirements at the time of advisement and admission.
Biological Sciences- AS to BS	Investigate possibility of offering an online lab. IBRE grant should help with growth of new program. Dean should work with department to develop targeted marketing and recruitment plan.
Courses- PEX	Development of online PEX courses and expansion of PEX courses at other sites. Review availability service hours to maximize gym use. Develop an offering that will meet GE requirements (e.g. Basque Dancing)
Courses-Fine Arts	Investigate adding additional sections of MUS that meet fine arts elective requirements.
Courses- STAT	Consider adding an upper division STAT course to satisfy transfer requirements in specific program areas.

Programs/Courses to Revise	
Program/Course Name	**Recommendation**
All Business Programs	Minimize the amount of business emphasis tracks. Too many currently offered.
Computer Technologies- BAS, AAS, Graphic Communications	Program has low enrollment, low persistence rates. Dean and program chair should submit a target plan on program sustainability (include enrollment, marketing, persistence and graduation goals). Detailed plan should look at practicality of AAS degree where awards have been limited. Dean and program chair should address student pass rates in GRC courses 156, 119, 103, and 101.

Programs/Courses to Revise

Program/Course Name	Recommendation
Computer Technologies-Computer Office Technology	Students enrolling but a very low number completing. Investigate absorbing into other pathways. Enrollment indicators suggests students only want the Microsoft suite courses which have the possibility to become community education or basic Microsoft Suite certification.
Computer Technologies-Information, Network, Computer Programming and Web Development Emphasis	Minimize the amount of computer related emphasis areas. Too many currently offered. Some programs may no longer lead to immediate employment and would better align with community education. Dean and program chair should submit a target plan on program sustainability (include enrollment, marketing, persistence and graduation goals). After restructure of computer related programs, some programs should be deactivated.
Land Surveying- BAS & AAS	Transcript evaluation processing needs additional review to meet timely enrollment goals. Identify why students are not persisting.
Secondary Education	Too many offerings with low enrollment and graduation rates. Dean should meet with department program chair to restructure offerings to focus on Education, English, Math and Social Science. Areas like biology science and special education should be closely monitored.
Elementary Education	While elementary education has higher enrollment, areas such as special education, post-bac leading to licensure and ARL have low enrollments. Dean should meet with department program chair to restructure offerings.
All Business Programs	Minimize the amount of business emphasis tracks. Too many currently offered.
Early Childhood Education-AAS Early Childhood Emphasis	Dean and department chair should develop a plan for completers.
Social Sciences- BA	Completers has been steadily low. Dean and program chair should submit a target plan on program sustainability (include employment outlook, enrollment, marketing, persistence and graduation goals).

Programs/Courses to Revise

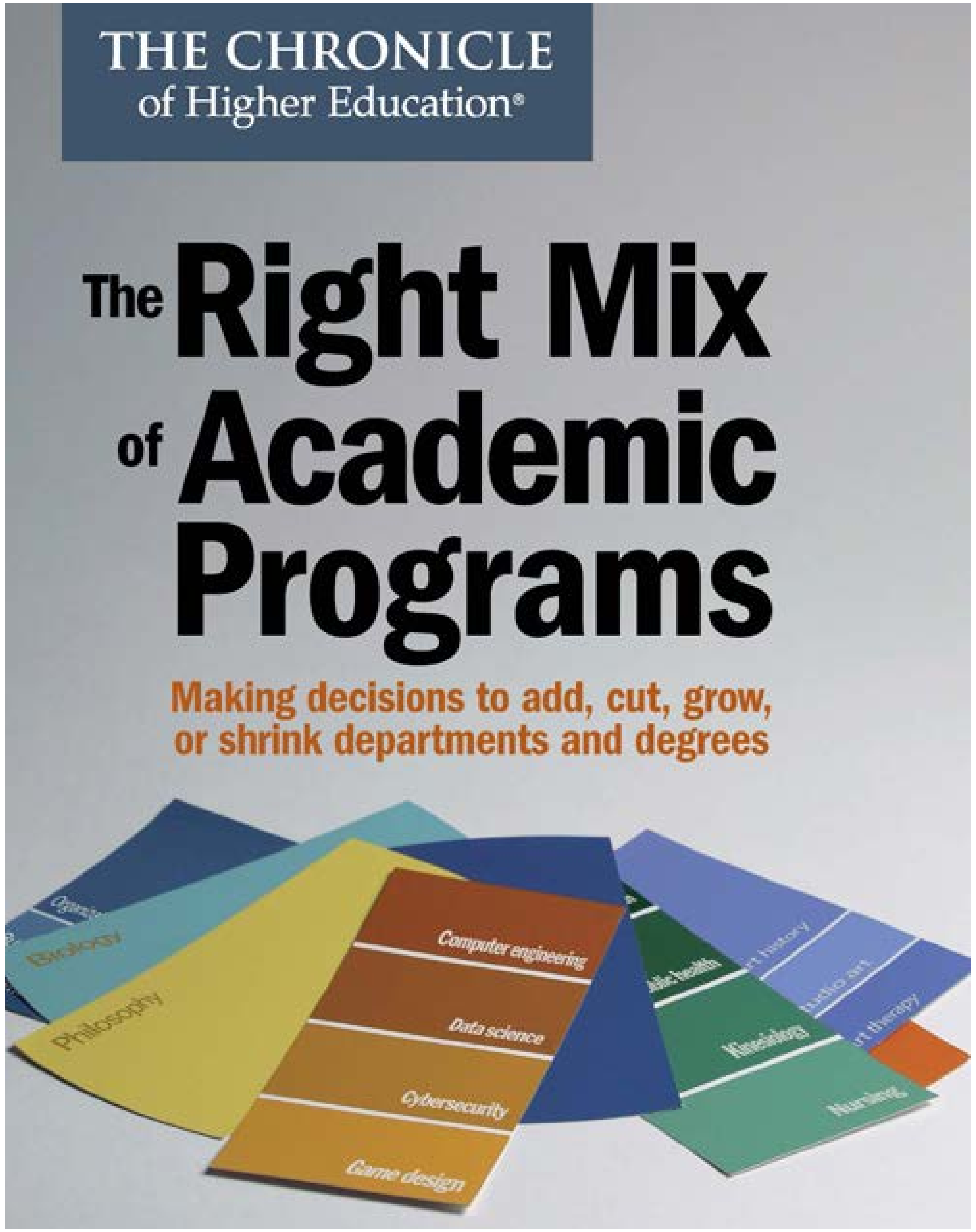
Program/Course Name	Recommendation
Criminal Justice-AAS/AA	This program should limit offerings and focus on the area that will produce completers. AAS degree has had low enrollments, low completers and in need of a marketing and recruitment plan that will produce graduates. Dean and program chair should submit a target plan on program sustainability (include enrollment, marketing, persistence and graduation goals). Advisement integral to program success. Note: *Students pursuing this degree right after high school must wait until they are 21 years of age before they can attend the police academy which means they may pursue the Bachelor degree but it's not necessary for employment. 70% of students enroll in law enforcement and 30% corrections.* Recommend investigating a CSI pathway in criminal justice that has the potential to attract employers.
Spanish Translation Program-Certificate	Program has consistent low enrollment and low completions. Dean should meet with program chair as to why students are not completing. Program should either be modified or deactivated. Investigate possibility Spanish translation program focus on health care careers and/or law enforcement with partners in the industry that can promote enrollment.
Courses- ART, ANTH 101-102-202, BIO 100, SPAN 111, COT 101-204, BUS 110-102-101, MGT 283-103, MATH 097-120	High DFW rates. Improve pass rates and process for students to be successful. Identify tutoring needs where necessary.
Courses- Upper Division Math Courses	Very low enrollments. Identify programs these upper level math courses satisfy. Are they necessary to run when there are not enough math faculty to teach lower division courses?
Courses- INT courses	Review programs offering INT courses that could offer specific degree related upper division courses
Courses- French/Spanish	Review offering multiple language areas. Would focusing on one language increase overall language enrollment as both language areas have had patterns of low enrollment. Investigate DE opportunities.
Courses- Fine Arts (MUS, THTR, and additional opportunities)	Identify additional electives that can be designated as a fine arts required elective for degree completion. Review costs of running THTR courses associated with theater production.
Engineering Science & Physical Science- AS	Should be reviewed and promoted to UNR as a 2+2 program

Programs/Courses to Phase Out	
Program/Course Name	**Recommendation**
Business-Certificates of Business Administration	Deactivate Certificates of Business Administration
Instrumentation- BAS	As most students only want the CT in Instrumentation and not the BAS the BAS should be considered for deactivation.
Criminal Justice- AAS	Inactive or in the process of being deactivated.
Integrative Studies- BA	Resource Management, Social Science, Natural Resources: Inactive or in the process of being deactivated.
Natural Resources- BA	Inactive or in the process of being deactivated
Teaching- AA	Inactive or in the process of being deactivated
Secondary Education Licensure- Business Endorsement	Deactivate business endorsement
Early Childhood Education	Deactivate ECE certificates with the exception of the recent possible agreement with International Academic Alliance that has possibility of creating 100 new enrollees beginning Fall 2020. Certificates not likely to lead to employment.
Human Services- Certificate	Deactivate due to low enrollment.
Other Recommendations	
Business- ALL Business Programs	Improve student advising and communicate rigor of business programs; consider adding a separate business orientation for students or group advisement opportunity.
Business- Accounting 201	Identify available in-person and online tutoring for Accounting 201.
Business- ALL Business Programs	Investigate possibilities of increasing prerequisites in some gateway classes to prepare students for the rigor. Review opportunity for Business enrollment cohorts. Increase amount of quizzes for student checkpoints/milestones to promote persistence.
Other Recommendations	

Business- ALL Business Programs	Improve student advising and communicate rigor of business programs; consider adding a separate business orientation for students or group advisement opportunity.
Business- Accounting 201	Identify available in-person and online tutoring for Accounting 201.
Business- ALL Business Programs	Investigate possibilities of increasing prerequisites in some gateway classes to prepare students for the rigor. Review opportunity for Business enrollment cohorts. Increase amount of quizzes for student checkpoints/milestones to promote persistence.
Computer Technologies- ALL CT Programs	Improve advising for CT programs. Clarify student career and educational goals.
Instrumentation- BAS	Advise students to enroll in the CT first and then continue to the BAS. Investigate obstacles students encounter in obtaining their BAS degree such as excess credits concern for those transferring in.
Land Surveying- BAS and AS	Recruit and advise students as to the program rigors including promoting BAS degree to current AAS students. Program director should investigate a 30 credit hours certificate program if possible since many of the students are not completing degree program.
Miscellaneous	• Review when Gen Ed courses are offered. Gen Ed courses should be expanded to include career and technical education classes that meet the general education requirements. • Deans should develop achievement levels for program completion rates. • Develop program outcomes to evaluate on set schedule. • Advise and track both pre-program and program level to ensure they are on correct pathway. • Deans should review DFW, headcount, low yield and completion rates each semester. This should include a 2-year target plan for program areas with less than 15 students awarded that identifies target rates for completion, enrollment, and DFW metrics. • Faculty should be involved with marketing, recruitment, and advisement process of their programs to ensure its success. • Communication through advisement to students who have not completed their program to stay on track. • Review excess credits policy for students who have greater than 60 credits and want to pursue a Bachelor degree. • Review college policy on time student may remain in same catalog year when there are enrollment breaks. • Develop full year schedule to address course offerings

	Review opportunities in specific programs for cohort-based registration that help sustain enrollment.

CURRICULAR REVIEW REPORT: Appendix A

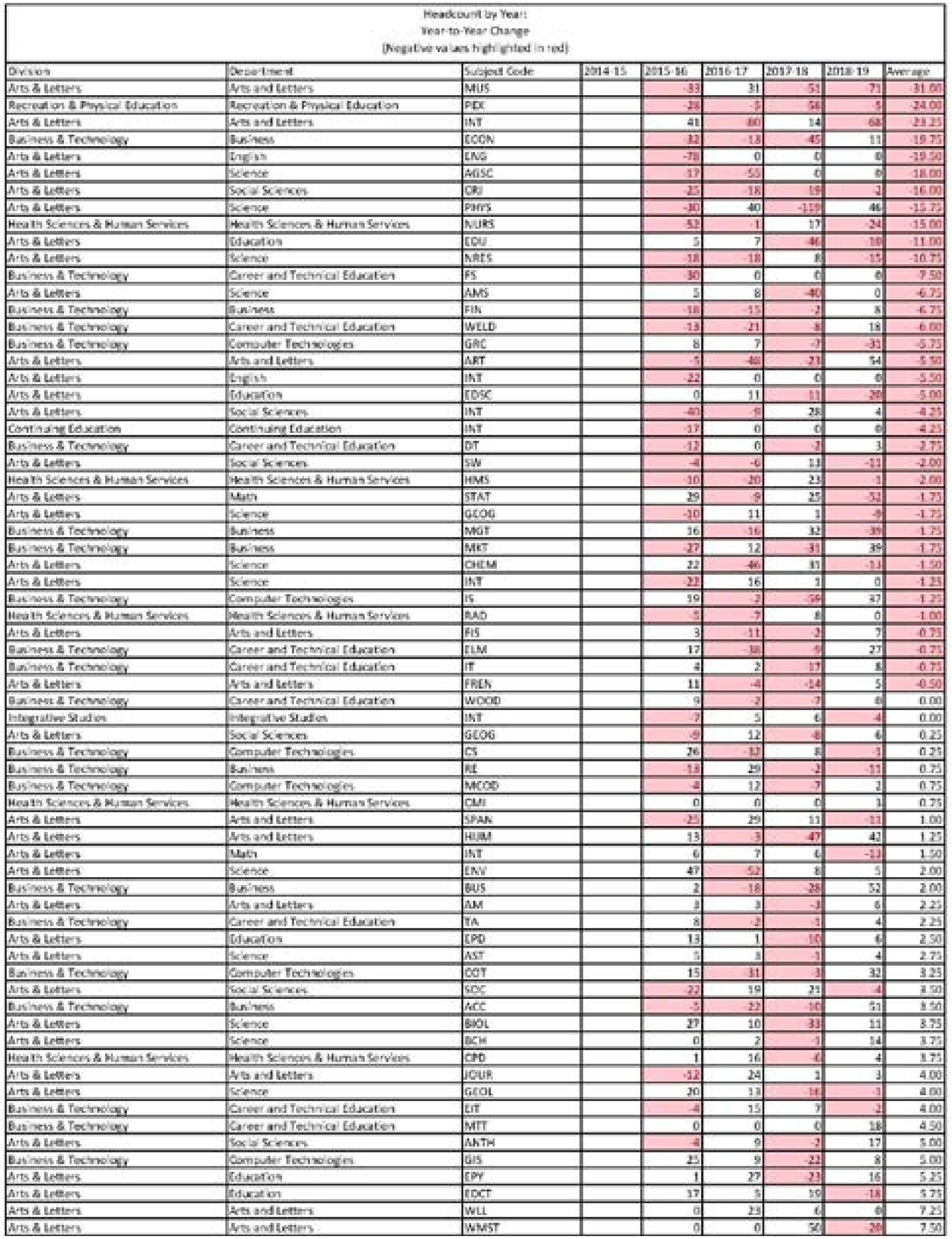


THE CHRONICLE
of Higher Education®

The Right Mix of Academic Programs

Making decisions to add, cut, grow, or shrink departments and degrees

CURRICULAR REVIEW REPORT: Appendix B



Headcount by Year:
Year-to-Year Change
(Negative values highlighted in red)

Division	Department	Subject Code	2014-15	2015-16	2016-17	2017-18	2018-19	Average
Arts & Letters	Arts and Letters	MUS		-33	31	-51	-71	-31.00
Recreation & Physical Education	Recreation & Physical Education	PEX		-28	-5	-58	-5	-24.00
Arts & Letters	Arts and Letters	INT		41	-80	14	-68	-23.25
Business & Technology	Business	ECON		-32	-13	-45	11	-19.75
Arts & Letters	English	ENG		-78	0	0	0	-19.50
Arts & Letters	Science	MISC		-17	-55	0	0	-18.00
Arts & Letters	Social Sciences	CRJ		-25	-18	-19	-2	-16.00
Arts & Letters	Science	PHYS		-30	40	-119	46	-15.75
Health Sciences & Human Services	Health Sciences & Human Services	NURS		-52	-1	17	-24	-15.00
Arts & Letters	Education	EDU		5	7	-46	-10	-11.00
Arts & Letters	Science	NRES		-18	-18	8	-15	-10.75
Business & Technology	Career and Technical Education	FS		-30	0	0	0	-7.50
Arts & Letters	Science	AMS		5	8	-40	0	-6.75
Business & Technology	Business	FIN		-18	-15	-2	8	-6.75
Business & Technology	Career and Technical Education	WELD		-13	-21	-8	18	-6.00
Business & Technology	Computer Technologies	GRC		8	7	-7	-31	-5.75
Arts & Letters	Arts and Letters	ART		-5	-48	-23	54	-5.50
Arts & Letters	English	INT		-22	0	0	0	-5.50
Arts & Letters	Education	EDSC		0	11	-11	-20	-5.00
Arts & Letters	Social Sciences	INT		-40	-9	28	4	-4.25
Continuing Education	Continuing Education	INT		-17	0	0	0	-4.25
Business & Technology	Career and Technical Education	DT		-12	0	-2	3	-2.75
Arts & Letters	Social Sciences	SW		-4	-6	13	-11	-2.00
Health Sciences & Human Services	Health Sciences & Human Services	HMS		-10	-20	23	-1	-2.00
Arts & Letters	Math	STAT		29	-9	25	-52	-1.75
Arts & Letters	Science	GEOG		-10	11	1	-9	-1.75
Business & Technology	Business	MGT		16	-16	32	-39	-1.75
Business & Technology	Business	MKT		-27	12	-31	39	-1.75
Arts & Letters	Science	CHEM		22	-46	31	-13	-1.50
Arts & Letters	Science	INT		-22	16	1	0	-1.25
Business & Technology	Computer Technologies	IS		19	-2	-59	37	-1.25
Health Sciences & Human Services	Health Sciences & Human Services	RAD		-5	-7	8	0	-1.00
Arts & Letters	Arts and Letters	FIS		3	-11	-2	7	-0.75
Business & Technology	Career and Technical Education	ELM		17	-38	-9	27	-0.75
Business & Technology	Career and Technical Education	IT		4	2	-17	8	-0.75
Arts & Letters	Arts and Letters	FREN		11	-4	-14	5	-0.50
Business & Technology	Career and Technical Education	WOOD		9	-2	-7	0	0.00
Integrative Studies	Integrative Studies	INT		-7	5	6	-4	0.00
Arts & Letters	Social Sciences	GEOG		-9	12	-8	6	0.25
Business & Technology	Computer Technologies	CS		26	-32	8	-1	0.25
Business & Technology	Business	RE		-13	29	-2	-11	0.75
Business & Technology	Computer Technologies	MCOD		-4	12	-7	2	0.75
Health Sciences & Human Services	Health Sciences & Human Services	CMI		0	0	0	3	0.75
Arts & Letters	Arts and Letters	SPAN		-25	29	11	-11	1.00
Arts & Letters	Arts and Letters	HUM		13	-3	-47	42	1.25
Arts & Letters	Math	INT		6	7	6	-13	1.50
Arts & Letters	Science	ENV		47	-52	8	5	2.00
Business & Technology	Business	BUS		2	-18	-28	52	2.00
Arts & Letters	Arts and Letters	AM		3	3	-3	6	2.25
Business & Technology	Career and Technical Education	TA		8	-2	-1	4	2.25
Arts & Letters	Education	EPD		13	1	-10	6	2.50
Arts & Letters	Science	AST		5	3	-1	4	2.75
Business & Technology	Computer Technologies	COT		15	-31	-3	32	3.25
Arts & Letters	Social Sciences	SOC		-22	19	21	-4	3.50
Business & Technology	Business	ACC		-5	-22	-10	51	3.50
Arts & Letters	Science	BIOL		27	10	-33	11	3.75
Arts & Letters	Science	BCH		0	2	-1	14	3.75
Health Sciences & Human Services	Health Sciences & Human Services	CPD		1	16	-6	4	3.75
Arts & Letters	Arts and Letters	JOUR		-12	24	1	3	4.00
Arts & Letters	Science	GEOL		20	13	-16	-1	4.00
Business & Technology	Career and Technical Education	EIT		-4	15	7	-2	4.00
Business & Technology	Career and Technical Education	MTT		0	0	0	18	4.50
Arts & Letters	Social Sciences	ANTH		-4	9	-2	17	5.00
Business & Technology	Computer Technologies	GIS		25	9	-22	8	5.00
Arts & Letters	Education	EPY		1	27	-23	16	5.25
Arts & Letters	Education	EDCT		17	5	19	-18	5.75
Arts & Letters	Arts and Letters	WLL		0	23	6	0	7.25
Arts & Letters	Arts and Letters	WMST		0	0	50	-20	7.50

Headcount by Year:
Year-to-Year Change
(Negative values highlighted in red)

Division	Department	Subject Code	2014-15	2015-16	2016-17	2017-18	2018-19	Average
Arts & Letters	Education	EDSP		26	11	3	-6	8.50
Business & Technology	Computer Technologies	CIT		-5	7	38	-5	8.75
Health Sciences & Human Services	Health Sciences & Human Services	NUTR		42	-10	7	1	10.00

FTE by Year:
Year-to-Year Change
(Negative values highlighted in red)

Division	Department	Subject Code	2015-16	2016-17	2017-18	2018-19	Average Change
Arts & Letters	Social Sciences	CRJ	-11.20	-4.80	-15.00	2.20	-7.20
Arts & Letters	Arts and Letters	MUS	-7.20	6.20	-11.00	-14.60	-6.65
Arts & Letters	Science	AGSC	-7.80	-14.60	0.00	0.00	-5.60
Business & Technology	Business	ECON	-6.40	-2.60	-11.20	3.40	-4.20
Arts & Letters	English	ENG	-16.60	0.00	0.00	0.00	-4.15
Arts & Letters	Arts and Letters	INT	-2.83	-7.57	2.67	-5.83	-3.39
Arts & Letters	Science	NRES	-5.87	-4.33	1.60	-3.47	-3.02
Health Sciences & Human Services	Health Sciences & Human Services	NURS	-20.80	6.67	5.80	-3.67	-3.00
Arts & Letters	Science	PHYS	-7.20	9.13	-26.53	13.07	-2.88
Business & Technology	Career and Technical Education	WELD	20.90	-39.53	-2.83	9.93	-2.88
Arts & Letters	Education	EDU	2.07	-0.13	-14.67	3.27	-2.37
Recreation & Physical Education	Recreation & Physical Education	PEX	2.33	-4.93	-5.07	-1.07	-2.18
Arts & Letters	Arts and Letters	ART	-2.33	-10.97	-5.77	13.40	-1.42
Business & Technology	Business	FIN	-3.80	-3.00	-0.20	1.40	-1.40
Arts & Letters	Science	AMS	1.00	1.60	-8.00	0.00	-1.35
Business & Technology	Career and Technical Education	DT	-11.30	10.70	-27.23	22.87	-1.24
Business & Technology	Computer Technologies	GRC	3.60	8.80	-5.00	-10.60	-0.80
Business & Technology	Business	MKT	-5.60	4.60	-9.40	7.80	-0.65
Arts & Letters	Math	STAT	4.80	-1.20	5.40	-11.40	-0.60
Arts & Letters	Social Sciences	INT	-9.20	-1.40	7.40	1.20	-0.50
Arts & Letters	Arts and Letters	FREN	1.40	-1.40	-2.60	0.73	-0.47
Business & Technology	Business	BUS	-5.67	-3.20	1.20	5.87	-0.45
Integrative Studies	Integrative Studies	INT	-2.93	1.40	1.80	-1.80	-0.38
Arts & Letters	Science	GEOG	-2.00	2.20	0.20	-1.80	-0.35
Arts & Letters	Education	EDSC	3.13	8.07	-7.00	-5.27	-0.27
Business & Technology	Career and Technical Education	FS	-1.00	0.00	0.00	0.00	-0.25
Arts & Letters	Science	GEOL	2.40	3.20	-4.80	-1.67	-0.22
Arts & Letters	English	INT	-0.73	0.00	0.00	0.00	-0.18
Arts & Letters	Social Sciences	SW	-0.40	-0.80	4.00	-3.40	-0.15
Arts & Letters	Arts and Letters	FIS	0.60	-2.20	-0.40	1.40	-0.15
Arts & Letters	Science	INT	-4.40	3.60	0.00	0.20	-0.15
Business & Technology	Computer Technologies	IS	6.60	-3.20	-12.00	8.00	-0.15
Business & Technology	Business	RE	-5.00	10.40	-2.00	-3.40	0.00
Business & Technology	Career and Technical Education	WOOD	1.80	-0.40	-1.40	0.00	0.00
Business & Technology	Computer Technologies	COT	2.57	-7.60	-2.00	7.20	0.04
Arts & Letters	Arts and Letters	SPAN	-7.87	7.73	2.93	-2.60	0.05
Business & Technology	Computer Technologies	CS	5.40	-6.60	1.60	-0.20	0.05
Arts & Letters	Social Sciences	GEOG	-1.80	2.40	-1.60	1.20	0.05
Arts & Letters	Education	EPD	0.93	0.00	-0.67	0.40	0.17

FTE by Year:
Year-to-Year Change
(Negative values highlighted in red)

Division	Department	Subject Code	2015-16	2016-17	2017-18	2018-19	Average Change
Arts & Letters	Math	INT	1.20	1.60	1.20	-2.40	0.40
Arts & Letters	Science	ENV	10.40	-11.40	1.60	1.00	0.40
Arts & Letters	Social Sciences	SOC	-4.20	3.20	4.20	-1.40	0.45
Arts & Letters	Arts and Letters	HUM	2.60	-0.00	-10.00	9.20	0.45
Health Sciences & Human Services	Health Sciences & Human Services	CMI	0.00	0.00	0.00	1.93	0.48
Arts & Letters	Science	AST	1.00	0.60	-0.20	0.80	0.55
Business & Technology	Career and Technical Education	TA	1.73	-0.13	-0.27	1.07	0.60
Health Sciences & Human Services	Health Sciences & Human Services	CPD	0.00	3.60	-1.60	1.20	0.80
Business & Technology	Computer Technologies	GIS	4.40	1.60	-4.40	1.60	0.80
Arts & Letters	Arts and Letters	JOUR	-2.40	4.80	0.20	0.60	0.80
Arts & Letters	Science	CHEM	2.87	-9.27	11.47	-1.33	0.93
Business & Technology	Career and Technical Education	EIT	-14.27	19.53	-6.00	4.73	1.00
Arts & Letters	Science	BCH	0.00	0.53	-0.27	3.73	1.00
Business & Technology	Business	MGT	8.40	0.20	4.60	-9.20	1.00
Arts & Letters	Education	EPY	0.40	6.00	-5.40	4.20	1.30
Arts & Letters	Education	EDCT	4.80	0.60	6.20	-6.20	1.35
Business & Technology	Business	ACC	-0.80	-6.80	0.80	12.20	1.35
Arts & Letters	Arts and Letters	AM	4.00	-0.53	-1.33	3.47	1.40
Arts & Letters	Social Sciences	ANTH	-0.80	1.80	-0.20	4.80	1.40
Arts & Letters	Arts and Letters	WMST	0.00	0.00	10.20	-4.20	1.50
Health Sciences & Human Services	Health Sciences & Human Services	HMS	-4.07	0.40	11.93	-2.27	1.50
Arts & Letters	Arts and Letters	WLL	0.00	5.20	2.40	-1.20	1.60
Business & Technology	Computer Technologies	MCOD	-7.47	18.67	-9.33	4.67	1.63
Arts & Letters	Education	EDSP	5.20	4.53	4.20	-6.93	1.75
Health Sciences & Human Services	Health Sciences & Human Services	RAD	9.47	1.73	-2.53	-0.97	1.93
Arts & Letters	Education	EDUC	13.00	3.80	-0.20	-8.80	1.95
Health Sciences & Human Services	Health Sciences & Human Services	NUTR	9.00	-2.60	1.00	0.40	1.95
Arts & Letters	Social Sciences	PSY	10.00	3.00	-3.60	1.60	2.75
Business & Technology	Career and Technical Education	MTT	0.00	0.00	0.00	11.47	2.87
Arts & Letters	Science	BIOL	2.73	8.07	-3.07	4.00	2.93
Business & Technology	Computer Technologies	CADD	11.00	-2.20	1.20	5.00	3.75
Business & Technology	Career and Technical Education	IT	16.07	-1.80	-7.67	8.60	3.80
Business & Technology	Computer Technologies	CSCO	0.00	0.00	20.27	-4.93	3.83
Business & Technology	Computer Technologies	CIT	0.60	2.60	11.40	2.27	4.22
Arts & Letters	Arts and Letters	PHIL	8.80	-8.60	23.20	-1.80	5.40
Arts & Letters	Education	HDFS	2.00	7.20	10.40	6.60	6.55

FTE by Year:
Year-to-Year Change
(Negative values highlighted in red)

Division	Department	Subject Code	2015-16	2016-17	2017-18	2018-19	Average Change
Arts & Letters	Arts and Letters	THTR	0.07	8.07	-9.13	27.27	6.57
Business & Technology	Computer Technologies	SUR	5.60	12.00	10.53	-0.87	6.82
Arts & Letters	Education	EDEL	13.53	18.27	-2.20	1.53	7.78
Arts & Letters	Social Sciences	HIST	31.00	-3.20	-10.20	16.00	8.40
Arts & Letters	Education	ECE	9.20	-0.20	12.20	17.73	9.73

Great Basin College
Degrees and Certificates of Achievement Awarded by Fiscal Year
Summer, Fall, Spring

[illegible]

Industry Skills Certificates of less than 30 credits

[illegible]

Low Yield Program Review

DIRECTIONS: *Identify the academic programs designated as low-yield through your institutional review process required under Title 4, Chapter 14, Section 5:*

a. Associate programs must award at least twenty degrees in the last three consecutive years. Certificate programs in the same field may be considered in the evaluation of the associate program productivity.

b. Baccalaureate programs must award at least twenty degrees in the last three consecutive years.

c. Master's and Doctoral programs must jointly award at least eight degrees in the last three consecutive years.

Each program identified should include enrollment and completion data for the years designated.

Low Yield Exemptions

**A program that the institution deemed exempt from the low yield designation because it a) is central to the educational or research mission of the institution; b) meets a demonstrated workforce or service area need of the state or geographic regions served by the institution; c) demonstrates an increase in student demand through a pattern of increasing enrollment; d) exhibits productivity in the receipt of external grants or contracts related to the program; e) supports an underrepresented student or community group; or f) meets other criteria as defined by the institution must be included on the list if the program does not meet the productivity thresholds noted above and the exemption must be noted. Please note the applicable exemption by letter (a-e). If other exemption criteria defined by the institution apply (f), please define that criteria.*

Status and Next Steps

Excluding exempt programs, academic programs designated as low yield and included on the list below must be reviewed in consultation with the Faculty Senate within three years to determine whether there are sufficient factors to support a program's continuation, merger or elimination. In a separate narrative, for each program that is designated low yield and does not qualify for an exemption, please indicate next steps to be taken by the institution in regards to faculty

GBC Programs Identified as Low Yield

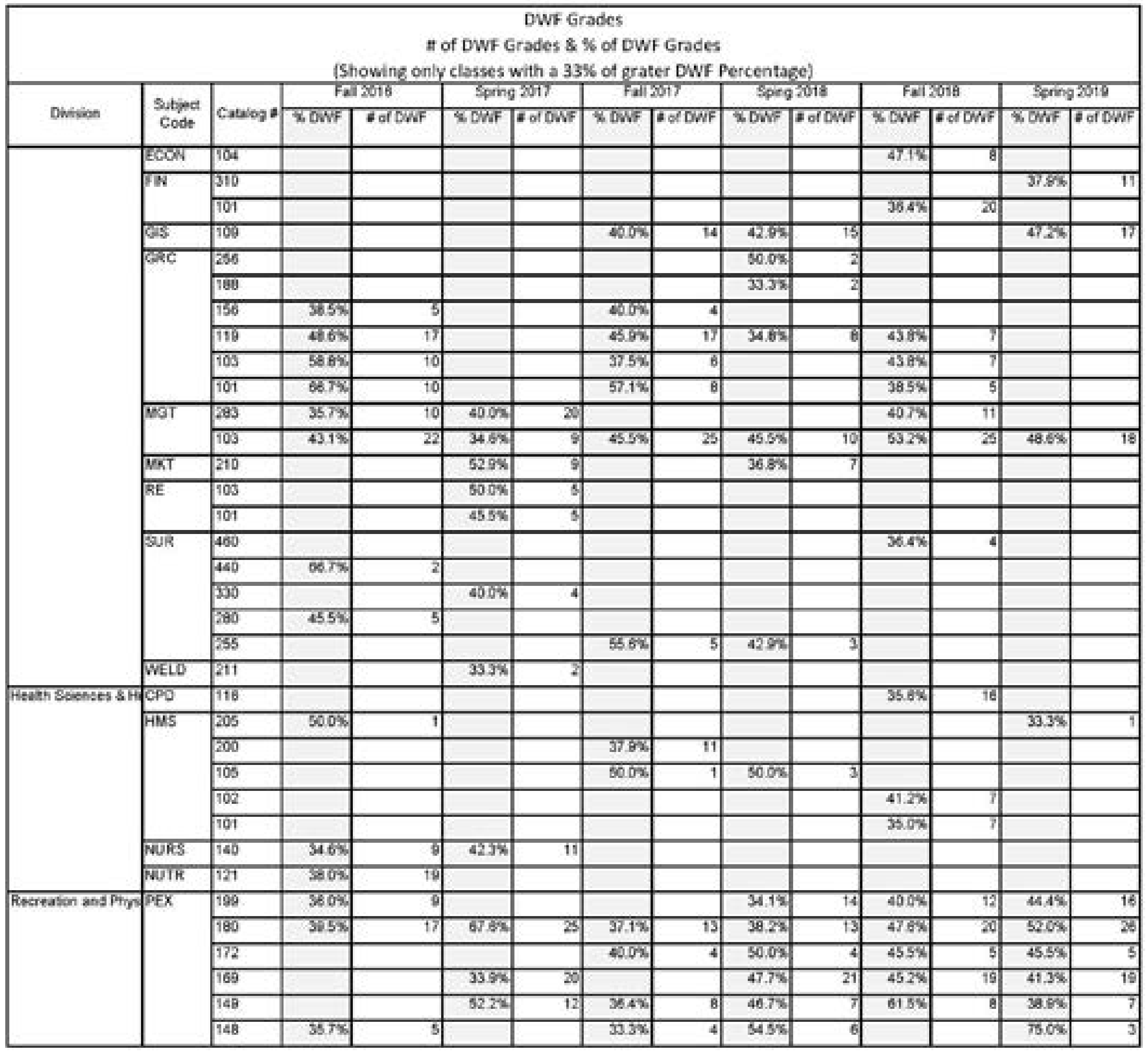
6-digit CIP	Program Name	Degree	2016-17		2017-18		2018-19		Total Completions	Completion Rate
			Enrl	Compl	Enrl	Compl	Enrl	Compl		
43.0107	Associate of Applied Science - Criminal Justice	AAS	0	0	0	0	0	0	0	0.00%
3.0201	Associate of Science - Natural Resources	AS	4	0	11	0	15	0	0	0.00%
3.0201	Bachelor of Arts - Integrative Studies - Resource Management	BA	0	0	0	0	0	0	0	0.00%
13.1205	Bachelor of Arts - Secondary Education - Business Education	BA	3	0	2	0	4	0	0	0.00%
51.0901	Certificate of Achievement - Diagnostic Medical Sonography	CT	0	0	0	0	0	0	0	0.00%
52.1803	Certificate of Achievement - Retail Management	CT	2	0	0	0	1	0	0	0.00%
13.1305	Bachelor of Arts - Secondary Education - English	BA	13	0	13	0	22	1	1	2.08%
13.1311	Bachelor of Arts - Secondary Education - Mathematics	BA	16	0	13	1	14	0	1	2.33%
3.0201	Bachelor of Arts - Natural Resources	BA	9	0	9	1	11	0	1	3.45%
26.0101	Associate of Science - Biological Sciences	AS	21	1	22	0	34	2	3	3.90%
11.0201	Associate of Applied Science - Computer Programming	AAS	27	2	32	0	28	2	4	4.60%
41.0000	Associate of Science - Engineering Science	AS	30	1	25	1	7	1	3	4.84%
52.0201	Associate of Arts - Business	AA	33	0	28	5	42	0	5	4.85%
15.1102	Bachelor of Applied Science - Land Surveying/Geomatics	BAS	82	4	90	4	91	5	13	4.94%
13.1317	Bachelor of Arts - Secondary Education - Social Science	BA	28	1	16	0	16	2	3	5.00%
11.0901	Associate of Applied Science - Computer Technologies - Network Specialist Emphasis	AAS	21	0	35	0	34	5	5	5.56%
26.0101	Bachelor of Science - Biological Sciences	BS	31	0	34	0	38	6	6	5.83%
45.0101	Bachelor of Arts - Integrative Studies - Social Science	BA	12	1	4	0	1	0	1	5.88%
52.0201	Bachelor of Applied Science - Management and Supervision	BAS	0	0	57	0	94	9	9	5.96%
13.1001	Alternative Route to Licensure Program - Special Education Generalist (K-12)	ARL	0	0	20	0	13	2	2	6.06%
52.0701	Certificate of Achievement - Entrepreneurship	CT	5	0	6	1	2	0	1	7.69%
23.0101	Bachelor of Arts - English	BA	36	0	48	5	52	6	11	8.09%
11.0803	Associate of Applied Science - Computer Technologies - Graphic Communications Emphasis	AAS	15	0	9	2	13	1	3	8.11%
44.0000	Associate of Applied Science - Human Services	AAS	32	1	58	6	57	5	12	8.16%
23.0101	Associate of Arts - English	AA	10	1	17	1	20	2	4	8.51%
52.0302	Associate of Applied Science - Business Administration - Accounting Emphasis	AAS	41	7	45	2	54	4	13	9.29%
52.0409	Associate of Applied Science - Computer Technologies - Office Technology Emphasis	AAS	22	3	21	0	19	3	6	9.68%
13.1210	Certificate of Achievement - Early Childhood Education - Infant/Toddler Emphasis	CT	0	1	4	0	6	0	1	10.00%
43.0102	Associate of Applied Science - Criminal Justice - Corrections Emphasis	AAS	30	7	25	2	28	0	9	10.84%
13.1202	Associate of Arts - Teaching	AA	17	1	19	4	4	0	5	12.50%
13.1322	Bachelor of Arts - Secondary Education - Biological Science	BA	8	1	4	1	4	0	2	12.50%
11.1099	Bachelor of Applied Science - Digital Information Technology	BAS	11	1	18	3	17	2	6	13.04%
15.0404	Bachelor of Applied Science - Instrumentation	BAS	39	5	33	7	39	3	15	13.51%
45.0101	Bachelor of Arts - Social Science	BA	28	3	49	5	63	11	19	13.57%
13.1210	Associate of Applied Science - Early Childhood Education - Early Childhood Emphasis	AAS	20	5	36	4	38	4	14	13.68%
45.0101	Associate of Arts - Social Science	AA	10	0	19	2	24	6	8	13.79%
52.0701	Associate of Applied Science - Business Administration - Entrepreneurship Emphasis	AAS	27	5	34	5	42	4	14	14.00%
13.1210	Alternative Route to Licensure Program - Early Childhood Education	ARL	0	1	7	0	7	1	2	14.29%
43.0103	Associate of Applied Science - Criminal Justice - Law Enforcement Emphasis	AAS	45	7	47	7	39	5	19	14.50%
15.1102	Associate of Science - Land Surveying/Geomatics	AS	27	6	36	5	42	5	16	15.24%
52.0302	Certificate of Achievement - Accounting Technician	CT	8	2	11	2	10	1	5	17.24%
44.0000	Certificate of Achievement - Human Services	CT	2	0	5	2	10	1	3	17.65%
52.0201	Certificate of Achievement - Business Administration	CT	25	5	33	3	17	6	14	18.67%
50.0401	Bachelor of Applied Science - Graphic Communications	BAS	18	4	15	3	19	3	10	19.23%
13.1205	Alternative Route to Licensure Program - Secondary Education	ARL	3	1	17	1	10	4	6	20.00%
3.0201	Bachelor of Arts - Integrative Studies - Natural Resources	BA	18	2	10	3	2	1	6	20.00%
13.1202	Post-Baccalaureate Program Leading to Licensure - Elementary Education	PB	0	0	5	1	5	1	2	20.00%
13.1210	Associate of Applied Science - Early Childhood Education - Infant/Toddler Emphasis	AAS	9	3	7	1	12	2	6	21.43%
52.0407	Certificate of Achievement - Computer Technologies - Office Technology Emphasis	CT	8	5	7	0	10	1	6	24.00%
16.0103	Certificate of Achievement - Spanish Interpreter/Translator	CT	10	1	12	5	5	1	7	25.93%
13.1210	Certificate of Achievement - Early Childhood Education	CT	10	3	7	4	6	1	8	34.78%
51.1501	Certificate of Achievement - Substance Abuse Counselor Training	CT	11	4	4	3	4	1	8	42.11%
13.1001	Special Education K-12 Generalist Endorsement	END	2	0	0	1	0	0	1	50.00%
13.1205	Post-Baccalaureate Program Leading to Licensure - Secondary Education	PB	0	7	11	2	7	1	10	55.56%

DWF Grades
# of DWF Grades & % of DWF Grades
(Showing only classes with a 33% of grater DWF Percentage)

Division	Subject Code	Catalog #	Fall 2016		Spring 2017		Fall 2017		Sping 2018		Fall 2018		Spring 2019	
			% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF
Arts & Sciences	ANTH	202									73.3%	11		
		102	47.7%	21	46.9%	15	42.3%	11	54.5%	18			38.5%	15
		101	54.2%	28	41.2%	14	47.4%	18			38.4%	20	63.4%	28
	ART	212			100.0%	3								
		206	40.0%	2			54.5%	6	63.6%	7	60.0%	6	75.0%	6
		160									35.7%	10	34.8%	8
		141			37.5%	12					39.4%	13	60.0%	3
		107							46.2%	6	42.9%	6	42.9%	9
		106			33.3%	2							75.0%	9
		100	34.8%	16			36.4%	12	50.0%	26	46.7%	21	33.3%	16
	BIOL	394	33.3%	1										
		331			33.3%	3								
		223	35.2%	19	51.2%	22							37.5%	9
		190	35.0%	35										
		105					37.5%	3			46.7%	7		
		100	45.7%	16									48.7%	19
	CHEM	121	66.7%	20			54.2%	26			51.9%	28		
		100									45.0%	18		
	CRJ	226									44.4%	4		
		215	40.0%	4										
		211	34.8%	8			33.3%	3						
		164	42.1%	8							40.0%	6		
		106							45.5%	5				
		104	38.9%	14					40.0%	12				
	ECE	231									50.0%	1		
		126									33.3%	4		
	EDSP	434									50.0%	1		
	ENG	333			36.0%	9								
		259									38.9%	7		
		240					42.9%	3						
		223									45.2%	14		
		203			45.0%	9								
		108			37.8%	14								
		107	43.6%	17					34.6%	18				
		100							44.7%	21			35.3%	47
		95			37.0%	20			38.3%	18	37.8%	38	48.6%	18
			37.0%	10										
	EPY	330							35.0%	7			41.4%	12
	FREN	112			66.7%	2								
		111	69.6%	16			36.4%	4			62.5%	10		
	GEOG	106	40.7%	11			52.6%	10						
	GEOL	101			35.6%	16					44.1%	15		
	HDFS	201			39.1%	9								
	HIST	106	38.5%	5										
		102	41.3%	33							35.4%	34		
		101							38.2%	47			41.7%	43
	INT	301	40.0%	4			38.1%	8						
	JOUR	102											42.9%	12
	MATH	331							100.0%	1			66.7%	2
		314	50.0%	1										
		310					100.0%	1					100.0%	1
		285	100.0%	1									33.3%	1

DWF Grades
# of DWF Grades & % of DWF Grades
(Showing only classes with a 33% of grater DWF Percentage)

Division	Subject Code	Catalog #	Fall 2016		Spring 2017		Fall 2017		Sping 2018		Fall 2018		Spring 2019	
			% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF
		283					33.3%	1						
		251							50.0%	1				
		182					100.0%	4						
		181	53.3%	8	47.8%	11	37.9%	11	75.0%	3	43.2%	19		
		128			47.8%	11	33.3%	9						
		127	40.0%	16			50.0%	20			45.2%	14		
		120			38.5%	40	36.0%	31						
		97			42.3%	22	50.9%	27	49.0%	24	42.0%	29	43.8%	21
		95							35.6%	32				
		91			46.2%	42								
	MUS	101									34.5%	10		
	PHIL	102	40.3%	29										
	PHYS	180	72.2%	13			57.1%	4						
		152	50.0%	1	57.1%	4								
		151	70.0%	14			33.3%	3			38.2%	13		
		107			33.3%	18								
	PSC	210									34.6%	9		
	PSY	435	36.8%	7										
		234							45.5%	5				
	SOC	101	34.0%	18										
	SPAN	211					50.0%	1						
		112			33.3%	2								
		111	45.0%	27			33.3%	22			42.6%	26		
	STAT	152									39.2%	20		
Business & Technolo	ACC	261			50.0%	3								
		202	33.3%	5			41.7%	5						
		201	52.7%	29	60.6%	20	38.8%	19	63.8%	30	54.7%	29	43.8%	28
	BUS	201			36.4%	4							33.3%	3
		110					37.5%	6	35.9%	28	35.2%	19	34.2%	38
		102	42.9%	9			35.3%	6			50.0%	23		
		101	46.7%	21	38.6%	15					38.2%	25	50.0%	29
	CADD	245											37.5%	3
		121	33.3%	6									46.4%	13
	CIT	361	50.0%	1			40.0%	2						
		263											33.3%	2
		215											40.0%	2
		212									33.3%	2		
		202							42.1%	8				
		180	50.0%	1										
		174			36.8%	7							36.4%	4
		151	46.4%	13									34.8%	8
		130	54.5%	6			50.0%	1						
		129					66.7%	16	44.7%	17	50.0%	15	57.1%	16
		110									37.5%	9	53.3%	8
	COT	204	35.0%	7	35.3%	6	38.9%	7			37.5%	6		
		151	33.3%	4										
		101							50.0%	8	35.5%	11	38.5%	5
	CS	135							52.4%	11			65.0%	13
	CSCO	220									33.3%	1		
		121					50.0%	2						
		120					33.3%	7			63.2%	12	53.3%	8
	DT	101							37.5%	3				



DWF Grades

# of DWF Grades & % of DWF Grades

(Showing only classes with a 33% of grater DWF Percentage)

Division	Subject Code	Catalog #	Fall 2016		Spring 2017		Fall 2017		Sping 2018		Fall 2018		Spring 2019	
			% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF	% DWF	# of DWF
	ECON	104									47.1%	8		
	FIN	310											37.9%	11
		101									38.4%	20		
	GIS	109					40.0%	14	42.9%	15			47.2%	17
	GRC	256							50.0%	2				
		188							33.3%	2				
		156	38.5%	5			40.0%	4						
		119	48.6%	17			45.9%	17	34.8%	8	43.8%	7		
		103	58.8%	10			37.5%	6			43.8%	7		
		101	66.7%	10			57.1%	8			38.5%	5		
	MGT	283	35.7%	10	40.0%	20					40.7%	11		
		103	43.1%	22	34.6%	9	45.5%	25	45.5%	10	53.2%	25	48.6%	18
	MKT	210			52.9%	9			36.8%	7				
	RE	103			50.0%	5								
		101			45.5%	5								
	SUR	460									36.4%	4		
		440	66.7%	2										
		330			40.0%	4								
		280	45.5%	5										
		255					55.6%	5	42.9%	3				
	WELD	211			33.3%	2								
Health Sciences & H	CPD	116									35.8%	16		
	HMS	205	50.0%	1									33.3%	1
		200					37.9%	11						
		105					50.0%	1	50.0%	3				
		102									41.2%	7		
		101									35.0%	7		
	NURS	140	34.6%	9	42.3%	11								
	NUTR	121	38.0%	19										
Recreation and Phys	PEX	199	36.0%	9					34.1%	14	40.0%	12	44.4%	16
		180	39.5%	17	67.6%	25	37.1%	13	38.2%	13	47.6%	20	52.0%	26
		172					40.0%	4	50.0%	4	45.5%	5	45.5%	5
		169			33.9%	20			47.7%	21	45.2%	19	41.3%	19
		149			52.2%	12	36.4%	8	46.7%	7	61.5%	8	38.9%	7
		148	35.7%	5			33.3%	4	54.5%	6			75.0%	3

APPENDIX C: Sample Program Review

Great Basin College
Early Childhood Education Program Review
2014 - 2018

Submitted by Lynette Macfarlan
ECE Professor and Program Coordinator

Overview of Great Basin College

Founded in 1967, Great Basin College is the oldest, public community college within the Nevada System of Higher Education (NSHE). GBC's service area covers over 86,500 square miles and includes the counties of Elko, Esmeralda, Eureka, Humboldt, Lincoln, Lander, Mineral, Pershing, Nye, and White Pine.

Great Basin College Mission Statement

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

Core Themes

Core Theme 1: Provide Student Enrichment ~ From the student perspective, functions of the college directed toward personal enrichment and success (such as curriculum, instruction, educational programs, and student services) are available, sufficient, and effective.

Core Theme 2: Build Bridges and Create Partnerships ~ Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission.

Core Theme 3: Serve Rural Nevada ~ To fulfill a fundamental element of its mission, GBC delivers all of its commitments and services throughout its six-county service area. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local distance delivery methods.

The ECE Program Supports the Mission of the College

The GBC Early Childhood Education Program offers five programs: Associate of Arts, Early Childhood Education (Pattern of Study), Associate of Applied Science with an emphasis in Early Childhood Education and an Associate of Applied Science with an emphasis in Infant/Toddler Education. The ECE Program also offers two Certificates of Completion in Early Childhood Education and Infant/Toddler Education. Most recently, GBC offers Alternative Route to Licensure Certification in Early Childhood Education.

- **Provide Student Enrichment from the Student Perspective**

All degree and certificate programs require that students complete General Education courses. These courses prepare the ECE students with relevant and meaningful opportunities to enrich the core components that create the foundation for receiving a degree in Early Childhood Education. The General Education courses provide all ECE students with the knowledge and skills to prepare them for present learning and future career success. All courses are offered via long-distance education to best meet the needs of rural Nevada. These courses are enhanced to provide immediate access to learning materials and resources.

The Associate of Applied Science Degrees in ECE and Infant/Toddler Education prepare students for entry-level employment in licensed preschool and child care programs. Students who receive their AAS in ECE are also recruited and hired to work as paraprofessionals in school district classrooms. For those who are presently employed, the AAS degree also provides skill enrichment to support new trends and research in Early Childhood Education. The course work includes practical application through practicum and/or internship placements within the GBC service area. All Elko County students carry out their Internship at the nationally accredited GBC Child and Family Center.

The AA in ECE was developed through a collaborative effort with the GBC Elementary Education Department. This particular degree provides a pattern of study which aligns with the Bachelor of Arts in Elementary Education. In addition, the majority of the courses within this degree can be transferred to other institutions within the Nevada University System. This degree program provides students with varied employment opportunities while serving as a springboard for those interested in pursuing a Bachelor's degree.

The Early Childhood Program offers two Certificates of Completion in Early Childhood Education and Infant/Toddler Education. These certificates qualify students to work as assistants in licensed early childhood programs or as paraprofessionals in school district classrooms. The certificate program course work is aligned with the AA and AAS in ECE.

- **Build Bridges and Create Partnerships**

The GBC Early Childhood Program requires that students complete required practicums and internships in accredited, licensed facilities and/or kindergarten classrooms. The Program Supervisor has established on-going partnerships with licensed preschool facilities and ten school districts within the GBC service area to ensure high-quality placements for student teachers.

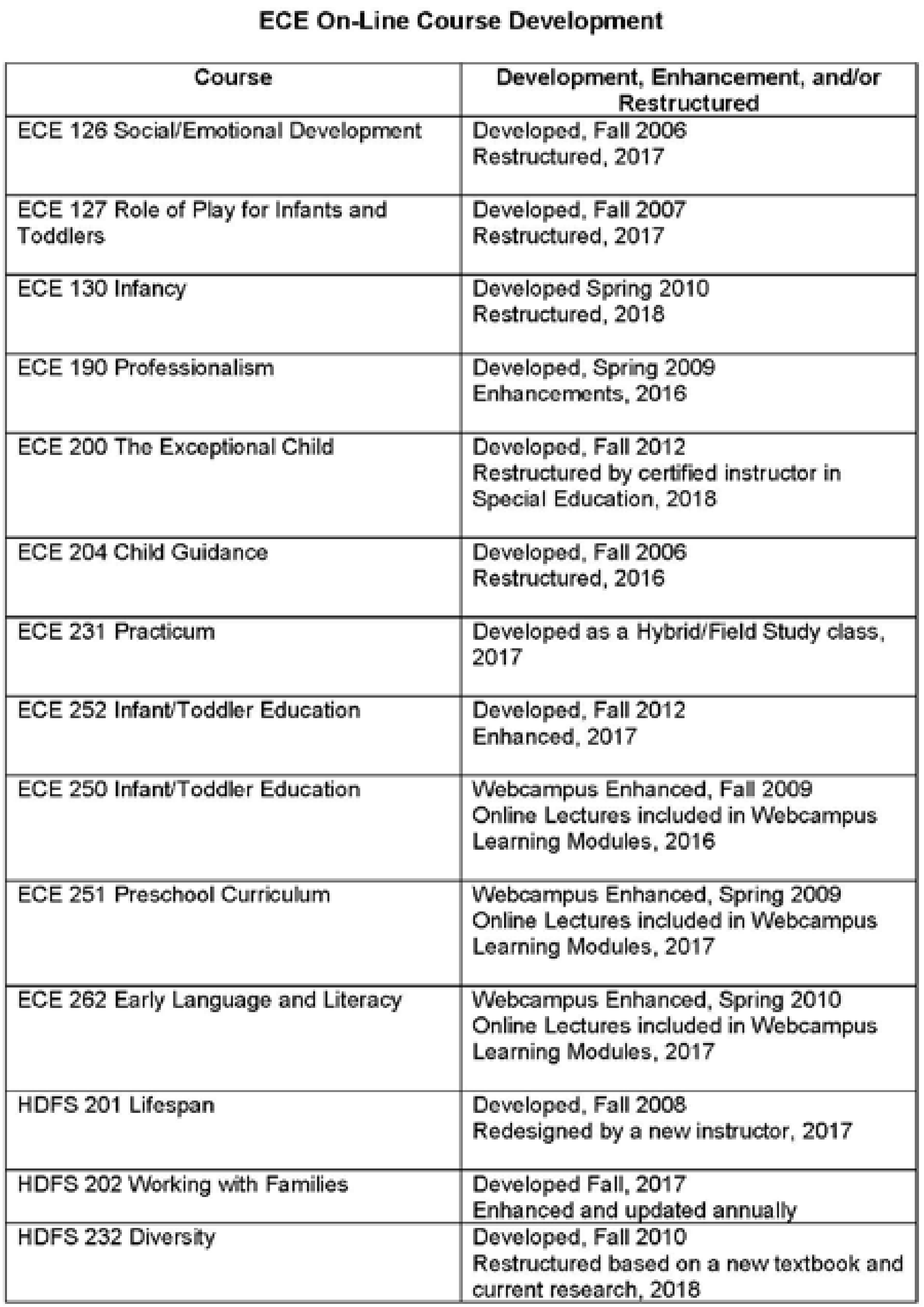
The GBC Early Childhood Program works closely with Head Start Programs in Elko, Ely and Owyhee to provide their staff with federally mandated training opportunities in early childhood and infant/toddler education.

The Early Childhood Education Program supports diverse groups of students and the practice of supporting multicultural education. The ECE Program Supervisor and part-time instructors provide high-quality instruction, peer mentoring, and on-going advisement based on the individual needs of the students. When applicable, ECE students are supported by the Americans with Disabilities Act by providing reasonable accommodations. The ECE teaching staff provides support and referral services for students who require a stronger emphasis on improving basic skills in mathematics, reading, writing, and/or critical thinking.

- **Serve Nevada and Students Across the U.S. ~ Student Support Services**

Over the past several years, the Early Childhood Supervisor has made a concerted effort to reach all interested ECE students in GBC's service area. This has been accomplished by offering all courses through long-distance education via interactive video and/or online instruction. ECE classes are offered each year in the following communities: Battle Mountain, Ely, Eureka, Hawthorn, Lovelock, Owyhee, Round Mountain, Pahrump, Wells, Wendover, and Winnemucca. During the past two years, the GBC Early Childhood Program has experienced an upswing in enrollment within the GBC Service area and from across the United States due to online outreach. Presently, students have declared majors in the GBC Early Childhood Program from the following states: Nevada, California, Idaho, Illinois, Michigan, Texas, New Hampshire, New York, and Utah.

In order to accommodate the growing needs of rural students, the following courses were converted to an online delivery, beginning fall of 2005. Since that time, new online courses have been developed and current online courses have been restructured and/or enhanced in accordance with Quality Matters guidelines.



ECE On-Line Course Development

Course	Development, Enhancement, and/or Restructured
ECE 126 Social/Emotional Development	Developed, Fall 2006 Restructured, 2017
ECE 127 Role of Play for Infants and Toddlers	Developed, Fall 2007 Restructured, 2017
ECE 130 Infancy	Developed Spring 2010 Restructured, 2018
ECE 190 Professionalism	Developed, Spring 2009 Enhancements, 2016
ECE 200 The Exceptional Child	Developed, Fall 2012 Restructured by certified instructor in Special Education, 2018
ECE 204 Child Guidance	Developed, Fall 2006 Restructured, 2016
ECE 231 Practicum	Developed as a Hybrid/Field Study class, 2017
ECE 252 Infant/Toddler Education	Developed, Fall 2012 Enhanced, 2017
ECE 250 Infant/Toddler Education	Webcampus Enhanced, Fall 2009 Online Lectures included in Webcampus Learning Modules, 2016
ECE 251 Preschool Curriculum	Webcampus Enhanced, Spring 2009 Online Lectures included in Webcampus Learning Modules, 2017
ECE 262 Early Language and Literacy	Webcampus Enhanced, Spring 2010 Online Lectures included in Webcampus Learning Modules, 2017
HDFS 201 Lifespan	Developed, Fall 2008 Redesigned by a new instructor, 2017
HDFS 202 Working with Families	Developed Fall, 2017 Enhanced and updated annually
HDFS 232 Diversity	Developed, Fall 2010 Restructured based on a new textbook and current research, 2018

Integration with Other Departments and Programs at GBC

- **Education Department**

In 2005, the GBC Administration split the position of Child Center Director and ECE Professor. The Early Childhood Program was moved from the Social Science Department to the Education Department at that time. The Early Childhood Professor was not granted the position as ECE Program Supervisor until 2016. Prior to that time, she supervised the program without overload compensation. She continues to work collaboratively with the members of the Education Department to build networks of support for the benefit of the department and the students. If interested, students who complete their AA in ECE are referred to the GBC Elementary Education Program for support and advisement.

- **Great Basin College Child & Family Center**

The Director of the Great Basin College Child & Family Center and the ECE Supervisor collaborate on a consistent basis to discuss ECE trends, curriculum, environment, continuing education for child center staff, and internship/practicum placements. A concerted effort is made to develop a working relationship which supports the growth and development of the practicing student. The theory, strategies, and skills that students acquire through their course work are purposefully practiced and demonstrated at the GBC Child Center, thus creating a successful working alliance between the ECE Early Childhood Program and Child Center Lab School.

- **General Education, Health Services & the Academic Success Center**

Early Childhood Education utilizes many of the full-time and part-time faculty members from the English, Math, Social Science, Humanities, Computer Office Technology, and Health Services Departments.

Head Start teachers and/or employees often take Social Work classes to blend their expertise in order to work effectively with young children from at-risk homes. A strong and positive rapport has been established with all entities in order to best serve the students' needs.

Many ECE students are in the process of learning English as a second language. Writing in a new language can be a rigorous and laborious process. The ECE Supervisor works in collaboration with the Academic Success Center to assist students in developing and reinforcing best writing practices.

- **Admission and Records**

Early Childhood Education works closely with the Office of Admissions and Records for the purpose of exchanging admission, transfer, and graduation information.

- **GBC Library**

The Early Childhood Education program works with the GBC Library to reserve books, articles and other resources for research projects. In addition, the library offers an array of children's books for the ECE 262 Language and Literacy course.

- **Media Services and the GBC Webmaster**

The Early Childhood Supervisor works closely with Media Services to develop brochures and fliers for recruitment purposes. In addition, the ECE program receives support from GBC Marketing in terms of press releases and announcements to the newspaper and/or radio stations. The GBC Webmaster works with the ECE Program Supervisor to publicize the ECE Program through the ECE Program Web page.

The ECE Program page will be updated prior to the fall 2019 semester to ensure that current resources are provided for students.

Recruitment, Course Enrollment and Declared Majors

Recruitment is an on-going process in the Early Childhood Education Program. The ECE Supervisor makes a concerted effort to attend annual School-to-Career events to promote the program. Note: A more effective marketing plan for the Early Childhood Education Program will be noted as an area for improvement.

In 2014- 2015, the ECE unduplicated enrollment count totaled 127 students. The numbers gradually increased throughout the following years: 2015 – 2016: 158 students; 2016 – 2017: 208 students; 2017-2018: 290 students, with an average increase over five years of 128%.

In 2014 – 2015, the ECE Declared Majors totaled 79 students. The Declared Majors decreased by four students during 2015 – 2016 to 72 Declared Majors. Thereafter, the Declared Majors increased to the following: 2016 – 2017: 88 Declared Majors; 2017 – 2018: 113 Declared Majors with an average increase over five years of 43%.

In 2014 – 2015, FTE (Full-Time Enrollment) consisted of the following: 2014 – 2015: 24.40; 2015 – 2016: 31.80; 2016 – 2017: 35.10; and 2017 – 2018: 47.70 with an average increase over five years of 95%.

Following are a list of recruitment efforts that have taken place during the past five years:

- Fall and Spring Semesters, 2014, 2015, 2016, 2017, & 2018: The ECE Supervisor met with potential students during high school field trip events and recruitment fairs. Fliers and business cards were distributed.

- Fall Semester, 2017: The ECE Supervisor presented recruitment information to the Head Start Pre-school and Infant/Toddler staff. Fliers, business cards, and degree programs were distributed. New students were recruited while current students received advisement for continuing their education.

- Fall Semester, 2017 & Fall Semester, 2018: The ECE Supervisor presented recruitment information to the GBC Child and Family Center Staff at the request of the Child Center Director. Fliers, business cards, and degree programs were distributed. New students were recruited while current students received one-on-one advisement for continuing their education. The Child Center Director has required that all staff members who are directly working with children must pursue a degree in Early Childhood Education. This decision has strengthened the partnership between the Early Childhood Education Program and the GBC Child & Family Center.

- Fall, Spring, & Summer Semester, 2014 – 2018: Online ECE program inquiries and telephone calls are responded to the day they are received. Several students have discovered the GBC Early Childhood Degree Programs after Googling, Affordable and Quality. The GBC Early Childhood Program has been listed as 7th in the nation through AffordableColleges.com and 27th in the nation through bestcolleges.com. The dramatic increase in enrollment in the last three years is due, in part, to national recognition.

Program Profile – Education Department

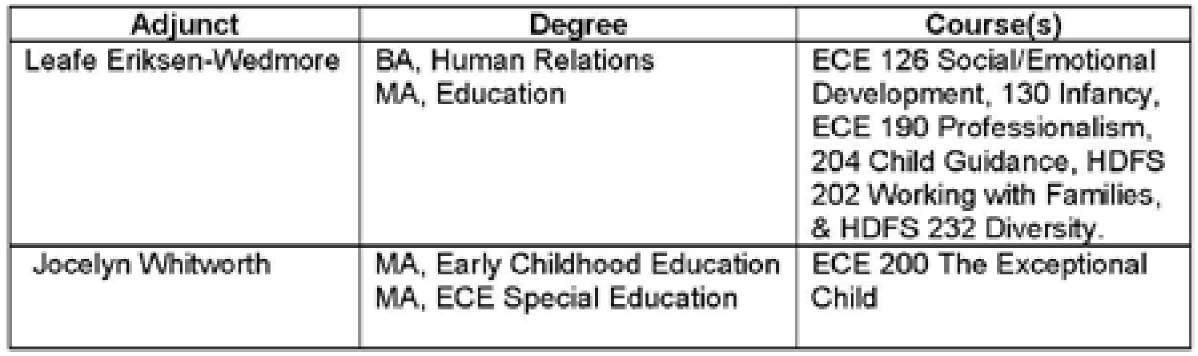
The Early Childhood Program has one full-time Program Supervise and Lead Professor. She holds a Master's Degree in Education with an Emphasis in Reading and Literacy. In addition to teaching 15+ credits per semester, she also coordinates the program which involves the following:

- Advisement (average of 100+ students per year)
- Mentorship of ECE students when applicable
- Recruitment inside and outside of GBC's service area
- ECE Web page updates
- Scheduling of all ECE and HDFS courses
- Interviewing and hiring of part-time instructors
- Review of part-time instructors' syllabi
- Collection of all ECE syllabi
- Part-time instructor evaluations
- Development of degree/certificate programs
- Oversight of newly developed courses
- Student intern/practicum placements in Elko, Ely, Battle Mountain, Hawthorne, Lovelock, Owyhee, Round Mountain, Winnemucca and Wells
- Catalog and degree program revisions
- Collaboration with other University System ECE personnel and the Nevada State Higher Education Committee
- Working collaboratively with the School-to-Career Program & Perkin's Grant Requirements
- Tracking of graduate students and configuring employment rates
- Writing letters of recommendation for hire, scholarship opportunities, and advanced program placement
- Strategic planning and program reviews to include course and program assessments

The Education Department also includes a full-time administrative assistant who provides support for two elementary instructors, one secondary instructor, and two ECE instructors. This person is extremely qualified and is essential to the function of the department.

- Part-Time Faculty

During the past five years, the Early Childhood Program has relied on the instructional expertise of two highly qualified part-time instructors. In the fall of 2018, Leafe Eriksen-Wedmore was hired as an ECE Emergency Temporary hire. As of July of 2019, Leafe will assume the position of a full-time ECE instructor and advisor. This position is supported through NV State Legislative funding



Adjunct	Degree	Course(s)
Leafe Eriksen-Wedmore	BA, Human Relations MA, Education	ECE 126 Social/Emotional Development, 130 Infancy, ECE 190 Professionalism, 204 Child Guidance, HDFS 202 Working with Families, & HDFS 232 Diversity.
Jocelyn Whitworth	MA, Early Childhood Education MA, ECE Special Education	ECE 200 The Exceptional Child

Curriculum/Goals/Learning Outcomes

Early Childhood Education Mission Statement

The mission of the Early Childhood Education Program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

Overview of Program

The GBC Early Childhood Education degree programs offer a broad spectrum of early childhood courses to meet the needs of students and/or practicing teachers who are specializing in infant/toddler, preschool, or early elementary education. Students gain knowledge in educating the whole child with a focused emphasis on curriculum, developmentally appropriate practice, diversity, health services, and guidance. ECE students also receive a well-rounded educational background by completing general education requirements. Practical experience is a significant part of the GBC Early Childhood Education Program. Student interns apply theories and techniques taught in the classroom in an accredited lab school setting under the direction of degreed master teachers.

Program Goals and Outcomes

The ECE program goals are to educate the students through high-quality interactive instructional practices and student application based on the Nevada Core Competencies areas. Comprehensive student planning is supported by the implementation of the Nevada Preschool Content Standards in all developmental domains:

- Human Growth and Development: Understand the needs of developing children and the many factors that influence their physical, cognitive, social and emotional growth.

- Environment and Curriculum: Plan and implement developmentally appropriate curriculum supported by the Nevada Preschool Content Standards and utilize strategies that are characteristic of high-quality classroom environments.

- Observation and Assessment: Understand the goals, benefits, and uses of assessment in early childhood environments through the implementation of systematic observation, documentation, and other appropriate assessment strategies.

- Positive Interaction and Guidance: Seek successful approaches to help children develop self-control, self-esteem, coping, social skills and positive interactions with their peers and adults.

- Family and Community Relationships: Examine strategies for building respectful, reciprocal relationships by implementing culturally sensitive practices and policies.

- Leadership and Professional Development: Explore and practice principles of effective leadership and advocacy in early childhood education, and seek employment in the field of Early Childhood Education.

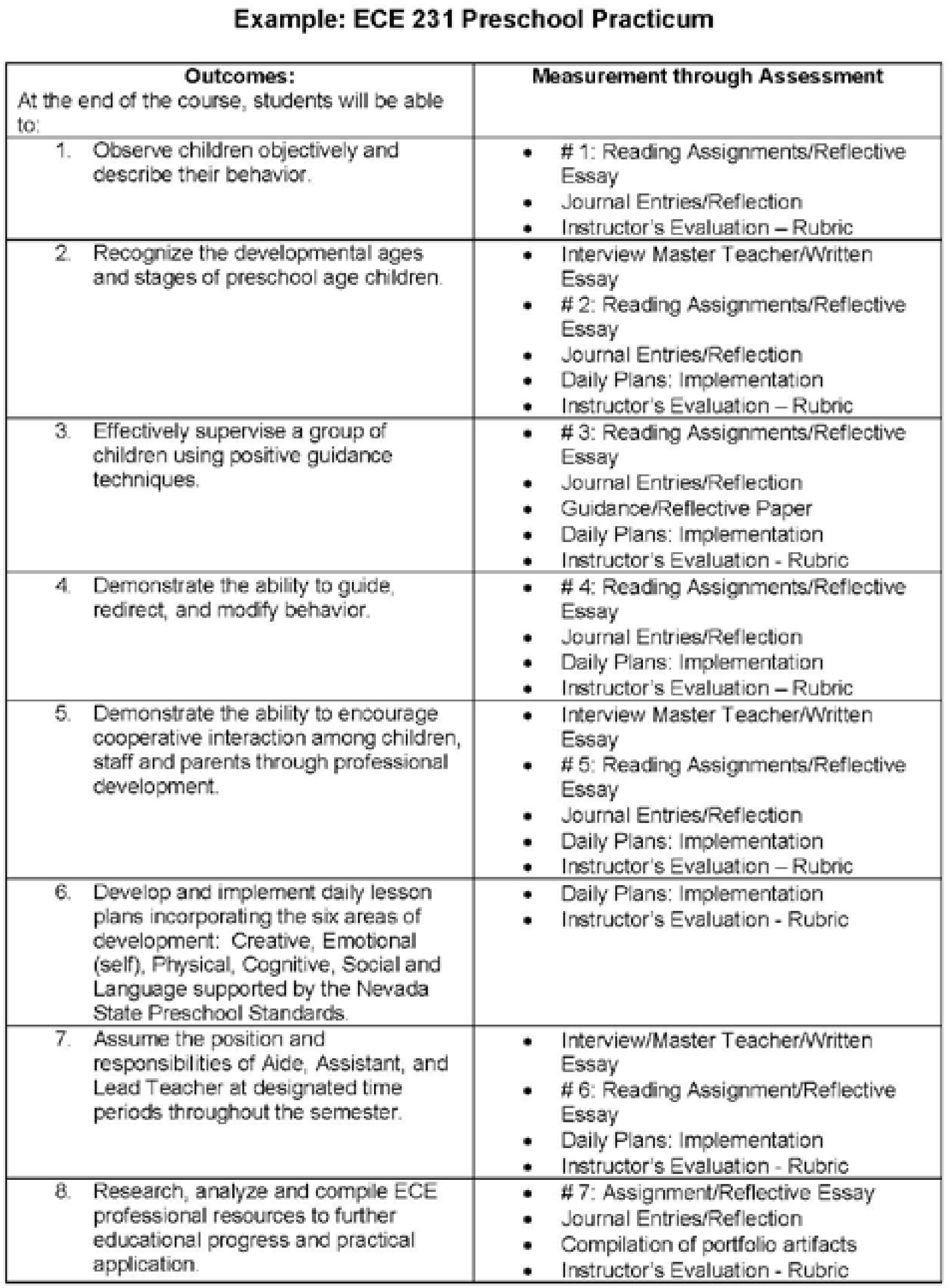
Assessment and Measurement:

The GBC Early Childhood Program philosophy promotes a constructivist approach by delivering an engaging, project-based approach to learning. The overarching curriculum design is supported by Nevada's Core Knowledge Areas. The ECE Supervisor and part-time teaching team create learning experiences that prompt students to integrate knowledge, strategies, and methods of inquiry through reflection and critical analysis. This is determined by determining the appropriate outcomes and measurements for each course.

Annually, the Program Supervisor assesses each of the three ECE Degree Programs and both of the Certificate of Completion Programs by measuring student success through a detailed outcome analysis following a predetermined five-year plan. A copy of each program assessment can be found in the program binder: AA in ECE; AAS in ECE; AAS in ECE with an Infant/Toddler Emphasis, AAS Certificate of Completion and the AAS Certificate of Completion with an Infant/Toddler Emphasis. The AAS in ECE and the Certification of Completion in ECE are completed in one report and the AAS in ECE with the Infant/Toddler Emphasis and the Certificate of Completion with an Infant/Toddler Emphasis are completed in one report. Both combinations have the same program outcomes.

In addition, the ECE Program Supervisor assesses three ECE courses per year. The assessments for ECE 190, ECE 204, and ECE 262 are included in the program binder. The process is most beneficial. Noted changes have been made to the course design and delivery for all three courses.

A "Measurement through Assessment" section is located in all ECE syllabi. An example is listed below on the next page.



Example: ECE 231 Preschool Practicum

Outcomes: At the end of the course, students will be able to:	Measurement through Assessment
1. Observe children objectively and describe their behavior.	• # 1: Reading Assignments/Reflective Essay • Journal Entries/Reflection • Instructor's Evaluation – Rubric
2. Recognize the developmental ages and stages of preschool age children.	• Interview Master Teacher/Written Essay • # 2: Reading Assignments/Reflective Essay • Journal Entries/Reflection • Daily Plans: Implementation • Instructor's Evaluation – Rubric
3. Effectively supervise a group of children using positive guidance techniques.	• # 3: Reading Assignments/Reflective Essay • Journal Entries/Reflection • Guidance/Reflective Paper • Daily Plans: Implementation • Instructor's Evaluation - Rubric
4. Demonstrate the ability to guide, redirect, and modify behavior.	• # 4: Reading Assignments/Reflective Essay • Journal Entries/Reflection • Daily Plans: Implementation • Instructor's Evaluation – Rubric
5. Demonstrate the ability to encourage cooperative interaction among children, staff and parents through professional development.	• Interview Master Teacher/Written Essay • # 5: Reading Assignments/Reflective Essay • Journal Entries/Reflection • Daily Plans: Implementation • Instructor's Evaluation – Rubric
6. Develop and implement daily lesson plans incorporating the six areas of development: Creative, Emotional (self), Physical, Cognitive, Social and Language supported by the Nevada State Preschool Standards.	• Daily Plans: Implementation • Instructor's Evaluation - Rubric
7. Assume the position and responsibilities of Aide, Assistant, and Lead Teacher at designated time periods throughout the semester.	• Interview/Master Teacher/Written Essay • # 6: Reading Assignment/Reflective Essay • Daily Plans: Implementation • Instructor's Evaluation - Rubric
8. Research, analyze and compile ECE professional resources to further educational progress and practical application.	• # 7: Assignment/Reflective Essay • Journal Entries/Reflection • Compilation of portfolio artifacts • Instructor's Evaluation - Rubric

Equipment/Instructional Resources

The Early Childhood Supervisor has received ongoing assistance from the GBC Interactive Video Department as well as continuing instructional support from the director/staff of online instruction. Adequate equipment and high-quality training have been provided by both departments.

Program Goals for Employment

- AAS in Early Childhood Education & AAS in Early Childhood Education with an Emphasis in Infant/Toddler Education: Successful completion of the AAS in ECE is designed to qualify students for employment opportunities such as teacher assistants, teachers, paraprofessionals in school districts, directors in child care centers, after-school programs, preschools, and as home daycare providers.

- AA in Early Childhood Education (Pattern of Study): Successful completion of the AA in ECE is designed to transfer students into the GBC Teacher Education Program. Completion of the AA in ECE and the Bachelor of Arts in Elementary Education will qualify students for employment opportunities as teachers in elementary and preschool settings.

  Job opportunities for students with an Early Childhood Education major are increasing as a high percentage of parents rely on quality preschool and childcare options. School district preschool classrooms are available to low-income families within all counties in the GBC service area. In addition, several students are enrolled in the ECE degree programs from other states due to online availability. The surge of preschool programs opening across the United States has sparked an increase in GBC's online Early Childhood Enrollment. Job opportunities have increased dramatically due to the "Preschool for All" nation-wide initiative.

- Student Tracking: Those students who graduated with an ECE degree or certificate from 2014 through 2018 have been tracked to identify employment placement.

  During the last program review from 2009 to 2013, the ECE program graduated 37 Completers. From 2014- 2018, the ECE program graduated 95 completers with an average increase of 156%.

95 Completers, 2014 - 2018

- 30 students graduated with an AA in ECE
- 21 students graduated with an AAS in ECE
- 8 students graduated with an AAS in ECE/ IT Emphasis
- 35 students graduated with a Certificate of Completion in ECE and a Certificate of Completion in Infant/Toddler Education
- 1 student graduated an ARL Certificate of Completion

Employment Rate

- Approximately 87% of the graduates from 2014 – 2018 are presently working in their graduate or related field of study.
- 30% of the students are pursuing or have completed a higher degree.
- Note: The Program Supervisor contacted students who did not complete the survey and tallied their responses through email or via telephone conversations.
- 7 students were unreachable and their place of employment is unknown.

Graduate Satisfaction

- Twenty-six students completed the Graduate Survey. Overall, the rating for the overall satisfaction of the students' Early Childhood Education experience was as follows: Very Satisfied: 92.31% and Satisfied: 7.69%. The breakdown for each category is located in the Graduate Survey located in the program binder. Q5, Page 2/10.
- A Student Satisfaction Survey was also distributed. A total of sixty-five students completed the survey. The rating for the overall satisfaction with GBC's Early Childhood Program is as follows: Very Satisfied: 89.06% and Satisfied: 10.94%. The breakdown for each category is located in the Student Satisfaction Survey located in the program binder. Comments are also available for the committee members' review. Q5, 3/7
- One student wrote, "I feel that I am learning so much! I love that I can easily incorporate what I am learning into my real-life job as a preschool teacher. I am gaining so much confidence in my interactions with my students and their families. My current curriculum has become much more focused, and I am becoming well-rounded in my teaching. I like that even though I am a an online student, I am a part of the class."

Student Satisfaction: Faculty Evaluation Reports

Based on GBC's Faculty Evaluation reports from 2014 – 2018, the ECE Supervisor received an average overall rating of 4.93 based on a 5.0 scale. The annual evaluations included the following roles: Instructional Design, Instructional Delivery, Instructional Assessment, Proficiency, Management, and Service to the Institution. The overall average was rated much higher nationwide than other ECE instructors in the IDEA database.

Professor Macfarlan's Annual Evaluation Scores: Average – 4.93

- 2015 – 2016: 4.97; 2016 – 2017: 4.85: 2017– 2018: 4.97

Instructor Leafe Eriksen-Wedmore's Course Evaluation Scores from 2014 - 2018: Average – 4.8

Note: Prior to the temporary emergency hire in the fall of 2018, Leafe worked as an ECE part-time instructor for seven years.

Strengths of the Program

- Dedicated Program Supervisor and Professor who is passionate about the field of Early Childhood Education
- The addition of a full-time ECE instructor as of fall of 2018 with a full-time hire date of July 1, 2019
- Outstanding part-time and highly qualified part-time instructors
- Strong ties with community licensed preschool programs and the Elko County School District Early Childhood Programs
- A collaborative and positive working relationship between the ECE Education program and the GBC Child and Family Center
- Supportive Department Chair and Department Staff who create an inclusive atmosphere and a sense of camaraderie and trust amongst all department members
- Efficient, detailed-oriented administrative assistant
- College support campus-wide
- Outstanding technical support provided for IAV and online instruction
- Innovative and effective instructional design of ECE courses
- High-quality delivery of instruction based on student rating reports
- The overall program is well-designed, efficient, and organized
- The ECE 250 Introduction Gateway class enrolled 53 students in the fall of 2018 which is essential for program stability
- High employment rate following graduation (87%)
- Scholarship opportunities continue to support GBC Early Childhood Education students through T.E.A.C.H. Early Childhood Nevada and federal stimulus funds
- High-quality online instruction has tripled enrollment in the past five years by 156%

Weaknesses of the Program

- Need for assistance and continuing support with a viable marketing and recruitment plan
- Unfulfilled student requests to pursue a BA in ECE without licensure
- It is difficult to provide practicum students with the time and attention they deserve while teaching full-time with an overload, advising students, managing the ECE program, and overseeing the upswing in enrollment with the potential development of a BA in the near future. I would like to discuss options for this growing concern specifically for the Elko ECE practicum placements. Professor Macfarlan
- A fulltime ECE instructor is needed for the continued success of the program as the increased number in students and declared majors was creating an unmanageable workload for the ECE Supervisor. Note: This issue has been alleviated through the temporary emergency hire in Pahrump. The position was approved as a full-time position beginning July 1, 2019.

Future Program Goals

- Head Start Recruitment: The U.S. Department of Health and Human Services mandated the following: Child Development Specialist staff qualification §1302.91(e)(4)(ii)- By August 1, 2018, a child development specialist must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field. A program must ensure home visitors providing homebased education services have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree.

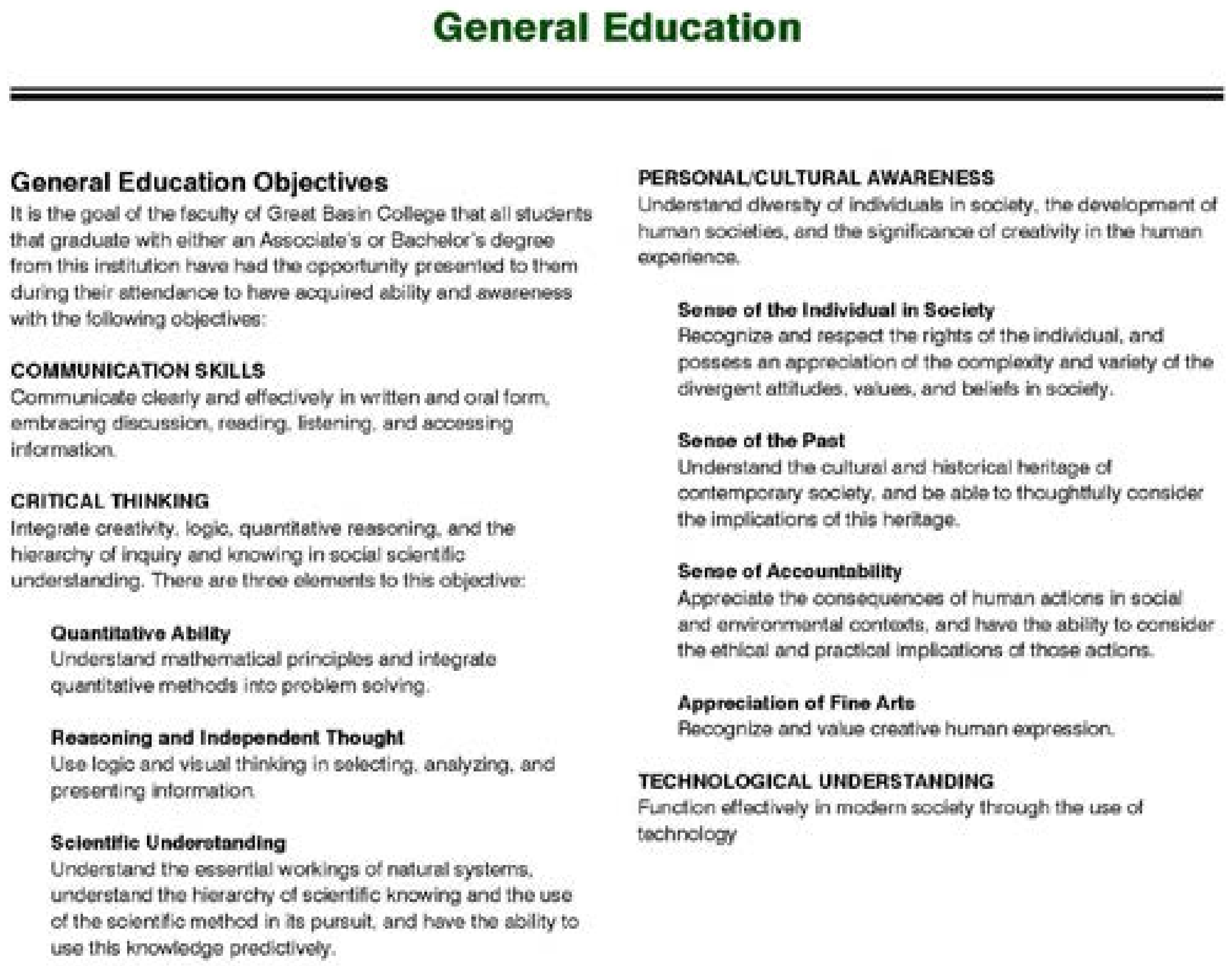
A program must ensure coaches meet staff qualifications in §1302.91(f) and must implement a research-based, coordinated coaching strategy for education staff as described in §1302.92(c). Extensions have been granted for those who have not met this mandate.

It is the goal of the GBC Early Childhood Program to work in collaboration with Head Start programs in the service area to provide the support needed to meet this mandate. Source: Department of Health and Human Services, 45 CFR Chapter XIII, Head Start Performance Standards, 2018.

Note: The ECE Supervisor continually recruits and supports students from the Elko, Ely, and Owyhee Head Start programs.

- The ECE Web page will be updated each semester to provide students with current program information and resources.
- The ECE Supervisor will work in collaboration with the Education Department to update the five-year strategic plan and to further support the department's annual goals and initiatives.
- Beginning fall of 2019, the newly hired education instructor will support the Early Childhood Program by teaching five or more ECE/HDFS courses per semester. In addition, the full-time instructor will advise ECE students as needed.
- The ECE Supervisor will make a concerted effort to meet with the Higher Education Committee on a regular basis for the purpose of collaboration, shared training, student scholarship opportunities, and networking initiatives.
- The development of a BA in ECE from Prenatal to Age 5 has been approved and placed on the GBC Master Plan. The ECE Supervisor will work in collaboration with the VPAA and the Dean to complete the preliminary steps for potentially launching the BA in ECE in 2020 or 2021.

APPENDIX D: Old General Education Grid



General Education

General Education Objectives

It is the goal of the faculty of Great Basin College that all students that graduate with either an Associate's or Bachelor's degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness with the following objectives:

COMMUNICATION SKILLS
Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.

CRITICAL THINKING
Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. There are three elements to this objective:

Quantitative Ability
Understand mathematical principles and integrate quantitative methods into problem solving.

Reasoning and Independent Thought
Use logic and visual thinking in selecting, analyzing, and presenting information.

Scientific Understanding
Understand the essential workings of natural systems, understand the hierarchy of scientific knowing and the use of the scientific method in its pursuit, and have the ability to use this knowledge predictively.

PERSONAL/CULTURAL AWARENESS
Understand diversity of individuals in society, the development of human societies, and the significance of creativity in the human experience.

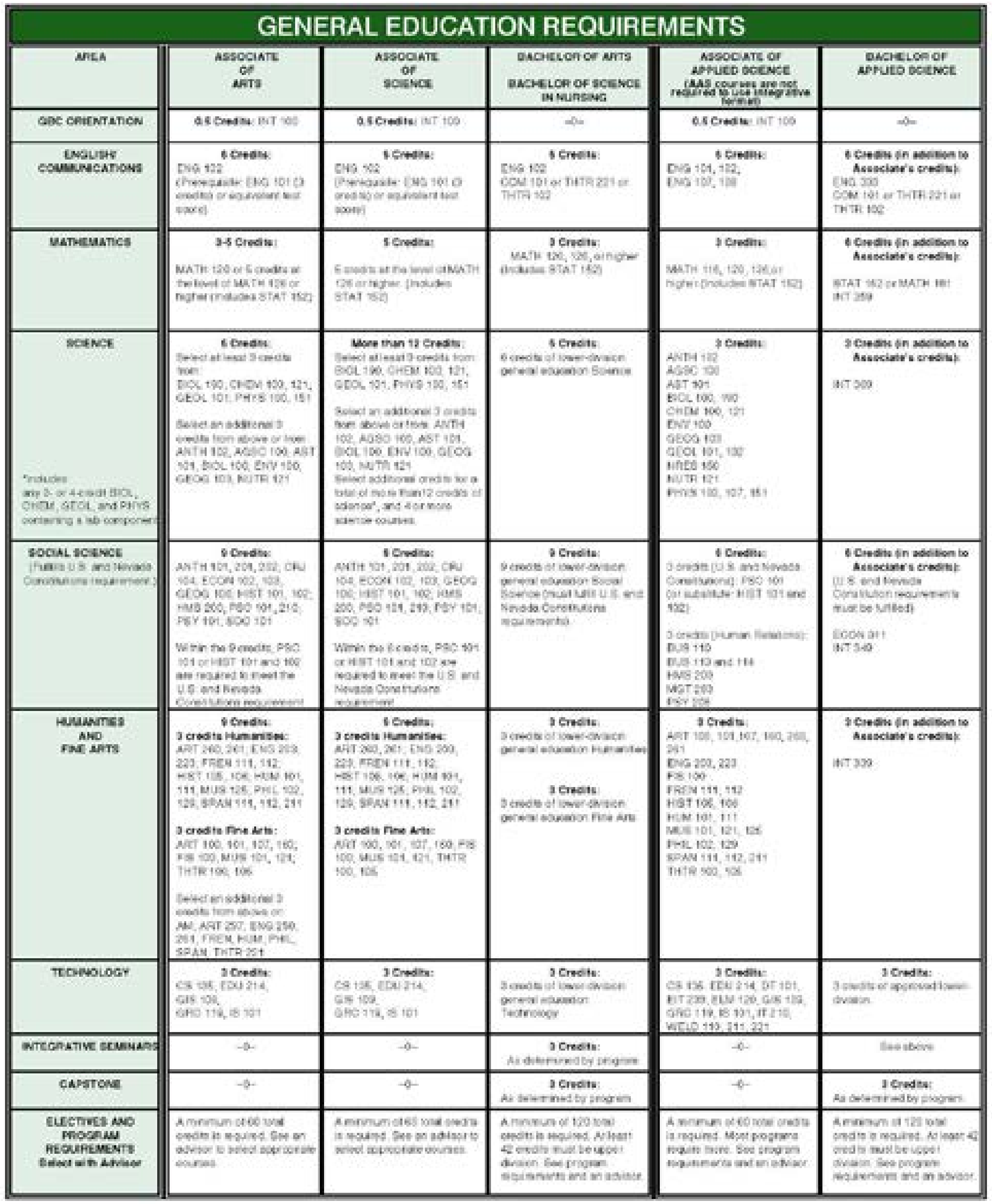
Sense of the Individual in Society
Recognize and respect the rights of the individual, and possess an appreciation of the complexity and variety of the divergent attitudes, values, and beliefs in society.

Sense of the Past
Understand the cultural and historical heritage of contemporary society, and be able to thoughtfully consider the implications of this heritage.

Sense of Accountability
Appreciate the consequences of human actions in social and environmental contexts, and have the ability to consider the ethical and practical implications of those actions.

Appreciation of Fine Arts
Recognize and value creative human expression.

TECHNOLOGICAL UNDERSTANDING
Function effectively in modern society through the use of technology



GENERAL EDUCATION REQUIREMENTS

AREA	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	BACHELOR OF ARTS BACHELOR OF SCIENCE IN NURSING	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)	BACHELOR OF APPLIED SCIENCE
GBC ORIENTATION	**0.5 Credits:** INT 100	**0.5 Credits:** INT 100	–0–	**0.5 Credits:** INT 100	–0–
ENGLISH/ COMMUNICATIONS	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 COM 101 or THTR 221 or THTR 102	**6 Credits:** ENG 101, 102, ENG 107, 108	**6 Credits (in addition to Associate's credits):** ENG 300 COM 101 or THTR 221 or THTR 102
MATHEMATICS	**3-5 Credits:** MATH 120 or 5 credits at the level of MATH 126 or higher (includes STAT 152)	**5 Credits:** 5 credits at the level of MATH 126 or higher. (includes STAT 152)	**3 Credits:** MATH 120, 126, or higher (includes STAT 152)	**3 Credits:** MATH 116, 120, 126, or higher (includes STAT 152)	**6 Credits (in addition to Associate's credits):** STAT 152 or MATH 181 INT 359
SCIENCE *Includes any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	**6 Credits:** Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	**More than 12 Credits:** Select at least 3 credits from BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than 12 credits of science*, and 4 or more science courses.	**6 Credits:** 6 credits of lower-division general education Science	**3 Credits:** ANTH 102 AGSC 100 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 102 NRES 160 NUTR 121 PHYS 100, 107, 151	**3 Credits (in addition to Associate's credits):** INT 369
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.)	**9 Credits:** ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101 Within the 9 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement	**6 Credits:** ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101 Within the 6 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement	**9 Credits:** 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements)	**6 Credits:** 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute HIST 101 and 102) 3 credits (Human Relations): BUS 110 BUS 113 and 114 HMS 200 MGT 283 PSY 208	**6 Credits (in addition to Associate's credits):** (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES AND FINE ARTS	**9 Credits:** **3 credits Humanities:** ART 260, 261, ENG 200, 223, FREN 111, 112, HIST 105, 106, HUM 101, 111, MUS 125, PHIL 102, 129, SPAN 111, 112, 211 **3 credits Fine Arts:** ART 100, 101, 107, 160, FIS 100, MUS 101, 121, THTR 100, 105 Select an additional 3 credits from above or: AM, ART 297, ENG 250, 261, FREN, HUM, PHIL, SPAN, THTR 201	**6 Credits:** **3 credits Humanities:** ART 260, 261, ENG 200, 223, FREN 111, 112, HIST 105, 106, HUM 101, 111, MUS 125, PHIL 102, 129, SPAN 111, 112, 211 **3 credits Fine Arts:** ART 100, 101, 107, 160, FIS 100, MUS 101, 121, THTR 100, 105	**3 Credits:** 3 credits of lower-division general education Humanities **3 Credits:** 3 credits of lower-division general education Fine Arts	**3 Credits:** ART 100, 101, 107, 160, 260, 261 ENG 200, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	**3 Credits (in addition to Associate's credits):** INT 339
TECHNOLOGY	**3 Credits:** CS 135, EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** CS 135, EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** 3 credits of lower-division general education Technology	**3 Credits:** CS 135, EDU 214, DT 101, EIT 239, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221	**3 Credits:** 3 credits of approved lower-division.
INTEGRATIVE SEMINARS	–0–	–0–	**3 Credits:** As determined by program	–0–	See above
CAPSTONE	–0–	–0–	**3 Credits:** As determined by program	–0–	**3 Credits:** As determined by program
ELECTIVES AND PROGRAM REQUIREMENTS Select with Advisor	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.	A minimum of 60 total credits is required. Most programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

APPENDIX E: New General Education Assessment Plan

General Education Five Year Assessment Plan
Prepared by The General Education Committee, Fall 2019

Introduction

In the 2017-2018 Academic Year, Great Basin College approved a redesigned General Education Program for the A.A. and A.S. degrees , a project prompted by the suggestions and observations of NWCCU. The redesign focused on instituting an assessable and outcome-based General Education program for transfer degrees that targeted specific courses within general education and linked them to specific educational outcomes relevant to the program. The General Education learning outcomes also underwent review and redesign in order to ensure demonstrability and adherence to national trends in general education.
This redesign of general education presented the need for a reconsideration and overhaul of assessment procedures for general education courses and the program overall. In academic year 2018-2019, the General Education Committee set about the task of developing an assessment plan for general education that reflected and accounted for the range of classes that a given general education outcome might address as well as the need for content specialty and faculty/department participation in crafting specific and use-driven assessments for general education courses.

This document details Great Basin College's General Education Assessment Plan, which reflects our commitment to ensuring student learning and success through ongoing assessment, refinement and improvement of General Education goals and processes.

Assessment Structure

When designing assessment procedures, the General Education committee wished to respect the autonomy and discipline knowledge of individual instructors/departments teaching general education courses. For this reason, the committee determined the best method of producing assessment data usable for the General Education program, as well as for classroom instructors, would allow instructors/departments to design assessments for Gen. Ed. courses that are of value to the instructor and the department but also useful for assessment at the institutional level. This resulted in a guideline focused, mediated approach to assessment.

The General Education committee developed the attached Guidelines for General Education Assessment for use by departments and instructors in planning for assessment of general education courses. The guidelines set certain parameters for assessment (i.e. assessments must focus on observable demonstrations of student learning, utilize appropriate general education outcomes, contain quantifiable data, etc. etc.) but allow individual faculty and departments to determine the precise methods of assessment within their courses. The methodology of assessment must be explained and interpretable by third parties outside of the discipline, such as administrators, General Education committee members, and accreditors.

The assessment plan proposed by a faculty member/department for a given course is to be submitted to the General Education Committee, which will review the methodology for clarity and usability in regards to General Education program assessment. Assessment plans for courses will be reviewed in the 5th year of the 5-year assessment cycle.

Once assessment plans are reviewed and accepted, involved departments and faculty members will gather data from their courses according to their plan and, at the time of the General Education assessment of the learning outcomes linked to the course, submit a report compiled according to the course assessment plan. This report will also be submitted to Institutional Research and the Assessment Committee.

Once all course reports for a given set of outcomes are available and compiled, the General Education Committee, in conjunction with the Assessment Committee, will review the aggregate results across courses addressing a particular outcome to compile data for an overall General Education Outcome Report, which will detail learning outcome achievement across courses and document trends in student achievement. These individual outcome reports will be produced within the first four years of the General Education Assessment cycle according to the schedule below.

In the 5th year of the cycle, the General Education Committee will produce a General Education Program Review that compiles all outcome reports, considers student performance across general education outcomes, and recommends modifications or refinements of the program to be explored and pursued in the next cycle.

The General Education Committee believes this assessment plan will not only ensure usable data for steering the General Education program, but will also reflect, inform and acknowledge faculty practices at the classroom level by providing an opportunity to construct and conduct use-driven assessments of courses.

Timing

The General Education Program Assessment will operate on a 5-year cycle:

Year 1: Communications and Expressions
    Assessment of: Written Communications, Oral Communications, Evidence-Based Communications, Fine Arts.
Year 2: Logical and Scientific Reasoning
    Assessment of: Mathematical Reasoning, Scientific Reasoning, Scientific Data Interpretation.
Year 3: Human Societies and Experience
    Assessment of: Structure of Societies, American Constitutions and Institutions, Humanities.
Year 4: Technological Proficiency
    Assessment of: Technological Proficiency.
Year 5: Program Review

Attached Support Documents: General Education Objectives, General Education Requirements (A.A. and A.S.), General Education Assessment Guidelines

General Education Assessment Guidelines

For use by instructors/departments supervising general education courses

Purpose and Philosophy

In order to effectively assess whether the General Education program at GBC is fulfilling its stated academic outcome, it is important that instructors teaching general education courses regularly assess whether students are meeting the outcomes of the program. Additionally, effective and usable assessments at the course, program and institutional levels are an essential part of accreditation and development.

The General Education Committee puts forth these assessment guidelines with the awareness that no singular assessment methodology is appropriate for all content and courses, and that assessment information is most valuable when it is of use at both the program and course level, allowing individual instructors/departments to modify courses and curriculum using accurate and relevant information.
For this reason, these guidelines allow departments/instructors freedom in designing their own course assessments, with an eye toward providing clear and relevant data to be used in assessment of our General Education program.

In recent years, NWCCU has stressed two key principles regarding assessment of academic programs and courses:

1. Assessment methodologies and tools that are accurate, relevant, clear and reflective of student performance and achievement.
2. Assessments that are usable in effecting change at all levels of an institution.

The following assessment guidelines reflect these principles in order to ensure not only compliance with accreditation standards, but also to effect positive development and growth at the course, program and institutional levels.

Assessment Guidelines

The following guidelines are designed to help instructors/departments develop appropriate assessment methodologies/reporting to meet the needs of General Education Program Assessment as well as to generate data that is relevant and usable in course and program design. The guidelines are as follows:

1. Assessment documents need to list the General Education outcome(s) being addressed in the course. These outcomes are listed in the annual catalogue. Each course is responsible for the General Education program area/outcomes it is listed under in the grid.
2. Assessment of outcomes needs to be based on student work that directly demonstrates achievement of outcomes. Assignment(s) or student work used for assessment must be clearly connected to the outcomes in a way that is clear to outside parties (i.e. the Gen. Ed. Committee and Accreditors), and must demonstrate performance/achievement of outcomes. In most, if not all, cases, overall course grades and other areas of classroom performance such as participation are not valid demonstrations of student achievement for assessment purposes.
3. Any assessment reporting should provide a clear explanation of the assessment methodology (how performance was assessed) as well as how the work being assessed meets Gen. Ed. outcomes. These explanations should be concise, clear and allow third parties to understand the method and validity of assessment. If assessment

tools are used (such as rubrics), it should be clear to readers how rating systems and evaluation tools work (i.e. if you have a scale of 1 to 5, it should be clear what criteria are used to generate the rating).

4. Completed assessment reporting should include data generated from assessment as well as discussion and interpretation of its meaning (i.e. observed trends, changes between assessments).
5. An effective assessment report should include detail on how the instructor/department will incorporate and utilize data in course design and planning moving forward.

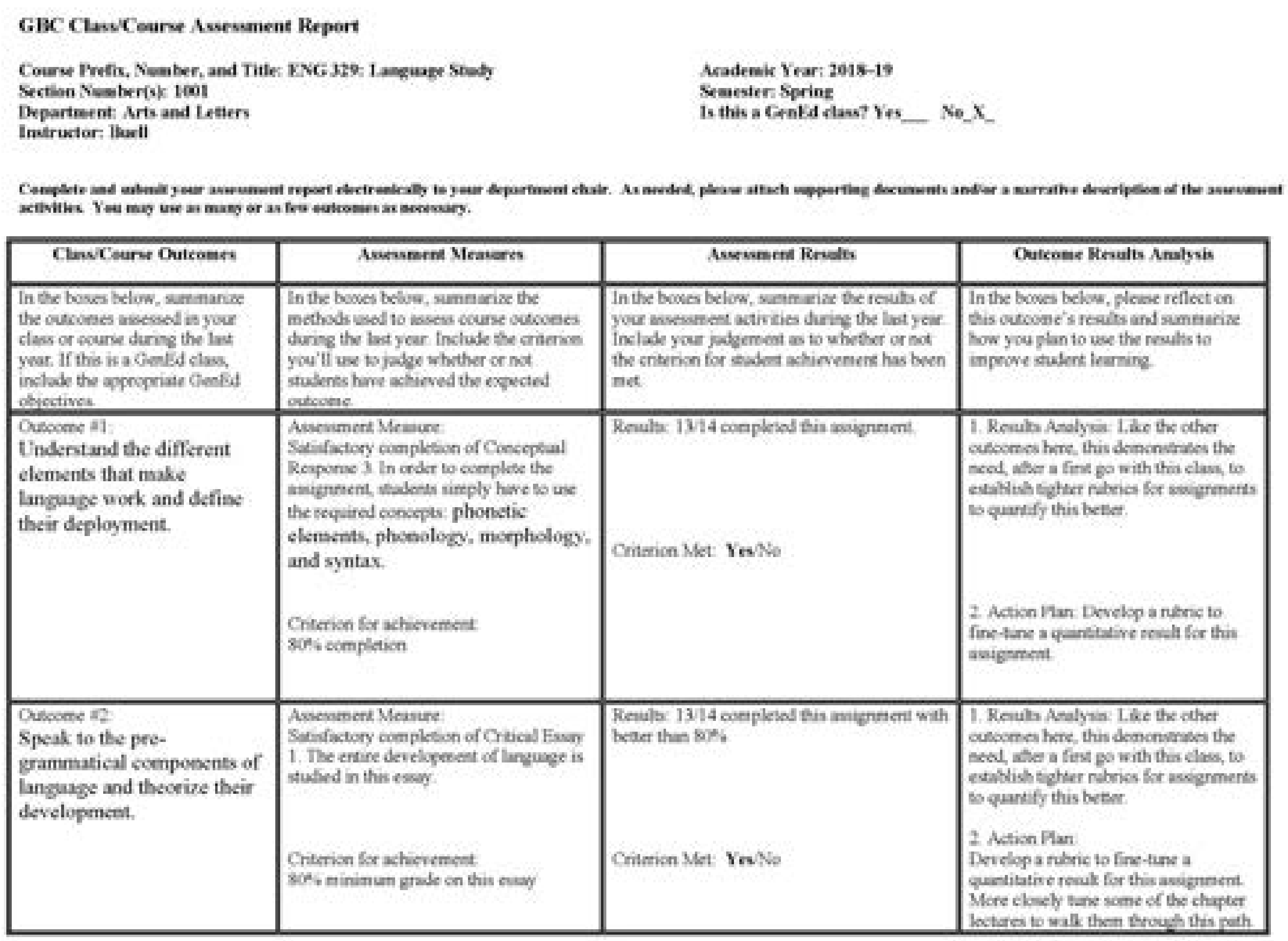
As an additional note, while it is not mandatory, courses with multiple instructors and sections (i.e. ENG 101, MATH 120, etc. etc.) are often best assessed at the departmental level, rather than at the course level. While this may require a certain degree of communication and collaboration between instructors, it will ensure a consistent result across courses as well as provide the department and Gen. Ed. program with a clear view of student performance.

APPENDIX F: GenEd for A.A. and A.S. Chart

General Education Requirements — Associate of Arts and Associate of Science

	OBJECTIVES		CREDITS
COMMUNICATIONS AND EXPRESSIONS			
1	WRITTEN COMMUNICATIONS	ENG 100, ENG 101	3
2	ORAL COMMUNICATIONS	COM 101, THTR 102, THTR 221	3
3	EVIDENCE-BASED COMMUNICATIONS	ENG 102	3
4	FINE ARTS	ART 100, ART 101, ART 107, MUS 101, THTR 100, THTR 105, THTR 204	3
LOGICAL AND SCIENTIFIC REASONING			
5	MATHEMATICAL REASONING	MATH 126 or higher; or STAT 152 **AA ONLY: Can use MATH 120**	3
6	SCIENTIFIC REASONING	Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103, and NUTR 121	3-4
7	SCIENTIFIC DATA INTERPRETATION	BIOL 190, CHEM 121, GEOL 101, PHYS 151, PHYS 180 **AA ONLY: Can also choose from AST 101, BIOL 100, CHEM 100, ENV 100, NUTR 121, PHYS 100**	3-4
HUMAN SOCIETIES AND EXPERIENCE			
8	STRUCTURE OF SOCIETIES	ANTH 101, ANTH 201, ANTH 202, CRJ 104, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101	3
9	AMERICAN CONSTITUTIONS AND INSTITUTIONS	HIST 101/102 (must take both) or PSC 101	3
10	HUMANITIES	ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 105, HIST 106, HUM 101, HUM 111, MUS 121, MUS 125, PHIL 102, PHIL 129, SPAN 111, SPAN 112, SPAN 211	3
TECHNOLOGICAL PROFICIENCY			
11	TECHNOLOGICAL PROFICIENCY	CIT 129, CS 135, EDU 214, GIS 109, GRC 119, IS 101	3
FOUNDATIONS			
	AA: SOCIAL SCIENCE	Any transferrable course 100- or 200-level ANTH (except ANTH 102), CRJ, HIST, PSC, PSY, SOC, ECON 102, ECON 103, GEOG 106	3
	AA: HUMANITIES / FINE ARTS	Any transferrable course 200-level ENG or 100- or 200-level AM, ART, FIS, FREN, GRC 103, GRC 156, HUM, JOUR, MUS, PHIL, SPAN, THTR	3
	AS: MATHEMATICS	Any MATH 127 or higher, or STAT 152 (Minimum 5 total credits Mathematics)	2-4
	AS: SCIENCES	Any 4 credit lab science course in BIOL, CHEM, GEOL, PHYS (Minimum 12 total credits Science)	4

APPENDIX G: Sample Course Assessment



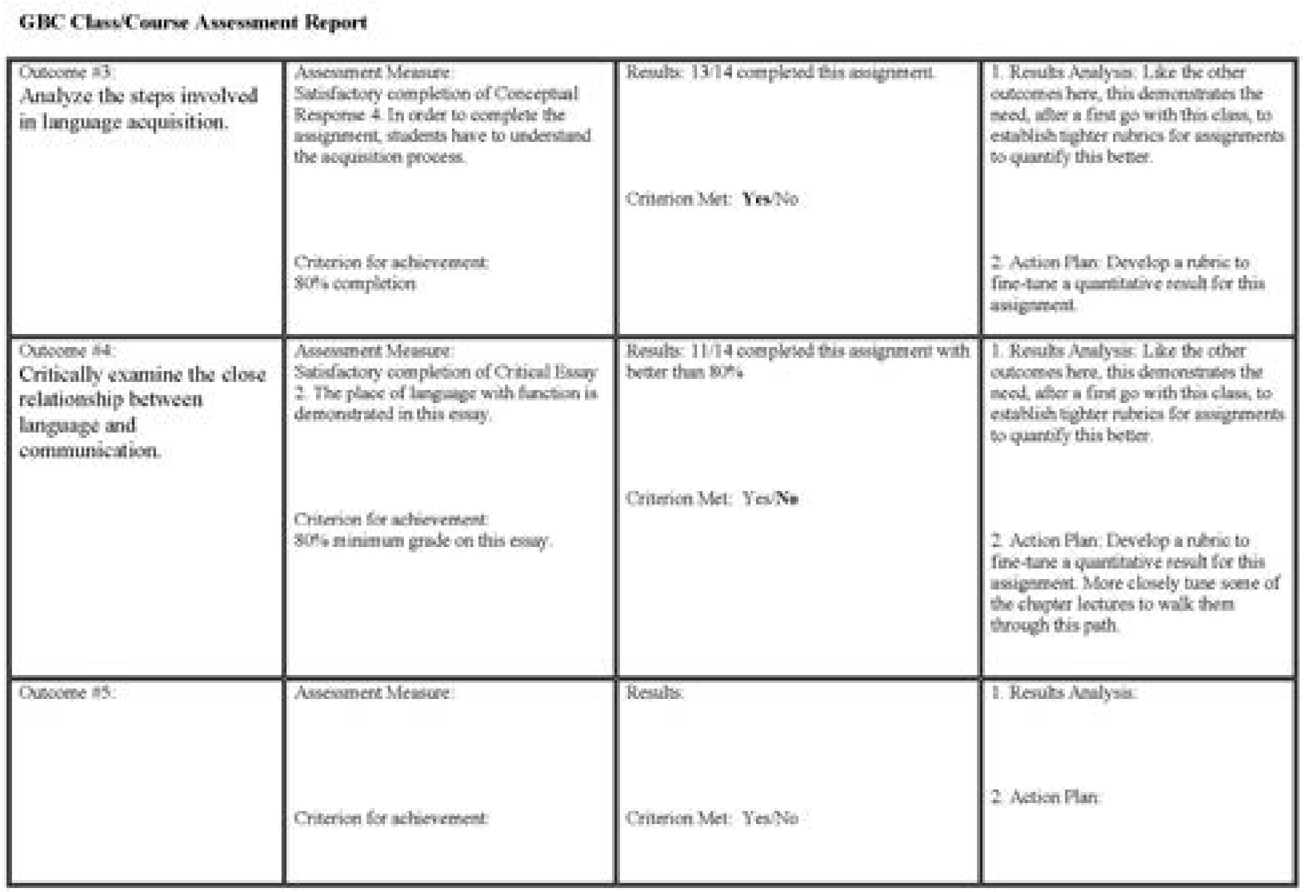
GBC Class/Course Assessment Report

Course Prefix, Number, and Title: ENG 329: Language Study
Section Number(s): 1001
Department: Arts and Letters
Instructor: Buell

Academic Year: 2018-19
Semester: Spring
Is this a GenEd class? Yes___ No_X_

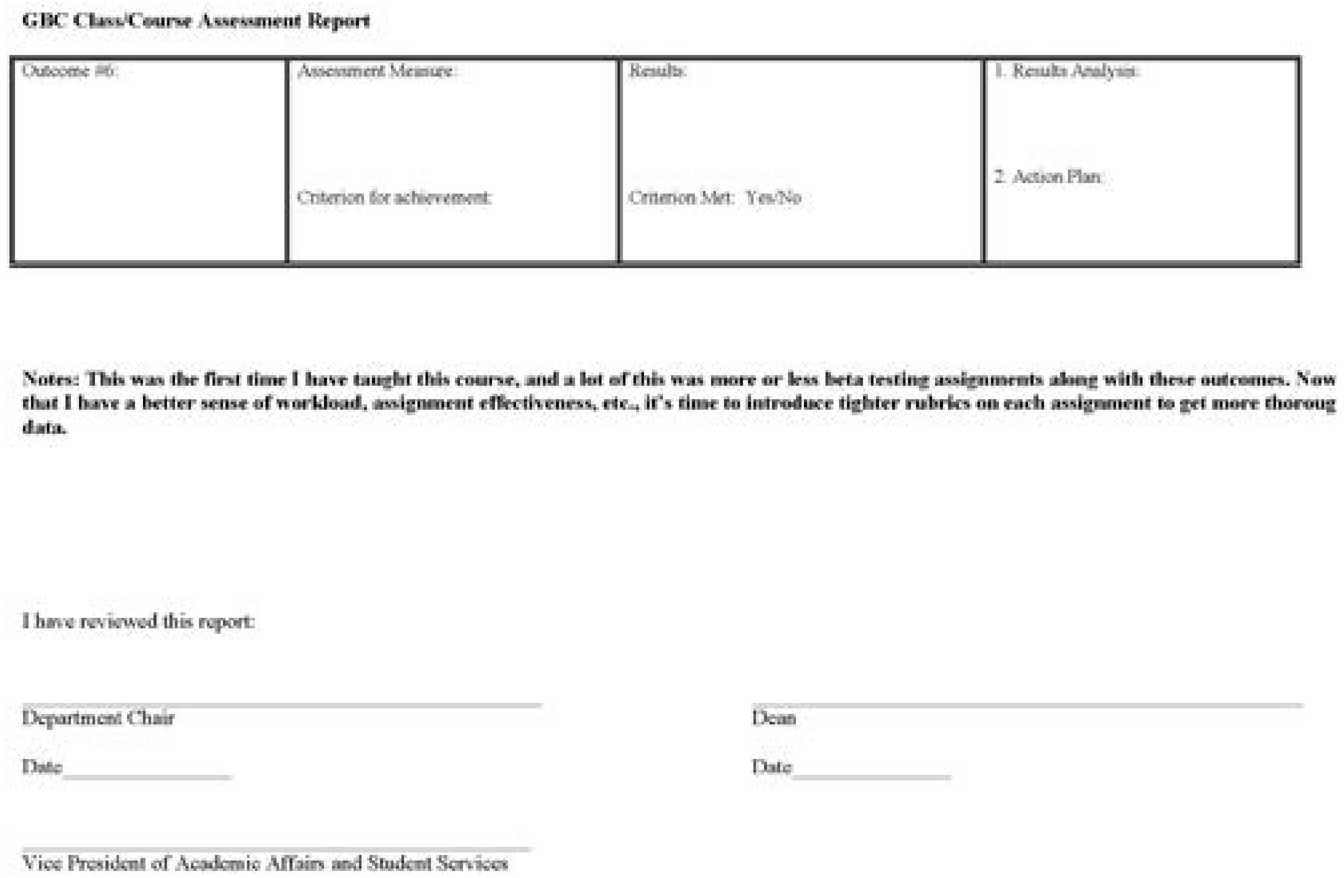
Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.	In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.	In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.	In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.
Outcome #1: Understand the different elements that make language work and define their deployment.	Assessment Measure: Satisfactory completion of Conceptual Response 3. In order to complete the assignment, students simply have to use the required concepts: phonetic elements, phonology, morphology, and syntax. Criterion for achievement: 80% completion	Results: 13/14 completed this assignment. Criterion Met: **Yes**/No	1. Results Analysis: Like the other outcomes here, this demonstrates the need, after a first go with this class, to establish tighter rubrics for assignments to quantify this better. 2. Action Plan: Develop a rubric to fine-tune a quantitative result for this assignment.
Outcome #2: Speak to the pre-grammatical components of language and theorize their development.	Assessment Measure: Satisfactory completion of Critical Essay 1. The entire developement of language is studied in this essay. Criterion for achievement: 80% minimum grade on this essay	Results: 13/14 completed this assignment with better than 80% Criterion Met: **Yes**/No	1. Results Analysis: Like the other outcomes here, this demonstrates the need, after a first go with this class, to establish tighter rubrics for assignments to quantify this better. 2. Action Plan: Develop a rubric to fine-tune a quantitative result for this assignment. More closely tune some of the chapter lectures to walk them through this path.



GBC Class/Course Assessment Report

Outcome #3: Analyze the steps involved in language acquisition.	Assessment Measure: Satisfactory completion of Conceptual Response 4. In order to complete the assignment, students have to understand the acquisition process. Criterion for achievement: 80% completion	Results: 13/14 completed this assignment. Criterion Met: **Yes**/No	1. Results Analysis: Like the other outcomes here, this demonstrates the need, after a first go with this class, to establish tighter rubrics for assignments to quantify this better. 2. Action Plan: Develop a rubric to fine-tune a quantitative result for this assignment.
Outcome #4: Critically examine the close relationship between language and communication.	Assessment Measure: Satisfactory completion of Critical Essay 2. The place of language with function is demonstrated in this essay. Criterion for achievement: 80% minimum grade on this essay.	Results: 11/14 completed this assignment with better than 80% Criterion Met: Yes/**No**	1. Results Analysis: Like the other outcomes here, this demonstrates the need, after a first go with this class, to establish tighter rubrics for assignments to quantify this better. 2. Action Plan: Develop a rubric to fine-tune a quantitative result for this assignment. More closely tune some of the chapter lectures to walk them through this path.
Outcome #5:	Assessment Measure: Criterion for achievement:	Results: Criterion Met: Yes/No	1. Results Analysis: 2. Action Plan:



GBC Class/Course Assessment Report

Outcome #6:	Assessment Measure: Criterion for achievement:	Results: Criterion Met: Yes/No	1. Results Analysis: 2. Action Plan:

Notes: This was the first time I have taught this course, and a lot of this was more or less beta testing assignments along with these outcomes. Now that I have a better sense of workload, assignment effectiveness, etc., it's time to introduce tighter rubrics on each assignment to get more thoroug data.

I have reviewed this report:

Department Chair
Date

Dean
Date

Vice President of Academic Affairs and Student Services

APPENDIX H: NSHE Corequisite Implementation Plan

Chapter One: The Corequisite Implementation Task Force

Charge: Corequisite Instruction Task Force

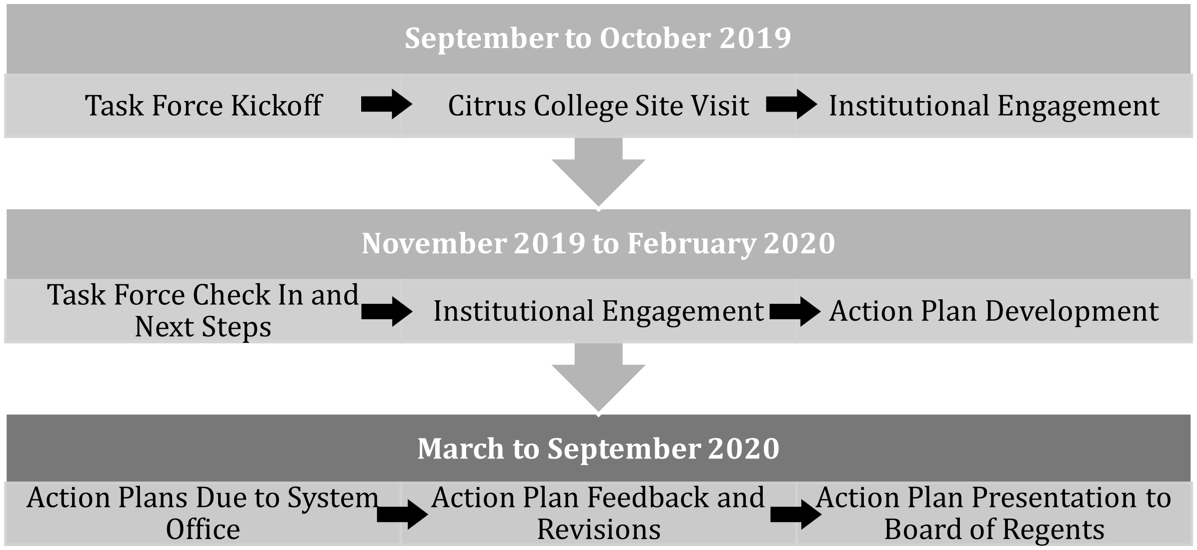
Problem Statement
Across the nation, the number of students enrolling in remedial mathematics and/or English is high; Nevada's higher education landscape is no different. 66% of first-time, degree-seeking students place into remediation at the community colleges, and 27% place into remediation at the four-year institutions. Many of these students never show up for their first day of classes and their interest in higher education is weakened by being labelled "not ready for college-level work."

Graduation rates are low for Nevada students placed into remediation. For the Fall 2015 cohort of community college students that enrolled into remediation, only 16.8% earned a degree or certificate within a three-year period—150% of the time expected for a two-year degree. One goal of corequisite reform is to provide better academic support for the 83.2% of students who are either still enrolled or have left higher education altogether.

Charge Statement
The Corequisite Implementation Task Force is charged with supporting implementation of the NSHE Co-Requisite and College-Ready Gateway Policy (*Title 4, Chapter 16, Section 1*) which requires full-scale implementation by Fall 2021 **(Appendix E)**. Members were chosen for their expertise at their institutions and their ability to provide leadership for the direction of this culture change in our state.

The Task Force will meet intermittently from September 26, 2019, through July 2021. An accompanying preliminary schedule is provided in **Appendix C** of this workbook. Dates through March 2020 have been populated. As the Task Force makes decisions, new information will be built into the schedule. Through both the Microsoft OneDrive shared folder and Corequisite Task Force e-mail list serve, members will receive updates from NSHE and are encouraged to exchange resources and pertinent information.

Task Force members must communicate both *internally* with their institution's community of faculty, staff, and students, and *externally* with other members of the Task Force. As a result, representatives must remain mindful, of not only their perspectives, but also those of the entire System. This multidimensional communication will support implementation of the policy and ensure thoughtful focus on Nevada's students.



September to October 2019
Task Force Kickoff → Citrus College Site Visit → Institutional Engagement

November 2019 to February 2020
Task Force Check In and Next Steps → Institutional Engagement → Action Plan Development

March to September 2020
Action Plans Due to System Office → Action Plan Feedback and Revisions → Action Plan Presentation to Board of Regents

Phase I: Developing Action Plans
Task Force members will develop Action Plans that will establish the roadmap that institutions will take to fulfill the requirements of Board policy. The Task Force's first major decision will be to determine if action plans will be reported to the Board for approval by either **institution or sector** (2-year and 4-year sectors)**.** This decision will determine the sequence and dates for presentations to the Board. Plans will be presented at the Board of Regents meeting in either June or September 2020.

Task Force members will communicate with and support their institutions to develop Action Plans. They will also be responsible for creation of the required Institutional Task Force on their home campus.

Data Informed Decision-Making
In the Microsoft OneDrive shared folder, each institution has a team folder. Within each folder, baseline data is provided from the Fall 2013 cohort of first-time, new students. Fall 2016 cohort data will also be provided to analyze substantive changes, existing achievement gaps, and historical trends. All data provided to the institutions has been disaggregated by the following demographic characteristics:

- White
- All Minority
- American Indian or Alaska Native
- Asian
- Black
- Hispanic
- Pacific Islander
- Multi-Ethnic
- Pell-Recipient
- Part-Time
- Female
- Male
- Age 24 or Younger
- Age 25 or Older

The Task Force members will use this data to identify equity gaps, investigate potential causes for equity gaps, and develop plans for how to close the gaps as a part of this change process.

Task Force members will disseminate this data to their institution-based task forces to help inform and develop campus goals for corequisite reform. NSHE will provide guidelines and templates for certain fixed features of implementation through the development of the *Action Plan Guidelines*. Each institution may add fields and additional protocols for data collection; however, all common fields must remain and be completed at the end of each semester.

Chief Academic Officers were briefed on corequisite reform on September 4, 2019, and are prepared to support Task Force members with initiating activities at each institution. Additionally, the Board of Regents' Academic and Student Affairs committee was provided an update at their September 5, 2019, meeting. Following the launch meeting on September 26, 2019, Task Force members will report back to their institutions.

Each institution is required to convene an institution-level task force to address implementation concerns including curriculum, scheduling, communication, placement, and enrollment among others. Institutions must include stakeholders across campus in what will become a new mode of supporting students to complete gateway courses and progress toward degree completion. More information on the suggested composition of the institutional task force can be founded in the *Institutional Task Force* section of this workbook. Implementation of corequisite instruction will have impact in the classroom and across campus.

Each institution will complete a set of deliverables for the November 21, 2019, Task Force meeting by **Friday, November 8, 2019**; these deliverables will provide context and data for decision making and next steps.

Phase II: Affiliated Decision Points
Interwoven with decisions about implementing corequisite instruction in Math and English is a set of academic issues. The Task Force will establish the process and identify personnel to make these decisions and if decisions will apply at the level of individual institutions, sectors, or the state.

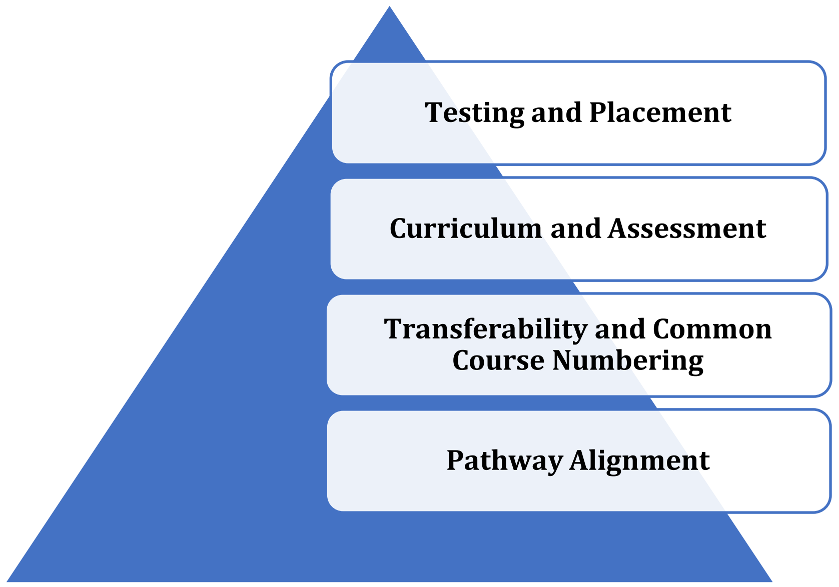
The Task Force will deliver recommendations to NSHE on the following:

- curriculum and assessment (AP*);
- math and English pathways (AP);
- testing, placement, and use of multiple measures (AP);
- enrollment enforcement (AP);
- resource and fiscal impact analysis (AP);
- academic advising and additional student supports (AP);
- student outreach and communication (AP);
- common learning outcomes (WG**);
- common course numbering (WG);
- shared advising practices (WG); and
- revisions to gateway courses as they relate to pathways/program alignment (WG).

*AP means Action Plan Requirement
**WG means Working Group Recommendation

Corequisite reform will impact many different domains at each institution. From course registration and scheduling to advising plans, degree audits, and admissions materials, corequisite reform touches the trajectory of students entering and navigating college. As a result, members of the Task Force will consider many aspects of college operations not limited to curriculum and instruction. The following graphic illustrates the interconnectedness of some these routine college operations about which the Task Force will advise NSHE:

Corequisite Instructional Reform and Its Intersections

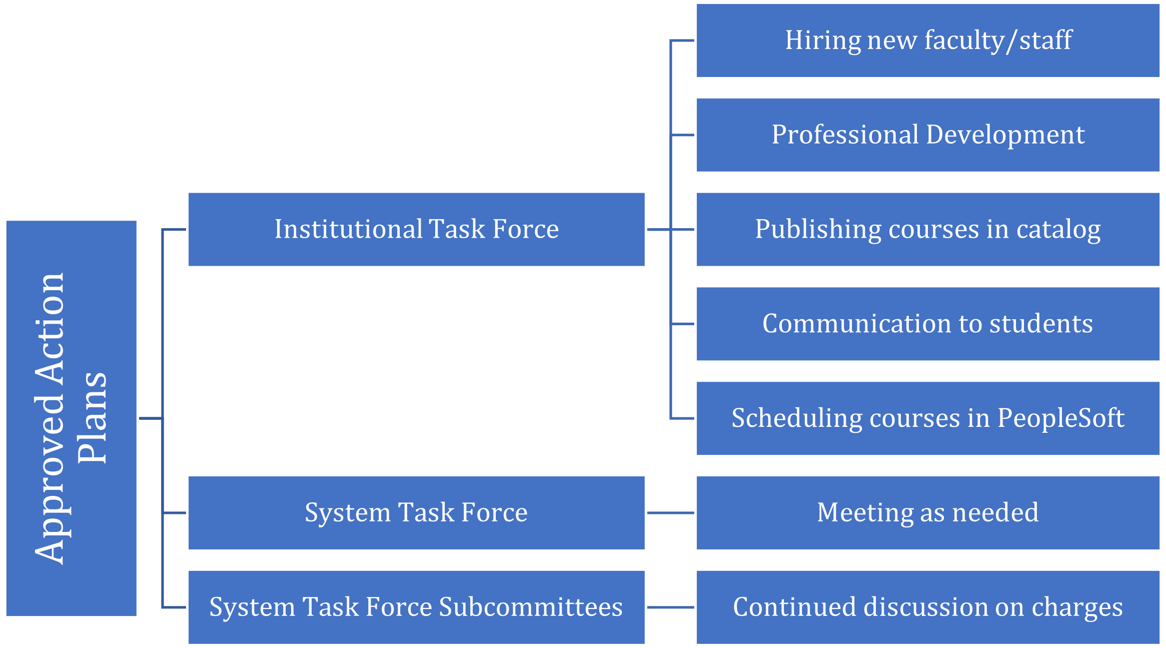

Testing and Placement
Curriculum and Assessment
Transferability and Common Course Numbering
Pathway Alignment

The goal for all working group recommendations will be to support improved gateway course completion, transferability of students among NSHE's institutions, close equity gaps, and promote degree completion.

To align the work of various groups addressing corequisite support, a formal timeline and Gantt chart will be delivered to the Task Force at the November 21, 2019, meeting to show how these groups and activities intersect.

Phase III: Implementation of Action Plans (Academic Year 2020-21)
Each institution will implement its Action Plan based on approval by the Board. During this time, Working Groups of the Task Force will deliver recommendations on intersecting academic matters.

The Task Force will meet periodically to report out on campus successes and challenges as well as communicate with NSHE regarding unmet needs in supporting full-scale implementation. The NSHE Department of Academic and Student Affairs, and all content experts **(See Appendix B)** introduced throughout the convening of the Task Force stand ready to assist the institutions with Action Plan development and implementation. With Board approval of Action Plans, these groups will begin to operate concurrently of each other, detailed in the following figure.

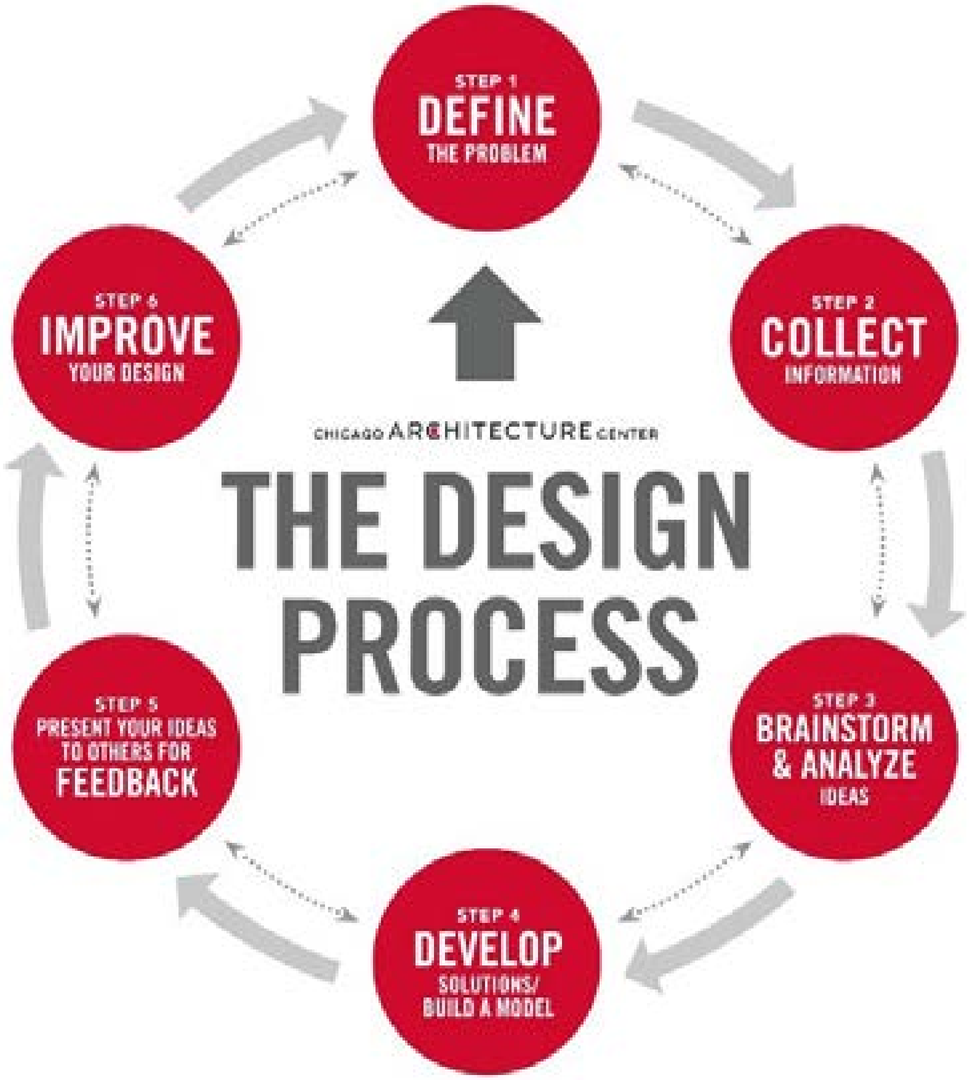

Approved Action Plans
Institutional Task Force
Hiring new faculty/staff
Professional Development
Publishing courses in catalog
Communication to students
Scheduling courses in PeopleSoft
System Task Force
Meeting as needed
System Task Force Subcommittees
Continued discussion on charges

The Action Plans will be approved by September 2020 so that the institutions can implement their Action Plans in academic year 2020-21 so that pursuant to the Board's directive, full-scale corequisite implementation will be achieved by Fall 2021.

Assessment

As campuses learn from implementation, efforts to improve must continue. Thus, a robust assessment plan for affected courses and processes will be a part of each Action Plan.

The Task Force will develop reporting recommendations for assessing student learning objectives and a process for continuous improvement.


STEP 1
DEFINE
THE PROBLEM
STEP 2
COLLECT
INFORMATION
STEP 3
BRAINSTORM & ANALYZE
IDEAS
STEP 4
DEVELOP
SOLUTIONS/ BUILD A MODEL
STEP 5
PRESENT YOUR IDEAS TO OTHERS FOR
FEEDBACK
STEP 6
IMPROVE
YOUR DESIGN
CHICAGO ARCHITECTURE CENTER
THE DESIGN PROCESS

https://www.discoverdesign.org/handbook

Institutional Task Force

In order to implement corequisite reform, each institution must create an institution-level task force. Because corequisite reform touches many institutional practices, policies, and protocols, cross-sectional membership of the institutional task force is critical.

At the November 21, 2019, meeting, each institution will report the membership of their local task force. The membership of institution-level task forces will be available in the Microsoft OneDrive to promote shared governance and facilitate collaboration among similar work roles.

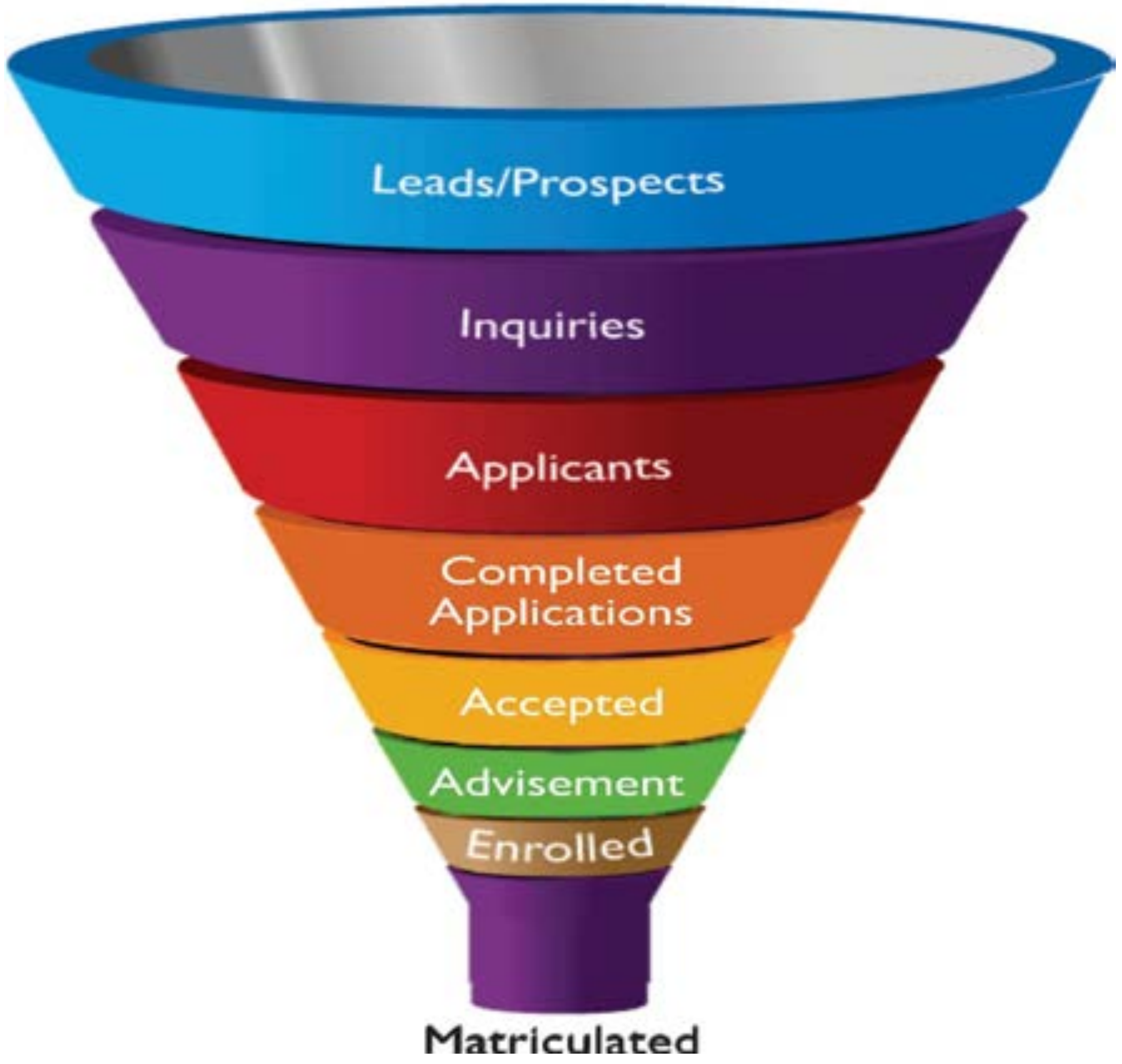
Suggested Institutional Corequisite Implementation Task Force Membership

Systemwide Task Force Members	Academic	Administrative	Academic Support
Math Faculty	Accreditation Liaison/Institutional Effectiveness Officer	Admissions	Advising
English Faculty	Math Faculty	Business Officer	Institutional Research
Support Staff	English Faculty	Chief Academic Officer	Learning Management System (Canvas)
	Downstream Discipline Faculty	Human Resources	Marketing and Communications
		Registrar	Tutoring Services

APPENDIX I: Strategic Enrollment Management (SEM)Plan

GREAT BASIN COLLEGE

ENROLLMENT GROWTH STRATEGIES



ENROLLMENT MANAGEMENT TRANSITION

The transition to become an enrollment management organization is not an easy one. In 2018, the new Great Basin College President filled key leadership positions in institutional research and student and academic affairs that provided an opportunity to review current GBC enrollment operations and strategies. In the last six months, the new team has been able to lead discussions on student-centered enrollment strategies that lead to optimum enrollments rather than institutional structures based on historical precedence. The result was the creation and launch of a strategic enrollment management plan that transitioned GBC from a structural to a tactical organization

Colleges with a focus on growing their enrollments have identified strategic enrollment strategies that focus on how they attract, enroll, retain, and graduate students. Great Basin College had not had a comprehensive strategic enrollment management plan to identify data that supports building strategic enrollments.

Since February 2019, a SEM planning committee formed to provide college-wide leadership in strategic enrollment planning concurrent to ongoing student affairs restructuring efforts, department new hires, and process/policy improvement led by the vice president of student affairs. The SEM planning committee's charges were to create a multi-year, data-informed plan; assess GBC's current state; analyze key metrics such as market demand and need, student recruitment, student persistence and completion; academic offerings and making sure that the review process is ongoing. Due to the volume of activities involved, the SEM Committee identified the following sub-committees to meet the charge: Marketing and Recruitment, Advisement and Retention, Orientation, Student Strategic Communication and Enrollment Data. The idea of transitioning from a structural to tactical organization also meant a shift in understanding what a SEM plan could do for GBC's short and long- term fiscal growth. It was critical that our College also see the plan as an enrollment growth strategy that allows us to:

1. Predict Enrollments.
2. Help determine how we can best accommodate growth.
3. Improve the educational experience of students.
4. Project future student enrollment behavior.

ENROLLMENT GAPS

Traditionally some colleges and universities utilize the image of the enrollment funnel to describe what happens to new recruits from prospect through matriculation. This image usually includes identifying yield rates between the steps of prospects, inquiries, applicants, accepted, enrolled and matriculated.

This has not historically occurred at GBC, creating difficulty in assessing enrollment trends or even knowing why enrollments were up or down. Decentralized enrollment management has occurred with a few academic departments to limited success in managing their own program enrollments, especially those departments with a special admissions process or state/federal/private funding. GBC has made tremendous efforts in identifying prospects but over the years faced difficulty managing the various stages described above. During FALL 2018, less than 25% of new prospects yielded matriculated students and that was during the same term when GBC had 13% increase in FTE from FALL 2017. Therefore, it did not come as a surprise to the new executive leadership that much of our opportunity to grow enrollment lies not with creating new programs alone or placing more funding into scholarships, but more importantly, our long-term ability to manage the enrollment funnel process.

The earlier work of the subcommittee groups involved identifying gaps in enrollment processes and creating a comprehensive plan that would reduce those gaps. While each of the subcommittees identified multiple enrollment gaps, six major enrollment gap themes appeared to have had a significant impact on GBC's past, current and future enrollments even with the recent increase in enrollment during FALL 2018. We strongly believe that if the six areas are adequately addressed between the period of SUMMER 2019 and FALL 2019 we could expect an additional increase in enrollments by SPRING 2020 that could far exceed the increase we had in FALL 2018.

LEADING GAPS

1. **Marketing**
    a. Website content is not always up to date and often wordy without specification.
    b. Website not used as major marketing tool
    c. Website design needs to be updated
    d. Online and special programs not specifically targeted
    e. Marketing is not using enrollment data as basis for decision-making when determining campaigns

    f. Steps to Enroll not transparent
2. **Inquiries about programs**
    a. Decentralized efforts by academic departments with various standards on replying to student requests or additional information.
    b. Many academic areas are not able to respond to inquiries during the Summer, a lead to the FALL term, due to faculty unavailability on campus during summer months.
    c. No one area responsible to communicate to students on application process or program information.
    d. No current tracking system available to see when or how often a student made an inquiry.
3. **Application Process**
    a. Web Design and content of application has been described by both students and staff alike as “complicated, cumbersome, and confusing”.
    b. Information was not accurate and enrollment steps unclear.
    c. Acceptance letter following application is 2 pages.
    d. Application may require additional data questions to filter special populations.
    e. Students who choose Bachelor degree are not receiving clear directions they must first complete Associates degree.
    f. Students provided the option of an “Undecided” category which holds up their financial aid process.
4. **Incoming Transcripts**
    a. Evaluation and posting of incoming transcripts delayed 8-15 weeks or longer.
    b. No consistent communication as to when transcript evaluation and posting completed.
    c. Students could be taking additional classes that are not necessary due to timeliness of evaluation and posting.
    d. Insufficient staff assigned to assist with evaluation and posting process.
5. **Strategic Communication to Students**
    a. Students not communicated consistently on enrollment steps.
    b. No consistent and timely communication when an enrollment process is completed or updated.
    c. Text messaging as a mass communication tool to students currently not utilized (with the exception of emergency alerts).
    d. Student bad addresses and bad phone numbers not being verified before allowing to reenroll.
    e. Improved communication necessary with financial aid deadlines, payment deadlines, campus events, credit and noncredit new programs and courses.
6. **Advisement**
    a. GBC has a decentralized advisement model; some academic areas involved in advisement but currently no coordination or consistency in advisement across all campus areas.
    b. 1 FTE Professional Advisor; insufficient amount of FT professional advisors to serve GBC’s student population.
    c. Online students less likely to be advised; self-advisement occurs often.
    d. Assigning of advisors is not automated or consistent.
    e. Professional and faculty advisors require training.
    f. Orientation experience missing learning outcomes and was not a mandatory experience.
    g. Student education plans are available but differ from one location to the next. No tracking technology used to share or monitor student education plans.
    h. Consistent retention strategies of special populations not consistently exercised.
    i. Faculty are not on campus during the summer to provide advising to students.
    j. Lack of common area for notes and case management that is accessible by all.
    k. Lack a user-friendly site that has advising resources for all staff
    l. Students declare majors and have not met prerequisites.
    m. Unclear whether ALL teaching faculty are advising and responding to student requests both timely and consistently.

ENROLLMENT STRATEGIES

The planning committee will continue its work during the SUMMER/FALL 2019 semester to flesh out the necessary strategies and tactics. Through various workgroups on campus many strategic strategies have already been identified and the immediate focus will be on six gap areas previously discussed.

Marketing and Recruitment

Goal 1: Consistency in marketing programs and services

1. Meet with department chairs and deans once a semester web content review process to discuss changes to webpages and department brochures.

2. Develop website template for academic areas and student service areas to create consistent design.

3. Develop deadlines for changes to webpages.

4. Utilize enrollment data to determine decisions on marketing campaigns.

5. Identify a process for submitting a website change or update.

6. Work with WNC, also housed on the same server, on opportunities using their Content Management System.

7. Highlight student success stories on GBC college website and social media.

8. Hire a Chief Communication Officer by Summer 2019.

Goal 2: Student Program Inquiry

1. Centralize student inquiry process with current website or Onbase platform with one office/staff leading the student response.
2. Research any opportunities to prevent gaps in recruitment by obtaining a Customer Relations Management System (CRM) to track communications and completed enrollment steps with prospective students.

Goal 3: Application Process

1. Partner with WNC to create new web-based integrated application that will provide clear design, concise information, along with consistent steps to apply and register for class.
2. Redesign acceptance letter with clear next steps.
3. Create clear instruction that provide reason why students must first select Associate degree pathway prior to be admitted into Bachelor degree program.
4. Consider elimination of “undecided” option.

Goal 4: Incoming Transcripts

1. Modify process of evaluating and posting transcripts using workflow to be completed from 8-15 weeks to 1-2 weeks.
2. Ensure students receive automated communication for transcripts received and when transcripts have been evaluated and posted.
3. Assign and train additional staff to assist with evaluation and posting.

Goal 5: Strategic Communication to Students

1. Purchase text messaging application.
2. Alert students with notification when enrollment step has been completed.
3. Create process to place a student hold on bad address/telephone information.
4. Develop strategic communication calendar of all important communications going out to students each semester along with modality being used.

Goal 6: Advisement

1. Implement centralize advisement model and required training of all professional and faculty advisors.
2. Develop an advisement model using a case management approach and intrusive advisement model strategies.
3. Hire additional 4 FTE professional advisors.
4. Develop mandatory student advisement experience to be implemented SPRING 2020.
5. Develop mandatory student orientation experience to be implemented SPRING 2020.
6. Assign all new students an advisor within 24 hours of receipt of application.
7. Utilize Starfish to retain web-based student education plan accessible to both professional and academic advisors.
8. Identify special populations (e.g. veterans, low income, satisfactory academic progress) with lowest persistence rates to develop regular retention campaign strategies to increase retention.
9. Review opportunities to contract eight faculty part-time advisors during summer term.
10. Utilize Starfish to track advisement appointments, advisement notes, and referrals as part of a case management approach to advisement.

11. Identify an advisement resources page for professional and faculty advisors.

PROGRESS AND ACCOMPLISHMENTS TO DATE

The heavy focus for this first year has been on implementing change to impact the fall 2019 and spring 2020 enrollment. As of June 30, 2019 GBC has:

Enrollment Processes

- Implemented a class waitlist that will be accessible by all academic advisors. (June 2019)
- Began planning design of a new admission application utilizing Onbase to offer a clear and concise, easy to navigate application process for new applicants. (June 2019)
- Continuing our efforts to reduce default rate. Reduction in default rate went from 21% one year ago to 11%. (March 2019)
- Revised acceptance letter to offer clear enrollment next steps. (April 2019)
- Trained additional staff to assist with evaluation and posting of incoming transcripts as temporary measure to expedite transfer enrollment process.

Recruitment

- Planning and design of an Onbase centralized student inquiry/lead form completed. (June 2019)

Marketing

- Implemented differentiated marketing approaches for program specific and local target recruitment markets. (May 2019)
- Hired a chief communication officer that will oversee college strategic communications and marketing department. (June 2019)

Advisement

- Began hiring process for full-time academic advisor. (May 2019)
- Posted a GBC/UNR Transfer Coordinator position as part of a GBC/UNR MOU agreement on shared services. (June 19)
- Posted a Director of Advisement position. (June 19)
- Restructured NSHE Specialist position to an Academic Advisor position. (June 2019)
- Hired a student life coordinator to include duties of academic advisement. (May 2019)
- Hired a veteran resource coordinator that will supervise the first one stop for all veteran services to include academic advisement of veteran students. (June 2019)
- Development of an online advisement training manual in progress. (April 19)
- Increased previously reported goals to have 2.0 FTE advisors to 6.0 FTE advisors by Fall 2019. (June-July 2019)
- Began initial planning for college-wide Advisement Summit. (April 2019)
- The Starfish early alert and retention system is live. (June 2019)
- Reduced student advisement appointments setup from one hour to 30 minute sessions. (June 30)

Data

- Continue to add various enrollment data reports for college-wide access and decision-making. (April 2019)
- Identified key performance indicators with student success, attendance, completion rate, early student alert, persistence, retention and application yield/conversion rate. (April 2019)

Staff Development, Training and Procedures

- Student Affairs senior staff completed book read and discussion of “The Long Distance Leader” that focuses on the challenges and strategies for leading at a distance. (June 2019)
- Staff have begun planning for Student Affairs Training Day in FA19. (May 2019)
- Staff are identifying gaps in institutional procedures and training plans. (May 2019)
- Continue to surpass weekly and monthly enrollment goals. (June 2019)
- Revised a deficient college policy on enrollment cancelation that prior to the SP19 term resulted in approximately $500,000 or more each academic year in revenue and enrollment loss. (January 2019)

Additional work is underway this fall 2019 on a number of fronts. We are continuing efforts to optimize college and departmental websites and messaging. Working with our various centers, we have undertaken an assessment of enrollment functions, cross training center staff to assist with meeting enrollment process goals as online enrollment continues to grow.

Many of these structural changes are just the beginning and are already impacting prospective and current students. At the same, GBC’s adopting a change management philosophy approach to how we accomplish change. GBC will:

1. Identify what needs to be improved.
2. Present a solid business case to stakeholders
3. Plan for the change
4. Provide resources and use data for evaluation
5. Communicate the change
6. Monitor and manage resistance, dependencies, and budgeting risks
7. Celebrate our successes
8. Review, revise, and continuously improve

In conclusion, GBC's focus will continue to be on improving student success and the quality of the student experience as well as improving the planning process to reduce instability in enrollment growth through more measured growth strategies. Our immediate threats to student success and program quality have been more transparent through the reduction of resources necessary to provide student support services, adequate faculty and state of the art classroom technology. GBC depends heavily on state appropriations, tuition, and foundation support, all of which will likely see limited increases in the foreseeable future. The enrollment strategies outlined will move GBC to be a tactical organization by taking the approach that doing more is not always as important as being strategic in determining how we predict enrollment growth. GBC will quarterly evaluate the six enrollment strategies for continuous improvement.

APPENDIX J: NSHE Board Calendar

2020 BOARD OF REGENTS CALENDAR

SUBMISSION DEADLINES & AGENDA REVIEW MEETINGS

COMMITTEE AGENDA & REFERENCES DEADLINE	BOARD AGENDA & REFERENCES FINAL DEADLINE	CHANCELLOR'S CABINET AGENDA REVIEW	PRESIDENTS' AGENDA REVIEW	BOARD OFFICERS' FINAL AGENDA REVIEW	AGENDA POST DAY	FAC SEN CHAIR AGENDA REVIEW	BOARD MEETING	RECURRING AGENDA ITEMS
	Submissions must be pre-approved by Board Chair						Special Meeting – Friday, January 17	
Tuesday, January 28	Tuesday, February 4	Tuesday, February 11	Wednesday, February 12	Thursday, February 13	Wednesday, February 19	Friday, February 28	Thursday-Friday, March 5-6 CSN - Henderson	Tenure; Regents' Awards; Honorary Degrees; Distinguished Nevadans
	Submissions must be pre-approved by Board Chair						Special Meeting – Friday, April 17	
Tuesday, May 5	Tuesday, May 12	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Wednesday, May 27	Friday, June 5	Thursday-Friday, June 11-12 UNR	Student Health Insurance Fees; Allocation of Grants-in-Aid; Election of Officers
	Submissions must be pre-approved by Board Chair						Special Meeting – Friday, August 21	
Tuesday, August 4	Tuesday, August 11	Tuesday, August 18	Wednesday, August 19	Thursday, August 20	Wednesday, August 26	Thursday, September 3	Thursday-Friday, September 10-11 TMCC	Annual Reports of Tenure Upon Hire
	Submissions must be pre-approved by Board Chair						Special Meeting – Friday, October 16	
Tuesday, October 27	Tuesday, November 3	Tuesday, November 10	Thursday, November 12	Friday, November 13	Wednesday, November 18	Monday, November 30	Thursday-Friday, December 3-4 UNLV	Foundation Reports; Differential Fees; Special Fees

APPENDIX K: VICE PRESIDENT RIVERA'S CURRICULUM VITAE

R. Jake Rivera

2462 E. Jennings Way, Unit 333• Elko, NV 89801• (815) 315-2643• jake.hinton-rivera@gbcnv.edu

Professional Experience

Great Basin College, Elko, NV

Vice President of Student and Academic Affairs June 2019- present

Office of the Vice-President of Student and Academic Affairs

Vice President of Student Affairs 2018-June 2019

Office of the Vice-President of Student Affairs

Provides leadership, management, strategic direction, policy development and administrative oversight of enrollment management, instruction, as well as the programming, planning, and delivery of extracurricular services and student life. Responsible for institutional effectiveness and efforts to ensure accreditation standards are in full compliance.

- Provides leadership for the student and academic affairs division
- Supervises the development and successful completion of strategic and operational plans for the student and academic division.
- Evaluates staff, programs, services, and activities to ensure all areas within the division are efficient and effective in meeting GBC and NSHE processes, procedures, achieving goals and objectives, and provide quality student support systems and services.
- Resolve daily operational and long-term issues involving grievances, academic policies, procedures, and support services.
- Provides leadership and direction for integrated programs of student engagement and student services that can lead to greater student satisfaction and success as well as enhancements in retention and graduation rates.
- Provides leadership for ensuring institutional efficiency, effectiveness, and achievement of College enrollment goals.
- Assists and collaborates with the President and the College's senior level executive team in prioritizing initiatives in accordance with the College's master plan, vision, and mission as well accrediting bodies.
- Serves as the chief student code of conduct officer.
- Provide oversight for curriculum and program development, program review, and academic policies.
- Monitor and review faculty and staff evaluations, development, mentoring, disciplinary actions, promotions, and tenure.
- Provide leadership for articulation and transfer agreements, class scheduling, and catalog revisions.
- Provide leadership and management to ensure that NWCCU accreditation and standards are met and remain in compliance.
- Develop and coordinate budgets for multiple departments.

GateWay Community College, Phoenix, AZ

Dean of Enrollment Management 2014- 2018

Office of the Vice-President of Academic and Student Affairs

Provides leadership and management oversight to all enrollment management programs and services. Develop plans and coordinates the implementation of the college enrollment management plan. Develops and administers educational programs/services in the enrollment services area within existing policies and regulations. Serves as college representative in working with community to meet student needs.

- Chaired various college and district-wide committees: Strategic Enrollment Management, Enrollment Operations, Behavior Intervention Team, Catalog Review Committee, Deans Council, Guided Pathways, Financial Aid Transformation.
- Provided leadership and management of the Student Code of Conduct.
- Partnered with SEE4VETS to develop student success opportunities for veterans and military students.
- Developed policies and led the integration team of clock and credit programs.
- Provided leadership on the development of proactive advisement model to be used within student affairs toward the larger goal of guided pathways.
- Coordinated capital and operational budget requests for all student affairs.

Northland Pioneer College, Holbrook, AZ

Dean of Student Services 2011-2014

Division of Learning and Student Services

Provides leadership and management oversight to all Student Services programs and services; Records & Registration, Recruitment, Financial Aid, High School Programs, Veteran Services, Academic Advisement, Residence Life programming, Career & Alumni Services, Judicial Affairs, and Student Activities. Sets and maintains standards conducive to the academic, personal and professional growth and development of students.

- Provided leadership on articulation and transfer partnerships.

- Chaired Student Success Committee on current and pressing topics including Student Retention, Student Experience Survey Analysis, Orientation, Mandatory Advisement, Enrollment Trends, and Student Data Integrity.

- Coordinated Administrative Program Review process for divisional departments in collaboration with Institutional Research.

- Coordinated and directed fall and spring orientation programs for 1400 new students. Implemented a comprehensive training program for Orientation professional facilitators.

- Developed team to review and implement Mandatory Advisement.
- Developed new Jenzabar SIS procedures for capturing student intent and data cleanup.
- Created financial aid call center to minimize call volume to financial aid processing staff.

Director of Enrollment Services 2007-2011
Division of Learning and Student Services

Directed operations of student services division areas including: Student Life, Career & Alumni Services, Academic Advisement, Tutoring, Records & Registration, Recruitment & Admissions, Veteran Services, and High School Programs for all nine campus and center locations serving Navajo and Apache counties.

- Developed a comprehensive student involvement plan to strengthen student retention through a focus on leadership, community, and education.
- Reviewed and improved recruitment and participation level of Student Government Association through allocating SGA funding to individual campus and centers.
- Created College 101 orientation for parents and community groups.
- Created a study abroad program with University of Costa Rica.
- Developed a 32 credit hour course registration requisite to enforce undeclared majors to seek advisement.
- Trained employees in developing and maintaining good customer relations, effectively negotiating and resolving problems.
- Organized student services area effort to have all forms updated to online format.
- Directed and administered student services document imaging initiatives.

Rock Valley College, Rockford, IL

Registrar 2003-2007

Division of Student Services

Provide leadership for the development and management of academic records and related processes from the admissions process through program completion. Had responsibility for the integrity, maintenance, upkeep, reporting, and security of student academic records ensuring accuracy and confidentiality.

- Coordinated Datatel upgrades and process improvements.
- Expanded opportunities to bring potential students on campus providing them with the information needed to begin enrolling at RVC.
- Developed Latino outreach programs which created double-digit increase in enrollment.
- Chaired state regional task force on Admissions and Records training and best practices.
- Created a new international admissions coordinator role within Admissions office.

- Updated and revised records system to increase efficiency.
- Developed new audit schedule and procedures for state reporting.
- Coordinated faculty training of new online grading procedures.

High-Tech Institute, St. Louis Park, MN

Director of Financial Aid 2002-2004

Provide leadership and oversight for the development, implementation, and management of processes and systems related to the administration of Title IV programs, institutional assistance programs, state programs, veteran's educational benefits and other assistance programs.

- Assessed financial aid effects on student retention and persistence.
- Increase private scholarship funding opportunities for students by $100k.
- Developed financial aid publications to promote
- Increased staff development and training opportunities.
- Coordinated the training of all staff on issues regarding debt management counseling.
- Developed operational policies, procedures, and responsibilities handbook for staff.
- Offered more flexibility in services by extending service hours for evening students.

Georgia Student Finance Commission, Tucker, GA

State Service Grants and Compliance Coordinator 1999-2001

State Scholarships & Grants Division

Oversaw and evaluated state service scholarship and grant programs with budget of $22 million Responsible for awarding, loan service cancellation, billing, default/deferment process, policy and procedures, grant reconciliation, arbitration of customer appeals, statistical analysis and supervision of professional and clerical staff.

- Audited all public Georgia colleges for compliance with state and federal regulatory student aid guidelines.

Education

Fort Hays State University Hays, KS **December 2011**
Master of Liberal Studies

- Public Administration
- Thesis topic: "*Developing a College Retention Plan for First-Year Students*."

Clayton College & State University Morrow, GA **December 2001**
Bachelor of Arts

- Integrated Studies: Political Science

Teaching Experience

- Northland Pioneer College. First-Year Orientation Seminar. Adjunct Faculty 2007- 2013.
- Northland Pioneer College. Political Science. Adjunct Faculty 2010-11
- Rock Valley College. Adult Basic Education/GED. Adjunct Faculty 2006- 2007.

Recent Presentations

• *Gateway Community College: Keeping Our Campuses Safe: Dealing with Students' Concerning and Disruptive Behaviors,2017*

• *NCCHC 22nd Annual Leadership Symposium: Equity and the Enrollment Pipeline, Supporting Hispanic Students for Success in the Community College, 2017.*

• *Northland Pioneer College: Student Success, 2012.*

• *Teamwork: Don't Wish For It, Work For It*, 2012.

• *Customer Service Training For Financial Aid Staff*, 2011.

• *FERPA & Compliance*, 2010.

Professional Affiliations

- National Community Colleges Hispanic Council Fellow, 2017-2018
- National Association of Student Financial Aid Administrators NASFAA
- National Association of International Educators NAFSA
- Illinois Association of Collegiate Registrars and Admission Officers IACRAO, 2004-2007
- Illinois Community Colleges Admission and Records Officers Organization ICCAROO, 2004-2007
- Association of International Educators NAFSA, Current
- United States Hispanic Leadership Institute, USHLI, Current
- Pacific Association of Collegiate Records and Admission Officers, PACRAO, Current
- American Association of Collegiate Records and Admission Officers, AACRAO
- Western Association of Student Financial Aid Administrators WASFAA, 2013-2015

PROFESSIONAL SERVICE ACTIVITIES

- Chair, Admissions and Records Commission, Illinois Council of Community College Administrators, 2005-2006
- Board Member, Midwest Epilepsy Foundation, 2005-2007

- Advisor, Association of Latino American Students, Rock Valley College, 2004-2007
- Board Member, Girl Scouts-Rock River Valley, 2005-2007
- SEM WORKS Community College Enrollment Management and Student Marketing Symposium to be held February 11-13, 2008
- National Chair, Enrollment Services and Financial Aid Committee, AACRAO, 2008-2009
- Native American Student Success Summit, April 2011-2013
- Member, Annual Awards Committee, NACADA, 2013
- Board Member at Large, National Council on Student Development, 2016-2017
- Board Member, Nevada CASA Association, 2019-present

APPENDIX L: VICE PRESIDENT SIBERT'S CURRICULUM VITAE

Sonja S. Sibert, MBA, SPHR, SHRM-SCP
2642 East Jennings Way, Apt. 211
Elko, NV 89801
lilpaws68@yahoo.com
(775) 397-5311

EXPERIENCE
Great Basin College –Vice President for Business Affairs (Chief Business Officer) – May 2009 to present.
- Oversee six departments, including Budget & Finance/Controller's Office, Human Resources, Building & Grounds, and Computer Services including provision of back-office and support services at the main campus, 4 centers, and numerous satellite locations
- Serve as Chief HR and Affirmative Action Officer for institution
- Allocate resources and maintain College accountability for a $19M state operating budget and numerous self-supporting budgets
- Co-project lead and Student Financials co-module lead for campus student information system, Peoplesoft Campus Solutions
- Represent College on Nevada System-wide Finance and Human Resources EPR program (Workday). Manage College-level implementation including training and change management resources, design and testing staff, and help-desk.
- Member of Strategic Planning and Accreditation Steering Committees
- Lead and participate in various college and Nevada System-wide committees, including Chief Business Officers Council
- Work closely with the Great Basin College Foundation and filled in as interim director while position was vacant

Carlota Copper Company – Sr. Human Resources Rep. – Sept. 2008 to May 2009
- Responsible for working with mine departments on hiring, disciplinary, terminations, policies and procedures, and other human relations issues
- Generated reports and completed regulatory reporting for human resources activity utilizing JD Edwards platform

Barrick-Ruby Hill Mine – Admin. Superintendent - June 2007 to September 2008
- Oversaw and responsible for Human Resources, Warehouse, Company Housing, and Administrative functions at the mine

Great Basin College – Assistant Controller – September 2005 to June 2007
- Prepared budgets and financial statements
- Responsible for General Ledger, Fixed Assets, Cashiers Desk, Bank Reconciliations and other accounting functions

Spring Creek Association – Corporate Treasurer – April 2005 to September 2005
Responsible for all accounting and financial functions, including payroll

EDUCATION
University of Nevada, Reno- Graduate College – Masters of Business Administration, 1999
University of Nevada, Las Vegas- Bachelor of Science – Business Administration, Accounting, 1990
University of Nevada, Reno – Certificate Program – Human Resources Professional, 2007
University of Nevada, Reno – Certificate Program – Advanced Management, 2001

RELEVANT SKILLS
Campus Project Manager for ERP selection, design, and implementation (Workday)
Human Resources – Benefits Administration, Recruitment, Policies & Procedures, Disciplinary, Workers Compensation
Co-Project Lead Peoplesoft Campus Solutions Implementation
Co-Module Lead Student Financials Peoplesoft Campus Solutions Implementation
Member of Strategic Planning and Accreditation Steering Committees
Project Leader for JD Edwards Software Implementation and Upgrades
Preparation of Payroll
General Ledger
Fixed Assets and Depreciation
Systems Administrator for Accounting Computer System
Preparation of Income Tax Returns
Preparation of Financial Statements, Quarterly, and Year End Reports
Preparation of Governmental Budgeting and Financial Statements
Auditing Experience
Accounts Receivable/Payable, Warehouse
Bookkeeping Skills, Bank Reconciliations
Manually kept accounting records for small in-house company
Microsoft Office Suite, Lotus, Word Perfect, JD Edwards, Hyperion, DataTrust, Advantage, SIS, HRMS, Oracle, Hyperoffice, QuickBooks
Other Various Accounting software packages, Other Computer Experience
Property Management

HONORS AND ACTIVITIES
Advanced EMT – State of Nevada and National Registry of Emergency Medical Technicians
Certified – Senior Professional in Human Resources (SHRM and HRCI)
Representative on the Elko Redevelopment Agency Advisory Council
Member of Behavior Based Safety Process Implementation Team
Beta Gamma Sigma Beta Sigma Phi
Graduated Magna Cum Laude with University Honors
Dean's List
Regents Scholar
UNLV Student Accounting Association
Phi Kappa Phi Honor Society
UNLV Honors Program
Western High School Valedictorian
National Honor Society- high school

REFERENCES - Available upon Request

APPENDIX M: PRESIDENT HELENS'S CURRICULUM VITAE

JOYCE M.HELENS

PROFESSIONAL EXPERIENCE:

Nevada System of Higher Education
Great Basin College (2017-present)
Position: President

Responsibilities: Chief Executive Officer (CEO) of college
Accomplishments:

- Enrollment increase 25%
- Established data driven decision-making and processes college-wide for student success such as Enrollment Management, Communication and Technology plans
- Established fiscal sustainability after more than a decade of budget reductions
- Successfully received funding for renovation and additions at Elko and Winnemucca campuses
- Successful Curricular Review Process introduced and being implemented

Minnesota State Colleges & Universities Statewide System
St Cloud Technical& Community College (2006-present)
Position: President

Responsibilities: Chief Executive Officer (CEO) of college

Accomplishments:

- Engaged SCTCC in a collaborative strategic planning process through Appreciative Inquiry, called the All College Conversation which occurs every 24 months.
- Led college to enhance mission and move from a technical college to a comprehensive technically based community college (2009) offering the Associate in Arts degree in liberal arts and sciences in addition to its valuable technical programs leading to re-branding and a new name, St Cloud Technical & Community College, one of the fastest growing colleges in the Minnesota State Colleges and Universities System.
- Initiated new programs to meet the changing needs of the region, including an Associate's Degree in Nursing (ADN) program (2009), Health Information Technology (2006), Health Data Specialist (2011), Nuclear Energy Technician (2011) and Biomedical Technician (2014).
- Increased cooperation with other MinnState campuses, in particular SCTCC's sister institution St. Cloud State University, to share resources. These include telecommunication systems, security, health services, student housing, institutional research, and curriculum.
- One of the first MinnState tobacco-free campuses (2010).
- 2008 Honor Award from the American Institute of Architects for the Workforce Center Addition and Renovation, which allowed for a strong partnership between SCTCC and the State of Minnesota Workforce Center to help get Minnesotans trained and back to work. (Architect: Perkins + Will).
- Grand opening of Health Sciences Building (2011), an acquisition and renovation to provide cutting-edge simulation labs for signature programs in healthcare. The facility offers a fully functioning dental clinic that provides service to low-income members of the community. The facility also includes simulation labs for sonography and surgical technology, an emergency room and ambulance simulator as well as an on-road ambulance for training, and a variety of nursing simulation facilities.
- Renovation and expansion of SCTCC's automotive technology, auto body, and medium/heavy truck programs (2012-13) to increase capacity and meet the demand for skilled workers in these areas, doubling enrollment in Truck and producing a 100% placement rate.
- Acquisition and renovation of facility (Heartland building) for digital learning commons and student government, athletics, and activities center (2012-14).
- Creation of community-wide task force (2014) to create state of the art veterans center in Heartland building. Public voted to name it Homefront Resource Center, for service members and their families. Initiated 2.5m capital campaign (2015) to renovate.
- SCTCC ranked #2 nationally by Military Times Best for Vets: Career & Technical Colleges 2016
- Creation and implementation of Leader's Edge, an SCTCC leadership program to assist the development of leadership from all employee areas of the college.
- Maintained balanced budget with healthy Composite Financial Index (CFI) & reserves in time of funding reductions.
- All Capital Bonding projects since 2006 funded with unanimous support from legislators on both sides of aisle.

University of Alaska Statewide System (1995- 2006)

Position: Executive Director
University of Alaska Corporate Programs (8/99-2006)

Responsibilities: Chief executive at university statewide system level responsible for development, implementation and management of a corporate university model within an academic higher education institution to serve as a strategic umbrella (single point of contact) through which business/industry or any Alaskan organization can access training & education resources that exist within University of Alaska Statewide System

Accomplishments:
Created the University of Alaska Corporate Programs, an innovative learning alliance between Alaska's employers and the University of Alaska, bringing together higher education and workforce related programs to assist Alaskans develop the skills, knowledge, and competencies to be successful.

- Established UACP as single point of contact within statewide university system to address business/industry training and education needs.
- Established corporate university model within academic setting to address lifelong learning needs of Alaskan workers.
- Facilitated the creation of industry-led consortia to identify current occupational training and education needs.
- Facilitated development of new training and academic degree programs within UA Campus
- System in response to market needs.
- Coordinated UA Statewide System e-learning program to provide faculty, staff and students with

on-demand advanced technology-based courses.

- Successfully negotiated three-year multi-million dollar industry outsourcing contract during first year of operation.
- First academic institution to be nominated for the Corporate University Xchange, Best in Practice Awards 2000.
- UACP highlighted in Corporate University Review and Best in Practice Fieldbook.
- Facilitated UA system-wide faculty conversation regarding The Engaged University.

Position: Dean (CEO of UAA Community & Technical College College within UAA)
Associate Dean for Instruction (chief instructional officer within university college) to include head of Workforce & Community Development and Division of Preparatory Studies

University of Alaska Anchorage
Community & Technical College (1995-99) (various position titles reflect ongoing merger process of College of Career & Vocational Education & College of Community & Continuing Education at the University of Alaska Anchorage over several years)

Responsibilities: Chief instructional and then executive officer responsible for leadership and development of re-organized and merged University of Alaska Anchorage Colleges which became the Community & Technical College. CTC offers programs, certificates, degrees (undergraduate and graduate level) within Allied Health Sciences Division (traditional & integrative health & medical professions), Technology Division, Outdoor & Experiential Education Division, Physical Education/ Recreation Division, Aviation Division, and Workforce & Community Development Division. Additional responsibilities (in present and previous positions) include academic and fiscal planning & management, building external relationships, fostering partnerships with community, business & industry; identifying new markets & insuring quality delivery of programs.

- Serve as University of Alaska statewide coordinator for implementation and delivery of technology-based education/training.
- Serve as member of University of Alaska labor negotiations team.

Accomplishments:
Established university-community partnerships

- Coordinate Technology Based Education Services among UA, State of Alaska, NetG Corp.
- Created industry-based consortia (process industry, IT) to facilitate technical program/degree updates/revision/creation for Alaskan Oil & Gas and IT industries.
- Represent UAA on State of Alaska welfare reform local implementation team
- Secured significant training contracts
- Developed/facilitated Anchorage welfare reform conference for business & industry

Represent UAA on state focus groups

- Represent UA on Governor's Oil & Gas Business/Industry Alaska-Hire Task Force
- UAA liaison with Governor's Alaska Human Resource Investment Council
- Represented UAA as facilitator/planner in Leadership Anchorage community leadership project sponsored by Pew Charitable Trust and Alaska Humanities Forum

Established college-university liaison

- served as member of UA labor relations team
- facilitated UAA strategic plan for university advancement
- facilitated UA statewide workforce/vocational council strategic plan
- facilitated UAA distance education team building
- created & implemented professional continuing education self-directed teams
- created & facilitated university system partners working group to deliver industry training statewide
- served as chair, division of preparatory studies
- served as UAA Title Ill team member
- created and chaired, Workforce & Community Development Council
- coordinate UAA, UAF, UAS efforts to introduce technology based learning

Other

- ***A Woman of Honor 2000***

Honoring Notable Business Women in Anchorage
Alaska Federation of Business & Professional Women

- Chancellor's Awards for Excellence, University of Alaska Anchorage (UAA)

Outstanding Community Service Nominee, 1998
Outstanding Team Achievement Nominee, 1998

Peninsula College, Port Angeles, Washington

Position: President (1992-94)

Responsibilities: Chief Executive Officer responsible for providing internal and external leadership and direction for all activities and operations of the college and community outreach in a geographically and culturally diverse isolated rural district.

Accomplishments:
Comprehensive college-community connection established

- town hall meetings initiated across county
- citizen advisory councils at remote sites formed
- outreach to and involvement with Native American tribes
- college foundation established
- college co-sponsor/founder of Leadership Peninsula, a regional community leadership program
- college represented on economic development council
- college/local school district partnerships formed
- college/university partnerships formed, baccalaureate and graduate degree programs offered on-site
- tech-prep introduced
- college self-study and improvements for campus accessibility initiated

Other accomplishments:

- policy and procedure manual review and update task force initiated
- instructional equipment upgrades in computer technology at all sites
- energy efficiency programs initiated
- employee/faculty diversity increase

- FTE enrollment increase
- continuous quality improvement introduced (CQI)
- grant writing and awards increase
- diversity resolution implemented, multi-cultural events offered
- strategic planning introduced
- student services division established
- community involvement in college board meetings established
- received commendation from State of Washington Governor's Affirmative Action Policy Council for "courageous leadership efforts in the face of adversity".

Collin County Community College, McKinney, Texas,
a multi-campus comprehensive community college in North Texas
(1986-1992)

Positions: **Executive Dean Founding Dean, Continuing Education and Economic Development**

Responsibilities: Provide leadership and vision addressing broad educational and training needs of the expanding North Texas/Dallas Metroplex for continued growth & development of Collin County Community College, a multi- campus institution founded in 1985.
Create and guide an internal structure that will benefit Collin County residents with unique and diverse educational needs.

Accomplishments: Created, within a small team effort, CCCCD's core curriculum for transfer credit and vocational education.
Created and implemented Enterprise, a unique self-support, "college without walls" with over ten sites, to better respond to community needs. Developed and implemented grant-funded programs as part of Enterprise
Created and implemented the following as part of Enterprise:

Collin County Business Development
- Small Business Assistance Center *
- Business and Industry Training
- Office of Economic Development

Collin County Employment and Training
- Older Worker Program
- Displaced Homemaker Program
- Dislocated Worker Program
- Youth Employment Services

Lifelong Learning
- Professional Continuing Education
- Community Connection
- Senior Studies
- Kid's College Program
- Travel Programs

Enterprise Center
- Conference Facilities

Institute for Non-Profit Development

North Texas Public Safety Training Center
- Collin County Sheriff's Academy
- Peace Officer Academy
- Law Enforcement Training
- Crime Prevention Program
- Established Collin County as a Service Delivery Area (SDA) under federal and state legislative guidelines to receive Job Training Partnership Act (JTPA) funds from the Department of Labor.
- Established Enterprise as Collin County jobs training administrative entity.
- Established Collin County Private Industry Council in conjunction with JTPA legislation.
- Co-established the McKinney Economic Development Partnership with Chamber of Commerce and City of McKinney
- Established Systems Engineer Training Partnership with Electronic Data Systems (EDS) for first national EDS/community college link.

Mt. Hood Community College, Gresham, Oregon
(1978-86)

Position: **Director of Instruction and Maywood Park Center Campus**
Portland, Oregon

Responsibilities: Chief executive responsible **for supervision of all phases of campus operations**

Accomplishments: **Turned declining campus into thriving revenue generating center**, which addressed the education & training needs of a diverse community.

Developed, implemented and managed grants and contracts such as the Dislocated Worker Program and other workforce training programs.
Supervised Head Start & Indochinese Refugee Program Administration.

Position: **Division Chairperson, Developmental Education**

Responsibilities: Manager responsible for overall supervision of largest instructional unit within college including planning, supervision and evaluation of personnel, developing and managing budgets, scheduling classes, developing and implementing special programs and grants with federal, state, and county agencies as well as with private business & industry.

Accomplishments: Employed team building, long and short range goal setting, and program and division planning with a diverse faculty and staff after a period of phenomenal growth.
Secured contracts with public & private sectors for workforce training.

Position: **Coordinator/Instructor**
Developmental Education

Responsibilities: Responsible for developing and implementing programs linking the college with public and private sectors; supervising and evaluating developmental education personnel, budget; developing

and implementing curriculum.
Accomplishments: Designed, implemented, and managed joint project with developmental education division and Portland Public School Job Corps, and subsequent new contractor, RCA Job Corps, for applicable vocational and technical curriculum in reading, math, and English. Developed curriculum materials, hired and trained instructors, managed projects at Job Corp site.

TEACHING EXPERIENCE (both undergraduate and graduate)
University of Alaska, Anchorage, Alaska
Collin County Community College, McKinney, Texas
Mt. Hood Community College, Gresham, Oregon
Clackamas Community College, Oregon City, Oregon
Portland State University, Portland, Oregon

- *Literature, Technical Writing, Composition, Leadership*

EDUCATION

Ed.D. program in Higher Education Administration-- ABD.
Portland State University, Portland, Oregon

Portland State University M.A. English
Portland, Oregon

St. Martin's University B.A. English
Lacey, Washington cum laude

APPENDIX N: FACULTY EVALUATION INSTRUCTION AND FORM

GBC FACULTY EVALUATION SYSTEM INSTRUCTIONS

*Please note below are instructions for how to fill out and complete the GBC Faculty Evaluation. Please refer to the GBC Faculty Evaluation Policy for actual policies and procedures regarding the Faculty Evaluation Process

Weight Assignments and Goals

Faculty members must complete and submit via email on or before October 1st of each year

1. You will review and evaluate the following roles: Teaching, Professional, Service and Management (if applicable).

2. To begin the process, click on the WEIGHTS tab located at the bottom of the Excel document to enter your weights.

3. You will determine your percentage weight for each role overall (Teaching, Professional, Service, and Management) as well as the subcategories for each role. Enter weights in the "Enter Values" columns, highlighted in yellow. The weights for all roles must total 100%. The weights for all subcategories under each role must total 100%. If the total does not equal 100% the box will turn red and you must correct to equal 100%. The total percentages will be reflected at the bottom of each "Enter Values" column. If you do not have a management role, enter a 0 for the Management role at the top of the page and only complete subcategory weights for the Teaching, Professional, and Service Roles. *To assist you with determining weights you may click on the TEACHING, PROFESSIONAL, SERVICE, and MANAGEMENT tabs on the bottom of the document and read the definitions of each role and its subcategories.

4. Goals for this year will be determined and described by faculty members. Click on the GOALS-SUMMARY tab to complete your goals. Write three to four goals for the year in the Goals textbox.

5. To submit your weights and goals save and email the completed Excel (not PDF) document to: annualevals@gbcnv.edu.

6. Your supervising administrator (Dean or VP) will review your weights and goals. The supervising administrator will either approve your submission or request a conference with you by October 31st to discuss your submission and determine what will be approved.

7. Your weights and goals must be approved by the supervising administrator.

Performance Rating and Comments

To be performed in the spring of each year

Faculty members must complete their performance ratings to include detailed narratives by the first Friday following graduation.

1. The weight assignment (percentages) should have already been completed in the fall. To begin your Performance Rating and review for the year click on the TEACHING tab at the bottom of the document. This is where the Teaching Role is described and where you will also evaluate your performance in the Teaching role.

2. Evaluate the Teaching role first, then click the subsequent PROFESSIONAL, SERVICE, and MANAGEMENT (if applicable) tabs to evaluate the corresponding roles.

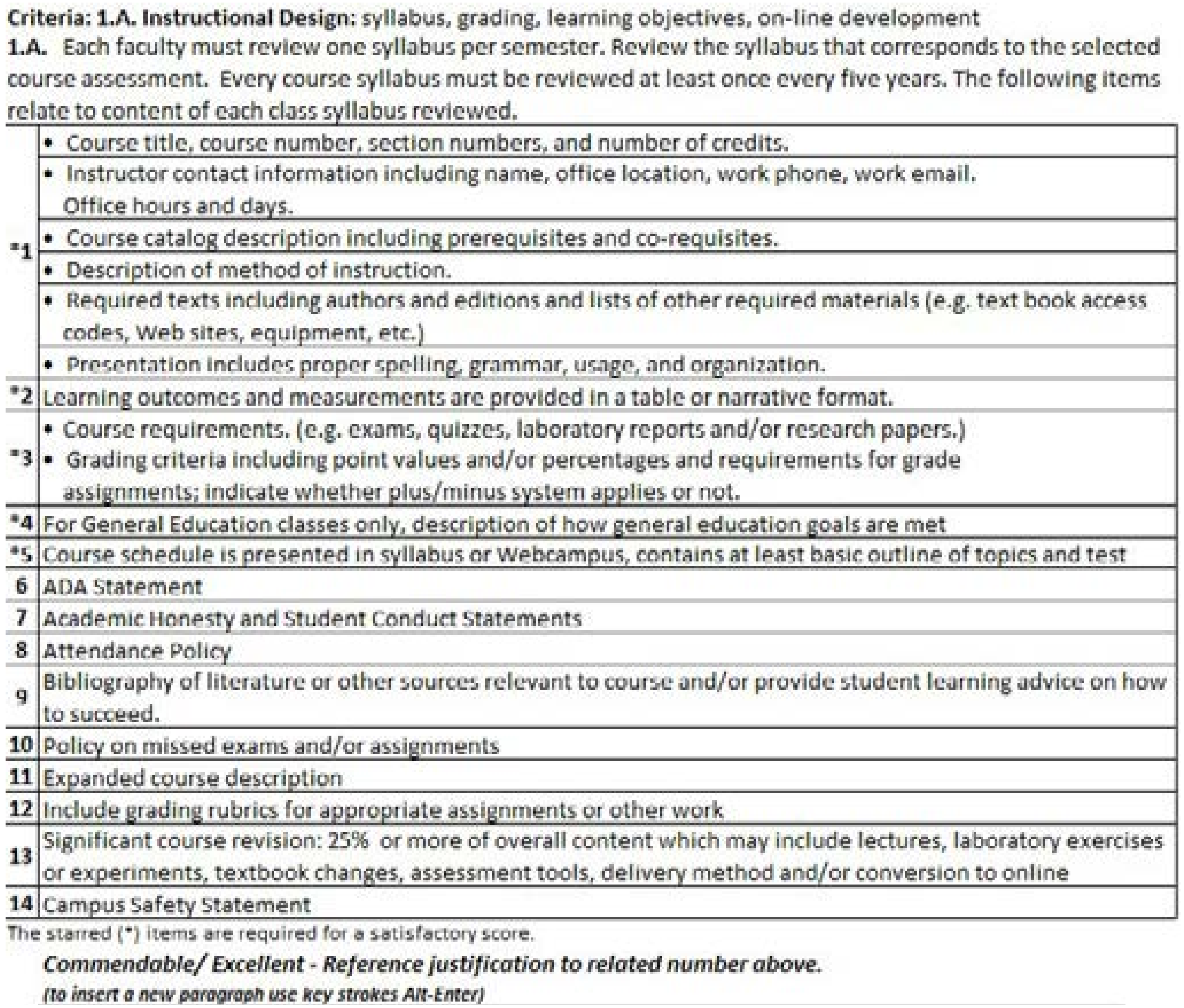
3. At the top of each role tab (TEACHING, PROFESSIONAL, SERVICE, and MANAGEMENT) you will find the definition of each role. Under the definition of the role you will find the subcategories for the role bolded and identified with a number and letter. For example, under the Teaching role the first subcategory is **1.A. Instructional Design**. A definition and possible instructions are listed next to each subcategory.

4. Below each subcategory definition is the rating scale for that subcategory. For example, for **1.A Instructional Design** the rating scale appears as:

   1. A Instructional Design (20%-40%) (Based on syllabi, one syllabus review each semest
   criteria provided on accompanying list; each syllabus must be attached.
   1- Did not complete a syllabys reviuew
   2- Syllabi reviewed have less than basic syllabys content, or only one completed
   3- Contains all basic content required on each syllabys as indicated by * on list
   4- Extended syllabys content (4 extra items without * on list)
   5- Extended syllabys content (at least 5 extra items without * on list)

   The rating scale numbers indicate the following: 1- Unsatisfactory, 2- Less than Satisfactory, 3- Satisfactory, 4- Commendable, and 5- Excellent. To determine your rating you will use the Criteria table (listed below each rating scale) and compare the criteria you have met to the descriptions within the rating scale.

5. The asterisks within the Criteria table represent job description requirements that you must have fulfilled in order to obtain a satisfactory rating for the subcategory. The criteria items that are not marked by an asterisk may or may not be fulfilled by a faculty member depending on individual duties and workload. If you want to take credit for an item, you must provide a sufficiently detailed narrative in the appropriate role text box in order to receive a Commendable or Excellent rating. As an example, the criteria table for **1.A Instructional Design** appears as:



Criteria: 1.A. Instructional Design: syllabus, grading, learning objectives, on-line development
1.A. Each faculty must review one syllabus per semester. Review the syllabus that corresponds to the selected course assessment. Every course syllabus must be reviewed at least once every five years. The following items relate to content of each class syllabus reviewed.

*1	• Course title, course number, section numbers, and number of credits.
	• Instructor contact information including name, office location, work phone, work email. Office hours and days.
	• Course catalog description including prerequisites and co-requisites.
	• Description of method of instruction.
	• Required texts including authors and editions and lists of other required materials (e.g. text book access codes, Web sites, equipment, etc.)
	• Presentation includes proper spelling, grammar, usage, and organization.
*2	Learning outcomes and measurements are provided in a table or narrative format.
*3	• Course requirements. (e.g. exams, quizzes, laboratory reports and/or research papers.) • Grading criteria including point values and/or percentages and requirements for grade assignments; indicate whether plus/minus system applies or not.
*4	For General Education classes only, description of how general education goals are met
*5	Course schedule is presented in syllabus or Webcampus, contains at least basic outline of topics and test
6	ADA Statement
7	Academic Honesty and Student Conduct Statements
8	Attendance Policy
9	Bibliography of literature or other sources relevant to course and/or provide student learning advice on how to succeed.
10	Policy on missed exams and/or assignments
11	Expanded course description
12	Include grading rubrics for appropriate assignments or other work
13	Significant course revision: 25% or more of overall content which may include lectures, laboratory exercises or experiments, textbook changes, assessment tools, delivery method and/or conversion to online
14	Campus Safety Statement

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

To obtain a satisfactory rating for **1.A. Instructional design** you will have to have met idems 1, 2, 3, 4, and 5 on the criteria table. To obtain a commendable rating for **1.A. Instructional design** you will have to have met items 1, 2, 3, 4, and 5 (all the astericks) plus any four additional items on the list and include a narrative justification. To obtain a commendable rating for **1.A. Instructional design** you will have to have met items 1, 2, 3, 4, and 5 (all the astericks) plus any four additional items on the list and include a narrative justification.

6. Narrative justification comments for Commendable/ Excellent ratings will be completed in the textbox below the criteria table. Narrative justifications must include references to the item numbers within the criteria table. For example for **1.A Instructional design** you may write: “I included the ADA statement (6), attendance policy (8) and campus safety statement (14) in all of my syllabi.” “(13) I converted X class to offer….”

7. You do not have to upload/attach documentation for each subcategory for justification (*exception the attachment of your syllabi as directed under the Teaching Role). Although you do not have to upload/attach documentation, if asked by your supervisor you should be able to produce verifiable documentation for your justifications for your role ratings.

8. Once you have determined your rating and written your narrative justification for the subcategory. Enter your subcategory role rating by selecting from the **Role Rating** drop down menu located above the corresponding subcategory criteria table:

9. Complete the steps above for each subcategory under each role. Use the role tabs (TEACHING, PROFESSIONAL, SERVICE, and MANAGEMENT) to move to the different roles. *If you do not have a management role, do **not** fill anything out on the MANAGEMENT tab.

10. After you have completed your ratings for each role, click on the GOALS-SUMMARY tab. In the Reflection textbox write a narrative reflection about your performance during your year and how you accomplished your goals set in the fall.

11. A Performance Rating Score will appear in the top right corner on the GOALS-SUMMARY tab; however, until IDEA scores are entered this is not your final Performance Rating Score. For the Teaching role under subcategory **1.B. Instructional Delivery**, your averaged weighted raw IDEA score for all classes will be calculated and entered through the office of the VPAA. Then your final Performance Rating Score will be calculated. Listed below are the Performance Categories based on your final Performance Rating Score.

12. To submit your final document save and email the completed Excel (not PDF) document to: annualevals@gbcnv.edu. Signatures are not required at this time.

Performance Categories

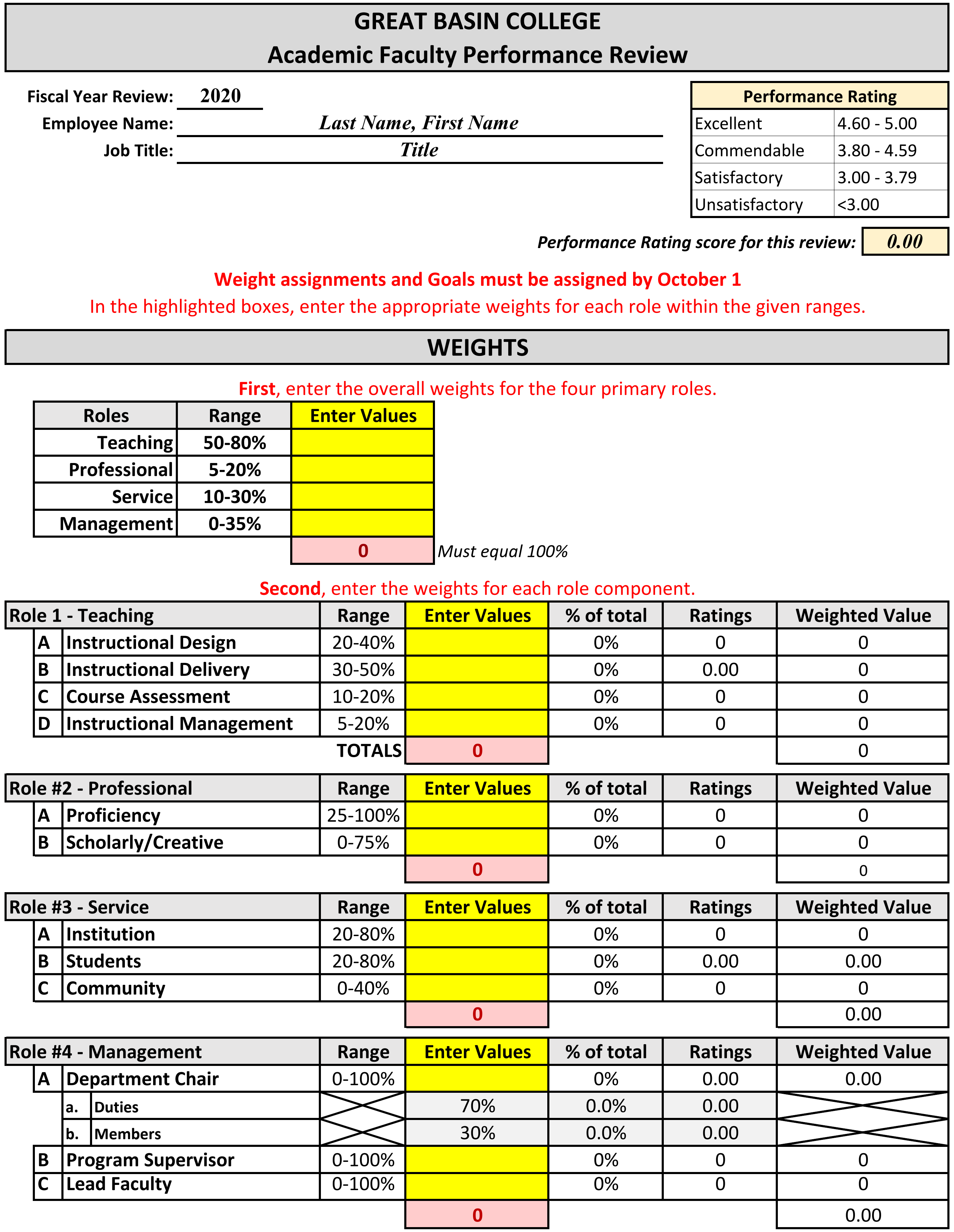
Faculty members must receive a minimum overall composite rating (OCR) of 3.80 to be considered meritorious and have achieved a Commendable or higher rating overall. Faculty members must receive a minimum of a Satisfactory in each role to be meritorious.
The overall rating system is as follows:

Excellent - Rating of 4.6- 5.0: Provides exemplary service above and beyond job description. In order to receive an excellent score of 4.6 to 5.0, faculty members must provide a detailed narrative as well as verifiable evidence of activities and/or projects which exemplify meritorious performance.

Commendable – Rating of 3.8- 4.59: Provides commendable service beyond job description. In order to receive a commendable score of 3.8 to 4.59, faculty members must provide verifiable evidence of activities and/or projects which exemplify meritorious performance.

Satisfactory – Rating of 3.00- 3.79: Performs basic duties as described for the position. In order to receive a satisfactory score of 3.0 to 3.79, all areas within the faculty member's job description marked by an asterisk must be completed and supported by verifiable documentation.

Unsatisfactory - Below 3.00: Faculty member does not fulfill required job duties. This indicates unacceptable and/or unsatisfactory work ethic or service.



GREAT BASIN COLLEGE
Academic Faculty Performance Review

Fiscal Year Review: 2020
Employee Name: *Last Name, First Name*
Job Title: *Title*

Performance Rating	
Excellent	4.60 - 5.00
Commendable	3.80 - 4.59
Satisfactory	3.00 - 3.79
Unsatisfactory	<3.00

Performance Rating score for this review: *0.00*

Weight assignments and Goals must be assigned by October 1
In the highlighted boxes, enter the appropriate weights for each role within the given ranges.

WEIGHTS

First, enter the overall weights for the four primary roles.

Roles	Range	Enter Values
Teaching	50-80%	
Professional	5-20%	
Service	10-30%	
Management	0-35%	
		0

Must equal 100%

Second, enter the weights for each role component.

Role 1 - Teaching		Range	Enter Values	% of total	Ratings	Weighted Value
A	Instructional Design	20-40%		0%	0	0
B	Instructional Delivery	30-50%		0%	0.00	0
C	Course Assessment	10-20%		0%	0	0
D	Instructional Management	5-20%		0%	0	0
		TOTALS	0			0

Role #2 - Professional		Range	Enter Values	% of total	Ratings	Weighted Value
A	Proficiency	25-100%		0%	0	0
B	Scholarly/Creative	0-75%		0%	0	0
			0			0

Role #3 - Service		Range	Enter Values	% of total	Ratings	Weighted Value
A	Institution	20-80%		0%	0	0
B	Students	20-80%		0%	0.00	0.00
C	Community	0-40%		0%	0	0
			0			0.00

Role #4 - Management		Range	Enter Values	% of total	Ratings	Weighted Value
A	Department Chair	0-100%		0%	0.00	0.00
	a. Duties		70%	0.0%	0.00	
	b. Members		30%	0.0%	0.00	
B	Program Supervisor	0-100%		0%	0	0
C	Lead Faculty	0-100%		0%	0	0
			0			0.00

Last Name, First Name

TEACHING ROLE RATINGS (50-80%)

Teaching Role Definition: The dynamic process of engaging in specifically designed interactions with students that facilitates, promotes, and results in student learning.

1.A. Instructional Design (20-40%) (Based on syllabi, one syllabus review each semester, criteria provided on accompanying list; **each syllabus must be attached)**

1- Did not complete a syllabus review
2- Syllabi reviewed have less than basic syllabus content, or only one completed
3- Contains all basic content required on each syllabus as indicated by * on list
4- Extended syllabus content (4 extra items without * on list)
5- Extended syllabus content (at least 5 extra items without * on list)

Role Rating ☐

Criteria: 1.A. Instructional Design: syllabus, grading, learning objectives, on-line development

1.A. Each faculty must review one syllabus per semester. Review the syllabus that corresponds to the selected course assessment. Every course syllabus must be reviewed at least once every five years. The following items relate to content of each class syllabus reviewed.

*1		• Course title, course number, section numbers, and number of credits.
		• Instructor contact information including name, office location, work phone, work email. Office hours and days.
		• Course catalog description including prerequisites and co-requisites.
		• Description of method of instruction.
		• Required texts including authors and editions and lists of other required materials (e.g. text book access codes, Web sites, equipment, etc.)
		• Presentation includes proper spelling, grammar, usage, and organization.
*2		Learning outcomes and measurements are provided in a table or narrative format.
*3		• Course requirements. (e.g. exams, quizzes, laboratory reports and/or research papers.) • Grading criteria including point values and/or percentages and requirements for grade assignments; indicate whether plus/minus system applies or not.
*4		For General Education classes only, description of how general education goals are met
*5		Course schedule is presented in syllabus or Webcampus, contains at least basic outline of topics and test dates
6	☐	ADA Statement
7	☐	Academic Honesty and Student Conduct Statements
8	☐	Attendance Policy
9	☐	Bibliography of literature or other sources relevant to course and/or provide student learning advice on how to succeed.
10	☐	Policy on missed exams and/or assignments
11	☐	Expanded course description
12	☐	Include grading rubrics for appropriate assignments or other work
13	☐	Significant course revision: 25% or more of overall content which may include lectures, laboratory exercises or experiments, textbook changes, assessment tools, delivery method and/or conversion to online
14	☐	Campus Safety Statement

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.

(to insert a new paragraph use key strokes Alt-Enter)

1.B. Instructional Delivery (30-50%) (Presentation skills, use of media, communicate content and objectives as based on the student ratings of the class)

IDEA Scores – The average weighted raw score for all classes will be calculated and entered through the office of the VPAA

Role Rating ☐

Criteria: 1.B. Instructional Delivery

Note: The weighted average for the combined student raw ratings on **IDEA** forms will be calculated and entered by the office of the VPAA.

1.C. Instructional Assessment (10-20%) (At least one course must be assessed each semester, being the same as the syllabus reviewed; **course assessment forms must be attached)**

1- No course assessments forms submitted
2- One course assessment form completed and submitted
3- Two course assessment forms completed and submitted (one per semester)
4- Reflections on two courses identify specific strengths to maintain and/or identify targeted changes for the future
5- Reflections on three courses identify specific strengths to maintain and/or identify targeted changes for the future
*Team-taught course assessment will be credited to both team members if done together

Role Rating ☐

Criteria: 1.C. Course Assessment

Course Assessment: valid and reliable assignments/exams, timely feedback, aligned with outcomes

The GBC course assessment forms will be completed and submitted with the annual evaluation. Rating of the assessments shall be made based on the criteria provided on the ratings sheet. The course assessments shall be for the same courses as evaluated for the syllabi for each year.

Commendable/ Excellent - Reference justification to related number above.

(to insert a new paragraph use key strokes Alt-Enter)

1.D. Instructional Management (5-20%) (Office hours, books, grades, advising, etc.; expectations on accompanying list)

1- Several deficiencies in listed expectations
2- Less than full load taught or and deficiencies from (*) listed expectations
3- Meets minimum listed expectations (*) plus two other items on list
4- Minimum expectations (*) plus three other items on list
5- Minimum expectations (*) plus four or more other items on list

Role Rating ☐

Criteria: 1.D. Instructional Management: effective organization of class structure and delivery

*1		• Teach a minimum of 30 credits annually or other arrangements as approved by the supervising VPAA or Dean
		• Post and hold required office hours
		• Contact students as needed
		• Respond to email and phone calls in a timely manner
*2		• Maintain grades and grade records, with all grades submitted on time
		• Grading of all student work must be completed and returned in a timely manner
		• Order textbooks in a timely manner
		• Deliver final syllabi to the department administrative assistant as requested and on time
3	☐	Provide alternative class scheduling such as mid-semester start time, weekends, late start and/or condensed
4	☐	Order test banks and supplemental materials (including computer software)
5	☐	Order desk copies of textbooks
6	☐	Order classroom, laboratory, or studio equipment in a timely manner
7	☐	Coordinate field placements in internships, student teaching, clinical and preceptorships with outside agencies/programs, and/or coordinate student schedules for internships, placement and/or field work
8	☐	Coordinate acquisition and use of technology such as classroom, laboratory, or studio equipment, laboratory or studio spaces and other necessary items
9	☐	Coordinate, manage, or supervise part-time instructors, if not covered under Management Role
10	☐	Obtain and maintain permits, endorsements, certification, performance rights and/or licenses, and/or licensure needed to teach specific courses including field placements, internships, field courses, practicum courses, and/or regular courses
11	☐	Prepare written agreements with other departments within the college, other institutions, agencies, or organizations to conduct work and/or training
12	☐	Prepare and submit written proposals to outside institutions, organizations and/or agencies
13	☐	Prepare and submit written reports to outside institutions, organizations and/or agencies

14	☐	Other items approved by supervisor (describe in text box)

Commendable/ Excellent - Reference justification to related number above.

(to insert a new paragraph use key strokes Alt-Enter)

Last Name, First Name

PROFESSIONAL ROLE RATINGS (5-20%)

Professional Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

2.A. Proficiency (25-100%) Use accompanying list of potential proficiency items

1- No items on list
2- N/A
3- Meets listed expectations (*) items on list
4- Meets listed expectations (*) items on list plus one additional item
5- Meets listed expectations (*) items on list plus two additional items

Role Rating ☐

Criteria: 2.A. Proficiency: attend trainings, workshops and/or conferences in discipline, acquire certification, pursue professional enrichment

*1		Attend a GBC workshop related to college instruction. For example: design, delivery and/or assessment
*2		Keep current in discipline through reading scholarly literature, journals and/or articles in the field
3	☐	Hold current membership in a professional organization
4	☐	Serve on committee of a professional organization
5	☐	Hold an office or chair a committee in a professional organization
6	☐	Attend a professional conference or webinar related to one's area of expertise
7	☐	Attend regularly held professional meetings in your field of study on a local or state level (does not include program advisory board meetings)
8	☐	Receive credit for an educational course for professional development other than dissertation or thesis hours
9	☐	Participate in activities such as workshops, summer institutes, short courses and/or auditing a graduate/technical course outside of GBC
10	☐	Report information acquired at conference(s) or webinars back to faculty, staff and/or administration
11	☐	Attend professional conference outside of GBC related to college instruction. For example: design, delivery and/or assessment
12	☐	Attend a workshop to learn to integrate technology into existing college courses such as WebCampus enhancement, IAV cameras, ELMO or similar technologies (one count)
13	☐	Participate in ongoing faculty-led discussions of college teaching in online or live seminars or forums
14	☐	Other items approved by supervisor (describe in text box)

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.

(to insert a new paragraph use key strokes Alt-Enter)

2.B. Scholarly/Creative (0-75%) Use list of potential participation items

1- No items on list
2- N/A
3- At least one item on list
4- Justify in text box below
5- Justify in text box below

Role Rating ☐

Criteria: 2.B. Scholarly/Creative: Conduct research in field of study, produce new styles or modes of learning, produce innovative modes of expression, publish articles, books or pamphlets, present at state and/or national conferences, coordinate exhibitions, conduct professional workshops or seminars

1	☐	Deliver an original presentation at a professional conference related to your discipline
2	☐	Organize a session at a professional conference related to your discipline
3	☐	Serve as a sole discussant for a conference session
4	☐	Serve on a discussion roundtable/panel
5	☐	Publish an article, book review, short story, or poem in a scholarly publication
6	☐	Publish a new peer-reviewed book (doesn't include self-publication)
7	☐	Serve as an editor of a scholarly publication
8	☐	Serve as a reviewer for a scholarly or non-scholarly article or manuscript
9	☐	Publish an article, book review, short story, or poem in a non-scholarly publication
10	☐	Create, organize, present, and/or produce a special event, e.g. lecture, demonstrations, exhibits
11	☐	Receive a local award, grant, artistic commission, or fellowship, excluding tuition grants
12	☐	Receive a regional award, grant, artistic commission, or fellowship, excluding tuition grants
13	☐	Receive a national or international award, grant, artistic commission, or fellowship, excluding tuition grants
14	☐	Serve on a grant review panel, serve as a reviewer/jurist for an art exhibit, science/agriculture fair, art fair, etc
15	☐	Serve as guest lecturer in a GBC class
16	☐	Create a musical, dramatic, or media work which was performed, published, exhibited, and/or broadcast. Does not include events/works that are produced as part of a class or production included in workload
17	☐	Design and implement the technical work, e.g. scenery, costume, lighting, sound for a musical, dramatic, or media production. Does not include events/works that are produced as part of a class or production included in workload
18	☐	Direct, perform, or produce a musical, dramatic, or media event, performance, broadcast, recording, or exhibition. Does not include events/works that are produced as part of a class or production included in workload
19	☐	Serve as a test item writer or reviewer for an association outside of the college
20	☐	Other items approved by supervisor (describe in text box)

Commendable/ Excellent - Reference justification to related number above.

(to insert a new paragraph use key strokes Alt-Enter)

Last Name, First Name

SERVICE ROLE RATINGS (10-30%)

Service Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

3.A. To Institution (20-80%) (See accompanying list of items for rating this component)

1- Does not participate satisfactorily on a committee
2- Does not participate satisfactorily on a committee, yet completes a service item
3- Completes committee service (*)
4- Completes committee service (*) plus two other items on list
5- Completes committee service (*) plus three or more other items on list

Role Rating

Criteria: 3.A. Service to the Institution: serve on one or more faculty senate committees and/or tenure/mentor committees, serve as voting faculty senator, attend and participate in committee meetings

*1		Serve and attend as a member of an approved faculty senate committee. Approved faculty senate committees are required to meet at least two meetings a year
2	☐	Serve on more than one faculty senate committee
3	☐	Serve and attend as a member of an approved faculty senate committee that has more than four regular meetings in a year
4	☐	Serve as faculty senate chair
5	☐	Serve and attend as faculty senate voting representative
6	☐	Serve as chair of an approved faculty senate committee
7	☐	Attend two faculty senate meetings per semester (four per year)
8	☐	Serve on other committees such as ad hoc, grant, hiring, and/or program committees
9	☐	Serve on a tenure or official mentoring committee
10	☐	Serve as chair of a tenure or official mentoring committee
11	☐	Serve as chair of hiring committee
12	☐	Organize and present in-service college workshops
13	☐	Participate in Career Fairs, college recognized competitions, recruitment activities and/or volunteer at a college-sponsored activity
14	☐	Represent GBC at system-wide meeting such as common course numbering
15	☐	Organize and oversee a grant that directly benefits the college
16	☐	Other items approved by supervisor (describe in text box)

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

3.B. To Students (20-80%) (See accompanying list of items for rating this component)

1- Not available to advise students
2- N/A
3- Be available to advise students (*)
4- Complete service to students plus one other item on list
5- Complete service to students plus two or more items on list

Role Rating

Criteria: 3.B. Service to Students: advise, interpret student WHIF reports, recruit, mentor, advise student organizations.

*1		Be available to advise students.
*2		Provide documentation for advising students on academic programs
3	☐	Initiate contact with students that results in advising on academic programs
4	☐	Arrange internships for students (must not be included under Management Role)
5	☐	Travel to other communities in the GBC service area to teach, observe, or facilitate student work
6	☐	Advise student organization recognized by SGA
7	☐	Organize class attendance in conjunction with a GBC lecture, film, exhibit, performance or event in affiliation with course content
8	☐	Organize field trips related to course content outside of regular class hours
9	☐	Create and maintain a faculty Web page to benefit students
10	☐	Organize and oversee a grant and/or scholarship that directly benefits students
11	☐	Organize study groups outside of class
12	☐	Advise students on academic programs during the summer without compensation
13	☐	Other items approved by supervisor (describe in text box).

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

3.C. To the Community (0-40%) (See accompanying list of items for rating this component)

1- No community service
2- N/A
3- Document one item of community service on list
4- Document two items of community service on list
5- Document three or more items of community service on list

Role Rating

Criteria: 3.C. Service to the Community: provide time and assistance, without pay, to community groups and/or organizations on behalf of GBC.

1	☐	Organize a series of lectures, film festivals, events and/or exhibits that are open to the public and not part of regular contractual duties. This does not include ACE Committee or other assigned committee work
2	☐	Organize and present a single lecture, film, event and/or exhibit for the public and/or GBC at large
3	☐	Organize an event for charitable purposes not related to the college
4	☐	Serve as a recognized college representative on local, state, regional or national committee, board and/or organization that meets physically and/or electronically
5	☐	Volunteer for community activities that range from Cowboy Poetry to coaching sports to hospice care (may be counted up to three times)
6	☐	Apply area of expertise in the community or as leader of a community workshop without pay (may be counted up to two times)
7	☐	Other items approved by supervisor (describe in text box).

Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

Last Name, First Name

MANAGEMENT ROLE RATINGS (0-35%)

Management Role Definition:

4.A. Department Chair (0-100%)

1- Completes less than six starred items on the Department Chair duties list
2- Completes 6-8 of the starred items on the list
3- Completes all starred items on list
4- Completes all starred (*) items plus two more items on list
5- Completes all starred items plus three or more items on list

Role Rating ☐

Criteria: 4.A.a. Department Chair:

*1		Organize the review of catalog for department courses
*2		Effectively collaborate with administrative assistant in completing department duties
*3		Represent department at Department Chair Committee
*4		Manage department operation funds and lab fees
*5		Update department's web page and coordinate with department faculty to ensure web pages for programs within the department are reviewed at least annually
*6		Effectively communicate with part-time instructors
*7		Review qualifications and coordination of the hiring of part-time faculty, as necessary
*8		Complete and/or coordinate evaluation of part-time instructors
*9		Coordinate scheduling of courses with faculty, off-campus directors, and other departments
*10		Maintain long-term schedule, as needed
*11		Authorize course changes, cancellations, and caps, as needed
12	☐	Resolution of student grievances and grade appeals, as necessary
13	☐	Evaluate transcripts for transfer classes and approve/deny substitution requests and prerequisite overrides
14	☐	Initial advising about department programs
15	☐	Assist with syllabi, approve syllabi, and approve course materials and textbooks for department instructors, as necessary
16	☐	Complete a curricular review, as necessary
17	☐	Facilitate departmental reports, minutes, strategic plan and reviews as required
18	☐	Assure completion of assessment and accreditations requirements
19	☐	When there is no program supervisor or coordinator for programs in the department, arrange program advisory boards as required for programs

The starred (*) items are required for a satisfactory score.

Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

Criteria: 4.A.b. Department Survey (30%)
Each member of the department shall have the opportunity to rate the department chair confidentially based on the following statement:

The department chair communicates well with department members, holds sufficient meetings, and represents the department well.

1- Unsatisfactory
2- Below satisfactory
3- Satisfactory
4- Commendable
5- Excellent

The average rating shall be calculated and entered through office of the VPAA.

Role Rating ☐

Please provide positive or constructive comments in the space provided.
Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

4.B. Program Supervisor (0-100%) (List accompanies for this role)

1- Completes less than six starred items on the Program Supervisor duties list
2- Completes 6-8 of the starred items on the list
3- Completes all starred items on list (* and **)
4- Completes all starred items on list (* and **) plus two more
5- Completes all starred items on list (* and **) plus three more

Role Rating ☐

Criteria: 4.B. Program Supervisor: The criteria list for this role is combined with Lead Faculty below.

4.C. Lead Faculty (0-100%) (List accompanies for this role)

1- Completes less than five starred items on the Lead Faculty duties list
2- Completes 5-6 of the starred items on the list
3- Completes single starred items (*) on list
4- Completes single starred items (*) plus two more, including (**) items
5- Completes single starred items (*) plus three more, including (**) items

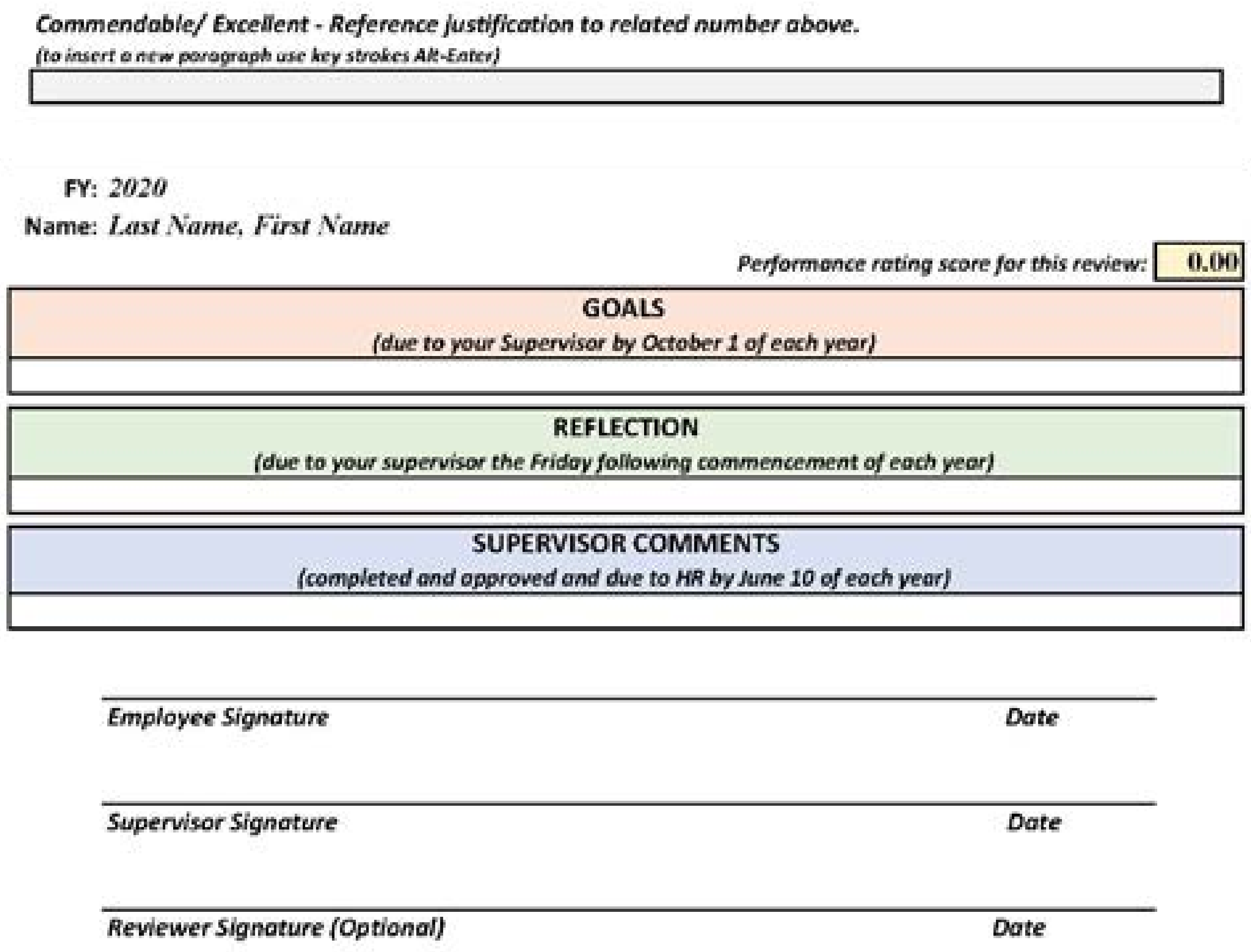
Role Rating ☐

Criteria: 4.B. and 4C. Program Supervisor or Lead Faculty

☐ I am a supervisor for an academic program
☐ I am a lead faculty for an academic program

*1		Coordinate with relevant departments/faculty regarding course offerings and scheduling
*2		Check accuracy of program requirements across catalog, web pages, handbooks and academic advisement reports
*3		Coordinate/facilitate student advisement
*4		Ensure accuracy of the program's page on the GBC website annually and update as necessary
*5		Perform annual program assessment
*6		Collaborate with program faculty to expend budgets properly
**7		Coordinate tracking of students with names, contact information, program status and other relevant information
**8		Hold advisory board or committee meetings. For certificate coordinators: communicate and coordinate with individuals affiliated with outside entities
**9		Create and maintain a committee/advisory board, replace members, ensure continuity. For certificate coordinators: meet and/or coordinate with outside entities (i.e., software companies) on a consistent basis.
**10		Develop and disseminate promotional materials such as brochures, student handbooks and/or media announcements
**11		Assure application of established admission procedures, if required
12	☐	Meetings are timely and include relevant content; maintain minutes or notes for all meetings
13	☐	Coordinate student internships, field placements, student teaching and/or clinical preceptorships if a program requirement
14	☐	Develop and maintain working relationships and communication with appropriate county, state, federal agencies,
15	☐	Promote communication between students, and between students and faculty, e.g., develop student culture through the use of different media such as program websites and internet networking
16	☐	Coordinate with businesses, industry and other agencies to establish and maintain student scholarships
17	☐	Revise program mission statements and outcomes as needed within a year
18	☐	Revise program course requirements
19	☐	Coordinate with program teaching faculty to ensure program goals and objectives are being met within relevant courses
20	☐	Prepare program review

* and ** are items required for a satisfactory score for program supervisor
* Items required for a satisfactory score for program coordinator



Commendable/ Excellent - Reference justification to related number above.
(to insert a new paragraph use key strokes Alt-Enter)

FY: *2020*
Name: *Last Name, First Name*

Performance rating score for this review: 0.00

GOALS
(due to your Supervisor by October 1 of each year)

REFLECTION
(due to your supervisor the Friday following commencement of each year)

SUPERVISOR COMMENTS
(completed and approved and due to HR by June 10 of each year)

Employee Signature *Date*

Supervisor Signature *Date*

Reviewer Signature (Optional) *Date*

APPENDIX O: CASH FLOW BALANCE SHEETS

GREAT BASIN COLLEGE				
STATEMENTS OF CASH FLOWS				
FOR THE YEARS ENDED JUNE 30, 2018, JUNE 30, 2017 AND JUNE 30, 2018				
	2019	2018	2017	2016
Cash Flows from Operating Activities				
Student Tuition and Fees	$7,513,000	$5,423,000	$5,267,000	$5,448,000
Federal grants and contracts	1,405,000	1,879,000	2,252,000	2,886,000
State grants and contracts	1,045,000	230,000	829,000	(256,000)
Local grants and contracts	-	-	-	-
Other grants and contracts	604,000	958,000	1,010,000	1,301,000
Payments for supplies and services	(4,540,000)	(3,973,000)	(3,050,000)	(3,658,000)
Payments for scholarships and fellowships	(2,982,000)	(2,675,000)	(2,259,000)	(2,334,000)
Payments for utilities	(706,000)	(690,000)	(658,000)	(685,000)
Payments to employees for compensation and benefits	(20,393,000)	(18,929,000)	(18,128,000)	(17,758,000)
Loans issued to studens and employees	-	3,000	-	(5,000)
Collections of loans to students and employees	-	-	1,000	15,000
Sales & services of educational departments	226,000	388,000	393,000	416,000
Sales & services of auxiliary enterprises	428,000	352,000	387,000	547,000
Other operating revenue	375,000	41,000	97,000	5,000
Net Cash Used by Operating Activities	(17,025,000)	(16,993,000)	(13,859,000)	(14,078,000)
Cash Flows from Non-capital Financing Activities				
State appropriations	15,407,000	14,040,000	12,451,000	12,230,000
Transfers from (to) System Administration	162,000	667,000	(247,000)	131,000
Gifts and grants for other than capital purposes	403,000	608,000	495,000	295,000
Gifts for endowment purposes	-	(49,000)	-	618,000
Agency transactions	30,000	26,000	(17,000)	12,000

GREAT BASIN COLLEGE				
STATEMENTS OF CASH FLOWS				
FOR THE YEARS ENDED JUNE 30, 2018, JUNE 30, 2017 AND JUNE 30, 2018				
	2019	2018	2017	2016
Cash Flows from Operating Activities				
Student Tuition and Fees	$7,513,000	$5,423,000	$5,267,000	$5,448,000
Federal grants and contracts	1,405,000	1,879,000	2,252,000	2,886,000
State grants and contracts	1,045,000	230,000	829,000	(256,000)
Local grants and contracts	-	-	-	-
Other grants and contracts	604,000	958,000	1,010,000	1,301,000
Payments for supplies and services	(4,540,000)	(3,973,000)	(3,050,000)	(3,658,000)
Payments for scholarships and fellowships	(2,982,000)	(2,675,000)	(2,259,000)	(2,334,000)
Payments for utilities	(706,000)	(690,000)	(658,000)	(685,000)
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Transfers from (to) System Administration	162,000	667,000	(247,000)	131,000
Gifts and grants for other than capital purposes	403,000	608,000	495,000	295,000
Gifts for endowment purposes	-	(49,000)	-	618,000
Agency transactions	30,000	26,000	(17,000)	12,000
Federal grants and contracts	2,522,000	2,519,000	2,227,000	2,298,000
Other non-capital financing sources (uses)	(287,000)	1,000	49,000	10,000

GREAT BASIN COLLEGE				
STATEMENTS OF CASH FLOWS				
FOR THE YEARS ENDED JUNE 30, 2018, JUNE 30, 2017 AND JUNE 30, 2018				
	2019	2018	2017	2016
Cash Flows from Operating Activities				
Student Tuition and Fees	$7,513,000	$5,423,000	$5,267,000	$5,448,000
Federal grants and contracts	1,405,000	1,879,000	2,252,000	2,886,000
State grants and contracts	1,045,000	230,000	829,000	(256,000)
Local grants and contracts	-	-	-	-
Other grants and contracts	604,000	958,000	1,010,000	1,301,000
Payments for supplies and services	(4,540,000)	(3,973,000)	(3,050,000)	(3,658,000)
Payments for scholarships and fellowships	(2,982,000)	(2,675,000)	(2,259,000)	(2,334,000)
Payments for utilities	(706,000)	(690,000)	(658,000)	(685,000)
Payments to employees for compensation and benefits	(20,393,000)	(18,929,000)	(18,128,000)	(17,758,000)
Loans issued to studens and employees	-	3,000	-	(5,000)
Collections of loans to students and employees	-	-	1,000	15,000
Sales & services of educational departments	226,000	388,000	393,000	416,000
Sales & services of auxiliary enterprises	428,000	352,000	387,000	547,000
Other operating revenue	375,000	41,000	97,000	5,000
Net Cash Used by Operating Activities	(17,025,000)	(16,993,000)	(13,859,000)	(14,078,000)
Cash Flows from Non-capital Financing Activities				
State appropriations	15,407,000	14,040,000	12,451,000	12,230,000
Transfers from (to) System Administration	162,000	667,000	(247,000)	131,000
Gifts and grants for other than capital purposes	403,000	608,000	495,000	295,000
Gifts for endowment purposes	-	(49,000)	-	618,000
Agency transactions	30,000	26,000	(17,000)	12,000
Federal grants and contracts	2,522,000	2,519,000	2,227,000	2,298,000
Other non-capital financing sources (uses)	(287,000)	1,000	49,000	10,000
Net Cash Provided by Non-capital Financing Activities	18,237,000	17,812,000	14,958,000	15,594,000

Cash Flows from Capital and Related Financing Activities				
Proceeds of capital debt	-	-	-	-
Payments for debt issuance costs	-	-	-	-
Capital appropriations	-	-	-	295,000
Capital grants and gifts received	-	515,000	-	-
Purchases of capital assets	(1,367,000)	(2,075,000)	(1,126,000)	(244,000)
Proceeds from the sale of property and equipment	-	-	-	-
Loss an disposal of property and equipment	-	-	-	(761,000)
Principal paid on capital debt and leases	(159,000)	(155,000)	(153,000)	(150,000)
Interest paid on capital debt and leases	(5,000)	(7,000)	(11,000)	(16,000)
Deposits for the acquisition of property and equipment	-	-	-	-
Net Cash Provided (Used) by Capital and Related Financing Activities	(1,531,000)	(1,722,000)	(1,290,000)	(876,000)
Cash Flows from Investing Activities				
Proceeds from sales and maturities of investments	1,708,000	1,904,000	828,000	1,400,000
Purchase of investments	(1,660,000)	(366,000)	(951,000)	(1,814,000)
Interest and dividends received on investments	180,000	165,000	40,000	89,000
Net (increase) decrease in cash equivalents, noncurrent investments	(12,000)	(23,000)	-	-
Net Cash Used by Investing Activities	216,000	1,680,000	(83,000)	(325,000)
NET INCREASE (DECREASE) IN CASH	(103,000)	777,000	(274,000)	315,000
Cash - Beginning of the Year	2,451,000	1,674,000	1,948,000	1,633,000
Cash - End of the Year	$2,348,000	$2,451,000	$1,674,000	$1,948,000
	2019	2018	2017	2016
Reconciliation of Operating Loss to Net Cash				
Used by Operating Activities				

Operating loss	$(20,998,000)	$(18,224,000)	$(16,702,000)	
Adjustments to Reconcile Operating Loss to Net Cash				
Used by Operating Activities:				
Depreciation expense	1,934,000	1,811,000	1,980,000	1,957,000
Change in pension related deferred outflows of resources	(137,000)	283,000	(1,018,000)	(117,000)
Change in pension related deferred inflows of resources	(186,000)	142,000	(211,000)	(632,000)
Change in OPEB related Deferred outflows of resources	(23,000)	227,000	-	-
Changes in OPEB related deferred inflows of resources	88,000	-	-	-
Changes In Assets and Liabilities:				
Accounts receivable, net	602,000	(772,000)	(16,000)	214,000
Accounts receivable from U.S. Government	(98,000)	198,000	(405,000)	336,000
Receivable from State of Nevada	(92,000)	(357,000)	377,000	(670,000)
Loans Receivable	-	3,000	(1,000)	10,000
Due to/from other institutions	(23,000)	(7,000)	(7,000)	18,000
Deposits and deferred expenditures, current	78,000	(79,000)	6,000	52,000
Accounts payable	91,000	(96,000)	243,000	(25,000)
Accrued payroll and related liabilities	22,000	69,000	21,000	(54,000)
Unemployment and worker's compensation insurance liability	(53,000)	75,000	(13,000)	(5,000)
Deferred revenue	719,000	724,000	324,000	(199,000)
Compensated absences	(6,000)	48,000	(24,000)	(18,000)
Net Pension Liability	1,058,000	(1,038,000)	1,587,000	616,000
Other Liabilities	-	-	-	-
Net Cash Used by Operating Activities	$(17,024,000)	$(16,993,000)	$(13,859,000)	