

Great Basin College

NWCCU Ad Hoc Report

Recommendation 2

**Attachment C: Strategic Plan
Draft**

1.March.2022



Attachment C: Draft of Strategic Plan (draft 5.3, 10.February.2022)

Great Basin College

Strategic Plan
2022–2025

What We Do
Who We Are
Where We're Going

Welcome to Great Basin College

For more than fifty years, Great Basin College has been at the forefront of innovative course and program delivery for Elko and across rural and frontier Nevada. GBC has changed over the years, meeting the demands of our students and their aspirations.

Now the world is changing faster than ever. The demands of the workplace and the needs of the public square mean GBC must be intuitive, responsive, and accountable for the education we offer.

This strategic plan, 2022–2025, answers this challenge—reflecting a data-informed, accountable institution that is dynamic with innovation and an incubator of interdisciplinary thought.

This is what we do. This is who we are. This is where we're going. This is why we're the gold standard in the Silver State.

Welcome to GBC.

What We Do: Great Basin College's Mission

Transforming lives through education

Philosophy

Since 1967, Great Basin College has grown from a local community college in Elko to one serving students throughout rural and frontier Nevada, as well as across the region, country, and around the world. As a part of this change, the necessity of access, equity, and inclusion is very clear—preparing students for a diverse community, society, and professional environment. With offerings across a wide-range of in-demand fields, strong partnerships with institutions like the University of Nevada, Reno, and partnerships in community education programs to support the workforce, academic, and social needs of our communities, GBC offers a future-ready education across rural and frontier Nevada—and beyond.

Themes and Outcomes¹

Theme 1: The Student Experience

Institutional Value: At the center of every college or university is the student. We value an accessible education by being affordable, flexible, and equitable.

- Outcome Category 1: Student Success
- Outcome Category 2: Student Satisfaction
- Outcome Category 3: Access
- Outcome Category 4: Retention and Completion

Theme 2: Inclusion, Diversity, Equity, Access, and Sustainability

Institutional Value: Our best ideas come about when all voices are heard and valued.

- Outcome Category 1: HSI/Underrepresented
- Outcome Category 2: Diversity

Theme 3: Workforce and Student Development

¹ For a delineation of mission outcomes and their reporting structure, please see Appendix A.1.

Institutional Value: A healthy community is backed by a skilled and knowledgeable workforce.

- Outcome Category 1: Partnerships and Program Alignment
- Outcome Category 2: Facilities and Resources

Theme 4: Lifelong Learning and Collaboration

Institutional Value: We are a part of our community. The partnerships we forge and the education we provide are a cornerstone of the communities we serve.

- Outcome Category 1: Partnerships, Collaboration, and Outreach
- Outcome Category 2: Continuing Education

Theme 5: Resources

Institutional Value: We make the most of our resources to find value for our students and stakeholders—a trait found throughout rural and frontier Nevada.

- Outcome Category 1: Marketing and Communication
- Outcome Category 2: Facilities and Technologies

Where We're Going: Great Basin College's Vision

Great Basin College will prepare students for lifelong learning in an evolving global workplace.

Vision Philosophy

Great Basin College will match the needs of our students, industry, and state, preparing for careers in an evolving workplace now and in the future through a robust and flexible mixture of degrees, certificates, workforce training, and community education—with open access, through innovative delivery, with an interdisciplinary and equity lens, and by dedicated faculty and staff.

Goals: GBC 2022–2025*

Categories:

- Academics: Flexibility and Innovation
 - Institutional Partnerships: Strengthening existing and building new partnerships with the University of Nevada, Reno as well as other higher-education institutions in Nevada as appropriate.
 - Curriculum: Exploring new opportunities for programs and courses for degrees/certificates, continuing education, and interdisciplinarity.
 - Modality: Providing an education and well-lit pathway through a rich mix of course delivery options, scheduling options, additional approaches to student achievement (competency-based, etc.)
- Accessibility and Equity
 - Equity in Opportunity: Ensuring programs, courses, and all college offerings are available to all students, and that underrepresented groups inform decision-making; this includes the services and opportunities that come with HSI status.
 - Equity in Achievement: Reviewing programs, courses, and all college offerings with disaggregated data, ensuring that success rates are not disproportionately affecting underrepresented groups and applying resources in response to any evident need.

* For a breakdown of the categories and details of GBC's vision, see Appendix A.2.

- Accessibility: Developing programs, courses, and all college offerings with an eye toward accessibility by all—this includes geography, identity, disability status, etc.
- Partnerships: Innovation and Collaboration
 - Institutional Convergence: Building our relationship with the University of Nevada, Reno as we converge on our purpose, mission, and operations.
 - Workforce and Industry: Collaborating with industry to ensure a GBC education is training for the jobs of now and next in Nevada and beyond.
 - Transfer: Managing transfer arrangement both within Nevada and beyond, getting students to where they need to be to meet their educational goals.
 - Experiential Learning: Developing opportunities to learn within industry, providing invaluable direct experience as part of a GBC education.
 - High School Dual Enrollment: Providing, through multiple modalities, opportunities for high school students in Nevada and beyond to achieve their higher-education dreams sooner with robust offerings.
- Enrollment and Student Success
 - Recruiting and Advising: Creating a smooth pathway, from initial recruitment to initial enrollment, for all students.
 - Retention and Success: Monitoring student enrollment and success, especially with disaggregated data, and applying resources wisely to meet challenges to retention and success.
 - Placement and Satisfaction: Measuring student job placement and soliciting feedback from alumni and their employers for their satisfaction with the GBC education.
- Sustainability
 - Institutional and Employee: Maintaining goals and objectives in a manner that is manageable within positions, departments, and offices; equitably distributing resources in a manner that supports practices that are sustainable for the institution and the employee.
 - Succession Planning: Ensuring processes, policies, and practices are embedded within positions, departments, and offices rather than individuals to maintain practices across the college; training

employees to manage additional job functions and making such processes publicly available in order to maintain continuity.

Reporting and Implementation Process: Closing the Loop

Reporting:

With reporting responsibilities and goals for this plan fitting into an annual cycle, the reporting and implementation process of the plan as a whole must be annual as well. Appendix A lists the offices, departments, and positions responsible for each segment of this plan, and each responsible party will then submit their reports, by July 1 (if applicable) to the administration's designee for completing an annual Closing the Loop report for the institution.

The initial Closing the Loop plan, created as part of the 2020 NWCCU GBC self study, is to be updated based on the reporting responsibilities in Appendix A. Similar to the responsibilities of the accreditation liaison officer, the responsibility for this report should be assigned as part of the work duties of an appropriate employee or designee of Great Basin College.

Implementation:

Much the same way annual evaluations are an important indicator of employee performance and success, annual assessments of goals and outcomes are an imperative indicator of departmental performance and success. It is the responsibility of every department (division, office, etc.) at GBC to include, as part of their goals and outcomes, measures or narratives that include mission and values fulfillment as part of GBC 2022–2025. This strategic plan covers the entire institution and should be reflected in all of our work.

Succession Planning:

Institutions change every year, including their employees. It is therefore imperative that the responsibility for reporting and implementing this plan do not live with specific individuals but rather with positions, offices, etc. As stated above, there should be a central reporting designee established by administration, and the reporting process should be collaborative between this individual and the IR&E director.

The duties therein would consist of ensuring that all areas of the college are reflecting this plan. They will work with VPs, deans, directors, and other responsible bodies to ensure that all departments, divisions, and offices are

effectively implementing this plan through setting goals and assessing/reporting outcomes.

Further steps in an ongoing process of planning improvement and development are included below under GBC 2025.

Review Process for This Plan

Similar to the academic-focused curricular review process, the results of this plan and its metrics will be reviewed annually. This process is determined by administration and the results will be shared on an annual basis to all stakeholders via advisory boards, faculty senate, student government, and classified council (amongst other avenues of dissemination).

The results of this review should result in adjustments being made to measurements under mission and values as well as annual goals.

GBC 2025

GBC's next strategic plan will be a natural extension of this current plan, offering a platform for decision-making and reporting that is flexible and able to be realized. The next plan will operate on the following approximate timeline:

- Fall 2023: a working group is established consisting of (at least) the VPSAA, IR&E director, and faculty senate chair
- Winter 2023/24: the working group works with faculty senate to establish the full committee, to be seated during the spring term; the full committee should, in addition to the process of inclusion already in place, include the IDEAS task force chair, the director of continuing education, and the dean of online education
- Spring 2024: the full committee begins the listening process through surveys, forum sessions, focus groups, and similar venues of conversation
- Spring 2024: leadership council and advisory boards supply the working group and the committee with institutional priorities and feedback from the 2022–2025 plan.

- Summer 2024: the working group compiles the results of the listening processes and creates a structure for the mission, values, and vision of the institution; drafting begins
- Fall 2024: drafting continues; the working group combines administrative and board feedback from the previous plan into the new draft
- Fall 2024: the plan is drafted to a point where the committee and leadership council can provide feedback—this is to be done before October 1
- Fall 2024: information and feedback sessions are organized by the full committee to explain the new plan draft, solicit feedback, etc.
- Winter 2024/25: the plan is drafted into a near-complete state and presented to leadership for approval.
- Spring 2025: goals and outcomes from the new plan are disseminated throughout the institution, with departments, divisions, offices, etc. responsible for adjusting their plans to align with the new strategic plan.
- Spring 2025: GBC 2025 goes to the Board of Regents for approval
- Fall 2025: GBC 2025 is implemented

Appendix A: Assessment

This document delineates reporting responsibilities for each area of the mission, values, and vision. It is subject to change based on personnel, reporting requirements, or other contextual changes.

A.1: Mission

Theme 1: The Student Experience

Outcome Category 1: Student Success (grades, term-to-term retention, year-to-year retention, graduation rates, employment rates, goal achievement)

- Program Outcomes
 - Reporting responsibility: deans, program supervisors, IR&E
 - Part of program review
- Course Outcomes
 - Reporting responsibility: deans, department chairs, and instructors
 - Part of evaluation system

Outcome Category 2: Student Satisfaction (Noel Levitz & Course Evaluations)

- Reporting responsibility: IR&E
- Student satisfaction survey measures

Outcome Category 3: Access

- Reporting responsibility: distance education department
- Technology Outcomes
 - Part of technology strategic plan
 - Accessibility
 - Delivery modes

Outcome Category 4: Retention and Completion

- Reporting responsibility: VPSAA, deans, registrar, IR&E
- Retention and Persistence
 - Course completion
 - Progressive Grade Rate (aiming for 70%, can be contextualized)

- Direct Measures
- Indirect Measures
- Program completion
 - Direct Measures
 - Indirect Measures
- Retention and graduation rates
 - Year-to-Year
 - Term-Term Retention Rates
 - Institutional graduation rates,
 - Program retention rates

Theme 2: Inclusion, Diversity, Equity, Access, and Sustainability

Outcome Category 1: HSI/Underrepresented

- Reporting responsibility: IR&E, VPSAA, registrar, IDEAS chair
 - HSI population: proportion enrolled vs service-area population
 - HSI persistence and success rates
 - disaggregated data
 - Compared to student population

Outcome Category 2: Diversity (students, faculty/staff, etc.)

- Reporting responsibility: IR&E, diversity officer
 - Disaggregate student population rates and trends
 - Proportion enrolled vs service-area population
 - Disaggregate faculty/staff rates and trends
 - Compared to student population

Theme 3: Workforce Development

Outcome Category 1: Partnerships and Program Alignment

- Reporting responsibility: IR&E, VPSAA, curricular review committee
 - Assess labor demands—curricular review
 - Program assessment—employer satisfaction
 - Program assessment—student satisfaction

Outcome Category 2: Facilities and Resources

- Reporting responsibility: VPs, deans, buildings and grounds

- Assess resource needs for student skills
- Assess resource needs for labor demands

Theme 4: Community

Outcome Category 1: Partnerships, Collaboration, and Outreach

- Reporting responsibility: ex officio board members/administration
 - Advisory boards
 - Communications department

Outcome Category 2: Continuing Education

Reporting responsibility: continuing education department

- Part of continuing education program review
- Workforce training
- Other continuing education programs

Theme 5: Resources

Outcome Category 1: Marketing and Communication

- Reporting responsibility: ED of communication
 - Part of communication strategic plan

Outcome Category 2: Facilities and Technologies

Reporting responsibility: distance education, buildings and grounds

- Part of technology strategic plan
- Part of facilities master plan

A.2: Vision

Category 1: Academics: Flexibility and Innovation

- Institutional Partnerships: Strengthening partnerships with other higher-education institutions in Nevada—particularly the University of Nevada, Reno—as well as school districts throughout Nevada.
- Curriculum: Exploring new opportunities for programs and courses for degrees/certificates, continuing education, and interdisciplinarity.

- Modality: Providing an education and well-lit pathway through a rich mix of course delivery options, scheduling options, additional approaches to student achievement (competency-based, etc.)
- Measures: Qualitative, narrative of accomplishments
- Reporting Responsibility: Determined by leadership

Category 2: Accessibility and Equity

- Equity in Opportunity: Ensuring programs, courses, and all college offerings are available to all students, and that underrepresented groups inform decision-making; this includes the services and opportunities that come with HSI status.
- Equity in Achievement: Reviewing programs, courses, and all college offerings with disaggregated data, ensuring that success rates are not disproportionately affecting underrepresented groups and applying resources in response to any evident need.
- Accessibility: Developing programs, courses, and all college offerings with an eye toward accessibility by all—this includes geography, identity, disability status, etc.
- Measures: accessibility metrics, modalities, disaggregated data of enrollment and success
- Reporting Responsibility: IR&E, online education, IDEAS chair, deans

Category 3: Partnerships: Innovation and Collaboration

- Institutional Convergence: Building our relationship with the University of Nevada, Reno as we converge on our purpose, mission, and operations.
- Workforce and Industry: Collaborating with industry to ensure a GBC education is training for the jobs of now and next in Nevada and beyond.
- Transfer: Managing transfer arrangement both within Nevada and beyond, getting students to where they need to be to meet their educational goals.
- Experiential Learning: Developing opportunities to learn within industry, providing invaluable direct experience as part of a GBC education.

- High School Dual Enrollment: Providing, through multiple modalities, opportunities for high school students in Nevada and beyond to achieve their higher-education dreams sooner with robust offerings.
- Measures: industry satisfaction, transfer articulations, dual-enrollment data
- Reporting Responsibility: deans, transfer coordinator, dual-enrollment coordinator

Category 4: Enrollment and Student Success

- Recruiting and Advising: Creating a smooth pathway, from initial recruitment to initial enrollment, for all students.
- Retention and Success: Monitoring student enrollment and success, especially with disaggregated data, and applying resources wisely to meet challenges to retention and success.
- Placement and Satisfaction: Measuring student job placement and soliciting feedback from alumni and their employers for their satisfaction with the GBC education.
- Measures: enrollment services data, retention, completion rates, job/transfer rates, student and employer satisfaction
- Reporting Responsibility: director of enrollment services, IR&E, deans

Category 5: Sustainability

- Institutional and Employee: Maintaining goals and objectives in a manner that is manageable within positions, departments, and offices; equitably distributing resources in a manner that supports practices that are sustainable for the institution and the employee.
- Succession Planning: Ensuring processes, policies, and practices are embedded within positions, departments, and offices rather than individuals to maintain practices across the college; training employees to manage additional job functions and making such processes publicly available in order to maintain continuity.
- Measures: Qualitative, by department/division/office
- Reporting Responsibility: Determined by leadership