

2020
Year Seven Self-Study

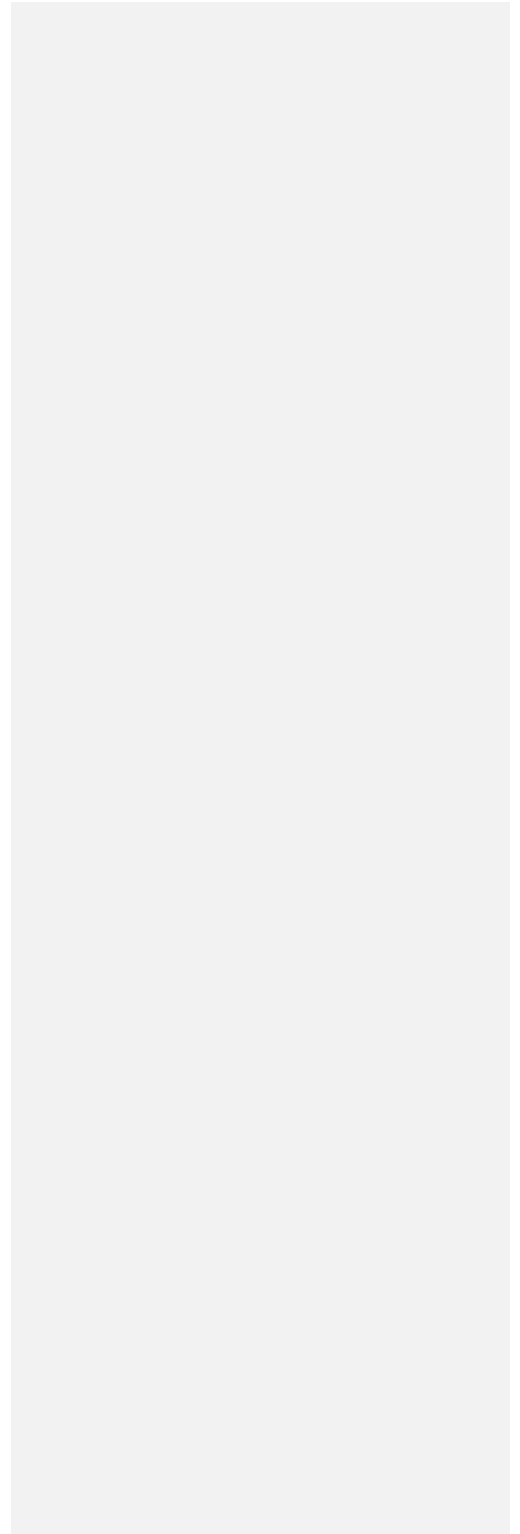


Table of Contents: Page 2

1. Institutional Overview
 - a. The story
 - b. Strategic Planning
 - c. Accreditation
 - d. Resource Allocations (President and VP Siebert)
2. Basic Institutional Data Form (Bill and Administration)
3. Update on Institutional Changes Since Last Report
 - a. Introduction
 - b. Institutional Changes
 - i. Administrative Changes
 1. Chancellor
 2. President
 3. Vice Presidents
 - ii. Academic Changes
 1. General Education
 2. Assessment
 3. Programs
 - c. Response to Topics Raised in Mid-Evaluation Reporting
4. STANDARD ONE – INSTITUTIONAL MISSION AND EFFECTIVENESS
 - A. Introduction of Eligibility Requirements
 - 1.A. Institutional Mission (Evi and Mary)
 - 1.B. Improving Institutional Effectiveness (Evi and Mary)
 - 1.C. Academic Quality (Josh, Dan, and Julie)
 - 1.D. Student Achievement (Josh, Dan, and Julie)
5. STANDARD TWO – GOVERNANCE, RESOURCES, & CAPACITY
 - 2.A. Governance (Evi and Mary)
 - 2.B. Policies and Procedures (Jinho)
 - 2.C. Institutional Integrity (Evi and Mary)
 - 2.D. Financial Resources (Bill)
 - 2.E. Human Resources (Mary)
 - 2.F. Student Support Resources (Julie)
 - 2.G. Library and Information Resources (Mary)
 - 2.H. Physical and Technology Infrastructure (Jinho and Pat?)
6. Conclusion
7. Appendices

Institutional Overview (2 pages max):

Great Basin College, a Carnegie-classified dual mission institution embracing both a comprehensive community college and four year college mission, offers approximately 4,600 students—across 86,000 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 NSHE 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 our institution.

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

Basic Institutional Data Form (Bill is working on this).

Preface (Brief Update on Institutional Changes & Response to Institutional Changes)-we will need to address previous findings here.

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 policy making 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.

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.

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 we are 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: provide educational opportunities, foster cultural awareness, and provide curricula and programs for careers.

*Theme 2, **build bridges and create partnerships***, is supported by these objectives: facilitate seamless transfer of students between high school, community college, and universities; build and sustain workforce programs; and support community needs.

Theme 3, serve rural Nevada, is supported by these objectives: provide access to education at distant locations, provide resources to meet the educational needs of the service area, and provide needed services to students at all GBC centers.

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, data was not updated annually—a gap in the process—and is now being appropriately updated. This has resulted in the Institutional Assessment Plan being phased out in favor of the NSHE-mandated Strategic Plan Metrics. More on these metrics 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.

Strategic Plan

Great Basin College updates its strategic plan every seven years based on input from multiple metrics and all internal and external stakeholders. The current plan is due to be reviewed during the 2020–21 academic year. The process is mandated by the Nevada System of Higher Education.

a. [Add link to NSHE Policy](#)

b. [Consider adding strategic plan link](#)

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.

GBC is focused on institutional effectiveness through continuous improvement: many processes are under constant review. Currently, GBC is monitoring benchmarks 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; these have also been informed by the [Institutional Assessment Plan](#) (IAP), along with program and course assessment practices.

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



oped to identify data that supports the Strategic Enrollment plan is designed to refine and inform action plans for student learning and ; the development of this plan was the ment. Similar capacity issues across ion at large.

so 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 affairs.

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, and 5. Research. These metrics reflect goals of the entire state through the NSHE system.

Institutional Assessment Plan: The Institutional Assessment Plan was a comprehensive look at key indicators reflecting mission fulfillment. Included in this were seven elements derived directly from the GBC mission: 1. Serve Rural Nevada, 2. University Transfer, 3. Workforce Development, 4. Partnerships, 5. Developmental Education, 6. Community Service, and 7. Student Support. Collectively it was an expectation that the seven elements from the mission must be satisfied. To assist in determining this, there was an expectation in the IAP that a benchmark of 85% of the criteria for evaluating these elements be met to indicate mission fulfillment. This information was included in our most recent [Mid-cycle Report](#) under Appendix A.

GBC Strategic Plan: 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.

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 IPEDS, Noel Levitz, and the National Community Benchmark Project. This combined data is ultimately reported to the 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.

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 meet the needs of the institution’s mission.

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.

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.

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 we serve. 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.

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 complete list of our programs 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, 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.

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.

All new programs require an academic program proposal form and a new program cost estimate form. These forms and the NSHE guidelines regarding new programs can be found on the [NSHE program page](#). All new programs must be approved by the vice president for academic and student affairs (VPASA) before they are brought to curriculum and articulation. Refer to the [program approval sequence](#) to see all the approvals required after a new program is approved by curriculum and articulation, faculty senate, and leadership council.

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.

Additionally, program and degree learning outcomes are available on degree-specific website pages. Degree-specific webpages can be located [here](#).

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](#).

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](#).

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 X.**

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 X+1.**

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 X+2.](#)

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. [The plans and pilot data can be found in Appendix X+3.](#)

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.

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.

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.

<USE COURSE AND PROGRAM ASSESSMENTS FOR EVIDENCE>

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 <NEED TO GET A BETTER OVERVIEW ON HOW THIS IS DONE AND THE PROCESS DETAILS>.

Commented [1]: How are support services assessed?

Commented [2]: How are support services assessed?

EVIDENCE

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.

Each year, GBC reports an academic master plan to the Nevada System of Higher Education.

<EXPLANATION OF PROCESS>

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.

(Need to gather up the info here from NSHE website for an appendix)

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

Commented [3]: Could add the academic master plan here that is updated annually and sent to NSHE. Also, my concern is we haven't been reflecting on the IAP or SP. We need this data to look at for an action plan or closing the loop.

Commented [4]: How are we using data to improve?

Commented [5]: What kind of info do we want here? A small bit each on advising, coreq, and retention?

Commented [6]: That's kind of what I was thinking. Are appendixing that business.

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 all NSHE policies 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. Achievement of this criteria can be found in the following:

INSTITUTIONAL TRANSFER POLICIES/SYSTEM TRANSFER POLICIES

Commented [7]: Is this going to be an NSHE link?

Commented [8]: I am not sure if there is one. I will contact Melissa about this heading and the next.

Commented [9]: E-mailed Melissa.

In addition, GBC maintains transfer and articulation agreements with a number of additional institutions designed to facilitate smooth transitions for transfer students transferring both in and out.

LIST OF AGREEMENTS

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.

NSHE/GBC UPDATED POLICIES GO HERE

GBC UPDATED WEB PAGES GO HERE

In addition to these changes, the college is working to improve student retention via the implementation of the Starfish system as well as a multi-level strategic enrollment

management plan, implementation of NSHE Strategies for Success and a redesign of the college's orientation program.

STARFISH INFO

STRATEGIC ENROLLMENT MANAGEMENT PLAN

NSHE STRATEGIES FOR SUCCESS

ORIENTATION REDESIGN DISCUSSION

COREQUISITE TASK FORCE

Commented [10]: Starfish is still being implemented. This reference should remain.

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).

A common narrative addresses 1.D.2–1.D.4; see below

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.

A common narrative addresses 1.D.2–1.D.4; see below

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.

Standards 1.D.2–1.D.4 are addressed at Great Basin College via the ongoing work of various administrative offices, institutional leaders and advisory bodies. 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](#). Information on NSHE Strategic Planning can be located [here](#).

Commented [11]: Add NSHE link.

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](#).

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 strategic planning process, with the current strategic plan culminating in 2021. The NSHE system is currently within the process of strategic planning, but has identified its benchmarks for the process 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.