

**Great Basin College**  
**FACULTY SENATE 2025-2026**  
**Friday, February 20, 2026**  
**9:00 am**

*Elko – GTA 130; Ely – GBC 118; Pahrump- PVC 123; Winnemucca – GBC 123/124.*

**AGENDA**

1. Roll Call:
2. Call to Order:
3. Approval of January 23, 2026 Minutes - For Possible Action
4. English Proficiency Requirements for International Applicants at GBC - Vice President of Student Affairs, Matt Aschenbrener
5. New SGA President Introduction and Announcements – Storm Raine
6. Senate Chair Verbal Report -
7. Standing Committee Reports:
  - a. Academic Standards & Assessment..... Verbal/ Written Report
    - i. Proposed 2026 GBC Inst. Gen Ed Assessment Plan – For Info Only w/ Action in March
    - ii. GBC Gen Ed Assessment Process Flowchart – For Information Only
    - iii. Gen Ed 5-Year Assessment Plan 2019 – For Information Only
  - b. Bylaws..... No Report
  - c. Compensation & Benefits..... No Report
  - d. Curriculum Review..... Action Items
    - i. Proposed New Courses and Replacements – For Possible Action
  - e. Instructional Technology..... No Report
  - f. Gen Ed Committee..... Verbal/ Written Report
    - i. Report – Information Only
  - g. Personnel..... Verbal/ Written Report
    - i. Report – Information Only
  - h. Policy Review Committee, ad hoc ..... Verbal/ Written Report
    - i. Proposed Revisions to Gen Ed Requirements at GBC – For Information Only
8. Equipment Awards – For Possible Action
9. Unfinished Business:
10. New Business:
11. Information Items:
  - i. Curricular Review Report 2025 – Draft – Carrie Meisner
  - ii. ADA Update – Arysta Sweat
12. Announcements:

**13. Good of the Order:**

**14. Moved to adjourn:**

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9:00 am**

***Elko – GTA 130; Ely – GBC 118; Pahump- PVC 123; Winnemucca – GBC 123/124.***

**DRAFT MINUTES**

1. **Roll Call:** Tim Esh, Steven Hrdlicka, Robert Cowan, Travis Macias, Jason Stanfill (Proxy for Norm Whittaker), Christopher Salute, Madison Arbillaga, Dorothy Callander, Jamie Carlson, Merrick Mildrum, Jennifer Puentes, Daniel Murphree, Fred Nalyanya, Ethan Hawkley (Proxy for Stephanie Davis), Olivia Rice, Tiffany Ross, Gail Rappa, Kimberly Noah, Tim Beasley

**Other Members Present:** Oscar Sida (Chair), Dean Straight (Vice-Chair), Dave Sexton, George Kleeb, Brandy Nielsen, Mitzi Husbands, Kassi Gray, Eleanor O'Donnell, Deanna Hamilton, Nicole Jameson, Janelle Lemley, Toni Milano, Yvonne Naungayan, Jennifer Stieger, John Rice, Sam Leyba, Abigail Loya, Ben Hyzer, Amy Smith, Morgan Roberts, Anna Freistroffer, Jeff Winrod, Arysta Sweat, Tmara Mette, Leslie Maple, David Antonini, Michelle Beecher, Mike McGhee, Xunming Du, Rita Pujari, Gerardo Wence-Munoz, Adrianna Mendez, Heather Mitchel, Francisco Sanchez, Jenny Ahlvers, Krishna Subedi, Jason Brick

**Others Present:** VP Sarah Negrete, Dean Karl Stevens, Kimberly Myers

2. **Call to Order:** 9:05 a.m.
3. **Approval of November 21, 2025 Minutes - For Possible Action**

**A motion to approve the Minutes for November 21, 2025 was by Daniel Murphree, seconded by Kim Noah. Motion carried unanimously.**

4. **90-Credit BAS Degree Update – Vice President for Faculty Success, Sarah Negrete**

VP Negrete - There have been a lot of recent changes since the end of VP Negrete's Academic Affairs Council meeting in December. In that meeting, there were the usual questions and concerns, but CSN was in the forefront. They have a Project Management degree at the 120 credits, so their concern was GBC having the same degree at 90 credits. If GBC was successful, CSN would be "hot on our tails" to form their own 90-credit BAS.

The Chancellor's Cabinet originally decided that they would not move forward with any degrees less than 120 credits, but President Donnelly and VP Negrete met with the Chancellor and Vice Chancellor at NSHE and explained why moving forward with GBC's 90-credit BAS was important.

Ultimately, it was decided that NSHE will give a presentation to the Regents about the less than 120-credit degrees, and then GBC will be able to take the 90-credit BAS forward in July. It does push back the program to start in January 2027, because there was no way it would be approved and through Northwest before June - it must go through Northwest before GBC can market it. VP Negrete voiced that if anyone had any questions, she would be happy to answer them.

Chair Sida wanted to mention that the Accreditation body had already approved this, so it isn't going to stop other institutions from moving forward with their own.

VP Negrete agreed and added that a couple institutions already have 90-credit degrees and are even moving forward in the BA and BS realm. She also mentions that NSHE has a policy that all AAs are 60 credits and all BAs are 120 credits, making the 90-credit BAS outside policy. This potentially one of the reasons why moving forward is delayed.

**5. Vice-Chair Nominations Open for New Faculty Senate Vice-Chair – Nominations Due by Next Executive Meeting, February 13, 2026.**

The current Faculty Senate Vice-Chair, Dean Straight, was promoted into the Interim Dean of Arts and Sciences beginning February 22, so he would not be able to serve in both roles. The new vice-chair would step into the chair position in July.

One member asked if the current chair, Oscar Sida, would serve for another year, not unlike the situation with the previous chair, Dave Sexton. However, Chair Sida mentioned that he would decline, as other responsibilities, which include a new undergraduate program, would take priority.

Nominations for the new Faculty Senate vice-chair now open.

**6. Senate Chair Verbal Report:** Chair Sida attended his first SGA meeting to support GBC student body, which was important. He asked the faculty to also support their activities and their involvement in the community. They are searching for faculty advisors and co-advisors. Please contact SGA or James Kendall if you are interested.

Chair Sida mentioned a tuition and fee increase within NSHE that is currently under consideration at the Board of Regents Special Meeting in January. The increase is unpopular among students and constituents and is expected to have significant institutional impact.

There were two options presented in the BOR meeting. Both examples shown are for lower division:

Option 1 begins with a 2% increase in 2026-2027, then 3% in 2027-2028, & 4% in 2028-2029.

Option 2 delays the increase until 2027-2028 with a 5% increase and then 4% in 2028-2029.

Faculty are concerned that increased enrollment to offset deficits only increases workload and strain.

Some believe the issue requires deeper reform of the state funding formula rather than relying primarily on tuition and fee increases. The Chairs meet and discuss this; they're putting together a report that will address concerns.

**7. Standing Committee Reports:**

a. Academic Standards & Assessment..... **Written Report**

**i. Report – Information Only**

Chair Naungayan discussed what the committee will be working on in the upcoming semester. One of their big focuses this year is making sure to improve the GBC Institutional General Education Assessment Plan, which is the same as the Institutional Learning Outcomes Assessment.

After completing the first five-year assessment cycle, the committee recognized it was a learning experience for both departments and the committee in terms of understanding expectations and data collection requirements. To improve clarity and efficiency, they are going to create a **process map** to visually outline roles, responsibilities, and timelines. They will be collaborating with the Gen Ed Committee to refine processes and develop a **template/checklist** to clearly specify what data departments need to submit. They are meant to clarify the existing process, not change it. More detailed updates will be shared in February.

Chair Sida appreciates all their work and suggests that the committee sends out the process map and checklist in the beginning of May, so the departments can prepare and be better organized.

b. Bylaws..... **Verbal Report**

Chair Straight mentioned that he will also be stepping down from the Chair of Bylaws, since the position is technically designated for the Senate vice-chair.

c. Compensation & Benefits..... **Verbal Report**

**i. Professional Development Applications for Spring 2026 – Open**

Applications will be accepted until March 31st.

d. Curriculum Review..... **Action Items**

**i. Proposed New Technical Writing Skills Certificate – For Possible Action**

**A motion to approve the new Technical Writing Skills Certificate was by Dodi Callendar, seconded by Ethan Hawkley. Motion carried unanimously.**

e. Instructional Technology..... **Written Report**

**i. Report – Information Only**

f. Gen Ed Committee..... **No Report**

g. Personnel..... **No Report**

h. Policy Review Committee, ad hoc ..... **Verbal Report**

George Kleeb will now be the Chair of the Policy Committee, since Dean Straight must step down from this one, as well. The committee is working on a General Education Policy that will be sent to the Gen Ed Committee for review.

**8. Unfinished Business: None.**

**9. New Business: None.**

**10. Information Items: None.**

**11. Announcements:**

A member wants to thank SGA and James Kendall for the excellent bowling night they organized.

SGA Scholarship - \$500 award. Faculty can nominate students.

Equipment Awards - \$300,000

The deadline – ASAP. They must be in before the next Faculty Senate (Feb 20th).

Equipment Awards are funded by student fees, so unfortunately, they cannot be awarded to non-credit programs.

**12. Good of the Order: None.**

**13. Daniel Murphree moved to adjourn: 9:45 a.m.**

# GBC Institutional General Education Assessment Plan (proposed 2026 revision)

## Background

In the 2017-2018 academic year, Great Basin College transitioned to a new, outcomes-based General Education Program and developed a dedicated General Education 5-Year Assessment Plan to ensure ongoing student learning, success, and continuous program improvement. This plan emphasizes linking specified courses to specific General Education outcomes as defined in the GBC Course Catalog, while valuing faculty and department participation in creating course-level, content-specific assessments. The courses may be identified as General Education courses, or as program-specific courses that include embedded General Education learning outcomes.

## Purpose

The assessment procedures were designed to generate valuable data for both the General Education program at the institutional level and for individual instructors and departments, while respecting the autonomy and disciplinary expertise of those teaching General Education courses. This approach allows instructors to create course assessments that are meaningful to them, supporting their pedagogical practices and producing the information needed to effectively guide and improve the overall General Education program.

## Approach

The approach incorporates a mediated assessment model designed to satisfy both the institutional need for quantifiable, consistent data and the faculty need for autonomy and disciplinary relevance. The guideline-structured nature of this approach allows for a balance between institutional guidance and alignment with academic freedom:

| <b>Institutional Guidance and Alignment</b><br>(GBC Administration, GEC/ASAC Committees)                                                                                                         | <b>Academic Freedom</b><br>(Departments/Instructors)                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sets parameters/guidelines (e.g. must be tied to specific General Education learning outcome, must be quantifiable, must be measured)                                                            | Chooses outcome assessment method (e.g., a capstone project, research paper, case study analysis, a common question bank, an embedded exam question) |
| Determines what must be assessed (i.e., the specific General Education Learning Outcomes)                                                                                                        | Determines how the assessment is conducted within their specific course/department                                                                   |
| Requires the methodology to be interpretable and accessible by parties outside of the discipline/department (e.g. administrators, Faculty Senate committee members, external accrediting bodies) | Ensures the assessment is use-driven and relevant to the disciplinary content being taught                                                           |

## Structure

The structure of General Education assessment is defined by the General Education Assessment Guidelines which sets parameters for assessment, including:

- Assessments must focus on observable demonstrations of student learning.
- Assessments must utilize appropriate general education outcomes.
- Assessments must contain quantifiable data.

While assessment parameters are set, the structure allows individual faculty and departments to determine the precise methods of assessment within their courses, in a way that can be explained and interpretable by third parties outside of the discipline (e.g., GBC administrators, Faculty Senate committee members and outside accrediting bodies). **These methods can include: quizzes, tests, assignments, discussions, lab activities and observations.**

## General Education Assessment Process

The General Education Assessment Process at Great Basin College follows a cyclical, five-year plan:

1. **Submit and Review Course Assessment Plans:** A faculty member or department proposes a **General Education Assessment Plan** for a given course **(or for all of the courses offered by the department that include General Education learning outcomes)** to the **General Education Committee (GEC)**. The GEC reviews the methodology for clarity and usability regarding General Education program assessment.
2. **Gather Data and Submit Course Reports:** Academic departments and faculty members **gather General Education outcomes assessment data** from their courses according to the accepted course assessment plans. Academic departments utilize the gathered data to **submit a General Education Assessment report** to the Academic Standards and Assessment Committee (ASAC), according to the specified group of General Education learning outcomes within the General Education Assessment cycle:
  - YEAR 1 - Communications and Expressions
  - YEAR 2 - Logical and Scientific Reasoning
  - YEAR 3 - Human Societies and Experience
  - YEAR 4 - Technological Proficiency
3. **Compile and Review Aggregate Outcome Results:** Once all course reports for a given set of outcomes are available, ASAC **reviews the aggregate results** across all courses addressing that particular outcome. This is done to **compile data for an overall General Education Outcomes Report**.
  - *Note: These separate GenEd outcome reports detail achievement across courses and document student achievement trends. They are produced within the **first four years** of the cycle according to a set schedule.*
4. **Produce the General Education Program Review:** In the **5th year** of the cycle, ASAC **compiles a General Education Program Review**. This document compiles **all General Education outcome reports** submitted by the Academic Departments and their **accompanying action plans**, considers student performance across General Education outcomes, and **recommends modifications or refinements** of the program to be explored and pursued in the next cycle.

# ***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.

### **NWCCU Accreditation Report**

For the coming NWCCU accreditation, GBC seeks clear assessment data and plans for all General Education courses, along with other courses that include embedded General Education learning outcomes.

Visio GBC General Education Assessment Process Map - Current  
Reference: General Education Five Year Assessment Plan Fall 2019

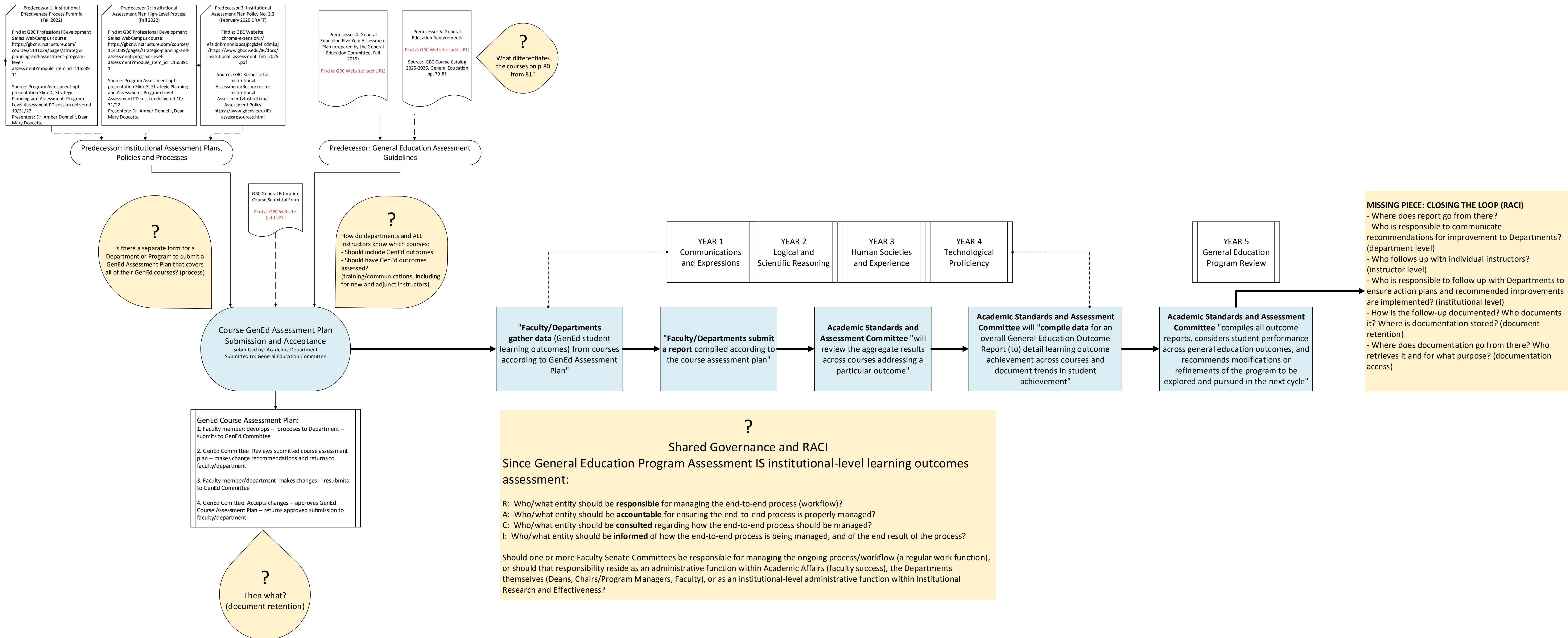
(as-is process AY2024-25)

COLOR KEY:

White - background information, process inputs, Year 1-5 Report information

Blue - Steps in the process as currently outlined in the 2019 General Education Five Year Assessment Plan

Yellow - identified possible gaps in current (as-is) process



# ***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<sup>1</sup>, 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

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<sup>1</sup> The redesign of General Education focused on the A.A. and A.S. degrees, as A.A.S. degrees, Certifications and other programs, due to governance and accreditation of outside bodies, make use of embedded general education. Additionally, these programs and degrees are reviewed independently on the program/degree level, which made the matter of assessing the A.A. and A.S. degrees a greater concern for the institution at the time of the redesign.

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 5<sup>th</sup> 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 5<sup>th</sup> 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.
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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:

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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.

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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.

### **2020 NWCCU Accreditation Report**

For the coming NWCCU accreditation, the General Education Committee seeks clear assessment data and plans for General Education courses, with an understanding that the recent redesign of General Education and assessment implementation for the program will not allow for data gathering in all cases. Any pilot data would be greatly appreciated, as would clear plans for General Education assessments moving forward.

**Curriculum Review Committee Report  
February 2026**

The curriculum review met during February and the following were recommended for approval:

1. New Programs:

- **AI in Business Technology:** The Skill Certificate of AI in Business Technology is a series of courses that prepares students to implement workplace-ready AI and business tools to improve efficiency, customer experience, and decision-making. The curriculum blends hands-on applications, ethical practice, and project-based learning with core business competencies—spreadsheets, databases/CRM, accounting, management, marketing, professional communication, workflow automation, and project/collaboration tools—aligned to workforce needs. This 18 credit skills certificate could become stackable into related AAS or BAS degrees that allow for supporting electives.
- **Bachelor of Social Work**
  - i. We are proposing an online Bachelor of Social Work (BSW) program designed to expand access to social work education for students across Nevada, with a particular focus on rural communities. The program enables students to complete their degree while remaining in their home communities, preparing them for ethical, evidence-based generalist social work practice with an integrated emphasis on rural populations and practice challenges. Aligned with licensure as a Licensed Social Worker (LSW) in Nevada, the program supports workforce development in behavioral health while creating a clear, streamlined pathway from dual enrollment and first-year coursework through degree completion at GBC. By eliminating transfer barriers, improving time to degree, and strengthening preparation for graduate study, the BSW program advances GBC's mission to transform lives through education and supports institutional goals related to access, student success, workforce development, and community engagement. GBC has a current partnership with the University of Nevada, Reno (UNR) to offer a 3+1 social work program, with students completing the first 3 years at GBC and then applying to the UNR social work program. Upon acceptance and entry students finish their last year at UNR, earning a degree from UNR. This model was created to increase the number of rural social workers in rural Nevada; however, it is no longer the best model for serving students within the GBC rural service area. Students have difficulty navigating the requirements set forth at GBC and UNR to prepare them to apply to the social work program, and GBC advisors and faculty must keep up with changing requirements at another institution to ensure accurate advisement of students. This is particularly challenging for students taking a longer path to complete pre-requisite courses, which is often the case for GBC's non-traditional student population. Additionally, rural areas face unique challenges that require social workers to adapt to working with vulnerable populations across the lifespan. The rural social worker must be prepared to work with diverse groups of people while considering limited resources and geographical isolation; thus, a program with a rural emphasis will prepare students who plan to practice in rural areas.

2. New Courses:

- **EDU 410 Child and Adolescent Development: A Mental Health Framework for Educators**
  - i. This course provides future and current educators with an in-depth exploration of the factors influencing the mental well-being of students from early childhood through late adolescence. Course participants will gain critical knowledge on developmental psychology, the neurobiological and societal impact of Adverse Childhood Experiences (ACEs), and practical strategies for effective mental health literacy advocacy and communication. The course will support participants in applying a relevant framework to guide mental health interventions and programming in Pk-12 classrooms.
- **EDU 440 Helping the P-12 Helper: Secondary Traumatic Stress Prevention**
  - i. This course focuses on the impact of secondary traumatic stress, compassion fatigue, and burnout on educators working with children who have experienced trauma. Students

**Curriculum Review Committee Report  
February 2026**

will learn risk factors, protective factors, and strategies for preventing and addressing the effects of indirect trauma in P–12 educational settings. Using principles of trauma-informed care, participants will design individualized self-care plans and explore organizational practices that promote educator well-being and resilience.

- EDU 420 Teaching Self-Regulation in Childhood and Adolescence
  - i. This course introduces educators to the behavioral, cognitive, and emotional domains of self-regulation and their importance for student success. Students will explore evidence-based programs and classroom strategies that promote self-regulation, reduce disruptive behaviors. Special attention will be given to embedding self-regulation practices into daily instruction and adapting them for diverse learners in P-12 schools. The course emphasizes creating trauma-sensitive classroom environments.
- EDU 430 Trauma-Informed Supports for Children and Adolescents in P-12 Schools
  - i. In this course, educators will learn how to recognize the signs and impacts of trauma in students and respond with compassion and evidence-based practices. Course participants will build skills for engaging in critical conversations with children, families, and interdisciplinary teams to meet behavioral health needs in school contexts. The course emphasizes creating trauma-sensitive classroom environments and using tiered supports to promote resilience, equity, and academic achievement.

3. Program Changes:

- Associate of Applied Science-Business Administration-General Business Emphasis
  - i. To strengthen the degree pathway and support seamless student progression from the certificate to the associate level, the program will replace the current emphasis course, ECON 104 – Current Economic Issues, with MGT 280 – Negotiation and Conflict Resolution.

## **General Education Committee Minutes**

**2/10/26**

**MH 102**

**[Zoom](#)**

**Attended: Chair, Ethan Hawkey; Members, Brian Zeiszler, Ping Wang, Tami Mette, Josh Webster, Rita Pujari, Di Li, Eric Andersen**

**Exofficio: Deanna Hamilton, Dean Straight**

1. The committee unanimously approved Social Science's request to remove PHIL 311 from the Social Science box of the BAS General Education grid on page 81 and to also decrease the requirements in the box from 6 to 3 credits.
2. The committee reviewed and approved the Academic Standards and Assessment Committee evaluation recommendations and flowchart
3. The committee discussed the Policy Committee's General Education White Paper, which proposes that GBC adopt the NSHE minimum requirements for General Education. The committee used [this chart](#) to compare Gen Ed requirements across NSHE. The chart maps the Gen Ed requirements for each NSHE institution beyond the basic required minimum. Thus the White Paper proposes removing all the credits listed under GBC from General Education. Committee discussion points included
  - a. BAS requirements are significantly higher at GBC and should probably be changed
  - b. To maintain and improve institutional alignment and transferability across NSHE it may be a good idea to keep Fine Arts and to perhaps add a Diversity requirement.
  - c. Removal from the grid does not necessarily remove courses from programs, which would be free to keep any courses they would like in their programs.
  - d. The committee generally agrees that there is probably a "sweet-spot" between the bare minimum and our current requirements. We are going to discuss this on March 3rd after meeting with our respective departments.
  - e. The committee recommended that the chair meet with George Kleeb to discuss the White Paper. The results of that meeting include the following
    - i. George's primary objectives, program flexibility and student success, would be met if only the BAS requirements were eliminated or severely reduced. His primary intent was not to change Associates level Gen Ed outcomes, so he feels that those could stay the same.
    - ii. The proposal is not urgent so implementing changes could wait until the following catalog year, which would give departments an opportunity to fully consider the effects this change would have on student outcomes and on course planning before these changes are implemented into the schedule. It would also enable the catalog to be published at its scheduled time in early April instead of delaying the catalog.

| <b>Institutions</b>             | <b>GBC</b>   |            |            |              | <b>UNR</b> | <b>UNLV</b> | <b>NSU</b> | <b>CSN</b>      | <b>TMCC</b>    |           |           |            |           | <b>WNC</b> |            |           |            |
|---------------------------------|--------------|------------|------------|--------------|------------|-------------|------------|-----------------|----------------|-----------|-----------|------------|-----------|------------|------------|-----------|------------|
| <b>Degree Types</b>             | <b>AA/AS</b> | <b>AAS</b> | <b>BAS</b> | <b>BA/BS</b> |            |             |            | <b>AA/AB/AS</b> | <b>AAS/BAS</b> | <b>AA</b> | <b>AS</b> | <b>AGS</b> | <b>BS</b> | <b>AA</b>  | <b>AAS</b> | <b>AS</b> | <b>BAS</b> |
| Fine Arts                       | 3            |            |            | 3            | 3          | 3           | 3          | 3               | 3              | 3         | 3         | 3          | 3         | 3          | 3          | 3         | 3          |
| Oral Communications             | 3            |            | 3          | 3            |            |             |            |                 |                |           |           |            |           |            |            |           |            |
| Technological Proficiency       | 3            | 3          | AAS        | AA/AS        |            |             | 3          |                 |                |           |           | 3          |           |            |            |           |            |
| Additional Humanities/Fine Arts |              |            | 3          |              |            | 6           |            | 6               |                |           |           |            |           | 6          |            |           |            |
| Additional Social Sciences      |              |            | 3          |              |            | 6           |            | 6               |                |           |           |            |           |            |            |           |            |
| Additional Math                 |              |            | 6          |              |            |             |            |                 |                |           |           |            |           |            |            |           |            |
| Additional Science              |              |            | 3          | 3            | 3          |             |            |                 |                |           | 6         |            |           |            |            | 12        | 3          |
| Additional Communications       |              |            | 3          |              |            |             |            |                 |                |           |           |            |           |            |            |           | 3          |
| Diversity, Equity, Values       |              |            |            |              | 3          | 3           | 3          | 3               | 3              | 3         | 3         | 3          | 3         |            |            |           |            |
| Global Context                  |              |            |            |              | 3          | 3           |            |                 |                |           |           |            |           |            |            |           |            |
| Ethics                          |              |            |            |              | 3          |             |            |                 |                |           |           |            |           |            |            |           |            |
| Foreign Language                |              |            |            |              |            |             |            |                 |                | 3         |           |            |           |            |            |           |            |

Personnel Committee

Meeting Minutes

Tuesday, Feb. 3, 2026

1 p.m. GTA 124 and via Zoom

Members present: Jennifer Stieger (chair), Amy Smith, George Kleeb, Jason Brick, Xunming Du, Mike McGhee, Arysta Sweat, Rita Pujari, Yvonne Naungayan, Adriana Mendez

Members absent: Amber Cannon, Amber Ogle, Tim Beasley, Erica Salazar

Action items:

- Approved November 2025 meeting minutes

Items discussed:

- Emeritus applications are due on the last Friday of March. Jennifer will share a reminder about Emeritus applications at the next Faculty Senate meeting.
- The committee agreed to meet on Friday, April 3 at 10 a.m. to review Emeritus applications. HR reviews the applicants to determine if they meet the required years of service. The committee will present recommendations for Emeritus at the April Faculty Senate meeting.
- Jason shared a working document on procedures for search committee chairs. The committee will add suggestions on chair best practices before sending the document to HR for review.
- The committee discussed the possibility of offering a search committee chair workshop as part of the Fall 2026 in-service.
- The meeting was adjourned at 1:31 p.m.

Important dates:

- Faculty Senate: Friday, Feb. 20 at 9 a.m.
- Emeritus applications due Friday, March 27

# **White Paper: Proposed Revisions to the General Education Requirements at Great Basin College**

**For Implementation in the 2026–2027 Academic Year  
Revisions to Pages 79–81 of the GBC 2025–2026 Catalog**

## **Executive Summary**

Great Basin College (GBC) is committed to providing academic pathways that promote student success, reduce time to degree, enhance transfer opportunities, and respond to Nevada’s evolving workforce needs. To advance these goals, GBC proposes revisions to its General Education (GE) requirements for associate degree and bachelor's degree programs.

Admission to any bachelor’s degree awarded at GBC will require completion of an associate degree or higher, OR an equivalent credential from a regionally accredited college or university. This will be determined at the program or department level based upon transcript evaluations. These proposed revisions streamline GE requirements while maintaining academic integrity and ensuring that all students benefit from a coherent, relevant, and transferable general education foundation.

## **Background**

General Education serves as the academic core of all degree programs at GBC, ensuring that students develop essential competencies in communication, quantitative reasoning, human relations, and critical thinking. As workforce demands evolve and higher education increasingly emphasizes flexible, student-centered pathways, community colleges nationwide are revising GE requirements to improve affordability, relevance, and transferability.

Across the country—particularly among institutions offering Associate of Applied Science (AAS) degrees—there is a shift toward more efficient and career-aligned GE frameworks. GBC’s proposed revisions align with these statewide and national trends while reaffirming the institution’s commitment to academic quality, access, and student achievement.

# Problem Statement

Current General Education requirements may create barriers for students by:

- Increasing time to degree completion, particularly in applied programs.
- Limiting flexibility for students with diverse goals, including immediate workforce entry or transfer to bachelor's programs.
- Creating inconsistencies between applied and transfer-oriented pathways; and
- Duplicating GE expectations at the bachelor's level for students who have already earned an associate degree, thereby limiting program flexibility and opportunities to address workforce-relevant competencies.

Collectively, these challenges impact affordability, persistence, and degree completion—key priorities for student success at GBC.

## Proposed Solution

To provide a clearer, more student-centered academic experience, GBC proposes the following revisions in alignment with NSHE requirements.

### 1. Associate of Arts (AA) and Associate of Science (AS)

The AA and AS degrees will continue to meet NSHE-mandated General Education requirements while clarifying course options and maintaining transferability.

#### NSHE Required General Education Courses (27 credits)

- **Communication / English (3–6 credits):** ENG 101, ENG 102,
- **Mathematics (3 credits):** MATH 120, 120E, 124, 124E, 126, 126E, STAT 152
- **Natural Science (6 credits, including one laboratory):** BIO 190, CHEM 121, GEOG 101, PHYS 151  
*For the AA only, additional options include AST 101, BIOL 100, CHEM 100, ENV 100, NUTR 121, PHYS 100.*
- **Social Science or Humanities/Fine Arts (6 credits):** ART 100, 101, 107, 160, 260, 261; ANTH 101, CRJ 104, 270 ECON 102, 103, ENG 203, 205, 223; FIS 100; FREN 111, 112; GEOG 106, HIST 208, 209; HUM 101, 111, 210; HMS 200, MUS 101, 125; PHIL 101, 102, 135; PSY 101, 102, 208, SOC 101, SPAN 111, 112, 211; THTR 100, 105, 204; WELD 200
- **American Constitutions and Institutions: (3 Credits)** \*HIS 101 & 102 OR PSC 101 are required by NSHE for the US and Nevada Constitutions (NRS 396.500)

## **2. Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS)**

- All required GE coursework will be completed at the 100-200 course work level.
- Programs and departments may require additional coursework to meet disciplinary or accreditation standards.

## **3. Associate of Applied Science (AAS)**

- Implement a streamlined GE structure aligned with NSHE requirements, emphasizing workforce relevance and efficiency.

# **Student-Centered Rationale**

## **Improving Time to Degree and Cost Effectiveness**

Many community colleges now require only 14–18 GE credits in AAS programs to maintain a workforce-focused and efficient degree structure. Reducing unnecessary coursework lowers financial burden and supports timely completion while preserving essential academic competencies.

## **Enhancing Relevance Through Embedded Learning**

Foundational skills—such as communication, mathematics, and human relations—are most effective when applied within technical and program-specific coursework. Embedding GE outcomes enhances relevance and supports real-world application. All embedded GE outcomes will be reviewed and approved by the Department Dean each semester to ensure consistency, quality, and continuous improvement.

## **Increasing Pathway Flexibility**

Revised GE pathways allow students, in collaboration with advisors, to select courses aligned with:

- Career objectives,
- Transfer aspirations, and
- Opportunities for credit for prior learning.

This flexibility supports persistence and long-term success for students pursuing either immediate employment or continued education.

## Supporting Transfer Opportunities

As articulation agreements—particularly into BAS programs—continue to expand, aligned GE requirements will facilitate smoother transitions for students transferring within and beyond the NSHE system.

## Meeting Accreditation Standards

- The proposal maintains NSHE-required competencies in communication, computation, and human relations.
- GBC remains committed to academic quality and institutional integrity.
- Courses with embedded GE outcomes will undergo formal review and certification by the Department Dean to verify that outcomes are fully assessed.
- These processes will strengthen assessment practices and support regional accreditation requirements.

## Proposed GE Structure for AAS Degrees

AAS degrees will meet NSHE General Education requirements (Core A–E) consistent with NSHE Title 4, Chapter 14.

- **A. Communication / English (6 credits):** ENG 100 or 101, 102, 107, 108
- **B. Mathematics (3 credits):** MATH 116, 116E, 120, 120E, 124, 124E, 126, 126E, STAT 152 or higher.
- **C. Human Relations (3 credits):** BUS 110, HMS 200, MGT 283, PSY 208
- **D. Science (3 credits):** ANTH 102, AST 101, BIO 100 or 190, CHEM 100 or 121, ENV 100, GEOL 101 or 102, GEOG 103, NUTR 121, PHYS 100, 107, or 151
- **E. Social Science/Humanities or Fine Arts (6 credits):** ART 100, 101, 107, 160, 260, 261; ANTH 101, CRJ 104, 270 ECON 102, 103, ENG 203, 205, 223; FIS 100; FREN 111, 112; GEOG 106, HIST 101\*, 102\*, 208, 209; HUM 101, 111, 210; HMS 200, MUS 101, 125; PHIL 101, 102, 135; PSC 101\*, PSY 101, 102, 208, SOC 101, SPAN 111, 112, 211; THTR 100, 105, 204; WELD 200  
\*HIS 101 & 102 OR PSC 101 are required by NSHE for the US and Nevada Constitutions (NRS 396.500)

## Implementation Considerations

- **Catalog Updates:** All revisions will be published in the 2027-2028 catalog. All comments and approvals must be received by for inclusion in the 2027-2028 GBC catalog.

- **Departments and Programs:** If you plan changes, you will need to review, edit, and submit for approval your catalog pages.
- **Advising and Communication:** Academic advisors will need to receive training to support student understanding of revised pathways through orientation, advising sessions, and updated program maps.
- **Assessment:** Programs will evaluate the impact of the revised GE structure on student learning outcomes, persistence, and completion. Embedded GE outcomes will require documented certification of assessment with Dean approval.

## Conclusion

These proposed revisions reinforce GBC's commitment to student success by streamlining General Education pathways, reducing barriers to completion, aligning programs with workforce needs, and maintaining academic excellence. Adoption of these changes will provide students with clearer, more efficient, and more meaningful educational experiences that support both career readiness and continued academic advancement.

## **DRAFT**

**This is a draft report for viewing and department discussion. Other than courses/programs previously identified for “termination”, this report contains NO recommendations for terminating courses or programs.**

**Please review this document carefully and engage in thoughtful discussion of it within your departments BEFORE Senate this Friday. DEPARTMENT CHAIRS: PLEASE WORK WITH YOUR SENATE REPRESENTATIVES PRIOR TO THE SENATE MEETING THIS FRIDAY TO DEVELOP QUESTIONS AND COMMENTS FOR THE COMMITTEE. Please feel free to direct questions to the committee member nearest you as well.**

**The committee is seeking comments for its report and will appreciate faculty and staff input. The report will be finalized in March. This report does not require Faculty Senate approval.**

# **Great Basin College 2025 Curricular Review Report**

## **Purpose of the Curricular Review**

The purpose of the 2025 Curricular Review is to evaluate academic programs and courses using multiple measures, including: DWF rates, enrollment trends, retention, and completions, in order to identify barriers to student success and to inform continuous improvement. This review was developed by a multi-disciplinary team of GBC faculty and staff, and is grounded in GBC’s mission of Transforming Lives Through Education. This report is intended to support faculty, programs, and students through evidence-based, student-centered recommendations.

### **Committee Members:**

Carrie Meisner: Director, Learning Commons (co-chair)  
John Rice: Arts and Sciences (co-chair)  
Bryan May: Director of Institutional Research  
Deanna Hamilton: Assistant Registrar  
Heather Mitchel: Student Success Specialist  
Karl Stevens: Dean of Distance Education and Business  
Brian Zeiszler: Arts and Sciences  
Oscar Sida: Health Sciences and Human Services, Faculty Senate Chair  
Robert Cowan: Business and Computer Technologies  
Shirley Muir: Industrial Technology and Workforce Development

## Methodology: Use of Artificial Intelligence in the 2025 Curricular Review

Artificial intelligence (AI) was used in the 2025 Curricular Review as an analytical support tool, not as a decision-maker. AI-assisted analysis supported the synthesis of large, multi-year datasets (see Appendix 1) related to:

- DWF rates
- Enrollment trends
- Retention patterns
- Completion outcomes

AI was used to help identify patterns, trends, and areas warranting closer human review. All interpretations, priorities, and recommendations were developed, reviewed, and finalized by college leadership, faculty, and staff using professional judgment and institutional context. AI outputs were treated as starting points for inquiry, not conclusions. This approach aligns with GBC's commitment to ethical, transparent, and responsible use of emerging technologies in support of student success.

## Summary of Key Findings

Across datasets, consistent patterns in retention barriers indicate that challenges are concentrated in:

- Early, high-enrollment gateway courses,
- Broad, non-cohort pathways where students may rely on self-navigation, and
- Courses where readiness, modality, or sequencing may not be optimally aligned.

## Chronic DWF Analysis: Normalized Findings and Prioritization

### Methodology

DWF trends were analyzed across multiple academic years. The DWF worksheet (Appendix 1) displays courses only when DWF rates meet or exceed 33%; blank cells indicate semesters in which the course did not fall within the worrisome zone.

To ensure fair comparison, DWF data were normalized based on how often each course was offered. This approach prevents courses taught more frequently from appearing disproportionately high-risk and avoids overemphasizing isolated problem terms. As a result, the analysis highlights courses with consistent, recurring challenges rather than one-time anomalies.

Courses identified as chronically high DWF exhibited elevated DWF rates in a high proportion of observed semesters, indicating persistent structural issues rather than episodic anomalies.

## **Chronic, High Impact Courses - Highest Priority**

The following courses demonstrate both persistent DWF risk and high enrollment impact, making them the highest institutional priority:

- ENG 100
- MATH 120
- MATH 181
- BIOL 190
- BIOL 223
- CIT 151 (this course will likely be eliminated due to deactivation of AAS WebDevelopment program)
- ENG 101 \*(chronically high, off sequence each spring)

These courses occur early in students' academic pathways, affect large numbers of students across multiple programs, and significantly influence early momentum, confidence, and persistence. As such, they represent key leverage points for improving retention and completion at scale.

## **Chronic, Low Volume Courses - Lower Priority**

Some courses, such as FREN 111, demonstrate persistently high DWF rates when offered but enroll relatively few students. While these courses warrant targeted instructional review, they do not represent systemwide risk at scale and should be addressed through localized interventions rather than broad structural changes.

## **Courses with Frequent Recent DWF Flags - Emerging Risk**

In addition to the chronically courses identified above, several courses have demonstrated frequent recent DWF flags, appearing in the worrisome zone ( $\geq 33\%$  DWF) in three of the last four academic terms. While these courses do not yet meet the threshold for designation as severely chronic, their recency and frequency indicate emerging structural risk that warrants proactive support.

### **Courses with Frequent Recent DWF Flags**

- MGT 103
- BIOL 100
- CIT 129
- BUS 110 (variable credit, non-transferable)
- MATH 127
- CRJ 120
- SW 101

## **Case Study: BIOL 223 - Understanding the Story Behind DWF Data**

To fully understand the story behind the DWF data, it is necessary to consider the broader academic context of each course listed above. BIOL 223 (See Appendix 2) illustrates why DWF data should not be interpreted in isolation, but instead examined in relation to curriculum sequencing and instructional modality, both of which play a critical role in shaping student preparation, learning conditions, and progression through science pathways.

## Trend Summary

- Prior to 2020, BIOL 223 demonstrated intermittent DWF concerns, with multiple semesters below the worrisome threshold.
- Beginning in the 2020-2021 academic year, BIOL 223 entered a period of persistent elevated DWF rates, remaining chronically flagged through Spring 2025.
- This shift represents a transition from episodic difficulty to a barrier in science and health science pathways.

## Academic Context Factors

Historically, BIOL 223 required BIOL 190, a 4-credit course with an integrated laboratory, as its prerequisite. This prerequisite ensured that students entered BIOL 223 with hands-on laboratory experience, and reinforced foundational biology concepts through applied learning. The prerequisite was later changed to BIOL 100, a 3-credit course without a lab component. While this change increased access and flexibility, it also likely reduced students' laboratory readiness and applied skill development prior to enrolling in BIOL 223.

This prerequisite change coincided with a significant shift toward online and hybrid instruction, and pandemic-era disruptions. The combination of reduced laboratory preparation with the prerequisite change and increased online sections likely compounded student difficulty, contributing to the sustained increase in DWF rates.

## Interpretation

This trend should not be interpreted as an instructional failure within BIOL 223. Rather, it highlights how curricular decisions, when combined with modality shifts and readiness gaps, can produce downstream effects on student success.

DWF data do not exist in isolation. The BIOL 223 case demonstrates that changes to prerequisites and modality can meaningfully alter course outcomes over time. A reduction in prerequisite rigor, particularly the removal of a lab-based foundation, combined with increased reliance on online instruction, can unintentionally create barriers in applied, upper-level coursework. This example underscores the importance of viewing DWF trends through a pathway lens, rather than attributing outcomes to individual courses or instructors.

## Course-Specific Recommendations

| Course | Comments |
|--------|----------|
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |

## Programs Identified as Low-Yield in 2025

| Program and Degree                                                                                                                                                          | Comments/Status                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computer Programming (AAS)                                                                                                                                                  | Deactivated                                                                                                                                                                                                              |
| Digital Information Technology (BAS)                                                                                                                                        | Deactivated                                                                                                                                                                                                              |
| Program Leading to Licensure Elementary Education (PB)                                                                                                                      | Post-bac certificate courses are not separate from the education courses already offered toward degree and therefore only additive to courses already offered; ARL is a more viable option for most teaching candidates. |
| Program Leading to Licensure Secondary Education (PB)                                                                                                                       |                                                                                                                                                                                                                          |
| Secondary Education Business Education (BA)<br>Secondary Education English (BA)<br>Secondary Education Social Sciences (BA)<br>Secondary Education Biological Sciences (BA) | All secondary education courses are taught together and the smaller numbers affect only the specific major content courses. These students are additive to those content courses.                                        |
| Secondary Education Mathematics (BA)                                                                                                                                        | Due to the lack of upper division courses to meet state licensing requirements, we will begin the deactivation process in the Fall of 2026.                                                                              |
| Instrumentation (BAS)                                                                                                                                                       | BAS in Instrumentation courses include general education courses only and are additive to those courses.                                                                                                                 |
| Land Surveying/Geomatics (AS)                                                                                                                                               | This is an online program and not all states require the BAS (Nevada does); therefore some                                                                                                                               |

|                                       |                                                                                                                                                                                                                                       |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | students choose to complete the AS only. However, our certificate numbers are strong which justifies the continued service of Nevada residents in the BAS.                                                                            |
| Engineering and Physical Science (AS) | This is a pattern of study within the AS degree and not a degree in itself. Courses in this degree are part of the Engineering 2+2 with UNR as part of the Engineering Pathways for Access, Community and Transfer (EPACT) Red Grant. |

## Characteristics of High Performing Programs at GBC

A high-performing program at Great Basin College is one that demonstrates strong and sustained student outcomes across multiple measures, particularly enrollment, retention, and completion. Cohorts, application process, high quality advising [industry demand, financial aid, clear program pathway \(reliable course offering\)](#),

## Recommendations for reducing DWFs campus-wide

### 1. Establish a Teaching Center of Excellence

Teaching Centers of Excellence are a common feature among GBC's peer regional and national institutions including Western Nevada College, Central Oregon Community College, Brazosport College and Snow College. The College of Southern Nevada is actively developing a Faculty Center for Teaching, Learning and Innovation. Establishing a Teaching Center of Excellence would provide a ONE GBC approach to supporting high-quality instruction across in-person, hybrid, and online courses. The Center would function as a faculty-focused resource dedicated to strengthening teaching practices and best pedagogical strategies that promote student learning and persistence.

To ensure sustainability and minimize disruption, the Center could be launched incrementally. An initial phase may involve appointing a part-time instructional lead or offering a stipend to a current full-time faculty member with demonstrated expertise in teaching and learning to coordinate core activities. This pilot approach allows the institution to start small, respond to faculty needs, and build momentum while creating a foundation for future growth as resources and institutional priorities evolve. The Center would:

- Normalize an environment for seeking help and improvement in teaching practices,
- Provide structured 'best practices in teaching' onboarding for new full-time and part-time faculty,
- offer a five-year instructional 'best practices in teaching' refresher for all faculty, and

- serve as a hub for evidence-based teaching practices, inclusive pedagogy, and assessment support.

## 2. Embed Teaching Best Practices in the Tenure Process

For full-time faculty, embed teaching best practices professional development into the tenure process. This ensures GBC's commitment with instructional excellence across modalities and aligns evaluation criteria with current instructional realities.

## 3. Compensate Part-Time Faculty for Professional Development in Best Practices

Recognize the critical role of part-time faculty by compensating them for time spent in - best practices in teaching professional development and end of semester course assessment. Compensation in these areas will emphasize GBC's commitment to teaching excellence and thoughtful analysis of course outcomes.

## 4. Early Academic Intervention for At-Risk Students

Implement a consistent early-alert strategy in high-impact courses:

- Identify at-risk (below 70%) students during participation report review
- Identify students earning below 70% on the first major exam
- Proactively reach out to these students
- Refer them to:
  - Tutoring services
  - Study skills workshops
  - Learning Commons resources

Early intervention is critical for restoring momentum before disengagement occurs.

## 5. Review and Update Course Prerequisites

Conduct a focused review of prerequisites in chronic high-DWF courses, particularly gateway and applied courses, to ensure students are adequately prepared.

This includes:

- Evaluating the role of lab-based preparation where applicable
- Considering co-requisites or sequencing adjustments
- Aligning prerequisite decisions with modality and course expectations

## 6. Strengthen Communication with Struggling Students

Develop and standardize supportive, proactive communication practices that:

- Emphasize belonging and encouragement
- Clearly outline available resources
  - Tutoring, study skills workshops, writing/citation workshops, Student Success Specialists
- Normalize help-seeking as a strength

Faculty and staff messaging should reinforce that academic challenges are expected and that support is readily available.

## 7. Evaluate Transferability of High-DWF Courses and Pursue Transferable Alternatives Where Appropriate

As part of ongoing curricular improvement, the College should evaluate whether non-transferable courses (such as BUS 110) with persistently high DWF rates continue to serve students' long-term academic goals, particularly when transferable alternatives exist that could fulfill similar learning outcomes.

## 8. Develop a clear advising plan and appropriate processes

Support ongoing efforts to develop a clear....

## Recommendations for Boosting Enrollment and Completion in Low-Yield Programs

1. Monitor high performing programs for characteristics that can be duplicated in other programs.

## Conclusion

The 2025 Curricular Review affirms that improving retention and completion at Great Basin College requires intentional system design. By prioritizing high-impact gateway courses, supporting faculty through structured professional development, reviewing prerequisite alignment, and intervening early with students, GBC can address root causes rather than symptoms.

This work reflects the College's continued commitment to Transforming Lives Through Education through thoughtful, data-informed decision-making.

| EQUIPMENT                 | SUPPLIER                              | ITEM                                                   | QTY                | PRICE     | AMOUNT    | STRATEGIC PLAN REFERENCE | JUSTIFICATION                                                                                                                                                | SUPPORTIVE DOCUMENT                                                                                                                                                                                                                                                                                                             | AUTHOR         | SUPERVISOR    | APPROVED W/ N |
|---------------------------|---------------------------------------|--------------------------------------------------------|--------------------|-----------|-----------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---------------|
| CTE MTT                   | Bentley Labs                          | 2 x HSC 2D Printer and material                        | 1                  | 4,500.00  | 4,500.00  |                          | Updating course with the industry tech. On 2D printers are obsolete and expensive to maintain                                                                |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| CTE MTT                   | as TECH (PNC) CTE Router and material | 1                                                      | 25,000.00          | 25,000.00 |           |                          | Adding Electronics and manufacturing with solid and soft for use with SolidWorks                                                                             |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| CTE MTT                   | Lincoln                               | Tables                                                 | 9                  | 535.00    | 0.00      |                          | My tables are from the 80's and actually falling apart                                                                                                       |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| CTE MTT                   | Lincoln                               | Chairs                                                 | 18                 | 165.00    | 0.00      |                          | Replacing for chairs and tables addition 2021-22                                                                                                             |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| Elect Mechat              | Danish                                | Pneumatic linear double ended                          | 2                  | 21,000    | 42,000.00 |                          | Need to add pneumatic linear to the program to properly teach pneumatic theory and repair of pneumatic equipment                                             |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| Elect Mechat              | Horne Design                          | New power tools for class 1 Charging bank              | 1                  | 9,485.00  | 0.00      |                          | Need to upgrade and expand power tools to support the lab program. And teach students on the latest equipment                                                |                                                                                                                                                                                                                                                                                                                                 |                |               |               |
| CTE Wro Industrialization | Road                                  | Autodesk PTN Stage 5-10 (High Power)                   | 10                 | 847.00    | 8,470.00  |                          | The purchased tools were hand pumps but to get the job done they can't be used for calibration                                                               | <a href="https://www.autodesk.com/products/autocad/overview?ad=US&amp;adsource=Autodesk%20Marketing&amp;adref=Autodesk%20Marketing&amp;adref=Autodesk%20Marketing">https://www.autodesk.com/products/autocad/overview?ad=US&amp;adsource=Autodesk%20Marketing&amp;adref=Autodesk%20Marketing&amp;adref=Autodesk%20Marketing</a> | Atty Lynn      | Dave Staudert |               |
| CTE Wro Industrialization | Dynamis                               | 4-2mm Drillbit set                                     | 17                 | 244.00    | 4,270.00  |                          | Handy analog spring return and general purpose drill bit set for use with manufacturing in industrial use                                                    | <a href="https://www.dynamis.com/products/4-2mm-drill-bit-set">https://www.dynamis.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                         | Atty Lynn      | Dave Staudert |               |
| CTE Wro Industrialization | Klein                                 | Thin                                                   | 1                  | 375.00    | 0.00      |                          | This library set and the thin series are cut off and other bearing materials and tools                                                                       | <a href="https://www.klein.com/products/4-2mm-drill-bit-set">https://www.klein.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                             | Atty Lynn      | Dave Staudert |               |
| CTE Wro Industrialization | Klein                                 | Standard Series 1/2" Torque                            | 1                  | 15,000.00 | 0.00      |                          | Also looking on most sources - need to have a better set for the students on the machine - this will help them                                               | <a href="https://www.klein.com/products/4-2mm-drill-bit-set">https://www.klein.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                             | Atty Lynn      | Dave Staudert |               |
| CTE Wro Industrialization | Klein                                 | Standard Series 1/2" Torque                            | 1                  | 15,000.00 | 0.00      |                          | Standard is something more in a replacement, looking for the same type of 1/2" torque wrench, also                                                           | <a href="https://www.klein.com/products/4-2mm-drill-bit-set">https://www.klein.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                             | Atty Lynn      | Dave Staudert |               |
| CTE Wro Industrialization | Klein                                 | Standard Series 1/2" Torque                            | 1                  | 15,000.00 | 0.00      |                          | Need to get the 1/2" torque wrench to the shop, we have standard tools in the shop, we have standard tools in the shop, we have standard tools in the shop   | <a href="https://www.klein.com/products/4-2mm-drill-bit-set">https://www.klein.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                             | Atty Lynn      | Dave Staudert |               |
| Wro Ind Mechat            | HGR engineering                       | Rate-high beam alignment tools                         | 1                  | 30,000.00 | 30,000.00 |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.hgr-engineering.com/products/4-2mm-drill-bit-set">https://www.hgr-engineering.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                         | Thomas Stone   | Dave Staudert |               |
| Wro Ind Mechat            | Graber                                | Pneumatic linear double ended                          | 1                  | 21,000.00 | 0.00      |                          | Program is expected to be the same as the program in the shop, so if the get the tools we need them too                                                      | <a href="https://www.graber.com/products/4-2mm-drill-bit-set">https://www.graber.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Thomas Stone   | Dave Staudert |               |
| Wro Ind Mechat            | Graber                                | Microfine hand tools for teaching NCCER Millwright III | 35 different tools | 4,575.43  | 4,575.43  |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.graber.com/products/4-2mm-drill-bit-set">https://www.graber.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Thomas Stone   | Dave Staudert |               |
| Wro Diesel                | Danish                                | Hydraulic cylinder training system                     | 1                  | 27,750.00 | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.danish.com/products/4-2mm-drill-bit-set">https://www.danish.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Dustin Hoffman | Dave Staudert |               |
| Wro Diesel                | Danish                                | ACT System with 160kpsi                                | 1                  | 17,100.00 | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.danish.com/products/4-2mm-drill-bit-set">https://www.danish.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Dustin Hoffman | Dave Staudert |               |
| Wro Diesel                | Danish                                | Control Panel with 160kpsi training system             | 1                  | 25,350.00 | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.danish.com/products/4-2mm-drill-bit-set">https://www.danish.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Dustin Hoffman | Dave Staudert |               |
| EST (Elec Wro Vwv)        | Danish                                | Electromechanical trainer                              | 10                 | 4,540.00  | 45,400.00 |                          | A modern electromechanical trainer is necessary to give students hands-on experience with the foundational principles from K-12 to the Diesel equipment used | <a href="https://www.danish.com/products/4-2mm-drill-bit-set">https://www.danish.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                           | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | This will be used as a hands-on training system to practice faults in basic wiring circuits                                                                  | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
| EST (Elec Wro Vwv)        | TS                                    | KTS-100 troubleshooting trainer                        | 3                  | 4,850.00  | 0.00      |                          | Need to add tools to teach alignment tools                                                                                                                   | <a href="https://www.ts.com/products/4-2mm-drill-bit-set">https://www.ts.com/products/4-2mm-drill-bit-set</a>                                                                                                                                                                                                                   | Anthony Conroy | Dave Staudert |               |
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