

BOARD OF REGENTS BRIEFING PAPER

1. Agenda Item Title: Approve the GBC Strategic Plan, 2014-2021

Meeting Date: June 5-6, 2014

2. BACKGROUND & POLICY CONTEXT OF ISSUE:

NSHE Handbook, Title 4, Chapter 14, Section 3 requires GBC to review and revise its strategic plan.

3. SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Adopt the GBC Strategic Plan for 2014-2021.

4. IMPETUS (WHY NOW?):

Required by NSHE Handbook.

5. BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- Required by NSHE Handbook
- Assists GBC to meet the needs of rural access

6. POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None.

7. ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Not adopt the strategic plan.

8. COMPLIANCE WITH BOARD POLICY:

- ✓ Consistent With Current Board Policy: Title # 4 Chapter # 14 Section # 3
- ☐ Amends Current Board Policy: Title # _____ Chapter # _____ Section # _____
- ☐ Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
- ☐ Other: _____
- ☐ Fiscal Impact: Yes _____ No _____
- Explain: _____



GREAT BASIN COLLEGE

STRATEGIC PLAN, 2014-2021

(BOARD OF REGENTS 06/05/14 & 06/06/14) Ref. BOR-14, Page 2 of 41

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Great Basin College Strategic Plan, 2014-2021

Overview

This proposed strategic plan is presented to the Nevada System of Higher Education (NSHE) Board of Regents in fulfillment of NSHE Title 4, Chapter 14, Section 3, Institutional Strategic Plans.

Introductory information on Great Basin College and the college's service area is followed by a brief description of the planning process. The concept of college core *Themes*, a requirement in the Northwest Commission on Colleges and Universities standards, is defined and illustrated in several pages of Institutional *Goals* and *Objectives*. This is the core of college-wide strategic planning for the coming seven years. The college's strategic framework consists of a conventional model of mission, goals, objectives, and action plans with the addition of a vision for the future of the college to help focus the strategic plan.

The College and Its Environment

Great Basin College is unique in the extreme sparsity of its distribution of population. At 86,500 square miles with less than 140,000 residents, the service area of GBC has the most isolated population in the contiguous United States. The people of this region treasure the value of life that comes with living small towns. While often characterized as "rural," the service area is actually "frontier;" most residents live within small cities and towns separated by tens to hundreds of miles. Most residents are in some way associated with natural resources for their livelihoods and life styles. Mining, ranching, and many varieties of outdoor recreation are important to the region and are fundamental as a way of life.

Serving the people of the Great Basin has many challenges with great rewards. It is neither simple nor inexpensive to serve these residents. Classes either must be taught in small sizes in remote locations, or courses must be delivered through distance technologies. However, the often place-bound students living in these widely separated places greatly appreciate the access provided to advance their knowledge and careers, and for providing training for basic services to communities.

Selected data about Great Basin College are provided below. These data are presented as being some of the more significant indicators of GBC's past and potential future for planning. Knowledge of these trends is a backdrop for planning presented in this document. Highlights include the following:

- GBC awarded the following (numbers of certificates, associate and baccalaureate degrees) in 2008 (303), 2009 (316), 2010 (336), 2011 (392), 2012 (434) and 2013 (397).
- Currently distance education delivery—interactive video and on-line —comprised over 60% of the college's FTE. Hybrid learning combining interactive and on-line is also used extensively.
- The population within GBC's ten county service area and the number of high school graduates will remain relatively static over the next decade.

Possible explanations for bullet points one and two above include the following:

- Increased access to higher education provided to residents through distance education.
- Increases in dual-credit programs made possible, in part, by the special tuition rate for high school students enrolling in distance education courses.
- Enrollment in upper division courses.
- More programs available to students.
- The college reputation.

At its high water mark in 2010, GBC received just short of seventeen million dollars (i.e., \$16,961,405) in general operating funds from the State. Over time that amount has been reduced to just over twelve million dollars (i.e., \$12,097,189) for FY15. To compensate for this nearly five million dollar cut in revenue, since FY 11 the college has permanently eliminated 56 state operating fund positions, including 38 during this biennium forced by a combination of previous State budget cuts to NSHE and the new funding formula for higher education in Nevada. Because these cuts have been done, to the extent possible, in a wide open, collegial and shared governance manner, the college has remained a cohesive unit. Outside accreditors, consultants and others all remark about how positive the collective attitude of the college remains. As of this date we have 159 State funded positions, 27 grant or self-supporting positions. Deficits, or additional cuts of over \$2,000,000 loom just over the horizon in the next biennium should nothing change. Yet, even in the face of declining resources the college has managed to maintain its core mission by graduating record numbers of rural Nevada citizens each of the past five years.

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

Additionally, the GBC vision will be supported and enhanced through “The Nevada College Collaborative.” This collaborative is a pilot project established by NSHE, GBC, WNC and TMCC to share services for the purposes of increasing overall institutional and system effectiveness and efficiency.

The Planning Process

During the fall 2013 in-service week, plans for the creation of an updated strategic plan were announced. A new plan was seen as necessary to align GBC’s ongoing accreditation requirements and timelines with that of the Northwest Commission on Colleges and Universities. Core themes, a modern focus of NWCCU, were revised through the work of a joint accreditation/strategic plan steering committee¹ which met every other week throughout the 2013-2014 academic year. Updated core themes were approved by the Board of Regents at their March 2014 board meeting (a NWCCU requirement) and simultaneously GBC’s one year accreditation report was submitted to the NWCCU. The committee agreed upon the vision as previously stated above and based upon the Board of Regents approved core themes developed the framework for strategic planning, and developed supporting goals, and objectives. Notes of the meetings of the Steering Committee and the Advisory Committee are available upon request.

¹ Susanne Bentley (English Department), Angie DeBraga (Continuing Education), Dr. Mark A. Curtis (President), Tom Reagan (Teacher Education Department & Faculty Senate President), Dr. Michael J. McFarlane (Facilitator & Vice President for Academic Affairs), Lynn Mahlberg (Vice President for Student Services), Bret Murphy (Dean, Applied Science), Dr. Kris Miller (Dean, Health Sciences & Human Services), Dr. Jonathan Foster (Social Sciences Department), Eric Walsh (Interim Library Coordinator/Reference Librarian), Dr. John Rice (Executive Director GBC Foundation & Theater Department), Sonja Sibert (Vice President for Business Affairs) and Janie Moore (Assistant to the VPAA).

Major Components of Planning

The major components of planning are **mission and vision statements, core themes, objectives, measurable objective indicators.**

The college **mission, themes** and **goals** have remained fairly stable through time. However, the need for a vision statement became apparent when the Board of Regents asked GBC and other NSHE institutions to explain how they would fulfill their missions in light of the State's economic reality and the system's new funding formula.

Core Themes are relatively new to the college's strategic plans, though they are very similar to the broad goals in previous plans. New accreditation standards were ratified by the Northwest Commission for Colleges and Universities in early 2010. These standards require that each institution identify major areas, or core themes, for evaluation. GBC has identified *providing student enrichment, building bridges and creating partnerships* and *serving rural Nevada* as three central (i.e., core) institutional themes.

As delineated in this document, the institution has an approved mission, a vision statement, three core themes, nine objectives and forty measurable objective indicators.

GBC Vision Statement

While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladderized bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

This statement explains where GBC wants to go as an institution

GBC Mission Statement

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

The first sentence of the Board of Regent's approved mission for GBC explains what the institution does. The second lengthy sentence explains how the institution accomplishes its mission.

Core Themes

Three institutional Core Themes are identified that embrace the GBC Mission and describe what GBC does in support of its mission. These three Core Themes are as follows:

1. **Provide Student Enrichment**
2. **Build Bridges and Create Partnerships**
3. **Serve Rural Nevada**

The interrelationships of the elements of the GBC Mission to the Core Themes are illustrated graphically in Appendix A and in Appendix B. The full presentation of themes, indicators, supporting activities, responsible parties and timelines are presented in Appendix C. The three Core Themes were derived by the GBC *ad hoc* Accreditation and Strategic Planning Committee during the fall of 2013.

The three Core Themes and supporting objectives were approved by the GBC Faculty Senate and President's Council with final NSHE Board of Regents approval on March 6, 2014.

Core Theme 1: Provide Student Enrichment

The functions of the college directed toward personal enrichment and success, such as curriculum, instruction, educational programs, and student services, are available, sufficient, and effective.

The fundamental core of existence for Great Basin College is and always has been working with students to achieve their personal enrichment and intended success. The entire GBC community is committed to the enrichment and success of its rural Nevada students. This is a long-standing theme that it is now institutionally and procedurally formalized.

"Enrichment" may come in many forms, derived from, "the addition or increase of some desirable quality, attribute, or ingredient" (Webster's Dictionary). From the perspective of GBC, enrichment may arise from within the arenas of knowledge, critical thinking, culture, working skills, personal awareness and fulfillment, and others, including literally making people monetarily enriched through careers. Determining what constitutes "enrichment" and defining student success in achieving this requires first discerning what students perceive as their personal educational aspirations. Student aspirations and needs generally exist within three broad areas – educational, cultural, and careers. These are the roots of the three GBC **objectives** for this theme:

1. Provide educational opportunities
2. Foster cultural awareness
3. Provide curricula and programs for careers

Objective 1.1: Provide educational opportunities

A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.

Student attainment of personal educational aspirations may occur on many levels of engagement, and the means of achieving these goals are sometimes elusive and changing. Student success may be as simple as completing one or two classes to upgrade work skills, or it may be for personal knowledge and fulfillment. It may be completing a Certificate or AAS degree program to lead to a technical career. It may also be to complete a sequence of classes (maybe or maybe not an Associate's degree) to transfer to another institution for the purpose of completing a Bachelor's degree. At GBC, students may plan on completing a Bachelor's degree without moving from their home town within a sparsely populated region. Success may be finding a rewarding job or career, becoming better citizens, or fulfilling a range of other aspirations.

Once personal educational goals are identified, success may be measured by completion of courses and programs. But more is involved. Once students know the opportunities available at GBC and choose their pathway for effective and efficient completion, they then need the resources and support to

continue successfully through the individual steps they must take. To be successful, students must also have access to requisite support services such as advising, tutoring, financial assistance, library, and others. For some this journey may be arduous, often beginning with remedial needs. But with solid preparation and ongoing support, students are expected to complete the individual steps required to attain their personal goals. Student success for non-traditional students is nurtured through enhanced academic and career counseling to help them juggle the responsibilities of jobs, family, and higher education.

GBC serves primarily the goals of the students as identified by themselves, and not as imposed by external constituencies. Only students themselves fully understand the unique circumstances of their individual lives. We assist them as best we can and as they will allow us. A challenge to defining how students achieve success now comes from influences external to GBC. In the current educational and political environment, people and forces from outside of institutions of post-secondary education are implementing and enforcing their own definitions of goal completion upon students and institutions.

Objective 1.1 Indicators:

- a. Number and types of programs available
- b. Qualifications and number of full-time faculty
- c. Full-time/part-time faculty ratio
- d. Financial resources in various categories
- e. Student services resources
- f. Number and percent of students attaining educational goals
- g. Completion rates for courses and programs
- h. Persistence rates for new students
- i. Student satisfaction ratings from targeted questions

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

Objective 1.2: Foster cultural awareness

Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.

In rural Nevada, exposure to and appreciation of cultures and the arts are challenged principally by distance. The range of exposures to different cultures is limited by the relatively low diversity within the local populations. For the arts, people must either travel distances to larger population centers, or performers, presenters and exhibits must be brought in, possibly through electronic distance delivery. To help keep students culturally engaged, personal and social activities must be provided. There are several components to creating a stimulating environment to nurture student experiences and success.

Objective 1.2 Indicators:

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

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

Objective 1.3: Provide curricula and programs for careers

Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.

Preparing for or advancing in careers is a primary reason many students attend GBC. This aspect of enriching people's lives is often closely related to educational goals but is often more focused on specific knowledge and skills for jobs. GBC works with employers to identify the knowledge and skills required for employment, and then to develop or improve programs to deliver these abilities to students.

Opportunities for student enrichment and success in careers at GBC have grown since the late 1990s, even while certain programs were eliminated. An expanded service area, recent growth in the mining industry, growth in student enrollment, and the addition of Bachelor's degree programs have contributed to the growth in available career programs. The change in college Mission in the late 1990s to include baccalaureate programs has not lessened the college's commitment to people interested in career and technical education; this has been noted in two doctoral studies.

Objective 1.3 Indicators:

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

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

Core Theme 2: Build Bridges and Create Partnerships

Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission. Other colleges and universities, high schools, business and industry, and communities are examples.

Many elements of GBC's Mission cannot be attained without partnerships and collaborations of various types and with different entities. Through the years, GBC has established many partnerships, and more are anticipated for the future. Developing new partnerships and expanding existing ones as appropriate must continue.

At some level, the elements of the second statement of the GBC Mission highlighted below indicate the necessity of participation in partnerships:

*Educational, cultural, and related economic needs of the multicounty service area are met through programs of **university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services** in conjunction with certificates and associate and select baccalaureate degrees.*

Three theme-based **objectives** for seeking successful partnerships derive from the above statement:

1. Facilitate seamless transfer of students between high school, community college, and universities
2. Build and sustain workforce programs
3. Support community needs

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

The three Mission elements of university transfer, applied science and technology, and developmental education, collectively reflect the need for educational partnerships and collaborations with high schools and with other colleges and universities. Educational partnerships must be formed and sustained for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.

GBC partners with service area school districts in several respects centered on the goal of more students making successful transitions into college. The Tech Prep program allows students to articulate appropriate career and technical education classes to GBC certificate and degree programs. Dual credit opportunities have existed for many years to assist able students to complete college work before high school graduation. These are being expanded and strengthened. Recently, GBC and Elko County School District began a partnership to address remediation problems regarding the gap between high school proficiency and college freshmen placement. This type of partnership is being extended to other school districts. Also, school districts have supported the GBC education program with student teaching placements, which has in turn benefitted the schools with consistent access to quality teachers from GBC who are more likely to be retained in the long term.

University transfer partnerships are both formal and implicit. General articulation agreements exist with Nevada universities and the state college for many disciplines. A formal agreement exists with the University of Nevada, Reno, for a Bachelor of Social Work 3+1 program, going beyond the traditional 2+2 approach. GBC publishes generic patterns of study to guide students within disciplines commonly studied for transfer. GBC also has articulation agreements with Nevada community colleges to accept their graduates into GBC baccalaureate programs.

Objective 2.1 Indicators:

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

Rationale for Indicators: The first three indicators reflect how well GBC partners with high schools to prepare future college students to their best advantage. Whether going into academic or technical programs, it is desirable that, with time, proportionately more graduating high school students are prepared at the minimum for college-level English and mathematics. Opportunities in Tech Prep and

dual credit courses indicate further advancement in college readiness. The fourth indicator reflects success in preparing GBC students to move to more advanced educational levels, whether continuing at GBC or transferring externally to another institution. It is desirable that these indicators should increase through time. The last indicator reflects GBC's ability to offer programs of value as indicated by attracting students from other colleges.

Objective 2.2: Build and sustain workforce programs

Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.

Workforce development partnerships are well established at GBC in fields as divergent as the mining industry, health service providers, school districts, governmental agencies, and the general business and service community. As examples, the nursing program has been a strong and consistent program for GBC, relying on many clinical agreements with local hospitals and other health service providers. The Maintenance Training Cooperative (MTC) has been a model of collaboration with the mining industry. MTC members supply scholarships, internships, and other forms of support to students for GBC's condensed, 48-week AAS technical degree programs.

GBC's Education and Integrative Studies baccalaureate degree programs work in partnership with school districts and governmental agencies, respectively, to offer programs that fulfill the needs of these employers. The Bachelor of Applied Science degree addresses the needs of students from technical programs as they advance technically and to supervisory roles. The Bachelor of Social Work 3+1 program is a partnership between GBC, the University of Nevada, Reno, and local social work providers.

Program development for applied science and Bachelor's degrees is done in partnership with entities having an interest in graduates from the programs. New programs are created with insight from employers, and established programs undergo ongoing review and input from advisory boards (applied sciences) and program committees (Bachelor's degree programs). For program reviews on a five-year cycle, regular partners and external reviewers are part of the process.

Objective 2.2 Indicators:

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

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

Objective 2.3: Support community needs

Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college Mission.

GBC partners with communities in several ways for cultural, personal, and civic enrichment. Continuing Education produces a strong program of community education classes to provide lifelong learning opportunities. These utilize people who are living in the communities to teach various classes of general interest, ranging from cooking to crafts to fly tying to travel. There is strong enrollment in fitness classes in the community-funded fitness center. The community-funded theater is not used just for GBC events, but also for a variety of other community activities. GBC's Arts and Cultural Enrichment Committee (ACE) sponsors many events of cultural interest open to the community. The Mark Dawson Child and Family Center is a partnership between the college and the community at large, engaging young children to be prepared for learning.

Objective 2.3 Indicators:

- a. Maintain a range of community partnerships
- b. Maintain a range of community events and activities and the number of participants
- c. Faculty participating in community service

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

Core Theme 3: Serve Rural Nevada

To fulfill a fundamental element of its Mission, GBC delivers all of its commitments and services throughout its six-county service area as well as resources will pragmatically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local and distance delivery methods.

Serving rural Nevada is more than just delivering classes to remote sites, though GBC does this well. In the 2013 full-scale report from NWCCU, GBC received commendations recognizing its commitment to rural service. This requires more than just internet and telephone hookups; it means GBC staff driving hundreds or thousands of miles each year. The needs of all communities and students at all locations must be considered.

GBC strives to provide resources to allow its centers and satellites to attain at least some degree of autonomy in providing community college services in their respective regions. While curricular, financial, and organizational control is clearly maintained through the main Elko campus, efforts are made to allow directors and coordinators the ability to plan for the uniqueness of their individual localities. In addition to scheduling classes, GBC supports its centers with needed student services, including advising, financial aid, library access and assistance, and more. GBC has the ability to connect with many students at over 20 sites through various communication methods.

The communities of rural Nevada are linked by a technological infrastructure designed to deliver higher education and provide avenues for rural Nevadans to engage the larger world. This infrastructure must

be maintained and improved as necessary. Because of GBC's leadership and innovation in distance learning technology, tens of thousands of citizens of rural Nevada are provided the opportunity to acquire the assets provided by higher education. With those assets they will improve their own lives and make significant contributions to the social fabric of their communities.

Three **objectives** demonstrate what is central and current about Great Basin College's commitment toward serving rural Nevada:

1. Provide access to education at distant locations
2. Provide resources to meet educational needs of the service area
3. Provide needed services to students at all GBC sites

Objective 3.1: Provide access to education at distant locations

GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.

GBC is committed to providing a live presence for as many of its students as can reasonably be afforded. If sufficient students and adequate instruction are available for any location, a live presentation is the first option. However, from sheer economic restraints, GBC has pioneered many approaches to distance education for access to courses and programs. Currently nearly 65% of total GBC enrollment is through distance technologies. GBC has full-time faculty located at its main campus and at its three Centers; faculty members at these four locations are expected to address students at all GBC sites throughout the service area. Faculty members at Centers are expected to teach out as well as in, and thus all GBC sites are intimately linked, essentially as one campus.

Many classes are delivered live within single classrooms, but interactive video (IAV) has been embraced by GBC for over 15 years to link many classrooms in remote locations into one common class with synchronous interaction between instructor and students. This technology continues to be widely used by GBC for personal immediacy. For those students not well engaged in online learning, this survives as the "next best thing" to live instruction. This accounts for about 20% of GBC enrollment.

The internet recently emerged as GBC's largest campus. Online classes delivered through the internet were first utilized by GBC in the late 1980s when the technological ability was first available. Since then the variety and sophistication of these courses has advanced steadily. This form of delivery now comprises about 45% of GBC enrollment. While access to the internet is still limited or absent in some locations, this delivery has narrowed the problem of student access. Many technical, laboratory, and other "hands on" classes and programs are not available online, but the list of unavailable courses is continually shrinking. Asynchronous online classes not only address the place-bound population, but also the time-bound. Online classes have found a dedicated audience in those with work, family, and other commitments that do not allow them to attend classes with a structured time commitment.

The clear distinction between live and distance delivery of courses is continually being diffused through faculty innovation. The majority of live and IAV classes now have online enhancements to serve several instructional functions. These include access to supplemental material, an effective avenue for transmitting papers and assignments, taking examinations, and other benefits. The proportion between live/IAV interaction and online components varies widely between courses, as needs and usefulness

dictate. In counter respect, some online classes are scheduled with required or optional times for synchronous interaction on the internet, a format referred to internally as “LiveNet.”
The functionality and effectiveness of distance education at GBC continues to increase.

Objective 3.1 Indicators:

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

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

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

To serve a rural Mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.

It is impossible to provide all resources with absolute equity to all sites within a thinly populated region. Smaller population centers are proportionately more difficult to serve. GBC attempts to provide the resources of staffing, facilities, equipment, and related needs to the level that can be economically justified at each center and satellite site. The number of students who enroll at individual locations is the primary guideline for resource distribution.

Objective 3.2 Indicators:

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

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

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

To fully serve a rural Mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.

Just as there must be effort to assure resources are equitably distributed, so must be relevant services for students. Services such as advising, library, and financial aid cannot have the same local presence at all sites, so the challenge is to supply these services in spite of the distance from the main campus. Some

services may be addressed with a presence at individual centers, but others must be delivered through a combination of travel, IAV, and the internet.

Objective 3.3 Indicators:

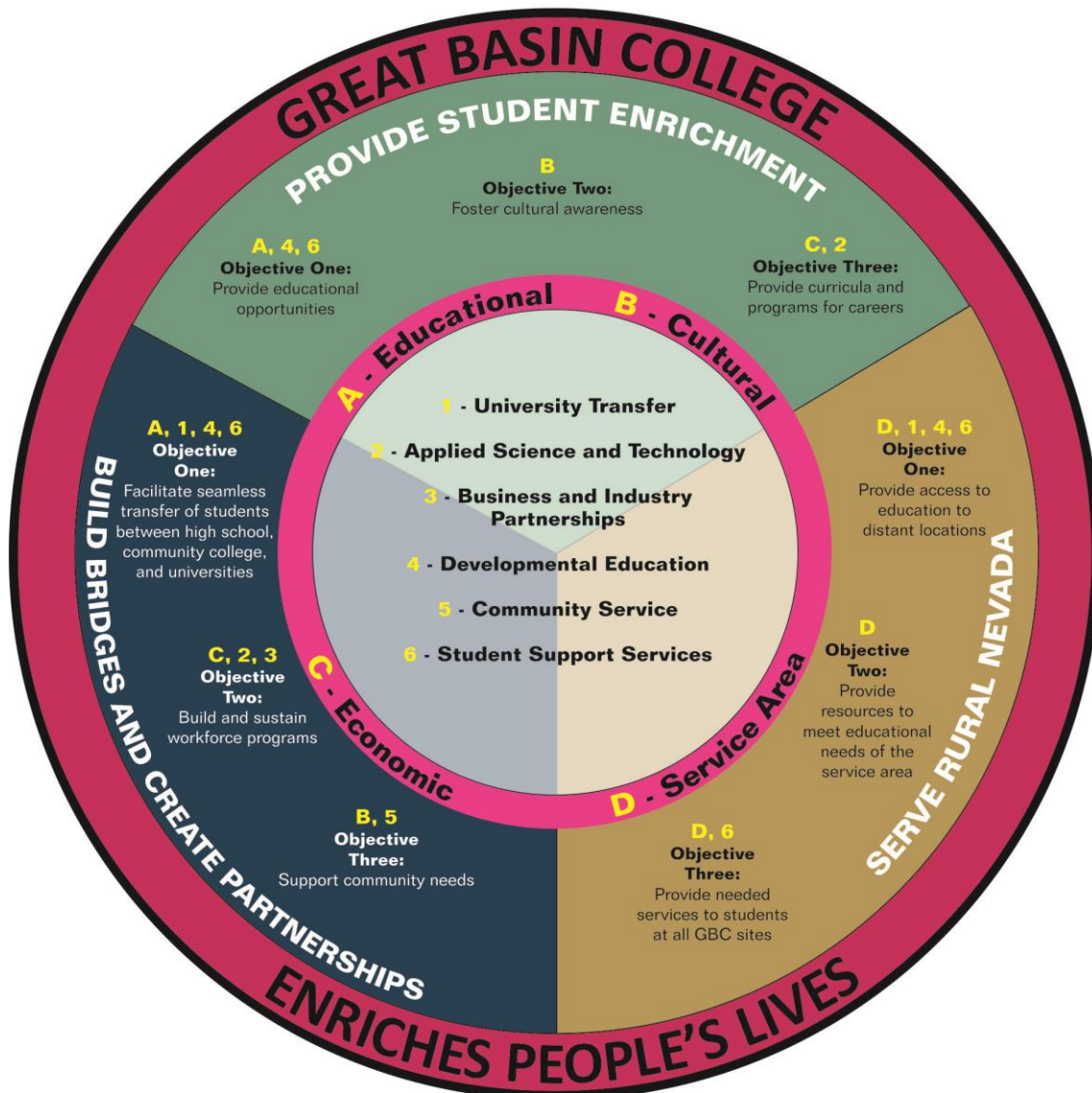
- a. Availability of support services
- b. Satisfaction with support services
- c. Number and type of scheduled continuing education classes
- d. Number of non-class IAV sessions scheduled

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

Appendix A

Presented is a holistic view of the integration of all elements of the GBC Mission within institutional Core Themes and supporting Core Theme objectives. The colored words of Mission elements and assigned letters and numbers within the diagram illustrate the distribution within the Core Themes.

Great Basin College **ENRICHES PEOPLE'S LIVES**
by providing **STUDENT-CENTERED**,
post-secondary education to **RURAL NEVADA**.



Educational, cultural, and related economic needs of the **multicounty service area** are met through programs of **university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services** in conjunction with certificates and associate and select baccalaureate degrees.

Appendix B

GBC institutional Core Themes, Core Theme objectives, and objective indicators

Theme One	Theme Two	Theme Three
Provide Student Enrichment	Build Bridges and Create Partnerships	Serve Rural Nevada
Objective 1.1: Provide educational opportunities	Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities	Objective 3.1: Provide access to education to distant locations
Narrative: A primary means of student enrichment is through the availability of a range of academic programs. The programs must be adequately supported.	Narrative: Educational partnerships must be formed and sustained relating to university transfer, applied science and technology, and developmental education for the benefit of students both entering and leaving GBC as navigational steps in completing their educational goals.	Narrative: GBC provides access to courses and programs for students scattered throughout sparsely populated areas and in widely distributed towns. In addressing the challenge of distance, the element of time is also attended to for those with job, family, and other obligations.
Indicators: <ul style="list-style-type: none"> a. Number and types of programs b. Number and qualifications of full-time faculty c. Full-time/adjunct faculty ratio d. Financial resources e. Student services resources f. Students attaining educational goals g. Completion rates h. Persistence rates for new students i. Student satisfaction ratings 	Indicators: <ul style="list-style-type: none"> a. Performance of first-year students enrolling in remedial and college English and math b. Tech Prep headcount and number of credits and courses awarded c. Dual credit headcount and FTE d. Transfer rates, both external and internal continuation e. Number of students transferring into GBC 	Indicators: <ul style="list-style-type: none"> a. Number of programs fully available online b. Enrollment in distance education (online and IAV) c. Certificates and degree completions by location d. Retention rates by location e. Center and satellite site needs fulfilled by synchronized courses
Objective 1.2: Foster cultural awareness	Objective 2.2: Build and sustain workforce programs	Objective 3.2: Provide resources to meet educational needs of the service area

Narrative: Cultural awareness and enrichment are addressed in two manners. One is to honor diverse cultures, both local and global. A second is to appreciate the arts.	Narrative: Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.	Narrative: To serve a rural Mission GBC must assure that resources are not being focused just in the main campus. Resources should be distributed as equitably to all sites as can reasonably be afforded.
Indicators: a. Demographics of GBC students are representative of the service area b. Number of students enrolled (duplicated) in general education classes meeting personal and cultural awareness outcomes c. Student satisfaction ratings from targeted questions	Indicators: a. Number of contract training classes offered b. Employer satisfaction c. Advisory boards and program committee meetings d. External investment in programs e. Number of students participating in workplace experiences	Indicators: a. Number of programs available at each center b. Demographics of service area students and population c. Student satisfaction ratings by site
Objective 1.3: Provide curricula and programs for careers	Objective 2.3: Support community needs	Objective 3.3: Provide needed services to students at all GBC sites
Narrative: Student enrichment may be obtained through education and training for new careers, sustaining careers, and advancing existing careers through continuing education.	Narrative: Community partnerships are an essential component of any community college. Partnerships with nonprofit and community-based organizations provide opportunities for community events and services and support a full community college Mission.	Narrative: To fully serve a rural Mission, GBC must assure that all services are not being focused just in a main campus, but that services are distributed as equitably to all sites as can reasonably be delivered.
Indicators: a. Number and types of career directed degrees and certificates b. Job placement rates for programs c. Advancement in studies following completion	Indicators: a. A list indicating the number and range of partnerships b. A list indicating the number and range of community events and activities c. Faculty community service	Indicators: a. Availability of support services b. Satisfaction with support services c. Number and type continuing education classes d. Community meetings hosted through interactive video

Appendix C

Great Basin College - 2014-2021 Institutional Strategic Plan

The GBC Institutional Strategic Plan is strongly based in its institutional core themes as approved by the Board of Regents of the Nevada System of Higher Education. The objectives, indicators, and expectations of these core themes are published in GBC's Year One Self Study report submitted to the Northwest Commission on Colleges and Universities in March, 2014. The core themes are in turn derived from the GBC Mission. The three central core themes imbedded in the GBC Strategic Plan are *Provide Student Enrichment, Build Bridges and Create Partnerships*, and *Serve Rural Nevada*. For each indicator and expectation presented in this document (Appendix C), the supporting metrics and data are presented in greater detail in Appendix D.

Core Theme One: Provide Student Enrichment						
Objective 1.1: Provide Educational Opportunities						
Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number and types of programs	Maintain or increase number of programs that exceed low-yield policy requirement of 20 or more graduates every three years	1. Develop additional selected baccalaureate degrees in each major discipline are (e.g., technology, health, science etc.). 2. Increase resources for new degrees. 3. Sustaining current programs. 4. Expand the capacity for welding, in particular expand the welding shop in Elko.	1. VPAA and Departments 2. President, Foundation Director, Grants Director 3. President, VPAA Deans 4. President, Foundation Director	1. Begin discussions fall 2014, development and launch within two years 2-5. TBA	

			5. Seek opportunities to provide more health care programs outside of Elko.	5. VPAA, Dean HS&HS, Grants Director		
b.	Number and qualifications of full-time faculty	Raise number and overall qualifications through time	1. Hire additional best qualified full time faculty as resources permit. 2. Increase resources to assist increasing qualifications of faculty.	1, 2. VPs and President, assisted by Department Chairs	1. Ongoing priority in hiring decisions. 2. Ongoing as resources permit	
c.	Full-time/adjunct faculty ratio	Maintain 60%/40% FT/PT ratio	1. Annual review of data from past year each summer. 2. Establish annual goals with department chairs for each discipline.	1, 2. VPs and President, assisted by Department Chairs	1. Annually by August 15 2. TBA	
d.	Financial resources	a. Maintain financial resources that exceed or are with 10% of those for the IPEDS peer group in categories except "Other". b. Within institutional limits of authority, work to maintain or increase annual \$/FTE. c. Desire to have student fees below or within 10% of IPEDS peer group.	1. Enhance funding through growth in enrollment 2. Legislative advocacy 3. Pursue appropriate grants 4. Establish partnerships with business and industry 5. Seek private donations	1. President VPs, Deans 2. President 3. Grants Director 4. Deans and Dir. of Continuing Ed 5. Foundation Director	1-5. Ongoing	
e.	Human resources to support students	Maintain numbers reasonably close to the peer group, and adjust as necessary	1. Each time IPEDS reports are received, review the distribution of employees for the previous year. 2. Based on annual review and assessment of resources, determine actions required.	1, 2. President, VPs	1-2. TBA	
f.	Students attaining educational goals	Be within 10% of the national median	1. Monitor graduation rates, transfer numbers, military entrants and those taking and students passing classes and not returning.	1. IR, VPSS	1. Annually	
g.	Completion rates	Exceed or be within 10% of the national median for courses. Exceed or be within 5% of the national median for IPEDS 6-year graduation rates	1. Support the NSHE 15 to finish campaign. 2. Emphasize intervention – Early Alert program 3. <30 credit Pathways skill certificates.	1. VPAA, VPSS Deans 2. VPSS 3. VPAA, VPSS Deans	1. Immediate and ongoing. 2-3. TBA	
h.	Persistence rates for new students	Exceed or be within 10% of the national median	1. Hire retention specialist as resources permit. 2. Improve advising.	1. VPSS 2. VPSS, VPAA, Deans	1. Fall 2016 2-3. TBA	

			3. Enhance Academic Success Center function for retention.	3. ASC Director		
i.	Student satisfaction ratings	Maintain at least 85% for these questions	1. Administer student satisfaction survey and work on weak areas. 2. Student focus groups.	1. IR and VPSS 2. VPSS	1. Biannually starting 2015 2. TBA	
Objective 1.2: Foster Cultural Awareness						
Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Demographics of GBC and the service area	Students should be within 5% of the population of the GBC service area	1. Each summer, review the of the service area for the previous year. 2. Based on annual review, determine appropriate actions as deemed necessary.	1. VPSS, IR 2. VPSS	1. Biannually starting 2015 2. TBA	
b.	Number of students enrolled (duplicated) in general education classes meeting personal and cultural awareness outcomes	Maintain or increase percentage	1. Increase the number of students taking general education courses through increased baccalaureate and gen. ed. course offerings.	1. VPAA, Gen. Ed. Faculty.	1. Fall 2017	
c.	Student satisfaction ratings from targeted questions	Maintain at least 75% for each item	1. Taken from administered surveys. 2. Focus groups	1. VPSS and IR 2. VPSS	1. Summer following survey administration. 2. TBA	
Objective 1.3: Provide curricula and programs for careers						
Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number and types of career directed degrees and certificates	Maintain or expand the list	1. Maintain current array of offerings. 2. Add new career oriented offerings as request by business and industry.	1. VPAA 2. President, VPAA & faculty.	1. Ongoing 2. As opportunities are identified.	
b.	Job placement rates for programs	At least 80% employed within 6 months to a year of graduation.	1. Gather data from TAACCCT III 2. Create a placement office with staff.	1. TAACCCT Grant Staff. 2. VPSS	1. Summer 2017 2. TBA	
c.	Advancement in studies following completion	Maintain 90% or increase percentages continuing with education. Monitor GBC proportions	1. Check through student data clearing house. 2. Develop a campaign to have certificate, associate and bachelor's	1. VPAA and IR. 2. VPAA & VPSS	1. Annually, during late fall semester. 2-4. TBA	

			degree recipients consider follow-on educational options. 3. Marketing pathways (laddering options) 4. Intense program marketing of online BAS programs in collaboration with other Nevada community colleges.	3. Pathways Coordinator 4. VPSS, Program Supervisors		
Core Theme Two: Build Bridges and Create Partnerships						
Objective 2.1: Facilitate seamless transfer of student between high school, community college and universities						
Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Performance of first-year students enrolling in remedial and college English and math	a. Over time, increase percent of students enrolled in English and Math. Over time, increase percent of students passing these courses. Over time, increase proportion taking college rather than remedial. b. Exceed or be within 10% of the national median.	1. Develop alternative courses for remedial education. 2. Continue and develop partnerships with 10 counties	1. VPAA, IR, English and Math Faculty 2. VPAA and Center Directors	1. TBA 2. TBA	
b.	Tech Prep headcount and number of credits and courses awarded	Maintain an increasing trend over time	1. Add new service agreements for newly acquired service areas.	1. Dean AS, Tech Prep Coordinator	1. TBA	
c.	Dual credit headcount and FTE	Maintain a continuing or increasing trend over time	1. Offer dual enrolment offering in newly acquired service area counties. 2. Develop and promote more dual credit master agreements and dual credit pathways for all school districts in GBC service area. 3. Report current success rate of dual credit participation (by district).	1, 2. VPAA, Director of Continuing Ed 3. IR, VPAA	1. ASAP, 14/15 academic yr. 2. TBA 3. TBA	
d.	Transfer rates, both external and internal continuation	Maintain a continuing or increasing trend over time	1. Recruit and mentor 2. Develop more 2+2 programs.	1. Office of VPAA, IR 2. TBA	1. TBA 2. TBA	

e.	Number of students transferring into GBC	Maintain a continuing or increasing trend over time	1. Recruit and mentor. 2. Improve marketing efforts.	1, 2. VPSS	1. Spring 2014 2. TBA	
Objective: 2.2 Build and sustain workforce programs						
	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of contract training classes offered	Maintain a continued effort over time	1. Respond to industry needs. 2. Keeping current in technology. a. Equipment. b. Professional development for faculty 3. Market contract training programs to expand the number of courses offered and increase total enrollment.	1, 2. Dean AS 3. Director of Continuing Ed	1-3. TBA	
b.	Employer satisfaction	Exceed or be within 10% of the national median	1. Offer internships 2. Insure timely response to industry needs.	1. Dean AS, Bach. Program Supervisors 2. Director of Continuing Ed	1-2. TBA	
c.	Advisory boards and program committee meetings	All programs should have an advisory board that meets at least once annually	1. Advisory board minutes submitted to VP or Deans. 2. Ensure response to industry needs. 3. Increase the presence of partnerships (DETR, State of Nevada, Department of Veteran's Services).	1. Deans of AS and HS&HS, VPAA 2. VPAA 3. VPSS	1-3. TBA	
d.	External investment in programs	External revenue coming in to GBC should be sufficient to meet or exceed the needs.	1. Monitor these investments 2. Stay current with technology. 3. Provide professional development for faculty to stay current with technology. 4. Continue efforts to acquire acreage in Pahrump for a future campus. 5. Seek funding to develop facilities in Pahrump for offering workforce development programs.	1. Foundation, Deans and VPAA 2, 3. Deans and VPAA 4. President 5. President, Foundation Director 6. VPAA, Deans	1. Annually 2-6. TBA	

			6. Contingent on funding and facilities, offer a more workforce development programs in Pahrump.			
e.	Number of students participating in workplace experiences	Maintain a continuing or increasing trend over time.	1. More paid internships	1. Deans and Program Supervisors	1. TBA	
Objective: 2.3 Support community needs						
	Indicator	Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	A list indicating the number and range of partnerships	Engage in ongoing partnerships with a variety of community partners	1. Foster and grow Arts and Cultural Enrichment (ACE) Committee events. 2. Fulfill NEH grant activities within the required time frame. (The ACE committee will work closely with the NEH Humanities in Action Committee to fulfill NEH grant activities within the required time frame.)	1. Director of Continuing Ed, VPAA 2. Grants Director, Foundation Director	1.2. TBA	
b.	A list indicating the number and range of community events and activities	Engage in a variety of events and activities in different communities	1. Each summer, review the list of activities from the previous year. 2. Based on annual review and assessment of resources, plan the next year's events and activities.	1,2. Director of Continuing Ed	1. Annually by August 15 2. TBA	
c.	Faculty community service	At least 70% of faculty will engage in community service	1. Each summer, review faculty evaluations for activities in community service for the previous year. 2. Based on annual review and assessment of resources, encourage faculty participation as necessary.	1,2. VPAA	1. Annually by August 15 2. TBA	

Core Theme Three: Serve Rural Nevada

Objective: 3.1: Provide access to education to distant locations

Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of programs fully available online	Maintain or increase the number of programs available	<ol style="list-style-type: none"> 1. Review the general education program to assure appropriate and effective support a larger array of fully on-line degree. 2. Market fully on-line programs, including collaboration with other Nevada community colleges. 	<ol style="list-style-type: none"> 1. VPAA, Faculty, Director of On-line Education 2. VPAA, VPSS, Deans 	<ol style="list-style-type: none"> 1. Spring 2015 2. By end of 2015 	
b.	Enrollment in distance education (online and IAV)	Maintain or increase enrollment in distance education classes	<ol style="list-style-type: none"> 1. Monitor these numbers for ongoing comparative purposes. 2. Garner GBC's share of e-NCORE offerings. 3. Have GBC on-line course offerings quality matters certified. 4. Offer more lecture capture opportunities. 	<ol style="list-style-type: none"> 1. IR, VPAA 2, 3. Director of On-line Education 4. Director of On-line Education, IAV Coordinator 	<ol style="list-style-type: none"> 1. Annually late summer 2. Spring 2015 3-4. TBA 	
c.	Certificates and degree completions by location	Maintain a distribution of awards through the service area reflective of sites	<ol style="list-style-type: none"> 1. Each summer, review the list of certificates and degrees awarded by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the awards given at various sites. 	1, 2. IR, VPAA, Deans	1. Annually by August 15	
d.	Retention rates by location	Retain students throughout the service area at comparable rates	<ol style="list-style-type: none"> 1. Each summer, review the list of retention rates by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the rates at various sites. 	1, 2. IR, VPAA	<ol style="list-style-type: none"> 1. Annually by August 15 2. TBA 	

e.	Center and satellite site needs fulfilled by synchronized courses	Provide some level of synchronous class delivery at all locations	1. Each summer, review the list of certificates and degrees awarded by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the awards given at various sites.	1, 2. IR, VPAA, Deans	1. Annually by August 15 2. TBA	
Objective: 3.2 Provide resources to meet needs of service area						
Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Number of programs available at each center	Provide the curricula not requiring specialty space and equipment for programs at sites centers	1. Each summer, review the list of programs available by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the programs available at various sites. 3. Continue efforts to acquire acreage in Pahrump for a future campus. 4. Seek funding to develop facilities in Pahrump for offering workforce development programs. 5. Contingent on funding and facilities, offer a more workforce development programs in Pahrump.	1, 2. VPSS 3. President 4. President, Foundation Director 5. VPAA, Deans	1-5. TBA	
b.	Demographics of service area students and population	Gender and race/ethnicity demographics of the student population for should approximate that of the service area population.	1. Each summer, review the college demographics by location for the previous year. 2. Based on annual review and assessment of resources, determine actions required to make potential adjustments at various sites.	1,2. VPSS	1. Annually by August 15 2. TBA	
c.	Student satisfaction ratings by site	For each question, 75% should indicate that they agree or strongly agree.	1. Each time the survey is administered, review the results by location. 2. Based on review and assessment of resources, determine actions required to make potential adjustments at various sites.	1,2. VPSS	1. When assessment is given 2. TBA	

Objective: 3.3 Provide needed services to all GBC sites

Indicator		Expectation	Supporting Activity	Assigned To	Due Date	Status
a.	Availability of support services	At least some degree of availability at all sites	<ol style="list-style-type: none"> 1. Expand library services. 2. Expand Library resources to support new degrees/programs. 3. Enhance upper division course support. 4. Enhance resources and make them known to respective departments. 5. Mental health counseling 	<ol style="list-style-type: none"> 1, 2. Library 3, 4. VPAA, Deans support 5. VPSS 	1-5. TBA	
b.	Satisfaction with support services	Continuous improvement of responses over time	<ol style="list-style-type: none"> 1. Each time the survey is administered, review the results by location. 2. Based on review and assessment of resources, determine actions required to make potential adjustments at various sites. 	<ol style="list-style-type: none"> 1. VPSS 2. VPSS, VPAA 	<ol style="list-style-type: none"> 1. When assessment is given 2. TBA 	
c.	Number and type continuing education classes	Continue to provide continuing education opportunities throughout service area for community needs	<ol style="list-style-type: none"> 1. Continue to offer wide range of CE classes in Elko and expand to outlying areas and new territories as feasible. 2. Maintain and increase professional development courses as feasible. 3. Develop faculty/adjunct faculty and community members in outlying communities and new service area in order to have resources to serve rural areas. 	<ol style="list-style-type: none"> 1. Director of Continuing Ed 2. VPAA 3. VPAA, VPSS 	1-3. TBA	
d.	Community meetings hosted through interactive video	Continue to provide connectivity throughout service area for community needs.	<ol style="list-style-type: none"> 1. Each summer, review the list of community meetings hosted for the previous year. 2. Based on annual review and assessment of resources, determine actions required to maximize the use of IAV. 	1. IAV Coordinator	<ol style="list-style-type: none"> 1. Annually by August 15 2. TBA 	

Appendix D

Core Themes and Indicators

Theme One: Provide Student Enrichment

Objective 1.1: Provide Educational Opportunities

Indicators:

1.1.a. Number and types of programs available 2012-2013

- 3 Bachelor of Arts degree programs - 8 major emphases
- 1 Bachelor of Science in Nursing degree program
- 1 Bachelor of Applied Science degree program - 4 major emphases
- 1 3+1 Bachelor of Social Work degree program
- 3 Associate of Arts, Science, and General Studies degree program
- 13 Associate of Applied Science degree program - 12 major emphases
- 16 Certificate of Achievement programs
- 11 Recognitions of Achievement

Expectatio Maintain or increase number of programs that exceed low-yield policy requirement of 20 or more graduates every three years

1.1.b. Number and qualifications of full-time faculty (fall 2012)

	<Assoc.	Assoc.	Bachelor's	Master's	MFA	PhD	Total
Grand Total	3	2	6	27	2	20	60
% of Total	5%	3%	10%	45%	3%	33%	100%

Notes: Includes benefits-eligible teaching faculty on .51 FTE appointments or higher.

Expectatio Raise overall qualifications through time

1.1.c. Full-time/Part-time Faculty ratio

Year	2010-11	2011-12	2012-13	2013-14
Ratio	64.2/37.8	60.1/39.9		

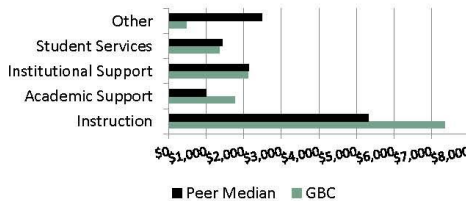
Expectatio Maintain 60%/40% FT/PT ratio

1.1.d. Financial Resources

• A. Institutional Finances

Expenses per FTE - FY2011

	GBC	Peer Median
Instruction	\$ 7,345	\$ 5,315
Academic Support	\$ 1,766	\$ 1,003
Institutional Support	\$ 2,107	\$ 2,131
Student Services	\$ 1,346	\$ 1,428
Other	\$ 457	\$ 2,488



Notes: Data are as reported to IPEDS: Instruction - includes expenses for both credit and non-credit instruction and excludes expenses for academic administration; Academic Support - libraries, audiovisual services, academic admin., acad. personnel development, and course development expenses; Institutional Support - general admin., executive activities, legal and fiscal operations, personnel, institutional research, space management, computing support at GBC and media services; Student Services - admissions, registrar, student activities and organizations, student records, and SIS at GBC; Other - scholarships and plant maintenance and operations. Elsewhere, plant maintenance and operations and information technology costs may be re-allocated to the other categories. Peer institutions include: Big Bend CC, Blue Mountain CC, Clatsop CC, Colorado Mountain College, Colorado Northwestern CC, Flathead Valley CC, Klamath CC, Lake Tahoe CC, Luna CC, Mid-Plains CC, New Mexico Junior College, Northern New Mexico College, Otero Junior College, Prince William Sound CC, Trinidad State Junior College, West Hills College Coalinga, Western Nebraska CC, Western Nevada College, Western Wyoming CC, Yakima Valley CC.

Expectatio Maintain financial resources that exceed or are with 10% of those for the IPEDS peer group in categories except "Other"

- B. Revenue as reported to the Nevada State System of Higher Education (NSHE)

	2007-08	2008-09	2009-10	2010-11	2011-12	5 yr Chg
State General Fund	\$ 16,089	\$ 16,180	\$ 10,010	\$ 16,291	\$ 14,032	-13%
Revenue from student	\$ 2,730	\$ 3,476	\$ 2,989	\$ 2,978	\$ 2,946	8%
Revenue from external funding	\$ 3,571	\$ 4,238	\$ 13,847	\$ 6,477	\$ 5,813	63%
Total	\$ 22,390	\$ 23,894	\$ 26,846	\$ 25,746	\$ 22,791	2%
annualized FTE	1643	1786	1994	1939	1742	6%
\$/FTE	\$ 6,814	\$ 6,689	\$ 6,732	\$ 6,639	\$ 6,542	-4%

Notes: All dollars are except \$/FTE in \$1,000's; external funding includes operating and non-operating federal, state, local, and other grants and contracts plus gifts; FY2010 external funding includes one-time federal ARRA revenues.

Expectation Within institutional limits of authority, work to maintain or increase annual \$/FTE

- C. Student Finances

Academic year tuition and required fees (full-time, first-time resident students)

	2008-09	2009-10	2010-11	2011-12	4 yr Chg
GBC	\$ 1,920	\$ 2,010	\$ 2,243	\$ 2,513	31%
Peer Median	\$ 2,334	\$ 2,540	\$ 2,623	\$ 2,781	19%

Source: IPEDS Data Feedback Report, 2012. Earlier reports do not have comparable peer medians.

Expectation Desire to have student fees below or within 10% of IPEDS peer group

- D. Student scholarships: a) private, institutional; b) Pell (disbursed amounts)

		2007-08	2008-09	2009-10	2010-11	2011-12
a)	No. Students	333	361	353	342	328
	Avg. Amount Disbursed	\$ 2,090	\$ 2,078	\$ 1,928	\$ 2,084	\$ 2,177
	% of Total FTE	21%	21%	18%	18%	19%
b)	No. Students	430	460	741	900	908
	Avg. Amount Disbursed	\$ 2,342	\$ 2,532	\$ 3,020	\$ 3,104	\$ 3,165
	% of Total FTE	17%	16%	24%	29%	32%
Total	No. Students	763	821	1094	1242	1236
	Avg. Amount Disbursed	\$ 2,232	\$ 2,332	\$ 2,668	\$ 2,823	\$ 2,903
	% of Total FTE	38%	37%	42%	47%	51%

Expectation Maintain a 5-year overall trend of increased support for students

1.1.e Student Services Resources

Full-time equivalent staff by assigned position (fall 2011)

	GBC	Peer Median
Instruction	113	88
Executive/admin/managerial	17	19
Other prof. (support/service)	36	34
Non-professional	129	72

Source: IPEDS Data Feedback Report, 2012.

Expectation Maintain numbers reasonably close to the peer group, and adjust as necessary

1.1.f. Number and percent of students attaining educational goals

	GBC	National Median
% Graduates and completers	86.3%	94.9%
% Leavers and non-completers	NA	60.0%

Note: Percent of alumni survey respondents reporting they've reached their personal goal. NCCBP recommends asking graduates very soon after leaving if they achieved their educational objective either partially or fully. GBC's data are from an alumni survey one year later that asked students who strongly they agree with the statement, "I achieved my educational objective." Source: NCCBP 2012 Aggregate Data Report

Expectation Be within 10% of the national median

1.1.g. Completion rates for courses and programs

		All Credit Classes	National Median
A. Courses			
	% Completer Success	87.3%	82.2%
	% Completed	81.7%	89.9%
	% Withdrawal	18.3%	10.1%

Notes: Fall 2010 grades -- includes all credit classes except Driver's Ed; Enrollee Success = grades C- and above/total enrolled; Completer Success = grades C- and above/total minus W grades; Completed = % of total minus W grades. Source: NCCBP, 2012.

B. Programs

		GBC	Peer Median
2009 IPEDS	6-year graduation rates	20%	22%
	Transfer-out rates	NA	21%
2010 IPEDS	6-year graduation rates	26%	23%
	Transfer-out rates	NA	23%
2011 IPEDS	6-year graduation rates	25%	24%
	Transfer-out rates	29%	21%
2012 IPEDS	6-year graduation rates	23%	24%
	Transfer-out rates	23%	24%
2013 IPEDS	6-year graduation rates	27%	22%
	Transfer-out rates	22%	18%

Note: Includes certificate, associate's, and bachelor's degree-seekers who complete within 150% of the time required. Source: IPEDS annual reports

Expectation: Exceed or be within 10% of the national median for courses

Exceed or be within 5% of the national median for IPEDS 6-year graduation rates

1.1.h. Persistence rates for new students

		Peer Median			
			Fall 2010	GBC	National Median
Full-time, fall-to-fall retention		61%	52%	Average section size	19.3
Part-time, fall-to-fall retention		36%	33%	Student/faculty ratio	18.9
					18.3

Data Feedback Report -- data reported to IPEDS were in error. Corrected

Source: NCCBP 2012 Aggregate Data Report

Expectation: Exceed or be within 10% of the national median

1.1.i. Student satisfaction ratings from targeted questions

A. Percent of GBC graduates surveyed one year later who agree or strongly agree:

2010-11	93%	The time I spent at GBC was a wise use of my time.
Graduates	88%	All in all, if I had to do it all over again, I would enroll at GBC.
	88%	I will recommend GBC to others interested in the same major field of study.

Expectation: Maintain at least 85% for these questions

B. Percent of enrolled students who:

GBC	National Community Colleges	
69.0%	60.0%	are satisfied or very satisfied when rating their overall experience thus far
78.0%	70.0%	report probably yes or definitely yes when asked if they had to do it over,

Source: Noel-Levitz Student Satisfaction Inventory, fall 2012.

Expectation: Exceed or be within 10% of the national median

Objective 1.2: Foster cultural awareness

Indicators:

1.2.a. Demographics of GBC and the service area

	Fall 2011 Students		Fall 2011 Employees		GBC Service Area	
Total population	3,524	100.0%	511	100.0%	127,084	100.0%
Hispanic or Latino (of any race)	436	12%	46	9%	23,946	19%
White	2,605	74%	433	85%	93,361	73%
Black or African American	79	2%	6	1%	1,650	1%
American Indian and Alaska Native	107	3%	10	2%	4,129	3%
Asian	57	2%	10	2%	1,223	1%
Native Hawaiian/Other Pacific Islander	16	0%	1	0%	269	0%
Some Other Race/Unknown	160	4%	0	0%	104	0%
Two or More Races	64	2%	5	1%	2,402	2%
Total Minority (all but white)	919	25%	78	15%	33,723	27%

Note: Fall enrollment does not include 3 international students. 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011.

Expectation: Students should be within 5% of the population of the GBC service area

1.2.b. Number of students (unduplicated) enrolled in general education classes with moderate to strong outcomes for personal and cultural awareness

	2009-10	2010-11	2011-12	2012-13
Number enrolled				
Percent of GBC enrollment				

Expectation: Maintain or increase percentage

1.2.c. Student satisfaction ratings from targeted questions

Percent of 2010-11 associate's and bachelor's graduates who agree or strongly agree they

	Associate's	Bachelor's	Combined
their ability to think critically	88%	93%	89%
understanding cultural diversity	83%	74%	81%
their ability to organize ideas	87%	89%	88%
their ability to communicate	86%	89%	87%
technological understanding	81%	85%	82%
understanding personal wellness	78%	67%	75%
ability to learn on my own	87%	92%	88%
ability to seek information	89%	96%	91%

Expectation: Maintain at least 75% for each item

Objective 1.3: Provide curricula and programs for careers

Indicators:

1.3.a. Number and types of career-directed degrees and certificates available 2012-2013

- 2 Bachelor of Arts (Elementary and Secondary Education)
- 1 Bachelor of Science in Nursing degree program
- 1 Bachelor of Applied Science degree program - 4 major emphases
- 1 Associate of Applied Science degree program - 12 major emphases
- 16 Certificate of Achievement programs
- 6 Recognitions of Achievement

Expectation: Maintain or expand the list

1.3.b. Job placement rates for programs

Percent of graduates employed within six months to a year

	Certificates	Associate's	Bachelor's	Overall
2009-10				
2010-11				
2011-12				
2012-13	86%	90%	96%	92%

Note: *2010-11 graduate survey for all grads one year later excludes those not employed and not seeking work; 2009-10 graduate surveys for program-specific results.

Expectation: At least 80% employed within 6 months to a year of graduation**1.3.c. Advancement in studies by students following degree completion**

Percent of 2010-11 graduates continuing their education

		30+ credit			
		Certificates	Associate's	Bachelor's	Overall
Where enrolled:	Continuing their education	25%	69%	41%	60%
	Enrolled at GBC	100%	73%	33%	68%
	Enrolled elsewhere	0%	27%	67%	32%
	Agree or strongly agree GBC prepared me to	71%	86%	81%	84%

Expectation: Maintain 90% or increase percentages continuing with education
Monitor GBC proportions

Theme Two: Build Bridges and Create Partnerships

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

Indicators:

2.1.a. Percent of first-year students enrolling in remedial and college English and math, and their success rates

	Fall 2011		Fall 2012	
	% Enrolled	% Passed	% Enrolled	% Passed
Remedial math	36%	67%	38%	69%
College math	5%	65%	13%	80%
Math total	41%		51%	
Remedial English	24%	60%	30%	66%
College English	28%	61%	31%	73%
English total	52%		61%	

Notes: First-year students enrolling in math and English during their first semester. Passing grades include D- and above.

Expectation: Over time, increase percent of students enrolled in English and Math
Over time, increase percent of students passing these courses
Over time, increase proportion taking college rather than remedial

	Math		English	
	GBC	National Median	GBC	National Median
Retention Rate: Percent of students successfully	76.1%	86.3%	87.7%	89.6%
Enrollee Success Rate: percent of students	65.8%	65.6%	80.4%	71.0%
Completer Success Rate: percent of same remedial	86.5%	77.4%	91.6%	80.6%

Notes: Includes students who successfully completed highest remedial math or English in fall 2009 and enrolled in college-level math or English within one academic year (through fall 2010). NCCBP 2012.

Expectation: Exceed or be within 10% of the national median

2.1.b. Tech Prep headcount and number of credits and courses awarded

	FY2009	FY2010	FY2011	FY2012	FY2013
No. of Students	48	110	222	173	139
No. of credits	257	523	961	749	556
No. of Courses Articulated	69	64	84	63	57

Note: The number of courses is by high school.

Expectation: Maintain an increasing trend over time

2.1.c. Dual credit headcount and FTE by high school -- all high school students and their enrollments

	Student Headcount			Student FTE		
	Fall 2011	Spr 2012	Fall 2012	Fall 2011	Spr 2012	Fall 2012
Grand Total	435	378	449	144.9	111.1	134.6

Notes: Dual credit enrollments are student-high school-course specific. Enrollments here include all classes enrolled in by NV high school students, except Driver's Education. Earlier years are not comparable.

Expectation: Maintain a continuing or increasing trend over time

2.1.d. Transfer headcount, both external and continuing at GBC

continuing from lower to upper division at GBC	Fall 2011	Fall 2012	Fall 2013
Elsewhere	22	NA	
at GBC	58	NA	

Source: NCCBP 2012 for transfer, advancing from sophomore to junior (>60 credits) and taking upper division courses at GBC

Expectation: Maintain a continuing or increasing trend over time

2.1.e. Number of students transferring into GBC

Fall 2011	Fall 2012	Fall 2013
Headcount	Headcount	Headcount
189	202	

Note: Based on applications for admission and enrollment in credit classes.

Expectation: Maintain a continuing or increasing trend over time

Objective 2.2: Build and sustain workforce programsIndicators:**2.2.a. Number of contract training classes offered**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
No. of classes	98	126	139	121		

Expectation: Maintain a continued effort over time

2.2.b. Employer Satisfaction rates – career program completers

	GBC	National Median
Employed in related field	83%	58%
Pursuing education	17%	21%
Employers satisfied with preparation	88%	93%

Note: Combines Perkins CTE graduate employment/enrollment surveys and data exchanges with employer surveys of AAS Radiology Technology and BA Education graduates.

Expectation: Exceed or be within 10% of the national median

2.2.c. Advisory boards and program committee meetings/participation

	Total Number	Meet Annually	Meet Semi-annually	Meet Monthly	Other Frequency
AAS programs	9	4	5		
Bachelor programs	4		1	1	2
Institutional and non-degree	3	2			1
Not having board	4				

Expectation: All programs should have an advisory board that meets at least once annually

2.2.d. External investment in programs -- revenue generated

GBC Foundation	2007-08	2008-09	2009-10	2010-11	2011-12
Scholarships	\$ 107,776	\$ 141,521	\$ 103,388	\$ 123,150	\$ 164,421
Capital projects	\$ 199,548	\$ 159,448	\$ 1,610,763	\$ 76,506	\$ 309,967
Program and operating support	\$ 227,386	\$ 324,377	\$ 191,394	\$ 225,370	\$ 238,870
Total	\$ 534,710	\$ 625,346	\$ 1,905,545	\$ 425,026	\$ 713,258

Note: Program and operating support includes in-kind donations

	2007-08	2008-09	2009-10	2010-11	2011-12
Contract training (Continuing Ed)	\$ 30,490	\$ 37,991	\$ 42,735	\$ 33,795	\$ 27,945
Contract training (Career & Tech Ed)	\$ 551,016	\$ 588,098	\$ 530,587	\$ 561,164	\$ 419,773
Maintenance Training Consortium (MTC)	\$ 284,500	\$ 282,941	\$ 267,750	\$ 271,952	\$ 310,000
Grants\Sponsored Programs	NA	\$ 1,482,464	\$ 1,920,209	\$ 1,774,853	\$ 1,308,289

Expectation: External revenue coming in to GBC should be sufficient to meet or exceed the needs being required of these revenues

2.2.e. Number of students placed in workplace settings including clinical settings, student teaching, internships/apprenticeships, and other workplace experiences

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	56	40	49	35	186	

Expectation: Maintain a continuing or increasing trend over time

Objective 2.3: Support community needs

Indicators

2.3.a. Maintain a range of community partnerships

Partner	Location
Battle Mountain Arts Presenters	Battle Mountain
Battle Mountain Cookhouse Museum	Battle Mountain
Battle Mountain Resource Center	Battle Mountain
California Trail Interpretive Center	Elko
Chamber of Commerce	Elko, Battle Mountain
Committee Against Domestic Violence	Lander County
Communities in schools	Elko, Ely
County School Districts	Elko, Lander, Nye, White Pine
County Economic Development Authorities	Elko, Lander
Great Basin Indian Archives	State-wide
Great Basin Writing Project	State-wide
Junior Achievement	Ely
County Convention and Tourism	Lander County
Mining Rocks	Elko
NV Department of Veteran's Affairs	Pahrump
Nevada Humanities Organization	Service Area
NV State Immunization Program (Webiz)	Pahrump
PACE	Elko
Silver Stage Players	Elko
United Blood Services	Elko, Ely
VISTA Sponsorships	Elko
Western Folklife Center	Elko

Note: These are non-profit organizations and governmental agencies that fulfill their missions by partnering with GBC (2012-13).

Expectation: Engage in ongoing partnerships with a variety of community partners in different communities

2.3.b. Maintain a range of community events and activities

2011-12 Community & Related Student Events	Location
Richter Uzur Duo Guitar & Cello Concert	Elko
50th Anniversary Celebration of the US Peace Corps	Elko, IAV to BMtn, Ely, Pahrump
Nevada Outdoor School Kids Programs	Winnemucca
"One Enchanted Evening" Father & Daughter Ball	Elko w/svs area
Fall Art Show and Demonstrations	Elko
Winnemucca Fall Student Art Show	Winnemucca
United Blood Services Blood Drive	Ely
Deon Reynolds Photography Exhibit	Elko
GBC 2012 Film Festival	Elko
Empowerment Week "Pay What You Can"	Elko
Community Clean-up week and Earth Day Film	BMtn
Thomas Sheridan & Barry Corbin Cowboy Poetry Speakers	IAV to All
Tumble Words: Shaun Griffin, poetry & writing workshop	IAV to All
Dinner & Movie "Buck" in Partnership with Ranching	Elko
Love Your Body Walk sponsored by SGA	Ely
Spring Student Art Show	Elko w/svs area
Winnemucca Student Spring Art Show	Winnemucca
GBC Foundation Dinner Dance	Elko
Winnemucca Kids College	Winnemucca
Argentum (art and literary magazine)	Svc. Area

Joni Morris Concert & Outreach events	Elko
GBC Theater Productions	Elko
"Back to Bizkaia" Vince Juaristi Book Signings	Ely & Elko
Kids College	Elko
Shooting the West Photography Workshops	Vinnemucca
Transit of Venus Astrological Viewing	Elko

Expectation: Engage in a variety of events and activities in different communities

2.3.c. Faculty community service: percent of faculty indicating community service on annual

2009-10	2010-11	2011-12	2012-13	2013-14
87%	86%	84%	76%	

Expectation: At least 70% of faculty will engage in community service

Theme Three: Serve Rural Nevada

Objective 3.1: Provide access to education at distant locations

Indicators:

3.1.a. Number of programs fully available online

	2011-2012	
Bachelor's degree programs	1	Bachelor's of Science in Nursing
Bachelor's Applied Science degree programs	1	BAS Land Surveying/Geomatics
Transfer associate's degree programs	2*	Associate of Arts, Associate of Science
Associate of General Studies degree	1	
Associate of Applied Science degree programs	2	AAS Business Administration, AAS Computer Technologies
Certificates of Achievement	5	Business Administration, Computer Technologies, Substance Abuse
Recognitions of Achievement	2	Medical Coding and Billing, Medical Transcriptionist
Total	12	

*Depending on pattern of study

Expectation: Maintain or increase the number of programs available

3.1.b. Enrollment (duplicated headcount) in distance education sections (online and IAV)

Section Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Percent of Last Total
Internet	1719	2529	3296	3923		
Interactive Video	2129	1656	1855	1817		
Total Distance	3848	4185	5151	5740		
Total GBC	9172	9,644	10602	10467		
% of All Enrollment	42%	43%	49%	55%		

Notes: Interactive video (IAV) classes are sectioned by site so that a single class will have multiple sections. Does not include telecourse sections which ended as of fall 07.

Expectation: Maintain or increase enrollment in distance education classes

3.1.c. Certificate and degree completions by student location

FY 2012 Awards	Battle Mountain	Elko	Ely	Pahrump	Winn.	NV Out of Service Area	Out of State	All GBC	Percent of Total
Bachelor's	2	41	2	0	9	3	4	61	13%
Associate's	20	149	8	26	32	18	7	260	58%
Certificates	9	86	4	2	6	5	1	113	25%
Recognitions	1	9	2	2	2	2	0	18	4%
Total	32	285	16	30	49	28	12	452	100%
Percent of Total	7%	63%	4%	7%	11%	6%	3%	100%	

IPEDS.

Expectation: Maintain a distribution of awards through the service area reflective of sites

3.1.d. Retention rates by student location (fall-to-fall)

All Credit Student Retention	Online	Battle Mountain	Elko	Ely	Pahrump	Winn.	Other Locations	All GBC	National Median
Fall-to-spring	52%	58%	60%	47%	64%	59%	72%	58%	72%
Fall-to-fall	40%	49%	48%	34%	44%	45%	49%	45%	48%

Notes: Includes all full-time and part-time students enrolled in credit classes (excludes high school students), fall 2010, who: 1) graduated fall 2010 or enrolled spring 2011 for fall-to-spring retention; or 2) who graduated fall 2010, spring 2011 or summer 2011 or who enrolled fall 2011 for fall-to-fall retention. Location is based on primary location of classes. NCCBP 2012.

Expectation: Retain students throughout the service area at comparable rates

3.1.e. Center and satellite site needs fulfilled by synchronous courses specific to an area

No. of Live and Originating IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total	latest
Battle Mountain	24	21	21	19	15	2%	
Elko	950	858	832	698	677	74%	
Ely	67	46	45	36	35	4%	
Pahrump	123	124	131	113	103	11%	
Winnemucca	110	112	109	98	87	9%	
Other Locations	2	2	0	3	3	0%	
Total	1276	1163	1138	967	920	100%	

No. of Receiving IAV sections

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	% of Total	latest
Battle Mountain	77	74	77	83	69	16%	
Elko	30	46	53	61	45	10%	
Ely	118	109	106	88	73	17%	
Pahrump	99	102	117	113	89	21%	
Winnemucca	125	121	123	127	98	23%	
Other Locations	106	97	72	84	60	14%	
Total	555	549	548	556	434	100%	

Expectation: Provide some level of synchronous class delivery at all locations

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

Indicators:

3.2.a. No. of programs fully available at each center or site (2011-2012)

Battle Mountain	Ely	Pahrump	Winn.	Elko	
3 BA degrees	3 BA degs	3 BA degs	3 BA degs	3 BA degs	Bachelor's of Arts degree programs - 8 major emphases
1	1	1	1	1	Bachelor's of Science in Nursing degree program*
1 BAS - 3 emph	1 BAS - 3	1 BAS - 3	1 BAS - 3	1 BAS - 4	Bachelor's of Applied Science degree program - 4 major emph*
1	1	1	1	1	3+1 Bachelor's of Social Work degree program
1	1	1	1	1	Associate of Arts degree program
1	1	1	1	1	Associate of Science degree program
1	1	1	1	1	Associate of General Studies degree program
1 AAS - 6 emph	1 AAS - 6	1 AAS - 6	1 AAS - 6	1 AAS - 12	Associate of Applied Science degree program - 12 major emph
12	12	12	12	16	Certificate of Achievement programs
2	2	2	2	3	Teacher Certifications
2	2	2	2	6	Recognitions of Achievement

*Note: upper division classes only

Expectation: Provide the curricula not requiring specialty space and equipment for programs at sites centers

3.2.b. Demographics of service area population and students by site (county)

Gender

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Total Enrolled Students	1,818	48	329	146	470	181	2,997	407	3,524
% Men	39%	48%	26%	34%	35%	30%	36%	34%	37%
% Women	61%	52%	74%	66%	65%	70%	64%	66%	63%

Nevada State Population Gender Distribution by County

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
% Men	52%	53%	52%	51%	51%	57%	52%
% Women	48%	47%	48%	49%	50%	43%	48%

Note: Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Fall 2011 Enrolled Students	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Total Service Area	Out of Service Area	Total Enrolled Students
Hispanic or Latino (of any race)	13%	10%	15%	21%	10%	9%	13%	13%	12%
White	75%	79%	77%	73%	72%	82%	75%	65%	74%
Black or African American	1%	2%	0%	0%	6%	1%	1%	7%	2%
American Indian/Alaska Native	4%	0%	3%	3%	2%	3%	3%	1%	3%
Asian	1%	0%	1%	0%	1%	1%	1%	7%	2%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	1%	1%	1%	0%	0%	0%
Unknown	5%	4%	3%	3%	6%	3%	5%	2%	4%
Two or More Races	1%	4%	1%	0%	2%	2%	1%	5%	2%
Total Minority (all but white)	25%	21%	23%	27%	28%	18%	25%	35%	25%

Total Enrolled Students	1,817	43	279	115	421	165	2,989	407	3,521
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Note: Does not include 3 international students.

2010 Census	Elko	Eureka	Humboldt	Lander	Nye	White Pine	Service Area
Hispanic or Latino (of any race)	23%	12%	24%	21%	14%	13%	19%
White	69%	84%	69%	74%	79%	76%	73%
Black or African American	1%	0%	0%	0%	2%	4%	1%
American Indian/Alaska Native	5%	2%	4%	3%	1%	4%	3%
Asian	1%	1%	1%	0%	1%	1%	1%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Unknown	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	1%	2%	1%	3%	2%	2%
Total Minority (all but white)	31%	16%	31%	26%	21%	24%	27%
Total County Population	48,818	1,987	16,528	5,775	43,946	10,030	127,084

Source: 2010 Census Estimated Population from Nevada State Demographer's website - 6/15/2011

Expectatio Gender and race/ethnicity demographics of the student population for should approximate that of the service area population

3.2.c. Student satisfaction ratings by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly agree they are overall,	81%	91%	89%	83%	86%	91%
Percent who agree or strongly agree they would	86%	82%	92%	83%	86%	88%
Percent who agree or strongly agree they would still choose	73%	77%	80%	74%	77%	64%
Percent who agree or strongly agree they enjoy being a	87%	86%	95%	83%	90%	88%
Percent who agree or strongly agree they fit in at GBC	73%	70%	66%	40%	76%	67%

Expectatio For each question, 75% should indicate that they agree or strongly agree

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

Indicators:

3.3.a. Availability of support services

	Battle Mtn.	Ely	Pahrump	Winn.	Online
Advising	On site	On site	On site	On site	Quickstart
Library	Outreach	Outreach	Outreach	Outreach	Fully
Financial Aid	Outreach	Outreach	Outreach	Outreach	Forms, instructions & videos
Tutoring	On site math, English	On site math, English	On site math, English	On site math, English	Skype and email tutoring
Testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	On site proctored and placement testing	Course testing via Web Campus

Expectatio At least some degree of availability at all sites

3.3.b. Satisfaction with support services

Student satisfaction with support services by site -- Spring 2011 enrolled students

	Elko	Ely	Internet	Other	Pahrump	Winn.
Percent who agree or strongly that tutors were available	62%	62%	42%	41%	49%	34%
Percent who agree or strongly agree financial aid staff is	68%	52%	58%	33%	63%	58%
Percent who agree or strongly agree that I am very	62%	57%	58%	43%	69%	42%
Percent who agree or strongly agree that my advisor is	67%	81%	71%	55%	59%	80%
Percent who agree or strongly agree that I am very	69%	86%	73%	57%	66%	83%
Percent who agree or strongly agree that library resources	77%	57%	50%	38%	29%	27%

Expectation: Continuous improvement of responses over time

3.3.c. Number and type of scheduled continuing education classes (2011-12)

	Elko	Ely	Internet	McDermitt	Pahrump	Tonopah	Winn.	Total
2011-12	64	3	15	1	4	1	2	90

Expectation: Continue to provide continuing education opportunities throughout service area for community needs

3.3.d. Number of non-class IAV sessions scheduled

	Elko	Ely	Battle Mtn	Pahrump	Winn.	Amargosa	Beatty	Gabbs	Eureka	Jackpot
2011-12										
2012-13										
2013-14	126	23	17	23	31	1	2	2	4	1
	Lovelock	McDermitt	Owyhee	Round Mtn	Tonopah	Wells	Wendover	Total		
2011-12										
2012-13										
2013-14	3	2	1	4	12	4	3	259		

Expectation: Continue to provide connectivity throughout service area for community needs