

Core Themes Review

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GBC is meeting stated objectives for its three Core Themes of *Provide Student Enrichment, Build Bridges and Create Partnerships, and Serve Rural Nevada*. There are a few specific indicators that are not attained or are marginally attained at the level desired, but overall, expectations for Core Theme objectives are being achieved.

During the GBC President's Council meeting of February 9, 2016, the status of GBC Core Themes objectives and indicators was reviewed to assess how well stated expectations are being achieved. There are three objectives for each Core Theme, each with several indicators; all were reviewed individually based on updated information. In preparation for this review and discussion, the office of Institutional Research and Effectiveness (IRE) updated all available information for Appendix D - Core Themes and Indicators - of the 2014 Year One Report. Appendix D of the Year One report with updated information is the primary document to evaluate for the assessment of attainment of the three GBC Core Themes. This document can be found as Appendix D of the 2016 Mid-Cycle Self-Evaluation under the name of, *Core Theme Objectives, Indicators, and Expectations*. In the future this document will be retained in the IRE website under this same name.

In this review of Core Themes, each Core Theme section begins with a summary relating to the objectives and indicators for that Core Theme. Additionally, each indicator is discussed alone with a summary for the objective at the beginning of each objective section.

Theme One: Provide Student Enrichment

There are three objectives for this theme:

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

THEME ONE SUMMARY

In overview, Theme One objectives are being met. Opportunities for programs are offered and in increasing numbers throughout the service area, and these programs are providing the curricula for careers. In external comparisons students are sufficiently completing courses and programs, though improvements in these rates are continually sought. Students are finding jobs at a high rate (over 90%) after completing programs. Students express a high rate of satisfaction (85%) with their experience at GBC. The recent decline in faculty numbers to deliver these programs has reversed, but overall faculty qualifications declined; this decline is being addressed by support for existing faculty completing higher degrees. Financial resources remain a challenge that is being adequately addressed at this time, though a continuing concern for the future.

The college is doing an adequate job in fostering cultural awareness. The GBC student population is more diverse in race/ethnicity than the general service area population, but the GBC staff has a greater proportion of white members than the student or general populations. Students respond positively that they are exposed to ideas surrounding cultural diversity, but this area of education has room to grow.

OBJECTIVE 1.1: Provide educational opportunities

OBJECTIVE 1.1 SUMMARY:

GBC is generally meeting expectations of indicators for Objective 1.1, though not without areas identified to improve in. Since 2011 GBC has increased the number of programs offered, and more are on schedule to be offered. The increase in the number of program options directly increases educational opportunities for students. The number of faculty available to offer these program increased in recent years (following an earlier decline), but the average qualifications of the faculty declined slightly. This is being addressed as existing faculty are engaged in attaining higher degrees. GBC has maintained its target of a 60/40 ratio between full-time and part-time faculty, though there is a concern that the ratio is being maintained through a high proportion of full-time faculty teaching overload.

Maintaining the financial resources to provide educational opportunities has been the chief challenge in recent years in the face of declining state support. Finances are maintained at this time, primarily because of an increase in student fees and the receipt of significant grant funding. Students are still afforded access to educational opportunities by having fees 27% below the median for the GBC IPEDS peer group. GBC has managed to maintain staffing numbers (though perhaps not proportions) in the IPEDS comparison in every category except administration. A lack of advisors is a concern.

Regarding indicators for financial resources, GBC needs to seek a better gauge. Considering the unique quality of the college (large service area, select Bachelor's degrees, unique technical programs, etc.) the college must devise its own formula for determining its expectation for dollars per student needed.

A look at student performance shows they are generally meeting expectations, though increases in performance are always sought. In fall-to-fall persistence, GBC students exceed the IPEDS peer median for full-time students, but not for part-time students. The performance by part-time students is a concern. The course and program completion rates are also near those of the IPEDS peer median. Students declare that they have met their educational goals at a rate of 92% compared to a national comparison median of 94%, well within expectations. In questions relating to general student satisfaction, 85% of GBC students respond positively. The responses are at or above the national median for these questions.

Following is the review of each objective indicator:

Indicator 1.1.a, Number and types of programs available

The expectation to maintain or increase the number of viable programs is met. Since 2012 all categories of program types listed have remained the same or increased in number. Not shown in the current data are that two more Bachelor's degrees (Biological Science and English) are fully approved for the fall of 2016, and two more Bachelor's degrees (Natural Resources and

Social Science) are in the approval process and targeted for the fall of 2016. More programs provide more opportunities for students.

Indicator 1.1.b, Number and qualifications of full-time faculty

The expectation for this indicator to increase the number and qualifications of the teaching faculty has been achieved in number, but not in regard to qualifications. The number of faculty has increased since 2012, but only because GBC has several positions funded by outside grant sources. Without the external funding, the number of faculty would have continued to decline from the former highest level of 70. Also at this time, the overall qualifications of the faculty have diminished. A crude point scale with a weighted average of faculty and level of degree attainment is shown in the table below. This indicates how there has been an overall reduction in average degree attainment primarily due to a recent loss in the number of doctoral level faculty and a gain in faculty with less than an Associate’s degree.

	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
< Assoc	3	3	5	5	7	7	6	6
Associate's	2	4	3	6	2	4	3	6
Bachelor's	6	18	6	18	6	18	5	15
Master's	27	108	27	108	29	116	32	128
MFA	2	10	1	5	2	10	1	5
PhD	20	120	19	114	17	102	17	102
Total	60	263	61	256	63	257	64	262
	4.38		4.20		4.08		4.09	

Table reflecting faculty level of educational credentials. The bottom rating number was created by using a 1 – 6 rating for degree level in a weighted average for the number of faculty.

The loss of doctoral level faculty has been primarily through retirement, often replaced by faculty with Master’s level degrees. The gain in faculty with less than Associate’s degrees has been the result of the focus on workforce development programs, mostly through external grant funding.

The declining trend in faculty qualifications is on track to reverse in the coming years. Six Master’s level faculty members have declared their pursuit of doctoral degrees and are actively engaged in this pursuit. Also, two Bachelor’s level faculty members are pursuing Master’s degrees. The college is supporting the efforts of these individuals.

Indicator 1.1.c, Full-time/part-time faculty FTE ratio

Historically, GBC has sought to attain a 60-40 ratio in the percent of instruction between full-time and part-time faculty. This ratio is being maintained, assuring an appropriate level of quality and control over instruction. Of concern is that this ratio is maintained only because of

an extreme level of overload being taken by full-time faculty. This matter is being addressed through active recruitment of more part-time faculty.

Indicator 1.1.d, Financial resources

The expectations of the four parts of this indicator are met, and thus the indicator expectation is met:

- A. While meeting the expectation of this indicator, there is concern that the indicator may need to be revised for the future to more accurately reflect the financial support needed. Maintaining the level of financial support per student is difficult to compare line-by-line from the data and the changing interpretations of categories, but overall GBC is at 92% of the level for the comparison group. This meets the expectation at the lowest level. In 2011 GBC was at 105% of the comparison group. The level has dropped as a direct result of severe budget cuts since that time, but is above the minimum expected level of 90%. It is suggested that the college better define what constitutes adequate financial resources. A level of financial support that is needed for GBC with its unique service area and programs needs to be devised using a formula that accounts for all necessary costs, not just comparing to an average of other colleges.
- B. While revenue received from the State General Fund Appropriation has been reduced significantly, other sources have increased sufficiently to provide GBC an overall 4% increase in revenue reported to NSHE. Increased student fees have been the primary source of increase in revenue.
- C. The expectation for student fees to be below or within 10% of the GBC IPEDS peer median is met. Noting that GBC fees are 27% below the median, even after recent increases, a question might be if the fees are too low for sustainability?
- D. The expectation of maintaining a trend of increased student financial support is attained. In both categories listed the amount of financial support has increased.

Indicator 1.1.e, Student services resources

In reviewing the numbers of full-time staff in different staffing areas, GBC exceeds the staffing levels in all comparison group areas except administration. GBC is four less than the IPEDS peer median in this one area, which some might say is good. The overall expectation for this indicator is considered to be met.

Indicator 1.1.f, Number and percent of students attaining educational goal

At 92%, this meets the expectation of being within 10% of the national median of 94%

Indicator 1.1.g, Completion rates for courses and programs

For both courses and programs, the expectation is met for completions compared to respective medians. For courses, the completion rate is essentially the same and the 6-year graduation rate is within two percentage points of the median. The transfer rate has diminished in recent years as it has nationally.

Indicator 1.1.h, Persistence rates for new students

For full-time students, GBC meets the expectation by being above the IPEDS peer median in fall-to-fall retention. However, for part-time students the GBC rate has been declining in recent years and does not meet the expectation of being within 10 percentage points of the median. These numbers will be further examined, as they are reported from IPEDS and reflect only those students who have declared they are seeking bachelor's degrees. The numbers in this group are low and do not reflect those seeking Associate's degrees, a large GBC contingent.

Indicator 1.1.i, Student satisfaction ratings

For the first part of this indicator (graduate survey questions), two of the three questions for rating are right at the expected level of 85% agreement, and one is below at 84%. The ratings have been relatively constant over recent years. In the second set of ratings (Noel-Levitz) GBC meets the expectation by being at or above the national median for all three questions. Students generally rate their experience at GBC highly.

OBJECTIVE 1.2: Foster cultural awareness

OBJECTIVE 1.2 SUMMARY

The racial and ethnic demographics of the GBC student population basically reflect those of the general service area population as expected, but is somewhat more diverse in its proportion of minorities. Since 2011 the Hispanic/Latino student population has grown from 12% to 18%, now one percentage point less than that of the general population. Students are being exposed to courses emphasizing "personal and cultural awareness," and students respond positively to survey questions regarding their level of understanding, though there can be improvement in this area.

Indicator 1.2.a, Demographics of GBC and service area

GBC expects its college student population to well represent its service area population in racial and ethnic composition within five percentage points. The general conclusion is that GBC students are more diverse than the service area population, but not necessarily within five percentage points for each category. It is felt that GBC meets the intention of the expectation, if not the literal expectation.

Between 2011 and 2014, the proportion of Hispanic/Latino students has increased from 12% to 18%, now only one percentage point below that of the service area. The white student population dropped from 74% to 66% of the total as compared to being 73% for the service area population; the white student population is now seven percentage points below the service area population. GBC equals or exceeds the service area proportions for Black/African American, American Indian, Asian, Pacific Islander, Other/Unknown, and Two or More Races categories, though all of these are within five percentage points or less.

The college will need to evaluate what is meant by the expectation of being "within five percentage points." As an example, 2% of GBC students are Black/African American compared to the service area proportion of 1%. But with this categories being below 5% of the total, GBC

would be fulfilling the expectation by having zero. This would not be the intention of this objective.

Indicator 1.2.b, Student exposure to “personal and cultural awareness”

The expectation is that the proportion of students enrolling in general education classes with significant outcomes in “personal and cultural awareness” remain constant or increase. This is occurring, though recently the percentage has remained constant and not increased.

Indicator 1.2.c, Student satisfaction

For this indicator, students easily exceed the minimum expectation for positive responses being more than 75% of the total. They are generally more than 80%. The questions listed in Appendix D reflect a wide range of topical areas relating to student learning. Regarding the level of growth in understanding cultural diversity, the responses were marginal at 78%, though higher for Bachelor’s degree students than for Associate’s degree students.

OBJECTIVE 1.3: Provide curricula and programs for careers

OBJECTIVE 1.3 SUMMARY

The objective is being met. Appropriate programs are available, with students from those programs finding jobs. Students are also advancing their education after completing programs at GBC, though the college would wish to see more continue their studies at GBC.

Indicator 1.3.a, Number and types of career-directed programs

This indicator is very similar to 1.1.a, and the expectation of maintaining or expanding the programs available here is also being met. As with 1.1.a, programs recently approved or in the process of being approved will further increase the options available in the future.

Indicator 1.3.b, Job placement rates for programs

Job placement rates have always well exceeded the expectation of 80%, and in the most recent years they have been from 95 to 97%.

Indicator 1.3.c, Advancement in studies following degree completion

The expectation of maintaining or increasing the proportion of students continuing their education after completing GBC programs is achieved, if the most recent year’s results are compared to the prior two-year average. It is not when comparing the most current year’s results of 64% to the prior year’s 76%, however, the numbers of respondents are small and erratic. Of some concern to GBC is the fact that the proportion continuing at GBC has declined, while the proportion enrolling elsewhere has increased. Since the objective is for students to continue their studies wherever that may be, the indicator is encouraging. However, in terms of providing programs for students that can be completed within the service area, this is unsatisfying and deserves future attention.

Theme Two: Build Bridges and Create Partnerships

There are three objectives for this theme:

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

THEME TWO SUMMARY

The objectives of Core Theme Two are being achieved, but some better than in others. More traditional students are coming to GBC, but with a troubling and persistent incidence of remediation required. GBC is meeting expectations in remediation, but there is considerable room to improve in the success rates of these students. Dual credit enrollment of high school students in GBC classes has increased remarkably in recent years, assisting in the transition of more to college, whether here or elsewhere. GBC desires to have a greater number of students transition or transfer into the college. Workforce connections continue successfully. Contract training is down but adequate, and there is strong outside support of workforce programs. GBC support of community needs is ongoing and adequate.

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

OBJECTIVE 2.1 SUMMARY

GBC is meeting this objective, but with room for improvement. The persistent and bothersome issue of remedial education continues with some but slow improvement, and this inhibits overall success. Efforts to bring students from high school to college with some level of advanced standing are successful. “Tech Prep” credits from high school CTE studies are continuing, and dual credit has been especially successful and growing in recent years. Transfer of students with college credit out from GBC continues to meet expectations, but recent declines in transfer in do not.

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

There are two sets of expectations for this indicator. The first set contains three separate expectations:

- Increase the percent of students enrolled in English and math
- Increase the percent of students passing these courses
- Increase the proportion taking college rather than remedial

For the first of this set of expectations the rates have increased significantly since the fall of 2011 baseline year, but there was a slight but disturbing decrease in 2014. The expectations are fundamentally met, but need to increase more in the future. The current NSHE “Gateway” effort which addresses these expectations is a parallel effort underway.

The second part of this indicator centers on the expectation that the proportion of students progressing from developmental to college level English and math should exceed or be within

10% of the national median. This expectation was met, but there needs to be further improvement in the first expectation to make this more meaningful.

Indicator 2.1.b, College CTE Credit advancement

We have not met the expectation to maintain an increasing trend of high school students articulating College CTE Credit to GBC over time. In five years the number of students articulated is down 11% and the number of courses is down 26%. This is mostly attributable the elimination of the GBC Agriculture program. In rural Nevada, the most highly awarded College CTE Credit courses have been in the area of agriculture. Many high school students are highly involved in these in part due the activities of Future Farmers of America (FFA). Unfortunately, few of these students elect agriculture as a career after leaving high school, and articulated courses are used as electives in programs other than agriculture. With the recent creation of the EMS – Paramedic program, there will be opportunity to regain some of the numbers in the conversion of high school credit.

Indicator 2.1.c, Dual credit enrollment and FTE

GBC easily meets the expectation of increasing dual credit enrollment over the past few years, being up over 300% since 2011. This by far more than offsets the decline in College CTE Credit participation. GBC actively works with service area school districts to coordinate dual credit lists and assists where needed in facilitating the process and coordinating scheduling. School districts have also been encouraged from the state level to pursue dual credit possibilities and some have seen economic advantages to partnering with GBC, particularly in small school districts where elective options are often limited. Enrollment appears to be flattening somewhat in the current year, perhaps reaching a plateau in the number of students ready for this level of education.

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

The expectation to maintain or increase transfers is met for those transferring away from GBC, but has dropped for those continuing at GBC. Transfers out are continuing at about the same rate over recent years, but those continuing at GBC show an erratic trend. The flat to downward trend to continue at GBC is bothersome, but it is planned that the addition of Bachelor's degrees will keep more students at GBC. In the last year, though too early to be apparent in any data collection, it appears that the trend to continue here is going up, particularly in the Education program and BAS program areas.

Indicator 2.1.e, Number of students transferring into GBC

The number of students transferring into GBC is down 6.4% since 2011 and does not meet the expectation to maintain or increase this number. As in Indicator 2.1.d, this is disappointing, but is anticipated to be reversed with the recent addition of new Bachelor's degree programs. Interest in the new Biological Science and English degrees has been clearly noted.

OBJECTIVE 2.2: Build and sustain workforce programs

OBJECTIVE 2.2 SUMMARY

The college is meeting the demand for workforce-related contract training, even though the demand is reduced because of declining gold prices. Employers are satisfied with graduates of GBC programs, and they participate in GBC program advisory groups. External investment in GBC programs is robust. Students continue to participate in workplace experiences outside of class. This objective is being met.

Indicator 2.2.a, Number of contract training classes offered

The number of contract training classes has gone down in recent years, primarily due to the decline in gold prices in the same time period. This has resulted in a decrease in training requests from mining operations in the mechanical maintenance areas (mobile/diesel and mill maintenance). There has been an increase in the number of training classes in areas more associated with office procedures and using software and in areas outside of mining, but not enough to offset the decline in the mechanical areas. However, the college is meeting the expectation of maintaining the effort over time. GBC responds to all requests for training for which it has qualifications. The expectation is to meet the demand that is present at any time, and the college is doing that.

Indicator 2.2.b, Employer satisfaction for career program completers

In data specifically focused on employer satisfaction, the expectation of being within 10% of the national median is clearly met with a most recent high of 94%. Unsatisfying to GBC is that not as many students are finding employment in a related field – this expectation is not met and has decreased over three years. We will continue monitoring those continuing their education as in past years.

Indicator 2.2.c, Advisory boards and program advisory committees

The expectation for this indicator is not being fully met as of the time of the information being collected. The expectation is for all programs to have an advisory board that meets at least once per year. All programs with an advisory group did meet at least once during the last year, but one program did not have an advisory group. This is being resolved since the time the data was collected.

Indicator 2.2.d, External investment in programs

The college recognizes that it does not have complete control over external investment, thus the expectation is that revenue coming in is sufficient to meet or exceed needs of workforce-related programs. Review of the information for this indicator shows some areas up, some down, but overall the revenue is supporting the programs being targeted and thus meets the expectation. Recent TAACCCT Grant awards have provided an uncommonly high level of revenue; sustaining certain programs after the cessation of the grant is of some concern.

Indicator 2.2.e, Numbers of students participating in work placement options
The number of students participating in clinical settings, student teaching, or other forms of internships is essentially the same as in 2011. This meets the expectation of at least maintaining this number.

OBJECTIVE 2.3: Support community needs

OBJECTIVE 2.3 SUMMARY

This objective is being met through a wide variety of community partnerships and events throughout the service area. Faculty continue to provide community service, though at a somewhat lower level than in previous years.

Indicator 2.3.a, Maintain a range of community partnerships

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

These two indicators are both evaluated from a purely qualitative approach. A survey of the types of partnerships and activities from around the service area indicates sufficient engagement in both types of activities to declare that the expectations for these indicators are being met. A large range of activities and partnerships is ongoing.

Indicator 2.3.c, Faculty community service

The expectation is that at least 70% of all faculty indicate “community service” as one of their activities on their annual evaluations. This indicator has declined since 2011, and dipped to only 55% in 2013. However, in the last year for this assessment, the percentage rose to 72%, allowing it to be said the expectation is once again being met.

Theme Three: Serve Rural Nevada

There are three objectives for this theme:

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 centers

THEME THREE SUMMARY

GBC serves rural Nevada very well as substantiated in the objective indicators for this theme. The data indicate that resources are distributed throughout the service area as equitably as possible, and students are achieving results and indicating general satisfaction at the same level throughout the area. Access is increasingly delivered through the internet, but not without some concern for the loss of synchronous intimacy. There is an increasing variety of programs available throughout the service area (though never as many as residents would like), and students are completing them. Services are available throughout the area, though as with classes, often through some means of distance delivery. Students generally indicate a high level of satisfaction with the college and its services. Immediate access to a library is of concern to some, though addressed through a strong internet presence.

OBJECTIVE 3.1: Provide access to education at distant locations

OBJECTIVE 3.1 SUMMARY

This objective is being met very well, though a significant shift to more online classes at the expense of synchronous options is of some concern. Credit-bearing programs at all levels are available for completion throughout the service area and increasing in number. Credentials are being obtained by students throughout the service area in proportion similar to the Elko home campus. The number of classes available through distance delivery is increasing, and students are completing classes throughout the area at a nearly uniform rate.

Indicator 3.1.a, Number of programs fully available online

The expectation to maintain or increase the number of programs available is achieved as this number continues to increase. The number has nearly doubled since 2011, and more programs are in the process of becoming available in the near future. Though the intent of online programs is to serve GBC's remote sites in Nevada, there is also increasing participation from outside of the service area and even outside of the state. This is assisting the college in attaining a greater level of financial sustainability through the revenue generated by student fees and ultimately from the student credit hours reflected in state funding.

Indicator 3.1.b, Enrollment in distance education sections (online and IAV)

The expectation to maintain or increase enrollment in distance education classes is clearly met with duplicated enrollment having increased 5% since 2011 and having risen from 60% of total enrollment to 68% of total enrollment in the same time period. Though data from the current year is not yet fully available, it is known that this has increased even more. The greatest increases have come in online enrollment, but IAV remains an important component for those students wishing to learn in a synchronous environment. Currently, "lecture capture" techniques are being utilized with greater frequency, often allowing a class presentation to be delivered in a synchronous IAV setting and then incorporated into an online class.

Indicator 3.1.c, Certificate and degree completions by student location

The number of awards granted at the sites are relatively consistent between 2012 and 2015, and they reflect a relatively even distribution throughout the service area relative to population. This is the expectation of this indicator. Changes between the two years are primarily that the Elko proportion has decreased while that of other sites, in particular Pahrump, have increased slightly. The increase in Pahrump is particularly welcome in consideration of its relatively large population and challenges that have occurred there. Considering that overall completion numbers increased for the college during this time frame, this indicator is considered especially positive.

Indicator 3.1.d, Student retention rates by class location

The expectation is that the student retention rates for all GBC locations be about the same, and the expectation was met very well. This conveys that the college is applying its resources equitably throughout its service area, and not focusing solely on the home campus in Elko. Both the fall-to-spring and fall-to-fall retention rates are evaluated, and two positive results are seen.

First, the overall retention rate for all GBC students in all locations in both comparisons went up from 2013 to 2014. Second, the sites outside of Elko generally are being retained comparably to Elko, and some locations as well or better. Major discrepancies are not seen, and where they may have existed in 2013, the differences are less in 2014.

Indicator 3.1.e, Site needs fulfilled through synchronous classes

This indicator considers the delivery of live (same room) classes and those utilizing IAV. The basic expectation is to provide some level of synchronous delivery at all sites, and this very basic level of expectation is being met. However, the proportion of total synchronous delivery through live and sending and receiving IAV sections has decreased overall by 21% since 2011. This reflects the significant increase in online delivery. Interestingly, the number of receiving IAV sections has decreased only 8%, while the number of live and sending IAV sections has decreased 27%. This indicates that college is maintaining a near constant level of broadcast to sites throughout the service area. Pahrump has generally lost the highest proportion of synchronous sections, and Winnemucca has remained nearly constant.

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

OBJECTIVE 3.2 SUMMARY

Programs are available at all GBC sites, though not the full array available at the Elko home campus. The number available is increasing, particularly as more courses become available through distance delivery. The locations for specialty programs in Nursing and EMT-Paramedic are increasing. The demographics of service area students by county generally parallel the demographics of the individual counties and the service area as a whole. Students throughout the service area indicate satisfaction with the college in general. The objective is being met.

Indicator 3.2.a, Number of programs fully available at each site

This qualitative review shows that programs that do not require specialty space and equipment are fully available at all centers, many through the utilization or requirement of online classes. Programs with specialty space requirements have recently been added to Pahrump (Nursing) and Winnemucca (Nursing and EMS-Paramedic). There is no good way to quantitatively evaluate the expectation of curricula availability at all sites.

Indicator 3.2.b, Demographics of service area

At 64% female and 36% male, the gender of the GBC student population on a county-by-county basis does not approximate the nearly 50-50 split of the service area population. Though the expectation is for the student population to reflect that of the full population, the imbalance toward female college students is typical nationally. The reverse is true only in Pershing County due to GBC serving students in a prison located there. The demographics relative to race and ethnicity are more difficult to assess on a county-by-county basis, particularly in the newly acquired counties which as of yet have very low student populations. Excepting these locations, as a general statement, GBC students by county tend to have a lower proportion of white students and a higher proportion of minority students. It appears that GBC student racial and

ethnic demographics approximate that of the general service area population except in being generally lower in the proportion of white students.

Indicator 3.2.c, Student satisfaction ratings by county

Using select questions on the Noel-Levitz survey, students rated GBC higher than the national median for every question in every county. This clearly meets the expectation of being within 10% of the median.

OBJECTIVE 3.3: Provide needed services to students at all GBC centers

OBJECTIVE 3.3 SUMMARY

The objective is being met. Though not always provided directly, a review of availability shows students have some level of access to all GBC services at every Center. Student surveys indicate students are generally satisfied with the services provided, though there is some concern over library availability. The college offers continuing education classes throughout the service area as well as credit classes.

Indicator 3.3.a, Availability of support services

This indicator is only a survey of the services available, but does not assess the quality (Indicator 3.3.b). The services listed are determined to be available at all GBC centers, though it is acknowledged that very small sites may not have the same direct access on the premises. GBC does meet its expectation of having these services available at its centers.

Indicator 3.3.b, Student satisfaction with support services

Since the administration of the survey (Noel-Levitz) in the spring of 2014, this survey has not been re-administered for comparison to determine if the expectation for improvement has been met. The next administration is planned for the fall of 2016. A comparison of responses to the fall, 2012 administration shows slight increases in satisfaction with tutoring services, admissions staff, and library services, and slight decreases in satisfaction with financial aid counselors and academic advising, but none is statistically significant. Responses are significantly more positive than the national median, with library services being an exception. Three centers had lower responses on this question, though internet students responded very slightly above the median.

Indicator 3.3.c, Number of scheduled continuing education classes

In general, across the service area, the number of continuing education classes has increased since 2011. Exceptions are at two very small sites that had one class in in 2011, and none since. The expectation to provide continuing education opportunities across the service area is met.