GBC Strategic Plan/Institutional Effectiveness Assessment Annual Report 2022-2023

MISSION

Transforming lives through education

Vision

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

Philosophy

The dedicated faculty, staff and administration of Great Basin College meet the needs of our students, business and industries, and the State of Nevada, by providing robust instruction for careers in an evolving workplace. We provide a flexible mixture of degrees, certificates, workforce training, and community education along with open access, innovative delivery and a commitment to an equitable learning and working environment.

Progress is recorded under status as:

1. On Track: Planned outcomes will be or have been accomplished by stated timeline
2. Slightly Off Track: Some outcomes not met, or concerns about meeting some future outcomes; final outcomes and deadline are not currently threatened significantly
3. Off Track: Outcomes and/or deadlines will not be met, and contingency plans must be established

The data and reporting generated by this report will be collected throughout the year. The results will be reviewed by September 30th of the following fall with an action plan created by October 31st. Based on the review of the plan and data some fields have been updated to reflect current information.

Strategic Plan Themes, Goals and Objectives

(Assessment will be evaluated and reported annually)

Theme 1: The Student Experience

Goal: Increase the percentage of students pursing and completing their educational goals through Great Basin College providing affordable, flexible, and equitable opportunities.

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Objective 1.1	Student Success: Support the student's journey from point of contact to program completion or transfer.	
Owner: Academic Affairs	1.1.1 Improve and expand educational programs from dual enrollment through bachelor's degree opportunities with well-lighted pathways.	**Status**
Indicators	A. Annually, identify one education program opportunity based on workforce input through employer surveys sent during the summer for the previous year. B. Increase dual enrollment program pathways by 1 annually. C. 75% of graduate survey respondents will be satisfied or higher (4 or more on a 5-point scale) with their courses and programs.	
Results Updated 4/22/23	A. Added Mining Skills Certificate through the development of the Mining Center of Excellence-started August 2023. B. Added two for fall of 2023: Criminal Justice and Engineering and Physical Sciences C. The graduate survey was recently updated to include the graduate's satisfaction with program and courses. The graduate survey results were reviewed and the benchmark of 75% or above was met. The quality of their courses was met with an 84.38%. The quality of their program was 92.06%. The graduate's satisfaction with the overall GBC experience was 90.62% (Graduate Survey-Attachment A).	
Action Plan	A. All indicators were met for 2022-2023. The college will continue to monitor these indicator as they reflect assessment of GBC's mission to transform lives through education (Question 18 on the Graduate Survey-Attachment A).	
Owner: Recruitment and advising	1.1.2 Create clear pathways to enrollment through effective recruitment and advising.	**Status**
Indicators	A. Identify one program that could use a cohort model annually. B. The catalog will indicate which semester courses will be offered. To be completed by Spring 2025.	
Results	A. As of July 13, 2023, the following programs will use a cohort model starting in 23-24 year: Early Childhood Education Skills Certificate, Respiratory Therapy, and the MAPE program. B. This was completed for the catalog 2023-24.	

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Action Plan	A. The cohort programs have been met and will continue to be monitored for next year. B. This indicator has been met and a new indicator will be added for 2024-25.	
Objective 1.2	Student Satisfaction: Increase student satisfaction with their variety of experiences at GBC.	
Owner: Institutional Research	1.2.1 Increase the percentage of GBC students who believe GBC has contributed to their personal and professional development by meeting their educational goals.	**Status**
Indicators	A. 80% percent of graduate survey respondents will be satisfied with their GBC educational experience. B. Each academic department will create and deliver at least one student personal or professional development opportunity annually.	
Results	A. From the summer of 2022, there was a 32% response rate. Of those that responded: 89.63% were satisfied or higher with the instructor's knowledge of content area, 87.2% were satisfied or higher for course content, and 90.38% were satisfied or higher for quality of instruction. The overall total percentage for educational experience at GBC was 91.34% for satisfied or higher. This survey will be sent again in summer, 2024. B. For summer of 2023, of those graduates who responded: 94.12% were satisfied or higher with instructors' knowledge of content area, and 89.55% were satisfied or higher with course content. As for education experience, the graduates responded to the statement "All, in all, if I had to do it all over again, I would enroll at GBC" with a total of 83.08% satisfied or higher rating (Graduate Survey Attachment A). C. A faculty member developed this process and will be delivered in Fall of 2023 (Professional Development Plan-Attachment B).	
Action Plan	A. This indicator has been met and will continue to be monitored. We have identified a faculty member to develop this indicator. The professor has developed a plan and tracking sheet for this indicator with implementation of the plan for 2023-24. Continue to monitor. See attached plan (Professional Development Plan-Attachment B).	
Owner: Institutional Research	1.2.2. Measure student job placement and solicit feedback from employers for their satisfaction with a GBC education (IR).	**Status**

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Indicators	A. 75% percent of graduate survey respondents who are seeking employment are in a position related to their education discipline 1 year after graduation. B. 75% of employers are satisfied with GBC's academic education from the employer survey.	
Results	A. A question was added to the graduate survey to address employment and where they are employed. From this we will be able to survey employers. We are developing the employer survey to be sent this August. B. From the graduate survey, 45.45% stated they were currently employed in a field related to their major or field of choice. (Attachment-Add question #-Graduate Survey)	
Action Plan	A. A question was added to the graduate survey and the graduates did add employer's contact information so surveys could be sent. An employer survey was developed and sent in September. Due to the minimal response return, GBC will review current best practices to obtain more responses and survey results to make data informed decisions. B. The benchmark of 75% was not met. The plan is to rewrite the survey question to be more specifically related to the education goals of employment.	
Objective 1.3	Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer post degree completion.	
Owner: Institutional Research	1.3.1 Monitor student enrollment and success, with an emphasis on disaggregated data, and apply resources efficiently to meet challenges to retention and success (IR).	**Status**
Indicators	**Credit Momentum** A. Maintain or increase the percent of part-time students who enroll in the fall semester that complete 12 or more credits in their first year by 2%. B. Maintain or increase the percent of full-time students who enroll in the fall semester that complete 24 or more credits in their first year by 2%. C. Maintain or increase the percent of CTE students who enroll in the fall semester that complete 24 or more credits in their first year by 2%. **College Level Course Completion (There should be 2 categories: first time college students and dual enrollment).** A. Increase the percentage of students who complete ENG 100 or 101 and ENG 102 or other general education English requirement in their first year by 2%.	

B. Increase the percentage of students who complete mathematical reasoning courses in their first year (MATH116/116E, MATH 120/120E or MATH 126/126E).
C. Decrease DWF rates in all academic credit courses to 40% or below.

Graduation

A. Increase percentage of students graduated within 3 years to 6 years (150%) depending on degree by 2% per year.
B. Increase percentage of non-traditional completers based on age/gender/ethnicity.

Results

Due to the changes in dual enrollment, this was changed to maintain or increase. The 2% was changed to provide consistency throughout the report.

Credit Momentum

A. Part-time Student Retention Rates - Fall to Spring		
2019	2020	2021
51.4%	44.8%	64.2%
Part-time Student Retention Rates Fall to Fall		
2019	2020	2021
41.8%	33.8%	50.8%
B. Full-time Student Retention Rates – Fall to Spring		
2019	2020	2021
79.4%	65.5%	79%
Full-time Student Retention Rates - Fall to Fall		
2019	2020	2021
59.7%	42.1%	55.1%
C. Full-time Student CTE Retention Rates from Fall to Spring		
2019	2020	2021
89%	87%	88%

All indicators for credit momentum were met.

Course Completion

A. English 100, 101 and 102 Completion Rates (Please note co-requisite courses started Fall of

2021)

	Enrollment	Completion	Completion Rate %
Fall 2021-Spring 22	290	193	66.55%
Fall 2022-Spring 23	399	275	68.92%
B. MATH 116/E, MATH120/E and MATH126/E			
Fall 2021-Spring 2022	200	131	65.5%
Fall 2022-Spring2023	204	138	67.6%
C. DWF Rates			
Fall 2022 Courses	Number of courses above 40% DWF		Total Percentage of DWF over 40%
558	75		13.4%/10%-See note below.

For A and B, these goals were met.
DWF Rate-Note: There were 558 Fall-2022 courses. Out of those 558 courses there were 75 courses with a 40% rate or higher which is 13.4% of all courses. If we remove the courses sections with 9 or under students, the DWF rate would be 10%.

Graduation

A. GBC Graduation Rate was 42.3% in 2019, 43.3% in 2020 and 44.1% in 2021.

B. Number of students by race/ethnicity in 2021-22 was: White 421, Hispanic/Latino 157, two or more races 25, black/African American 20, American Indian 19, Pacific Islander 8, Asian 6. Awards conferred by gender in 2021-22 was 55.9% female and 44.1% male. In 2020-21 it was 52% female and 48% male.
(Strategic Metrics March 2023-Attachment C)

Action Plan

A. All indicators were met with the exception of Course Completion (C). Continue to monitor the data to meet the benchmarks that have been set for continued institutional progress. For the DWF rates (C) under Course Completion, GBC has created a curriculum review committee that

	will review best practices to decrease the DWF rates.	
Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)		
Goal: Enhance IDEAS across all college operations and services.		
Objective 2.1	Access: Remove barriers to student access and opportunities.	
Owner: Student Finance and Institutional Research	2.1.1. Improve the college culture of understanding of student access barriers.	**Status**
Indicators	A. Gather FAFSA data to identify the specific student barriers to enrollment to create an action plan to be completed in Spring of 2023. B. Utilize graduate survey to gain a better understanding of student's access barriers to graduation. (Graduate Survey-Attachment A). C. Review and develop bilingual print and digital materials across the college to be completed by June 30, 2025.	
Results	A. Review the new federal guidelines/regulations regarding data collection for financial aid and applications. The FAFSA does not include enrollment barriers questions and with the Nevada Promise Scholarship, all Nevada high school graduates would have tuition and fees except lab fees paid for an associate degree. For year 2022-23 of the students who enrolled at GBC, there were at total of 1582 FAFSA completions. Of those 1582, 760 received Pell grants and 71 incarcerated students received the second chance Pell grant. In Fall of 2022, 1,265 received some form of financial aid in total, out of the 1582 students who completed the FAFSA form. This amounted to $2,158,722.67 of funding distributed to students. B. From the graduate survey, the following were listed as student access barriers. There were 35 who answered this question out of 118 who completed the graduate survey 2021-2022. The items listed were advising 5.71%, financial aid 14.29%, access to higher level courses 11.43%, financial pressures 8.57%, mental stress 37.14%, technology issues 2.86%, connection to peers 14.29% and tutoring was 5.71%. C. We have very little print material due to financial constraints. We do have a FAFSA and recruitment video. This may be a challenge to achieve due to finances.	
Action Plan	A. The plan to decrease access barriers is to remove the application fees, utilize Better Minds for	

	mental health, use tutoring options with BrainFuse, and add a parent night in Spanish.	
Owner: Deans/CTE Director	2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of student's needs.	**Status**
Indicator	A. Increase percent of student survey respondents who indicate satisfied or higher (4 or higher on a 5-point scale) that GBC meets their scheduling and instructional delivery format expectations.	
Results	A. From the 2021-2022 survey for methods of instruction, there 91.17% were satisfied or higher. For availability of required courses, 86.76% were satisfied or higher. For courses scheduled at convenient times 70.15% were satisfied or higher.	
Action Plan	A. Data collection will take place over a three-year timeframe to set valid benchmarks. Based on the current information, benchmarks will be set at 10% below the current average and will be adjusted to set a more accurate benchmark in the future. For methods of instruction, the tentative benchmark for next year is 82%. For availability of courses, it will be 78% and for courses scheduled at convenient times, it will be 63%.	
Objective 2.2	Diversity: Focus on inclusive and equitable practices.	
Owner: Institutional Research	2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.	**Status**
Indicators	A. Title IX training will be completed at 100% annually. B. All faculty and staff will attend at least 1 training per semester related to diversity, inclusion, and equity.	
Results	A. Due to changes in personnel, the last documented Title IX training was in 2020 and it was at 75%.	
Action Plan	A. GBC implemented the software system (Vector), which is an outside company, to offer the required training and will provide the tracking.	
Owner: Human Resources	2.2.2. Recruit and retain diverse exceptional faculty and staff.	**Status**

Indicators	A. Review data collected from applicants to verify application pool (AAP) is encompassing a diverse faculty and staff. B. Develop survey tool and collect data from current employees retained greater than 2-years, as well as those employees exiting, on inclusive and equitable practices.	
Results	A. The AAP data was reviewed (Attachment C). For faculty/Instruction of the 71 employees, 33.8% were female and 18.3% were minority. Of the 9 placements in 2021-2022 88.9% were female or a minority. For business, and financial operations there are 14 total employees. Fourteen are female and 1 is a minority. For student and academic affairs there are 29 employees. Twenty-one are female and 8 are minorities. There were 9 placements and 88.9% were female and 11.1% were a minority (AAP Data Information-Attachment D). B. No tool was available.	
Action Plan	A. Continue to review data to be aware of unconscious bias. All policies and practices were followed. In addition, we need to offer more professional development for our personnel committee in IDEAS for unconscious bias in hiring practices. B. For indicator B, the survey tool needs to be developed and implemented for 2023-24.	
Theme 3: Workforce Development		
Goal: Provide a skilled and knowledgeable workforce.		
Objective 3.1	Partnerships, Collaborations, and Outreach: Build relationships and collaboration opportunities to provide seamless connections between community colleges, high schools, universities, and employers.	
Owner: President/Vice President	3.1.1. Continue to build the relationship with the University of Nevada, Reno as we collaborate and align our purpose, mission, and operations.	**Status**
Indicator	A. Increase collaborations by 3 for 2022-2023 and re-evaluate for the next year.	
Results	A. Added L through P for a total of 5.	
Action Plan	A. This item has been met. Continue to seek opportunities for collaborative opportunities.	
Owner: Deans and Executive Director of CTE	3.1.2. Engage with employers and industry associations to collaboratively develop a workforce ready pipeline by identifying GBC students who	**Status**

	3.1.3. have taken dual enrollment and/or CTE courses and have graduated from GBC.	
Indicators	A. There will be a 75% job placement rate average for a three-year period for CTE graduates who are seeking employment. (IR Department) B. 75% or more on the employer survey will check satisfactory or above for meeting their needs.	
Results	A. The employer survey (https://www.surveymonkey.com/r/G8QXM2S) was developed and sent in September 2023. Review data in November 2023 (Employer Survey Form – Attachment E).	
Action Plan	A. There were limited responses to the employer surveys. Due to this there is a need to create a list of contacts to send the survey to and maybe seek better access through advisory boards. This needs to be completed by June 30, 2024, to send the survey out in August.	
Theme 4: Community (Continuing Education, Marketing, and Alumni)		
Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with the communities we serve.		
Objective 4.1	Develop and promote new continuing education and programming opportunities for community engagement.	
Owner: Academic Affairs	4.1.1. Identify and define program offerings from stakeholders within GBC service areas.	**Status**
Indicator	A. Establish 2 new educational opportunities per year that have been identified through community focus group discussions by campus directors and/or advisory groups.	
Results	A. The Mining Center of Excellence was created with a dual enrollment skills certificate with UNR and mining companies as partners. B. The Early Childhood Education skills certificate was developed through a partnership with DETR based on state needs of childcare workers. C. The AAS in Respiratory Therapy is in process of being developed based on healthcare partners request and the pandemic outcomes demonstrating needs.	
Action Plan	A. This was met. Continue monitor annually for continued success. The plan for 2023-2024 is to start the paraprofessional skills certificate in spring of 2024.	

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Objective 4.2	Develop an alumni-relationship program to mentor students and increase connections within the communities.	
Owner: Foundation	4.2.1 Re-establish and maintain a GBC alumni association, to be managed by the Foundation using graduate data.	**Status**
Indicators	A. Identify the feasibility to hire a staff member to support the alumni association by June 30, 2023. B. The Alumni Association will be a financially self-sustaining organization under the GBC Foundation by June 30, 2025.	
Results	A. This was placed on hold due to changes in personnel in the Foundation.	
Action Plan	A. Personnel was hired with a start date of November 1, 2023. Continue to monitor the development of an alumni association to have a plan in place by June 30, 2024.	
Objective 4.3	Implement data-driven marketing strategies to increase and strengthen community outreach.	
Owner: Foundation/ Communication	4.3.1 Leverage social media to engage with key audiences to support enrollment efforts (Communications Department).	**Status**
Indicators	A. Expand user generated content monthly by including student driven content from each of our four locations. B. Create video content for each department to be shared on GBC Social Media Platforms as well as paid advertising on YouTube and Google Ads. D. Provide customer service and reputation management by tracking and responding to relevant comments and conversations within one business day.	
Results	A. There has been social media content from each of the different sites and for programs. B. The videos have been created and will be shared to social media sites this year (Fall of 23-Spring of 24. C. There is a new position being hired for the front desk and phones who will be responsible for customer service.	
Action Plan	A. These items have been met and will be reviewed during the next cycle to see improvement in these areas.	

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Theme 5: Institutional Effectiveness		
Goal: Institutional Effectiveness: Demonstrate a continuous process to assess institutional effectiveness—from course to program to institution—using disaggregated data to define mission fulfillment.		
Objective 5.1	Empower the institution to make effective change by developing a strategy of continuous improvement.	
Owner: Academic Affairs and Institutional Research	5.1.1. Monitor GBC's internal and external environments to effectively respond to emerging patterns, trends, and expectations.	**Status**
Indicators	A. Of stakeholders, employers and community members that serve on advisory boards are solicited for emerging patterns, trends and expectations of the college and programs. The feedback will be reflected in the meeting minutes. B. Review the institutional effectiveness data and assessment with the advisory boards to help make data informed decisions in the future.	
Results	A. Information from the advisory boards will be collected for annually. Institutional Research will summarize the information and present it to the leadership committee to document reflection and changes made due to the feedback of the advisory boards. B. Strategic metrics have been shared with the advisory boards and community (https://www.gbcnv.edu/IR/GBC.html). Review the institutional effectiveness data annually.	
Action Plan	A. Institution and programs will continue to review advisory board's meeting minutes to ensure recommendations are reviewed for implementation. B. Continue to update strategic metrics and institutional effectiveness assessment plan annually.	
Owner: Academic Affairs and Institutional Research	5.1.2. Review leading indicators to create an action plan for future needs.	**Status**
Indicators	A. Identify one high demand occupation outlined by the Bureau of Labor Statistics (BLS) for future educational opportunities for degree pathways. B. Identify one high demand occupation outlined by the BLS for future workforce skills certificates and pathways.	

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Results	A. Of the fastest growing occupations stated by the BLS, some areas we have identified as a future need is data scientists (35% growth rate), healthcare administration (28% growth rate), and cyber security (information security analyst had a growth rate of 32%). BLS-Link B. Of the fastest growing workforce demands, BLS identifies home health and personal care aides (22% growth rate).	
Action Plan	A. Identification of an educational opportunity has been completed for 2022-23. Continue to monitor educational opportunities annually. B. Identification of a workforce opportunity has been completed in 2022-23. Continue to monitor workforce and look at increasing the benchmark to two workforce skills certificates for 2023-24.	
5.2.	**Improve and inform decision-making through increased access to comprehensive, timely, and quality data.**	
Owner: ALO and Institutional Research	5.2.1. Implement our closing-the-loop continual improvement process and annually review outcomes to align with the NSHE strategic plan metrics for institutional effectiveness.	**Status**
Indicator	A. An annual review of the GBC Strategic Plan Assessment and Institutional Effectiveness report to result in an action plan to be completed no later than September 30th of the following fall with an action plan developed by October 31st.	
Results	A. Data and information collected for the institutional Effectiveness Assessment Plan was completed October 31st.	
Action Plan	A. The data and information will be shared and reviewed. Continue to monitor and implement action plan for 2023-24 year.	
Owner: Academic Affairs and Institutional Research	5.2.2. Analyze and publish disaggregated indicators of student achievement to implement strategies and deploy resources for mitigation of perceived gaps in equity and success.	**Status**
Indicators	A. Student enrollment, retention and graduation rates will be updated annually on the GBC website. B. Annually review the strategic plan assessment to develop improvement opportunities based on data.	

Results	A. Website updated March 2023 (Strategic Metric Plan-Attachment C). B. In process of sharing data.	
Action Plan	A. Institutional Effectiveness Assessment Plan data and information was completed in October 2023. Plan disseminated November 2023 to leadership and Faculty Senate. It will be placed on website December 2023.	
Theme 6: Resources		
Goal: Resources: Secure and sustain the resources necessary to maximize the College capacity for excellence.		
6.1	**Evaluate and improve available resources annually.**	
Owner: Academic Affairs/Student Affairs/ Finance Office/Grants Director	6.1.1. Use data and funding opportunities as a guide to utilize resources to meet the needs of GBC students and the institution.	**Status**
Indicators	A. A customer relationship management (CRM) system will be implemented to gather relevant data and inform strategic decisions by June 30, 2023. B. Of the graduates who respond to contact attempts, 75% will report GBC student support resources meet their needs. C. Track how many grants we currently have and how many we apply for and receive annually.	
Results	A. CRM go live date is April 2024. This was not met, but there is a implementation date. B. From the graduates who responded: 35% did not use the services, 38% were satisfied or higher with the availability of career resources. For quality of career resources: 35% did not use the services and 38% were satisfied or higher. For the overall effectiveness of the advising system at GBC: 12% did use the service, 71.6% were satisfied or higher. This benchmark was not met (Graduate Survey-Attachment A). C. This tracking is complete. (Grant List-Attachment F.	
Action Plan	A. Continue with implementation of CRM. B. Review the questions to ensure correct wording of questions for the data needed. C. Continue to monitor to maintain or increase current level of grant applications.	

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Owners: Online Education and IT	6.1.2. Continually assess current technology trends that support continuous improvement.	**Status**
Indicators	A. A technology plan will be implemented to guide GBC's efforts to meet its technology needs by June 30, 2023. B. Faculty and staff will be surveyed annually to determine relevant needs. C. Conduct annual training on systematic software.	
Results	A. A technology plan has been written and will be implemented in 2023-24 (Technology Plan – Attachment G). B. A survey was conducted in spring of 2023. C. MunchBytes Topics are located in the Professional Development Course on WebCanvas and it is available to all. There were 24 topics presented in 2022-23.	
Action Plan	A. The technology plan will be implemented in 2023-24 and continue to monitor outcomes (Technology Plan – Attachment G). B. Results have been reviewed for the survey of resources needed. Items will be purchased if funding is available. Continue to monitor (Survey of Resources – Attachment H). C. Continue to monitor.	
Owner: Executive Director of Finance and Administrative Services	6.1.3. Enhance the transparency and understanding of the budget process.	**Status**
Indicator	A. Implement consistent training to take place for proposing, monitoring, and reconciling departmental budgets.	
Results	A. One meeting was held with the new director prior to his leaving. At this time, waiting for a replacement.	
Action Plan	A. To increase understanding of the budget process for the college, division, departments and programs. The deans and directors should be submitting budgets based on funding they receive.	
Owner: Executive Director of Finance and Administrative	6.1.4. Develop a diverse revenue stream to maximize success and support our long-term growth.	**Status**

Services/Grant Director		
Indicator	A. GBC will actively cultivate one new corporate partnership that advances and sustains its mission. GBC will apply for funding from a minimum of two grants and/or other external sources.	
Results	A. GBC applied and received multiple grants (Grant List – Attachment E).	
Action Plan	A. Continue to monitor and update partnerships through affiliation and MOU agreements. B. Continue to pursue grant opportunities and partnerships.	
6.2	**Promote a culture of professional development and the sustainable balance of mental, physical, and emotional wellness.**	
Owner: Academic and Student Affairs	6.2.1. Create professional development sessions to address a variety of needs and topics as indicated from an annual survey.	**Status**
Indicator	A. Develop and schedule a professional development process. These topics, attendance and survey of satisfaction will be tracked.	
Results	A. A professional development course was created in WebCanvas for all faculty and staff to view in-services presented in the Fall and professional development. There were four Strategic Planning and Assessment in-services for the year, IDEAS ADA Accommodation Standards and Mindful Seed Professional Development, as well.	
Action Plan	A. Continue to offer in-service and professional development opportunities for all faculty and staff.	

ATTACHMENTS

A. Graduate Survey
B. Professional Development Plan
C. Strategic Metrics
D. AAP Data Information
E. Employer Survey
F. Grant List
G. Technology Plan

Q1 What was the highest GBC award you obtained between fall 2020 and summer 2021?

Answered: 117 Skipped: 1

ANSWER CHOICES	RESPONSES	
Certificate of Achievement	6.84%	8
Associate's Degree	61.54%	72
Bachelor's Degree	31.62%	37
TOTAL		117

Q2 Please choose which certificate you obtained.

Answered: 8 Skipped: 110

ANSWER CHOICES	RESPONSES	
Accounting Technician	0.00%	0
General Business	0.00%	0
Diesel Technology	0.00%	0
Early Childhood Education - Early Childhood Emphasis	0.00%	0
Early Childhood Education - Infant/Toddler Emphasis	0.00%	0
Electrical Systems Technology	25.00%	2
Entrepreneurship	0.00%	0
General Business	0.00%	0
Human Resources	12.50%	1
Human Services	0.00%	0
Industrial Millwright Technology	0.00%	0
Instrumentation Technology	12.50%	1
Medical Coding and Billing	37.50%	3
Manufacturing Machining Technology	0.00%	0
Medical Transcriptionist	0.00%	0
Office Technology	0.00%	0
Retail Management	0.00%	0
Spanish Interpreter/Translator	0.00%	0
Substance Abuse Counselor Training	12.50%	1
Welding Technology	0.00%	0
Graphic Communications	0.00%	0
TOTAL		8

Q3 Please choose which associate's degree you obtained.

Answered: 67 Skipped: 51

ANSWER CHOICES	RESPONSES	
AAS Agriculture	0.00%	0
AAS Ag	0.00%	0
AAS Business Administration - Accounting emphasis	1.49%	1
AAS Business Administration - Entrepreneurship emphasis	1.49%	1
AAS Business Administration - General Business emphasis	7.46%	5
Associate of Arts - Business (pattern of study)	0.00%	0
AAS Computer Technologies - Computer Programming emphasis	1.49%	1
AAS Computer Technologies - Graphic Communications emphasis	1.49%	1
AAS Computer Technologies - Network Specialist emphasis	0.00%	0
AAS Computer Technologies - Office Technology emphasis	0.00%	0
AAS Computer Technologies- Information Specialist emphasis	0.00%	0
AAS Computer Technologies- Web Specialist emphasis	0.00%	0
AAS Criminal Justice - Corrections emphasis	0.00%	0
AAS Criminal Justice - Law Enforcement emphasis	1.49%	1
AAS Early Childhood Education - Early Childhood Education emphasis	10.45%	7
Associate of Arts - Early Childhood Education (pattern of study)	0.00%	0
AAS Early Childhood Education - Infant/Toddler Education emphasis	1.49%	1
AAS Diesel Technology	1.49%	1
AAS Electrical Systems Technology	5.97%	4
AS Engineering Science (pattern of study)	0.00%	0
AAS Human Services	4.48%	3
AAS Industrial Millwright Technology	0.00%	0
AAS Manufacturing Machining Technology	0.00%	0
AAS EMS Paramedic	0.00%	0
AAS Web Development	0.00%	0
AAS Welding Technology	5.97%	4
Elementary Education or Secondary Education- ARL	0.00%	0
AS Biological Sciences	0.00%	0
AS Engineering and Physical Science	0.00%	0
AS Land Surveying and Geomatics	1.49%	1
AS Natural Resources	1.49%	1
Associate of Science - Engineering Science (pattern of study)	0.00%	0

Associate of Science - Natural Resources (pattern of study)	0.00%	0
AA Agriculture	0.00%	0
AA Education	0.00%	0
AA Business	1.49%	1
AA Early Childhood Education	5.97%	4
AA English	4.48%	3
AA Education	0.00%	0
AA Graphic Communications	0.00%	0
AA Social Science	4.48%	3
Associate of Arts	22.39%	15
Associate of Science	8.96%	6
Associate of General Studies	4.48%	3
AA Graphic Communications	0.00%	0
AAS Web Development	0.00%	0
klklkl	0.00%	0
Elementary Education or Secondary Education- ARL	0.00%	0
TOTAL		67

Q4 Please choose which bachelor's degree you obtained.

Answered: 36 Skipped: 82

ANSWER CHOICES	RESPONSES	
BA Social Science	0.00%	0
BA English	13.89%	5
BA Social Science	13.89%	5
BA Human Services	5.56%	2
BA Natural Resources	2.78%	1
BA Human Services	0.00%	0
BA Elementary Education	8.33%	3
BA Secondary Education	13.89%	5
Elementary Education or Secondary Education- ARL	0.00%	0
BAS Digital Information Technology	2.78%	1
BAS Graphic Communications	8.33%	3
BAS Instrumentation	0.00%	0
BAS Land Surveying/Geomatics	8.33%	3
BAS Management and Supervision	13.89%	5
BA English	0.00%	0
BA Human Services	0.00%	0
BS Biology	8.33%	3
TOTAL		36

Q5 Are you currently employed in a field related to your major or field of your choice?

Answered: 88 Skipped: 30

ANSWER CHOICES	RESPONSES	
Yes	45.45%	40
No	54.55%	48
If yes, then what industry?	0.00%	0
TOTAL		88

Q6 GBC would like to send your supervisor a survey about the college and past graduates. Could we have your supervisor information?

Answered: 12 Skipped: 106

ANSWER CHOICES	RESPONSES	
Supervisor Name	91.67%	11
Place of Employment	100.00%	12
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Supervisor Email Address	91.67%	11
Phone Number	0.00%	0

#	SUPERVISOR NAME	DATE
1	Shanina Hicks	8/10/2023 12:25 PM
2	John Foss	8/8/2023 11:06 AM
3	Gabe Armijo	8/6/2023 7:46 AM
4	KD Parman	8/5/2023 1:11 AM
5	N/A	8/3/2023 3:06 PM
6	Yosaba Arellano	8/3/2023 1:57 PM
7	Kevin Mold	8/3/2023 12:14 PM
8	Mary Rocha	8/3/2023 12:04 PM
9	Scott Shakespeare	8/3/2023 11:45 AM
10	Juan Gonzalez	8/3/2023 11:30 AM
11	Shemicka Bluitt	8/3/2023 11:15 AM

#	PLACE OF EMPLOYMENT	DATE
1	Shoshone-Paiute Tribes	8/10/2023 12:25 PM
2	Elko High School	8/8/2023 11:06 AM
3	Komastu	8/6/2023 7:46 AM
4	Roosevelt High School	8/5/2023 1:11 AM
5	Crossroads Inc.	8/3/2023 3:06 PM
6	Head Start of Northeastern Nevada	8/3/2023 1:57 PM
7	Riverton Elko GM Superstore	8/3/2023 12:14 PM
8	Peas&carrots childcare	8/3/2023 12:04 PM
9	Battle Mountain Elementary School	8/3/2023 11:45 AM
10	Boart Longyear	8/3/2023 11:30 AM
11	Sunrise Children Foundation	8/3/2023 11:15 AM
12	Great Basin College	8/3/2023 11:14 AM

#	ADDRESS	DATE
	There are no responses.	

#	ADDRESS 2	DATE
	There are no responses.	

#	CITY/TOWN	DATE
	There are no responses.	

#	STATE/PROVINCE	DATE
	There are no responses.	

#	ZIP/POSTAL CODE	DATE
	There are no responses.	

#	COUNTRY	DATE
	There are no responses.	

#	SUPERVISOR EMAIL ADDRESS	DATE
1	hicks.shanina@shopai.org	8/10/2023 12:25 PM
2	jfoss@ecsdnv.net	8/8/2023 11:06 AM
3	gabriel.armijo@global.komatsu	8/6/2023 7:46 AM
4	kparman@pps.net	8/5/2023 1:11 AM
5	N/A	8/3/2023 3:06 PM
6	yarellano@hsnn.net	8/3/2023 1:57 PM
7	kevinm@rivertonmotor.com	8/3/2023 12:14 PM
8	merrydolfin@gmail.com	8/3/2023 12:04 PM
9	sshakespeare@landernv.net	8/3/2023 11:45 AM
10	juan.m.gonzalez@boartlongyear.com	8/3/2023 11:30 AM
11	shemicka@sunrisechildren.org	8/3/2023 11:15 AM

#	PHONE NUMBER	DATE
	There are no responses.	

Q7 What industry are you employed in?

Answered: 39 Skipped: 79

ANSWER CHOICES	RESPONSES	
Accounting	0.00%	0
Agriculture	2.56%	1
Business	7.69%	3
Corrections	0.00%	0
Construction	2.56%	1
Diesel Mechanic	0.00%	0
Education	30.77%	12
Electrician	0.00%	0
EMS	0.00%	0
Food Service	0.00%	0
Government - federal, state or local	5.13%	2
Health care	2.56%	1
Hospitality	0.00%	0
IT	0.00%	0
Law Enforcement	2.56%	1
Logistics	0.00%	0
Manufacturing	2.56%	1
Mining	12.82%	5
Military	0.00%	0
Nonprofit Organization	2.56%	1
Power Industry	0.00%	0
Retail	0.00%	0
Sales	5.13%	2
Service Industry	0.00%	0
Social Work	0.00%	0
Surveying	5.13%	2
Other (please specify):	17.95%	7
TOTAL		39

#	OTHER (PLEASE SPECIFY):	DATE
1	I am a supervisor for a food production warehouse. I also get to do some welding that is greatly thanks to Steve, Terry, and Matt.	8/24/2023 8:14 AM
2	Research	8/11/2023 5:56 AM
3	Counseling	8/10/2023 12:26 PM

4	Library	8/4/2023 12:49 PM
5	Banking	8/3/2023 9:51 PM
6	2D Graphic Design for Trade Shows	8/3/2023 11:14 AM
7	Human services	8/3/2023 11:04 AM

Q8 Have you used any of these services at GBC (check all that apply)?

Answered: 36 Skipped: 82

ANSWER CHOICES	RESPONSES	
One-on-one advising	80.56%	29
Career Assessments or career development counseling	13.89%	5
Career Fair	8.33%	3
Job Placement- Off Campus	0.00%	0
Job Placement- On Campus	5.56%	2
Resume/Cover Letter Critique	13.89%	5
Career Library	13.89%	5
Accommodations in class through the Disability Resource Center	5.56%	2
Veteran's Resource Center	2.78%	1

Total Respondents: 36

#	OTHER (PLEASE SPECIFY)	DATE
1	I am retired, and not working in any field.	8/23/2023 3:48 PM
2	I am a online only full time student	8/3/2023 2:43 PM
3	ASC Tutoring	8/3/2023 11:27 AM

Q9 Please rate your satisfaction with the following GBC services:

Answered: 68 Skipped: 50

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
The availability of academic advising from the Elko Advising and Career Center	0.00% 0	2.99% 2	8.96% 6	17.91% 12	31.34% 21	38.81% 26	67	4.94
The quality of the academic advising from the Elko Advising and Career Center	0.00% 0	4.48% 3	10.45% 7	13.43% 9	32.84% 22	38.81% 26	67	4.91
The availability of academic advising from your center (Battle Mountain, Winnemucca, Pahrump, or Ely)	0.00% 0	0.00% 0	8.96% 6	19.40% 13	23.88% 16	47.76% 32	67	5.10
The quality of academic advising from your center (Battle Mountain, Winnemucca, Pahrump, or Ely)	0.00% 0	0.00% 0	10.29% 7	14.71% 10	25.00% 17	50.00% 34	68	5.15
The availability of academic advising from your departmental faculty advisor	0.00% 0	1.47% 1	4.41% 3	29.41% 20	50.00% 34	14.71% 10	68	4.72
The quality of the academic advising from your departmental faculty advisor	0.00% 0	2.94% 2	8.82% 6	26.47% 18	48.53% 33	13.24% 9	68	4.60
The availability of career resources (self-discovery assessment, resume building, career help, interviewing skills, ect.)	1.49% 1	4.48% 3	17.91% 12	16.42% 11	23.88% 16	35.82% 24	67	4.64
The quality of career resources (self-discovery assessment,	1.52% 1	6.06% 4	19.70% 13	15.15% 10	22.73% 15	34.85% 23	66	4.56

resume building, career help, interviewing skills, ect.)								
The overall effectiveness of the advising system at GBC	0.00% 0	1.49% 1	14.93% 10	35.82% 24	35.82% 24	11.94% 8	67	4.42

Q10 Are you continuing your education?

Answered: 68 Skipped: 50

ANSWER CHOICES	RESPONSES	
Yes	55.88%	38
No	44.12%	30
TOTAL		68

Q11 Which institution are you attending?

Answered: 41 Skipped: 77

ANSWER CHOICES	RESPONSES	
GBC	53.66%	22
UNR	9.76%	4
UNLV	4.88%	2
Other Nevada college	2.44%	1
College outside Nevada	29.27%	12
TOTAL		41

Q12 What degree are you seeking?

Answered: 42 Skipped: 76

ANSWER CHOICES	RESPONSES	
None, taking individual classes only	4.76%	2
Certificate	4.76%	2
Associate	4.76%	2
Bachelor's	66.67%	28
Master's	19.05%	8
Doctorate	0.00%	0
TOTAL		42

Q13 Are the courses you are taking related to your program major at GBC?

Answered: 41 Skipped: 77

ANSWER CHOICES	RESPONSES	
Not at all	9.76%	4
Somewhat	26.83%	11
Very similar	26.83%	11
The same	36.59%	15
TOTAL		41

Q14 My educational experience at GBC contributed my ability to:

Answered: 67 Skipped: 51

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Find a career path that I enjoy	2.99% 2	1.49% 1	13.43% 9	32.84% 22	37.31% 25	11.94% 8	67	4.36
Increase my value in the job market	1.49% 1	1.49% 1	10.45% 7	34.33% 23	44.78% 30	7.46% 5	67	4.42
Find employment in my chosen field	2.99% 2	4.48% 3	19.40% 13	29.85% 20	32.84% 22	10.45% 7	67	4.16
Increase my earning power	4.48% 3	1.49% 1	23.88% 16	22.39% 15	34.33% 23	13.43% 9	67	4.21
Improve my work performance	0.00% 0	1.49% 1	19.40% 13	29.85% 20	44.78% 30	4.48% 3	67	4.31
Increase my chances for a promotion	0.00% 0	2.99% 2	23.88% 16	23.88% 16	32.84% 22	16.42% 11	67	4.36

Q15 Please rate your satisfaction with your overall GBC experience:

Answered: 68 Skipped: 50

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Instructors' knowledge of subject area	0.00% 0	1.47% 1	4.41% 3	23.53% 16	70.59% 48	0.00% 0	68	4.63
Content of courses	1.49% 1	1.49% 1	7.46% 5	25.37% 17	64.18% 43	0.00% 0	67	4.49
Methods of instruction	0.00% 0	1.47% 1	7.35% 5	33.82% 23	57.35% 39	0.00% 0	68	4.47
Quality of instruction	1.47% 1	0.00% 0	10.29% 7	32.35% 22	55.88% 38	0.00% 0	68	4.41
Availability of required courses	0.00% 0	7.35% 5	5.88% 4	30.88% 21	55.88% 38	0.00% 0	68	4.35
Classroom facilities and equipment	0.00% 0	1.47% 1	11.76% 8	22.06% 15	32.35% 22	32.35% 22	68	4.82
Courses scheduled at convenient times	0.00% 0	1.49% 1	13.43% 9	25.37% 17	44.78% 30	14.93% 10	67	4.58
Library resources	0.00% 0	1.47% 1	13.24% 9	25.00% 17	41.18% 28	19.12% 13	68	4.63
Availability of instructors outside of classroom	0.00% 0	0.00% 0	8.82% 6	29.41% 20	51.47% 35	10.29% 7	68	4.63
Your total educational experience at GBC	0.00% 0	0.00% 0	13.24% 9	27.94% 19	58.82% 40	0.00% 0	68	4.46
Your growth in ability to organize ideas	0.00% 0	0.00% 0	5.88% 4	35.29% 24	57.35% 39	1.47% 1	68	4.54
Your growth in ability to communicate	0.00% 0	0.00% 0	7.35% 5	33.82% 23	55.88% 38	2.94% 2	68	4.54
Your growth in ability to think critically	0.00% 0	0.00% 0	5.88% 4	35.29% 24	57.35% 39	1.47% 1	68	4.54
Your growth in understanding cultural diversity	0.00% 0	0.00% 0	11.76% 8	33.82% 23	48.53% 33	5.88% 4	68	4.49
Your growth in technological understanding	1.47% 1	0.00% 0	10.29% 7	39.71% 27	47.06% 32	1.47% 1	68	4.35
Your growth in understanding personal wellness	0.00% 0	1.47% 1	19.12% 13	25.00% 17	47.06% 32	7.35% 5	68	4.40
Your proficiency in your major	1.47% 1	1.47% 1	7.35% 5	26.47% 18	63.24% 43	0.00% 0	68	4.49

field of study								
Your growth in your ability to learn on your own	0.00% 0	0.00% 0	4.41% 3	25.00% 17	69.12% 47	1.47% 1	68	4.68
Your growth in your ability to seek information	0.00% 0	0.00% 0	4.41% 3	30.88% 21	63.24% 43	1.47% 1	68	4.62

Q16 Please rate your agreement with the following statements as they relate to your experience at GBC.

Answered: 66 Skipped: 52

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
The social environment at GBC is conducive to personal growth.	1.52% 1	6.06% 4	18.18% 12	15.15% 10	34.85% 23	24.24% 16	66	4.48
I feel that the time I spent at GBC was a wise use of my time.	0.00% 0	1.52% 1	9.09% 6	28.79% 19	59.09% 39	1.52% 1	66	4.50
GBC prepared me to continue my education.	0.00% 0	4.55% 3	7.58% 5	28.79% 19	53.03% 35	6.06% 4	66	4.48
I will recommend GBC to others interested in the same major field of study.	4.62% 3	3.08% 2	12.31% 8	26.15% 17	53.85% 35	0.00% 0	65	4.22
I achieved my educational objective objective either partially or fully.	1.52% 1	3.03% 2	4.55% 3	27.27% 18	63.64% 42	0.00% 0	66	4.48
All, in all, if I had to do it all over again, I would enroll at GBC.	1.54% 1	3.08% 2	12.31% 8	21.54% 14	61.54% 40	0.00% 0	65	4.38

Q17 Did you experience any student access barriers in your path to graduation (check all that apply)?

Answered: 35 Skipped: 83

ANSWER CHOICES	RESPONSES	
Advising	5.71%	2
Financial aid	14.29%	5
Access to higher level courses	11.43%	4
Financial pressures	8.57%	3
Mental stress	37.14%	13
Technology issues	2.86%	1
Connection to peers	14.29%	5
Tutoring	5.71%	2
TOTAL		35

#	PLEASE SPECIFY:	DATE
1	After my original advisor left, I was moved to a few different advisors. Each advisor would just transfer me to someone else, making it very difficult to get things done.	8/24/2023 9:56 AM
2	Pandemic	8/24/2023 8:12 AM
3	My studies are online courses.	8/23/2023 3:50 PM
4	The question won't let you answer more than one. Advising, financial pressures, mental stress, and connection to peers are all barriers.	8/21/2023 12:40 PM
5	Second bachelors so i do not qualify for any financial aid... its been very difficult with 2 dependants.	8/10/2023 9:02 PM
6	Covid	8/10/2023 11:48 AM
7	None	8/10/2023 11:21 AM
8	The largely online format is wonderful to have as an option, but does truly lack in some ways which have not yet been addressed.	8/5/2023 1:18 AM
9	Some courses were no longer being offered since the Natural Resource degree was being ended	8/3/2023 5:36 PM
10	I've had to appeal my financial aid several times.	8/3/2023 3:09 PM
11	All of the above	8/3/2023 12:43 PM
12	Courses that requires an online Zoom meeting when I was a distance student; I would have rather had 100% online with no weekly Zoom meetings. That was very inconvenient and not something I was made aware of when enrolling at or choosing GBC.	8/3/2023 11:55 AM
13	Time management	8/3/2023 11:23 AM
14	Needed to take out private student loan to cover costs	8/3/2023 11:12 AM

Q18 GBC's mission is to transform lives through education. Please rate your level of satisfaction with the following statements.

Answered: 64 Skipped: 54

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
The quality of your courses	1.56% 1	1.56% 1	12.50% 8	28.13% 18	56.25% 36	0.00% 0	64	4.36
The quality of your program	0.00% 0	0.00% 0	7.94% 5	26.98% 17	65.08% 41	0.00% 0	63	4.57
Overall GBC experience	0.00% 0	4.69% 3	4.69% 3	32.81% 21	57.81% 37	0.00% 0	64	4.44

Q19 Do you have any comments/suggestions about your program of study?

Answered: 20 Skipped: 98

#	RESPONSES	DATE
1	Being robbed of a graduation in 2021 was disappointing. We had to pay for fees for graduation, but never got to walk or anything. And then on top of that, there was a graduation video, and my name was spelled wrong! Left a bit of a sour taste in my mouth, but I couldn't have bad things to say about Steve, Terry, and Matt. They were all great instructors and taught me so much. I still use skills they taught me to this day. Can't thank them enough for their help and mentorship. Fantastic gentlemen.	8/24/2023 8:19 AM
2	I enjoy my program of study, and my instructors and advisors are always helpful.	8/23/2023 3:53 PM
3	Great job! Keep it up!	8/10/2023 9:05 PM
4	No	8/10/2023 12:29 PM
5	Yes, I received the degree in spring of 2021, it took me to do what if repots on all of the subjects to see if I had earned another degree. I earned my AA in 12/2020 and should have received this degree is spring 2021. No one told me which is why I wrote dissatisfied on some of the questions. It should be the responsibility of the school to look into degrees.	8/10/2023 11:50 AM
6	Include more of the content we're going to teach, ie more history classes required	8/8/2023 11:11 AM
7	COVID and online courses made it difficult for me to lear honestly. But the welding and in person classes were awesome.	8/6/2023 9:02 AM
8	At times, as a fully online/distance student, it could be difficult to determine what requirements I needed to fulfill for my degree. There is also a sense of disconnect between being a distance student and the school itself at times.	8/4/2023 12:59 PM
9	It was a great program!	8/4/2023 9:24 AM
10	I wish GBC offered a criminal justice bachelors	8/3/2023 8:47 PM
11	More time in the Line Boring class would be beneficial. Matthew Nichols is an excellent instructor.	8/3/2023 7:26 PM
12	I loved the social science program because my main interests were in the fields of study. My only concerns was how much work was involved with the courses compared to my daughter's educational courses. The amount of reading/writing/demands from teachers and professors could often be overwhelming.	8/3/2023 6:33 PM
13	None. I just wish there were employment opportunities to build experience.	8/3/2023 3:12 PM
14	I wish I could continue my education at GBC and complete a Masters Degree	8/3/2023 2:45 PM
15	Use something besides Career Steps.	8/3/2023 1:36 PM
16	Only "Phenomenal!" Professor Sida and Professor Wence-Munoz are absolute blessings to the	8/3/2023 12:40 PM

	field and I couldn't ask for better professors, mentors, and support.	
17	Would be great to have a bachelor's program in history, I'd have stayed the whole way through	8/3/2023 12:06 PM
18	Take away Zoom meetings for those who do not live near a campus or for those in a classroom teaching. It is exhausting to teach all day and them be in a 1-2 hour class after work. I think it would also be helpful to take a competency test which would let you earn credit for the class if you scored high enough on the test without having to take the class. Much of what I was taught I had already learned from PLCs or from being in the field - it felt like I was doing busy work for things I already knew. Would have really benefitted from more coursework in strategies to deal with behavior students.	8/3/2023 11:59 AM
19	n/a	8/3/2023 11:23 AM
20	This degree would be better with a class on childcare safety and health.	8/3/2023 11:12 AM

Q20 Overall comments:

Answered: 16 Skipped: 102

#	RESPONSES	DATE
1	I loved gbc and the faculty and students. Great school and great place to learn to be a worker.	8/24/2023 8:19 AM
2	GBC offers ideal and phenomenal courses through capable and awesome instructors and advisors.	8/23/2023 3:53 PM
3	The program overall was great and most of my professors prepared me to take my education further. There is a huge lack of social connection at all at GBC. Even pre-covid, GBC had slowly taken away many social aspects and it made the overall college experience much duller. Online classes are great, but I think that GBC would benefit greatly from investing resources into their live environment. Just because GBC is a local college does not mean that students should not have the social aspect that universities provide, especially when GBC is more than capable of fostering that type of environment with the ample space available. When I graduated, GBC did not host a live graduation. While I understand Covid was certainly a concern, GBC made no actual effort to celebrate graduates. The "ceremony" was a pre-recorded YouTube video. After so many years of energy and money spent at this college, it was very disappointing that they could not be bothered to make graduates feel celebrated, especially after we had lost so much from Covid already. I think there is a huge social disconnect at GBC as a whole that should be addressed. There is a lot of potential for growth and success.	8/21/2023 12:51 PM
4	GBC is a great resource and I hope that the Geomatics/Surveying Dept received the full attention and support of the school administration. You have a real gem in the program coordinator, Professor Calkins, please dedicate to help him achieve the ABET accreditation the program deserves as well as filling the faculty under him!	8/10/2023 9:05 PM
5	Great Basin College was a great place to start my career path and a great college that helped me get my bachelors to enhance job opportunities.	8/10/2023 12:29 PM
6	Please look at other students to see what other degrees they have earned	8/10/2023 11:50 AM
7	My time there was amazing and so were my instructors. I'd do it a million times again.	8/6/2023 9:02 AM
8	I was impressed by the quality of instructors for my classes and their experience in the field pertaining to the class.	8/4/2023 12:59 PM
9	The program and classes were fine generally, however, the rest of the GBC experience was not the best. There is not social life there, the administration can't even make sure the clocks on campus were correct. I met with Jake Rivera and had several suggestions to make life better for students. To his credit he listened, but that's as far as it went.	8/4/2023 9:24 AM
10	I am grateful for my experience at GBC. I enjoy learning, and I have no regrets. I am especially grateful to have access to higher education while living in a rural town. I often encourage youth, friends and coworkers to take classes at GBC.	8/3/2023 6:33 PM

11	I enjoyed my time at GBC, the my only complaint is that none of my math classes were accepted at the university I am attending. I found that many other 4 year universities wouldn't accept my math credits either, and I gave friends that attended other junior colleges and had their math credits accepted. My classes in natural resources were excellent, however the math department is lacking. That is the only area of GBC that I find problematic, and is in need of repairs.	8/3/2023 6:01 PM
12	GBC is a standout jewel amongst the Rubies. I had great, quality professors which were just as good as any professor I ever have had at a larger university.	8/3/2023 5:39 PM
13	Same as above, like I have my degree and a goal but I work in behavioral health. Just because I have the degree doesn't give me an opportunity to obtain field work or work experience. I have a agriculture degree and currently working on my Biology degree but unable to find employment because I have no work experience or I'd have to take a pay cut to gain it and I can't afford to do that either as I'm a single mother.	8/3/2023 3:12 PM
14	The Career Steps course that was used was an absolute joke. Codes and different qualifiers change yearly. Using a course that was several years old (with outdated questions and answers), and then being told to "guess" the correct answer, is counterintuitive to learning. How can anyone pass an exam to get certified when they were not taught the correct methods? How can anyone get certified when they had to guess answers because relevant ones were not there?	8/3/2023 1:36 PM
15	n/a	8/3/2023 11:23 AM
16	I loved my time at GBC. If I ever decide to continue on with my education I will choose GBC again.	8/3/2023 11:12 AM

Q21 Certificate Diesel Technology- Please rate your satisfaction with your ability to:

Answered: 0 Skipped: 118

Professional Development Plan-2023-24

Proposal for fulfilling the "Each academic department will create and deliver at least one student personal or professional development opportunity annually" portion of the strategic plan.

Please review my proposed plan to fulfill the stated Strategic Plan requirement. First and foremost, from a faculty perspective, when we are discussing this requirement it is important to emphasize most departments are already meeting this requirement and provide examples (Yoga, mindfulness sessions, drum circles, and mental health workshops accessible to students are examples of personal development for students while resume workshops, mock interviews, networking events, graduate school prep, 'what you can do with your degree' talks, and professional talks are examples of professional development events for students). Faculty don't want more work, so we need to point out the work is largely already done and the Student personal/professional development coordinator (Coordinator) will work with departments to document the events and to help brainstorm/organize future events.

FALL SEMESTER

1. Develop and deliver an All-Campus student personal/professional development opportunity. Coordinator will work with departments, advisors, SGA, Communications, Distance Education and the Academic Success Center to facilitate outreach and attendance.
    a. In addition to establishing student community early in the academic year, this event will encourage campus community and synergy between departments.
    b. Faculty members will be encouraged to attend and can use this event as an example for individual department requirements.
2. Coordinator will develop a student personal/professional development event reporting form in Google Surveys will include the following information:

Department	Organizer(s)	Short Event Description	Modalities (online, live, hybrid, IAV)	Number of participants-students/faculty and departments represented	Date

    a. Including the organizer(s) is paramount so he/she/they can earn proper recognition and credit on their Faculty Evaluation.
3. Coordinator will attend division department chairs' meetings to discuss:
    a. The events departments are already providing that meet the requirements.
        i. Yoga, Mindfulness sessions, drum circles, and mental health workshops accessible to students are examples of personal development for students.
        ii. Resume workshops, mock interviews, networking events, graduate school prep, 'what you can do with your degree' talks, and professional talks are examples of professional development events for students.
    b. New opportunities and brainstorm event types.
    c. Discuss reporting form.
    d. (When possible) attend Fall department events for reporting and feedback needs.
    e. Work with Distance Education to set up Student Success WebCampus Shell

SPRING SEMESTER

1. Develop and deliver a professional development event for faculty/staff to help departments provide relevant and interesting personal/professional development events for students. This event will focus on ideas to facilitate lowering DWF rates.
    a. Encourage inclusion and synergy between departments to maximize benefits to students.
2. Work with departments to help organize events.
3. (When possible) attend Spring department events for reporting and feedback needs.
4. Update Resources within Student Success WebCampus Shell
5. Submit year end report to Dean Doucette and Associate VP Donnelli.

When possible, all workshops will be recorded and archived on the Student Success WebCampus Shell.

The Coordinator will receive 3 credits of workload reassignment each semester to help Great Basin College fulfill the stated Strategic Plan requirement. If plans/ideas change Administration and the Coordinator will work together to create reasonable alternatives.

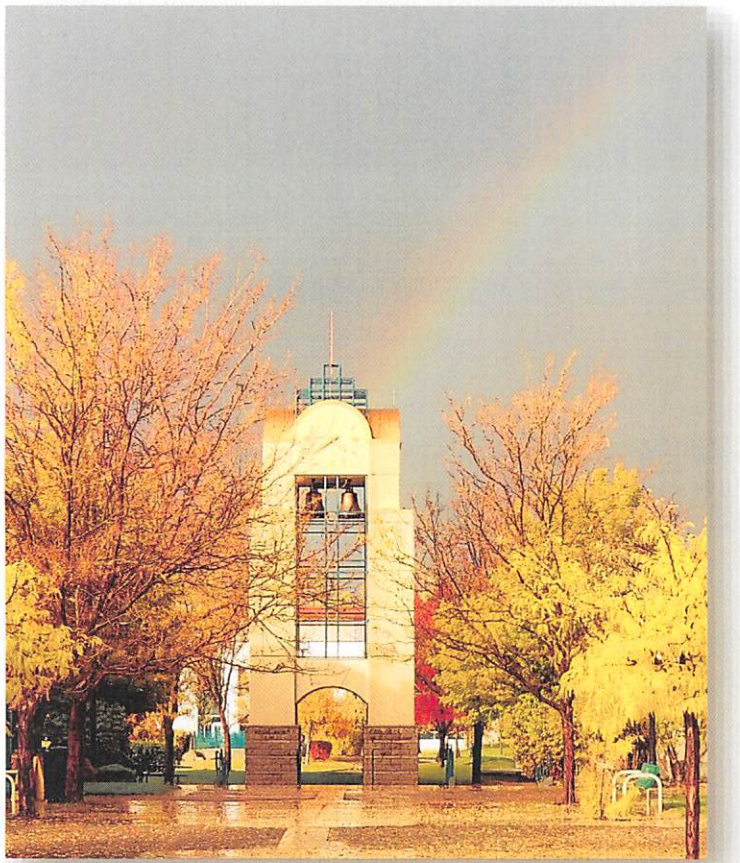
Great Basin College Metrics Retrospective

2009-2023

The **GOLD** Standard
in the **SILVER** State

Est. 1967

Over 86,000 square miles
2 Time Zones
Multiple locations

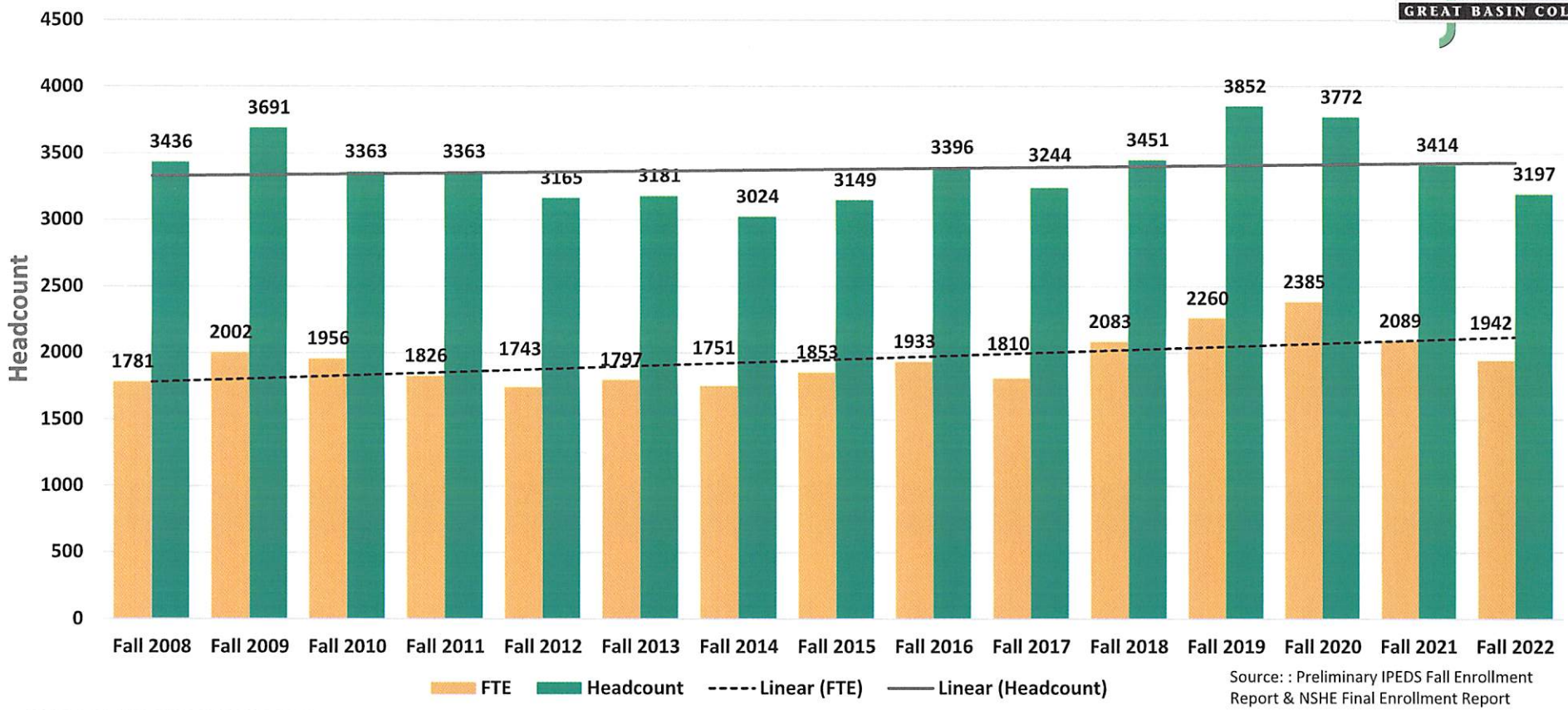


Great Basin College
providing a well lighted pathway

GBC provides students at all levels of preparation, a well lighted pathway to reach their goals for a better quality of life through higher education.

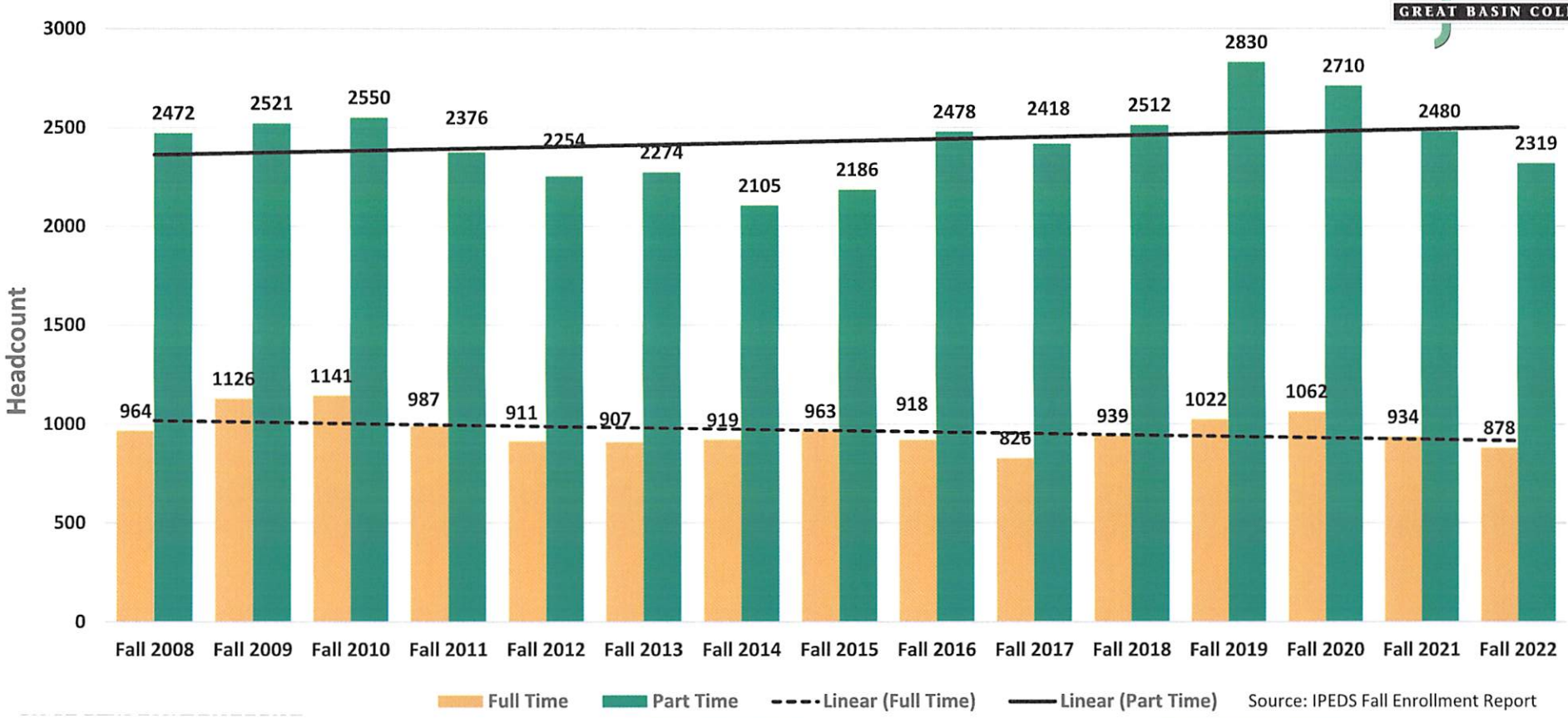
GBC supplies the well-skilled workforce for rural Nevada necessary for economic development as well as advancing innovation through partnerships that create new industries and jobs.

GBC Fall Headcount & FTE Trends

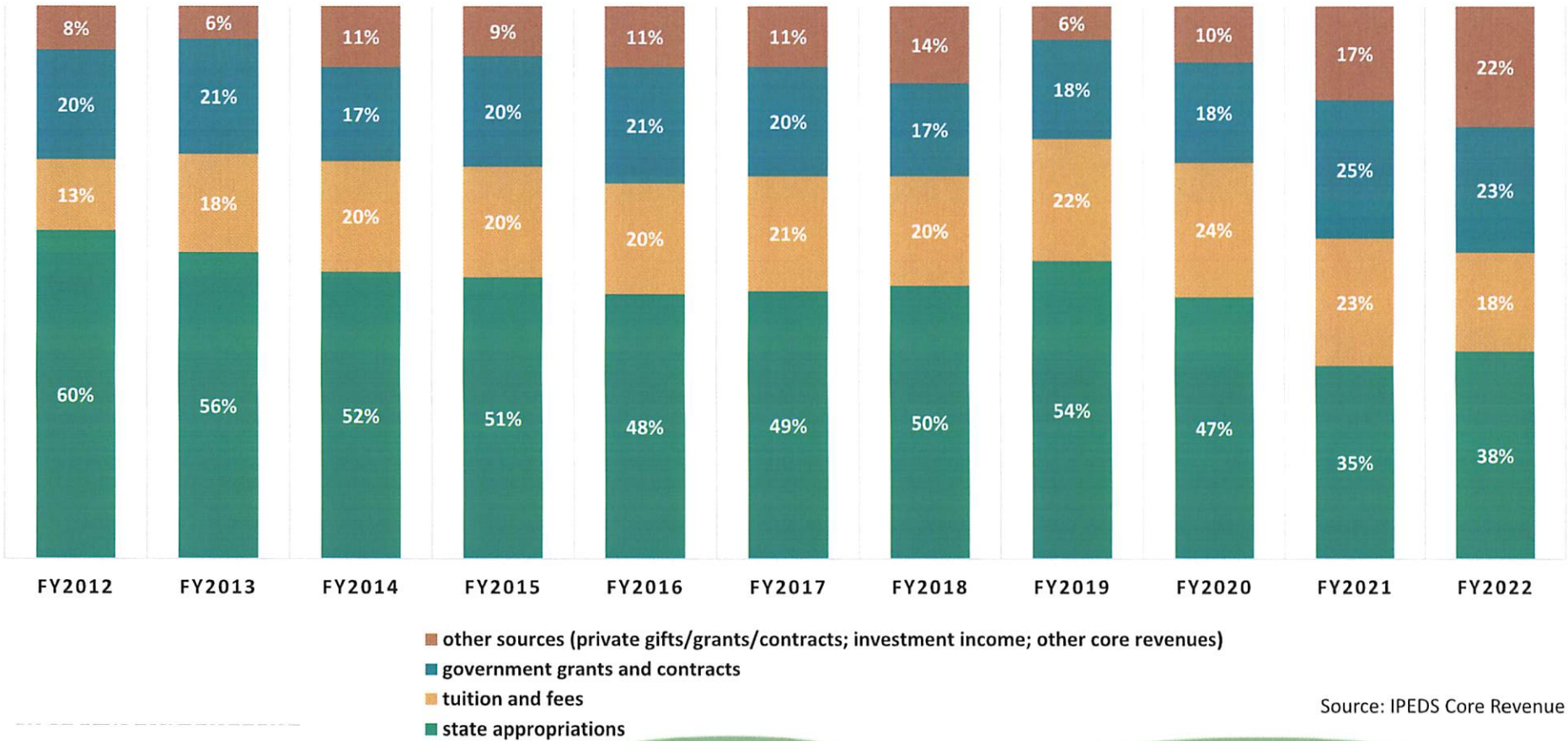


Source: : Preliminary IPEDS Fall Enrollment Report & NSHE Final Enrollment Report

Full-time/Part-time Headcount

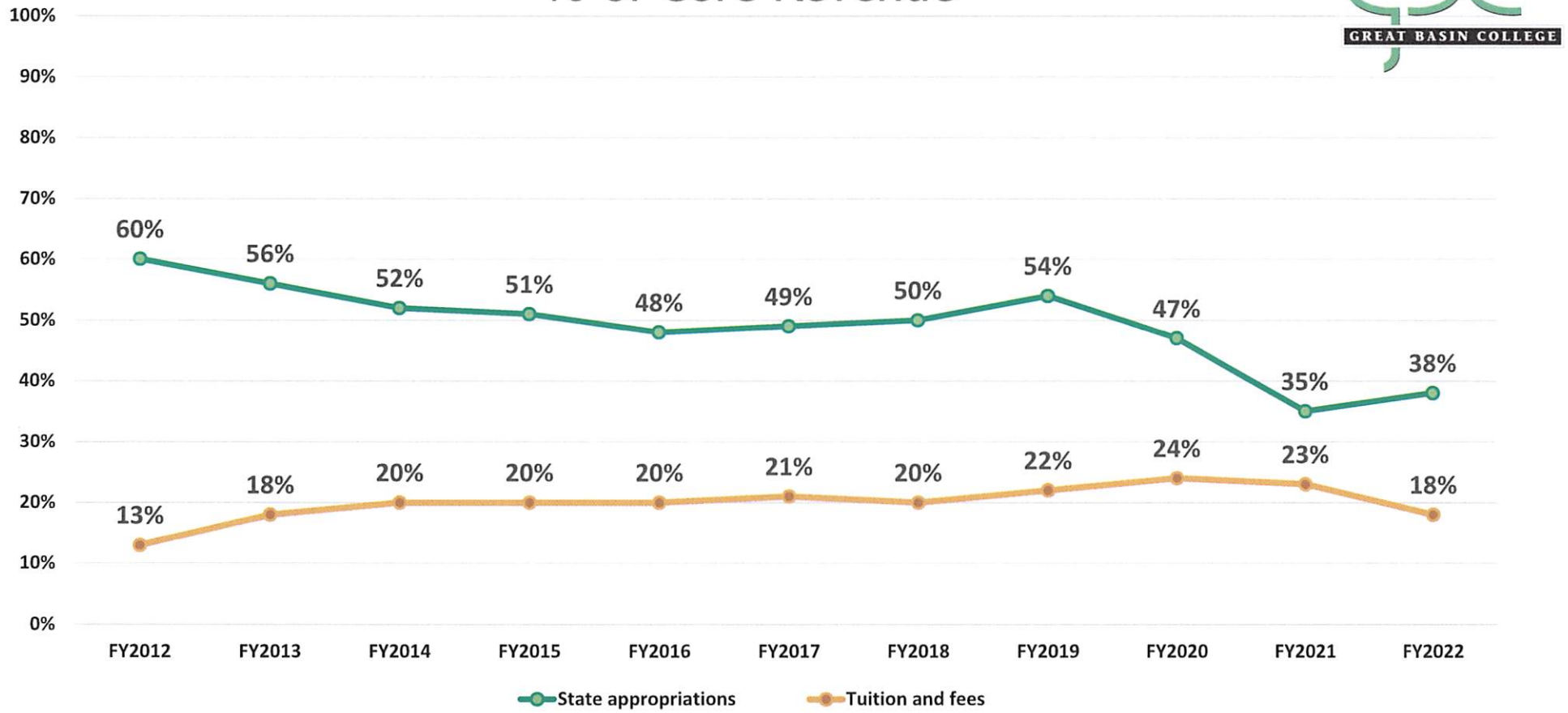


% of Core Revenue

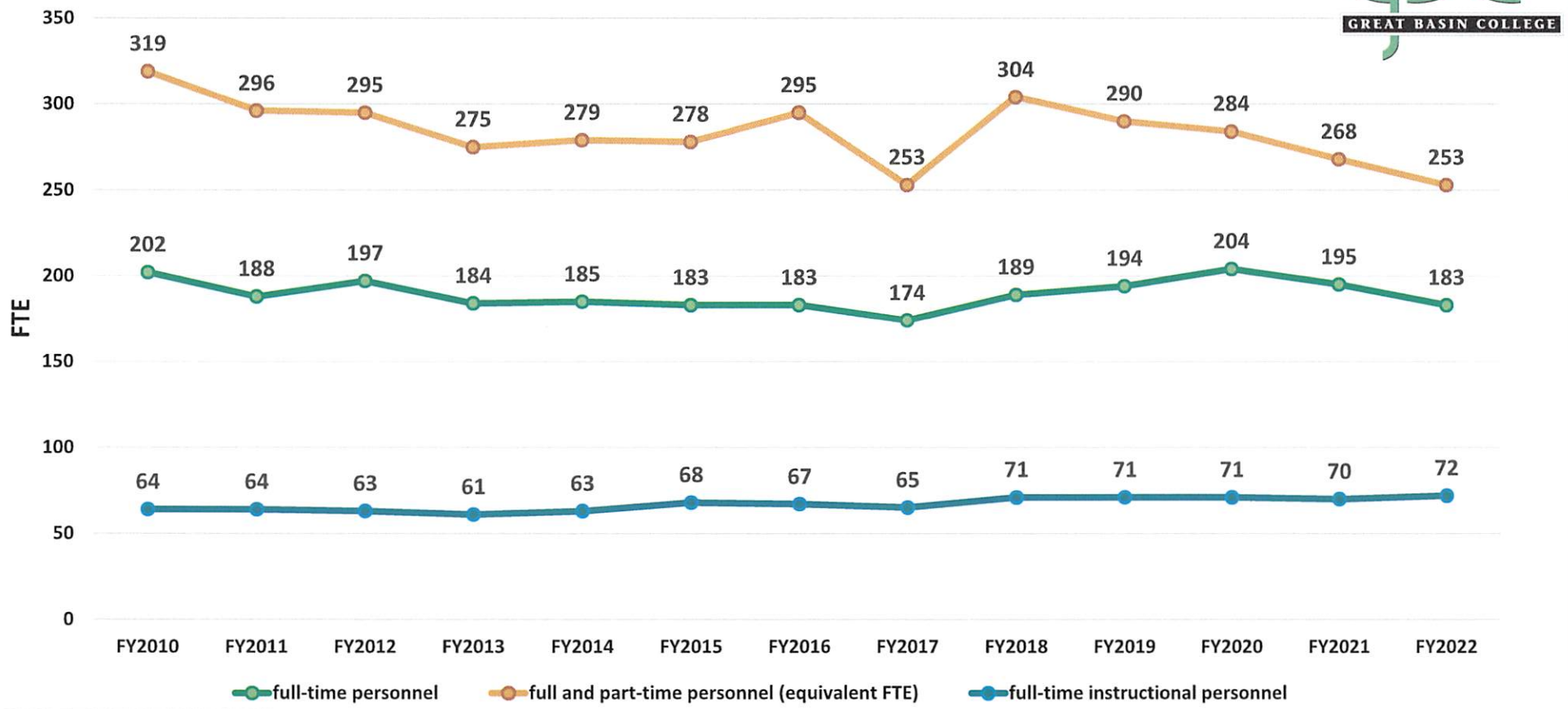


Source: IPEDS Core Revenue

% of Core Revenue

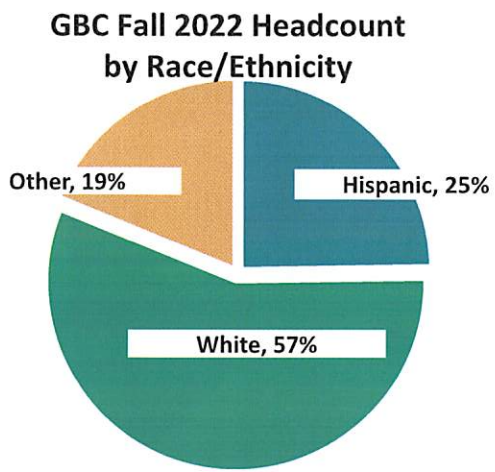


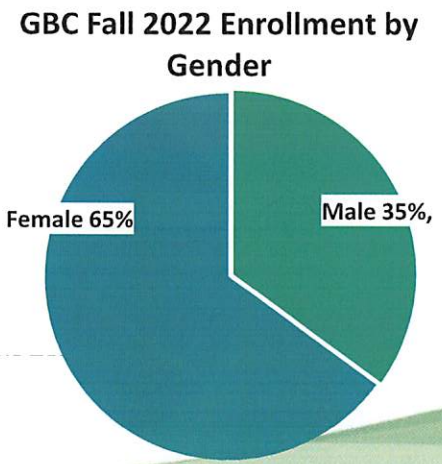
Human Resources

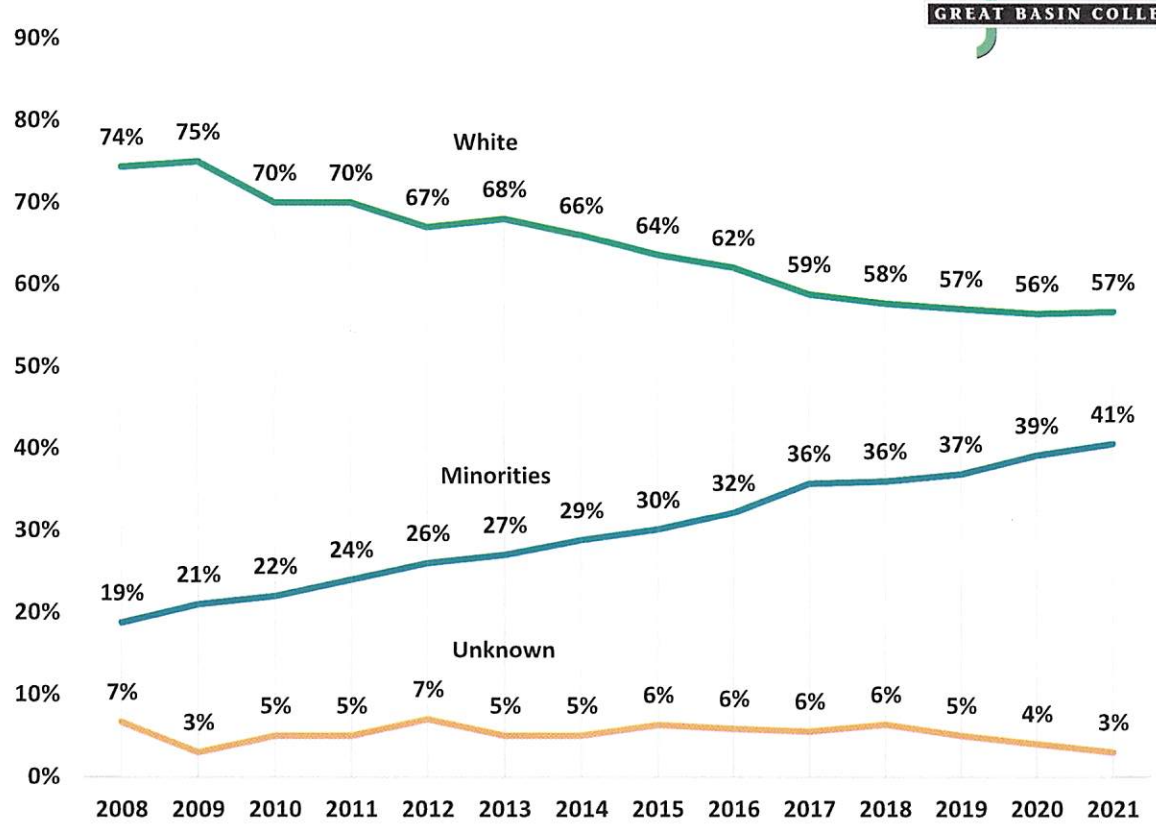


GBC Fall Headcount Trends by Race/Ethnicity

GREAT BASIN COLLEGE

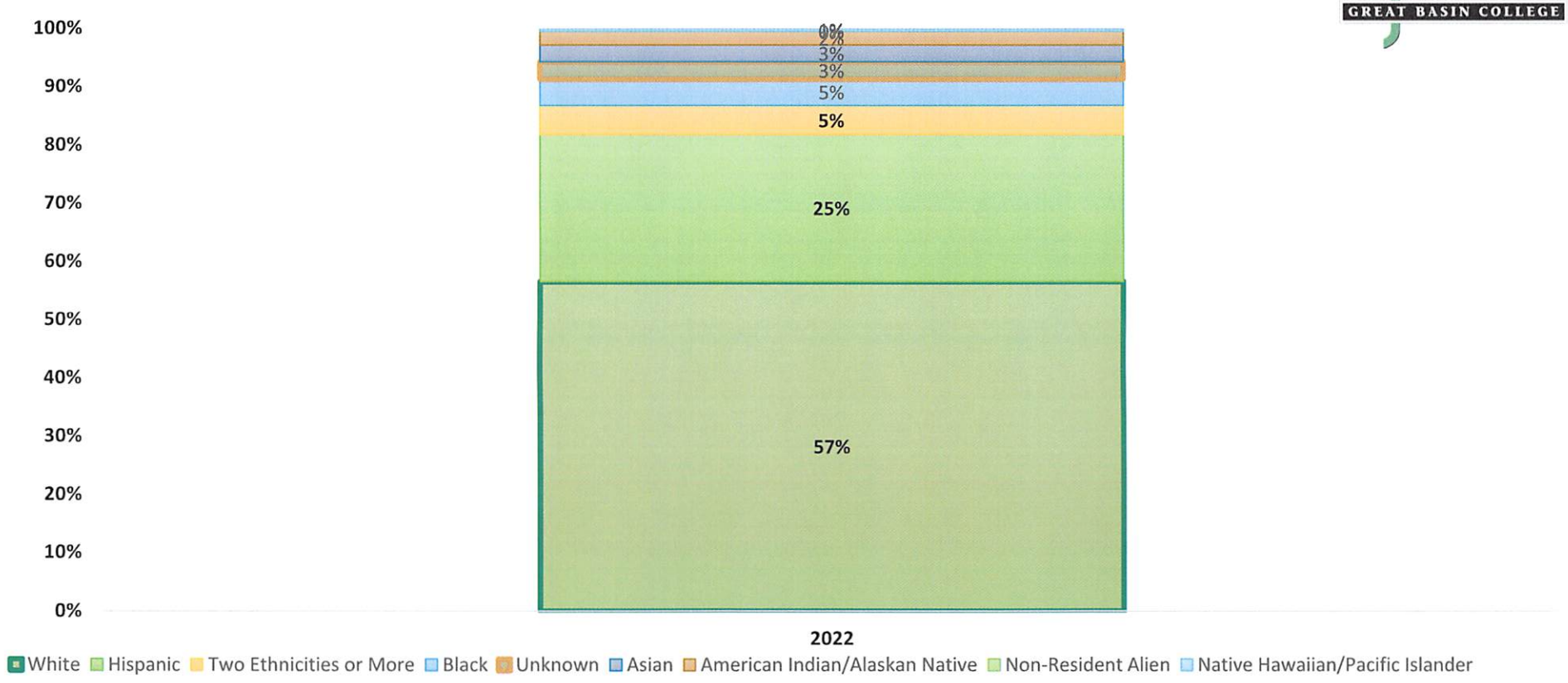






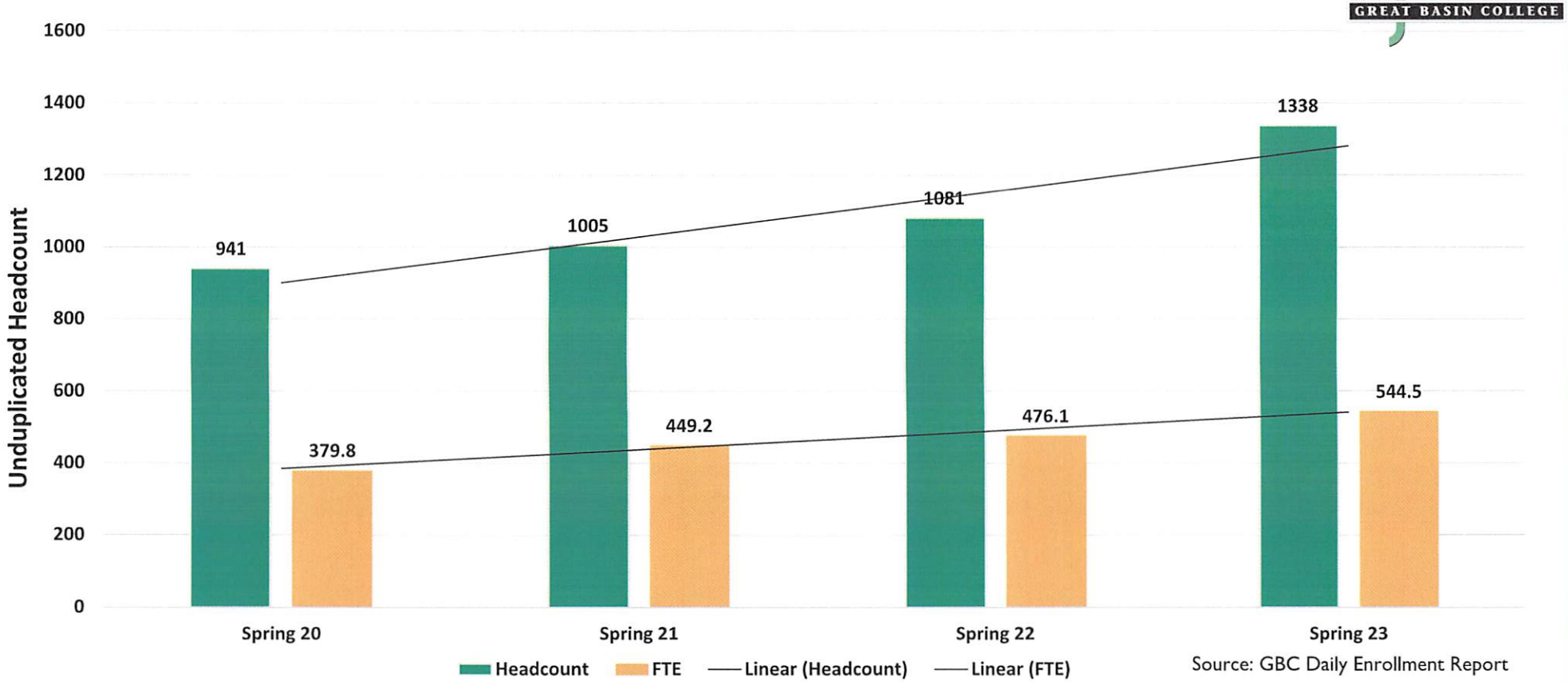
Source: : IPEDS Fall Enrollment Report

GBC Fall Headcount Trends by Race/Ethnicity



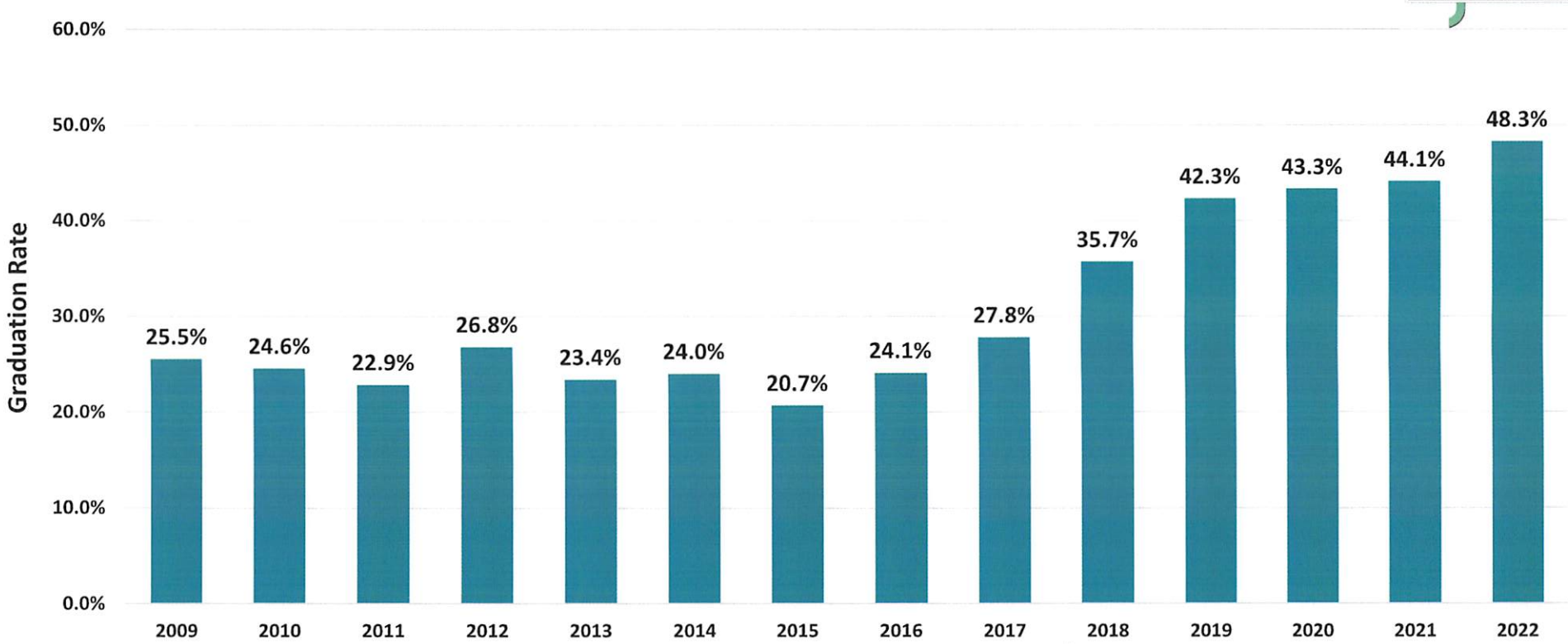
Source: : IPEDS Fall Enrollment Report

High School Student Headcount



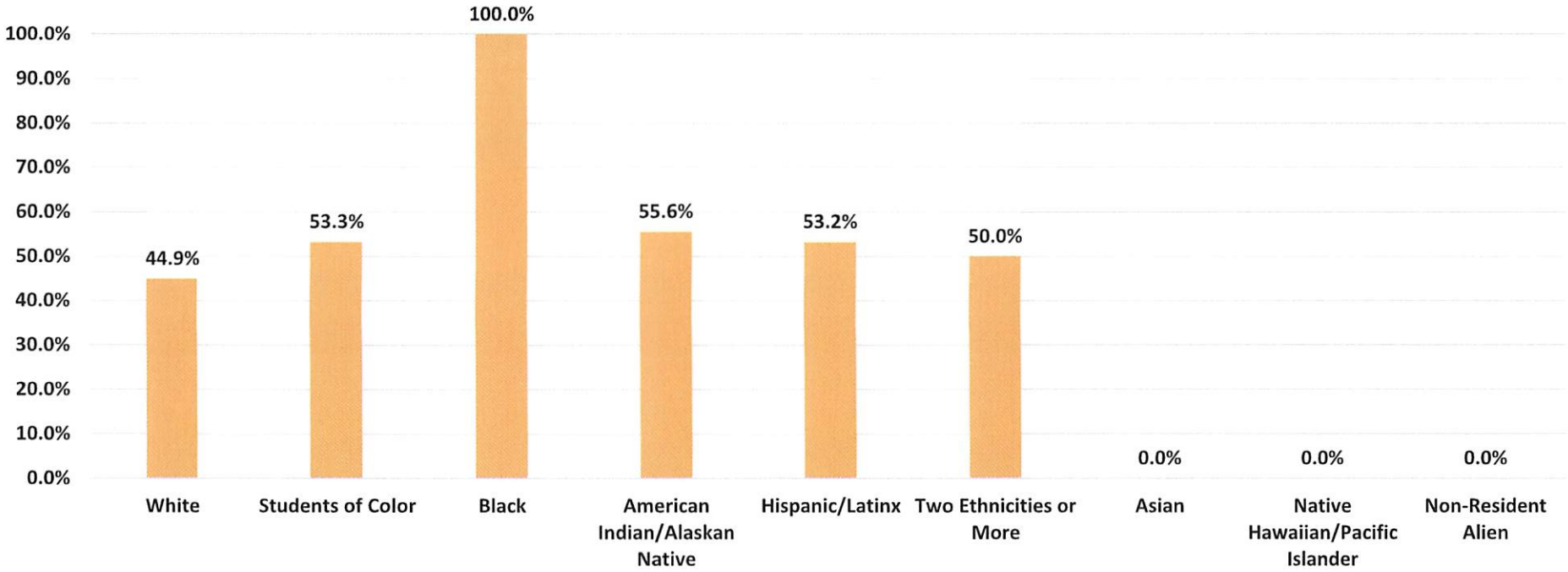
Source: GBC Daily Enrollment Report

Graduation Rate



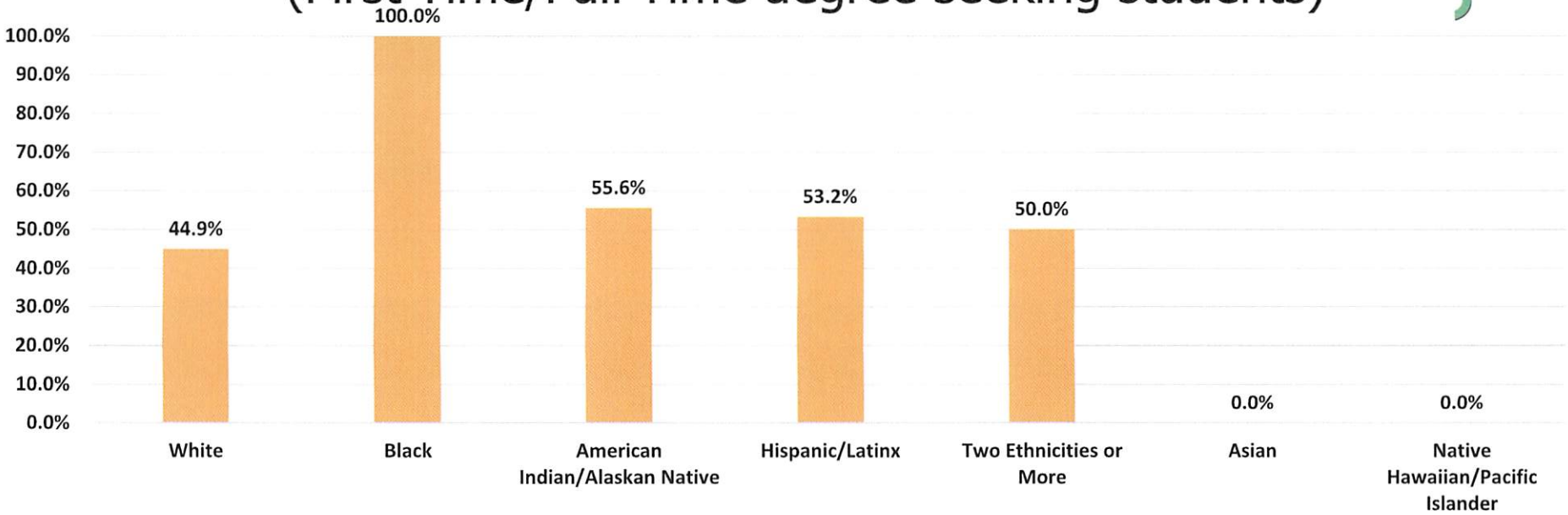
Source: IPEDS Graduation Rates

Graduation Rate by Race/Ethnicity Year 2022
(First-Time/Full-Time degree seeking students)



Ethnicity/Race	White	Minorities	Black	American Indian or Alaska Native	Hispanic/ Latinx	Two Ethnicities or More	Asian	Native Hawaiian Pacific Islander	U.S. Nonresident	Total
Grad Rate	44.9%	53.3%	100.0%	55.6%	53.2%	50.0%	0.0%	0.0%	0.0%	48.3%
Starting Cohort #	138	92	2	9	77	2	1	1	0	230
Graduation #	62	49	2	5	41	1	0	0	0	111

Graduation Rate by Race/Ethnicity Year 2022 (First-Time/Full-Time degree seeking students)



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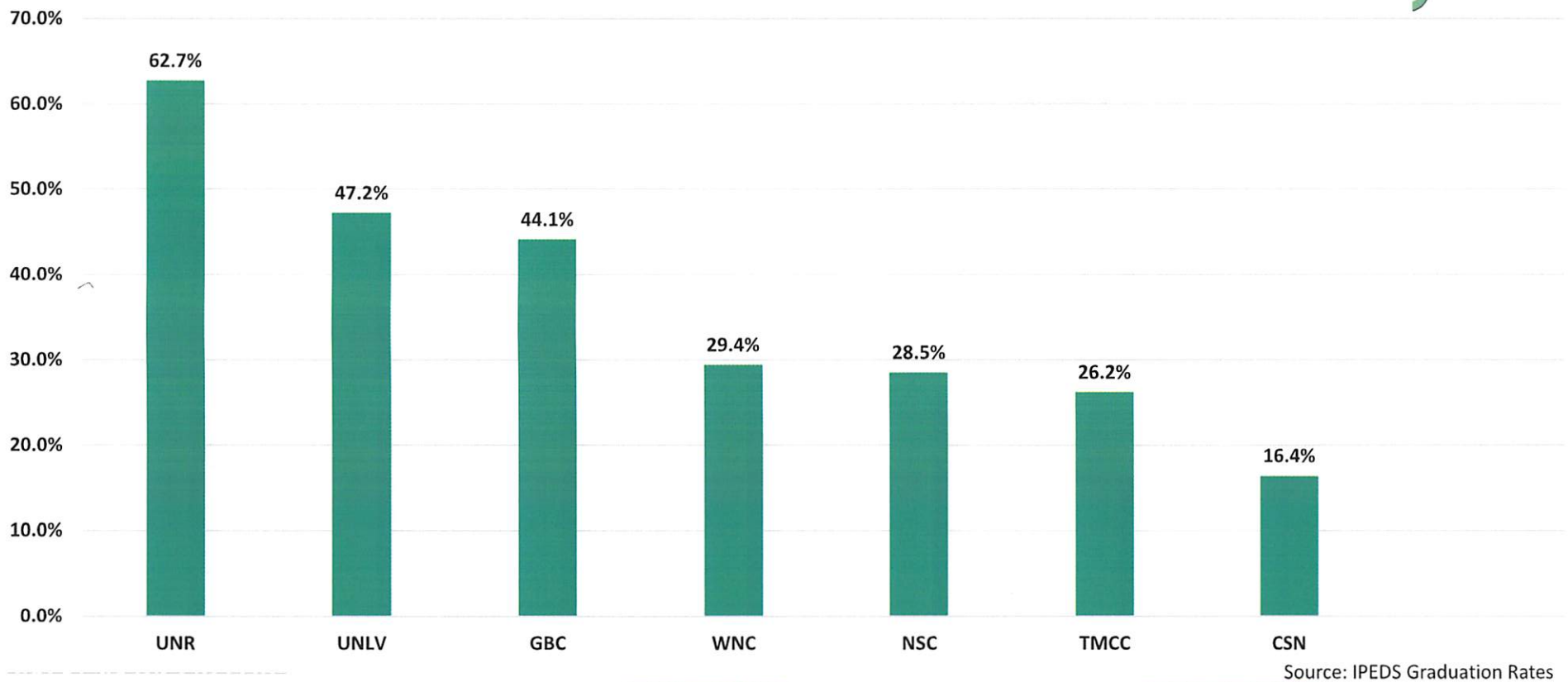
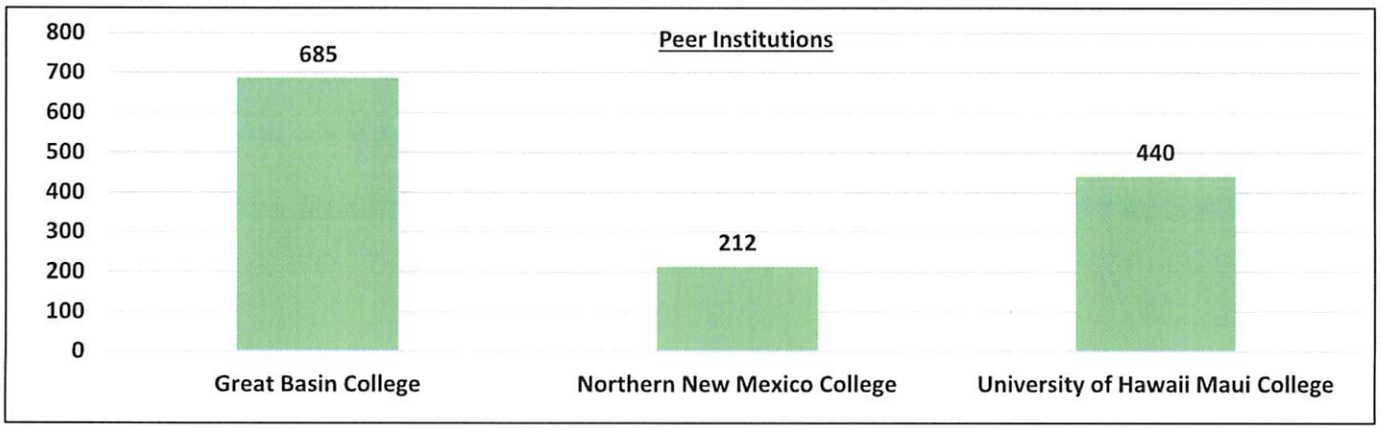
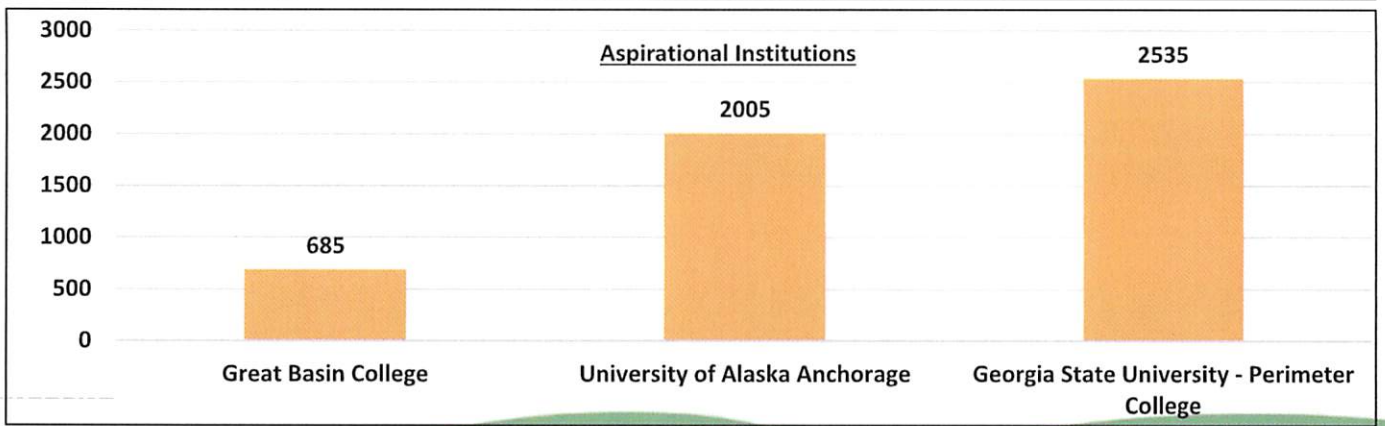
2021 Reported Year NSHE Institution Graduation Rates



Source: IPEDS Graduation Rates

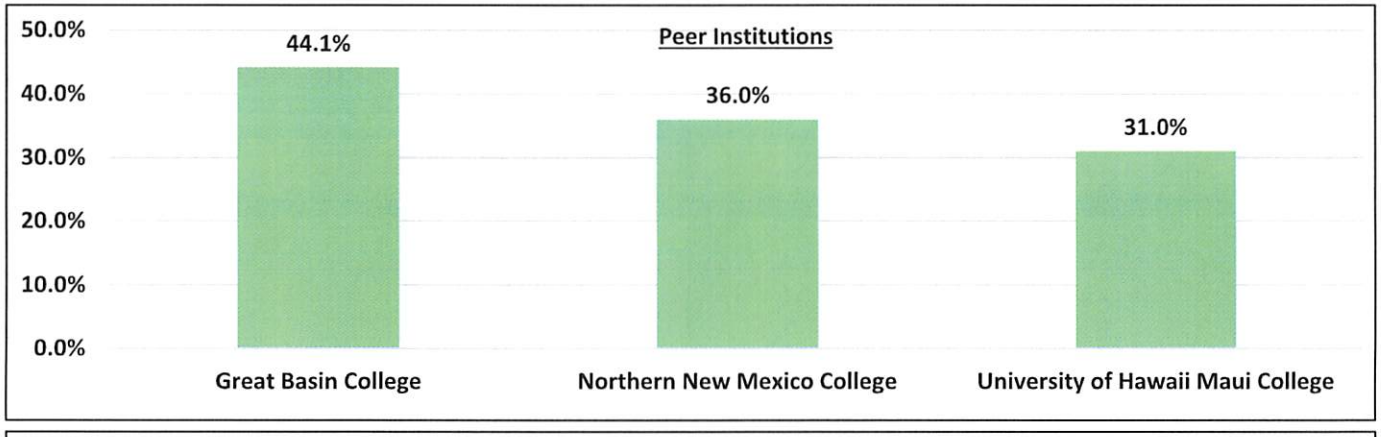
2021 Reported Year Peer & Aspirational Institution
Number of Students Receiving a Degree or Certificate

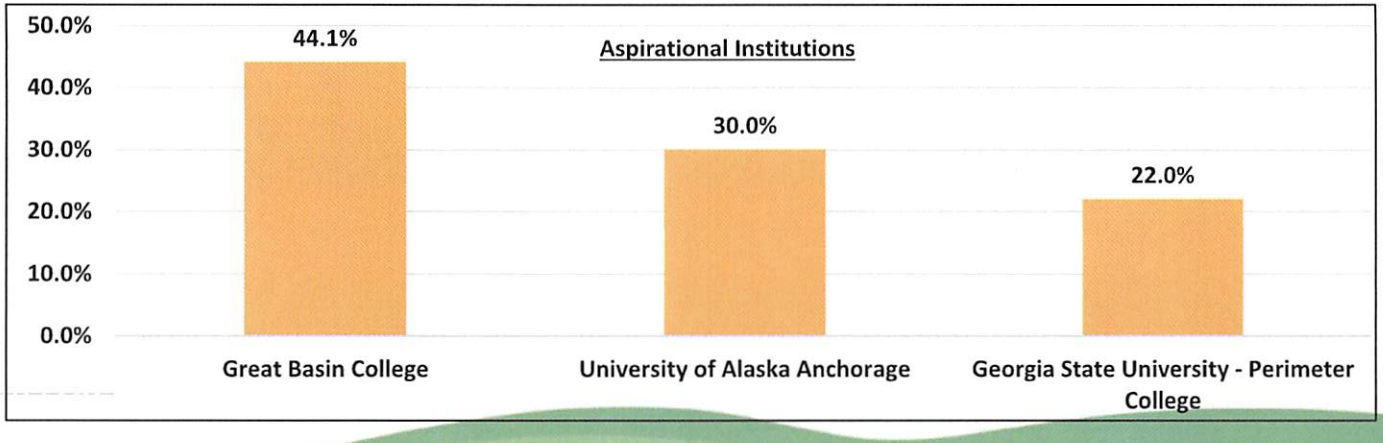




Source: 2022 IPEDS Data Feedback

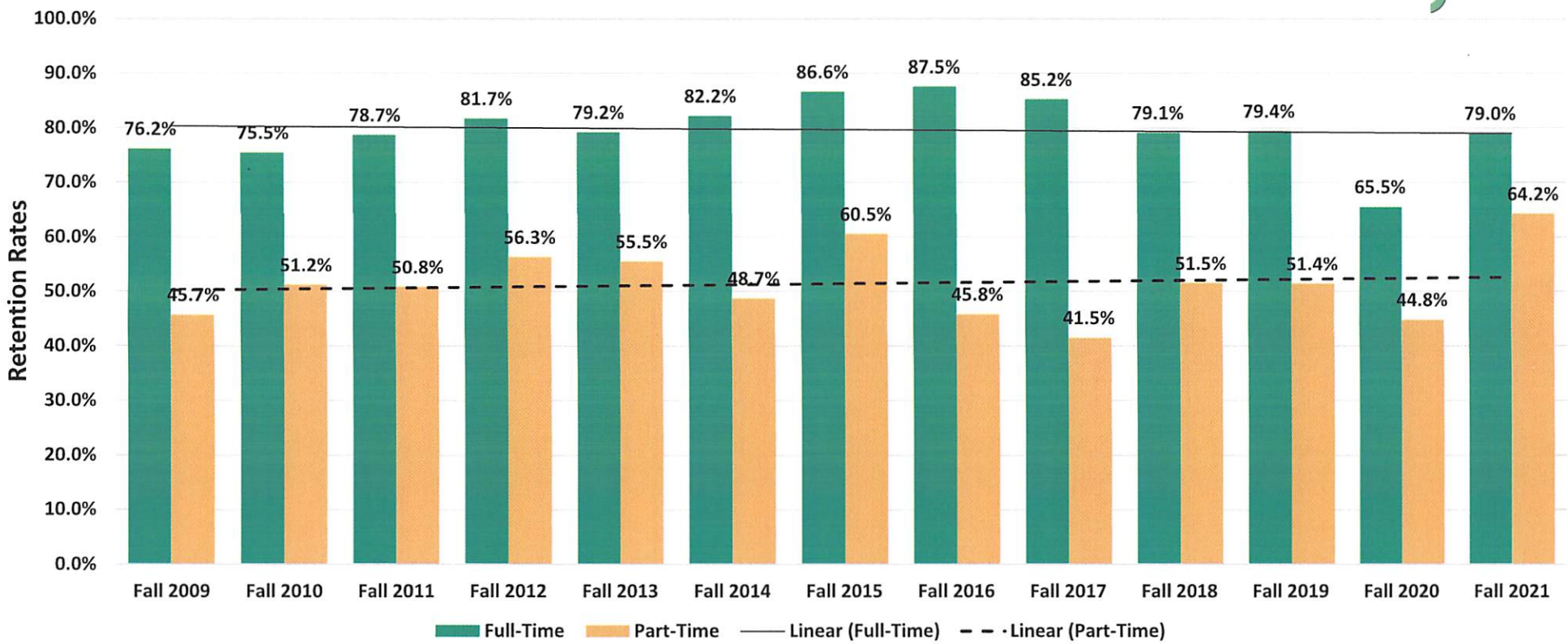
2021 Reported Year Peer & Aspirational Institution Graduation Rates
Nevada System of Higher Education





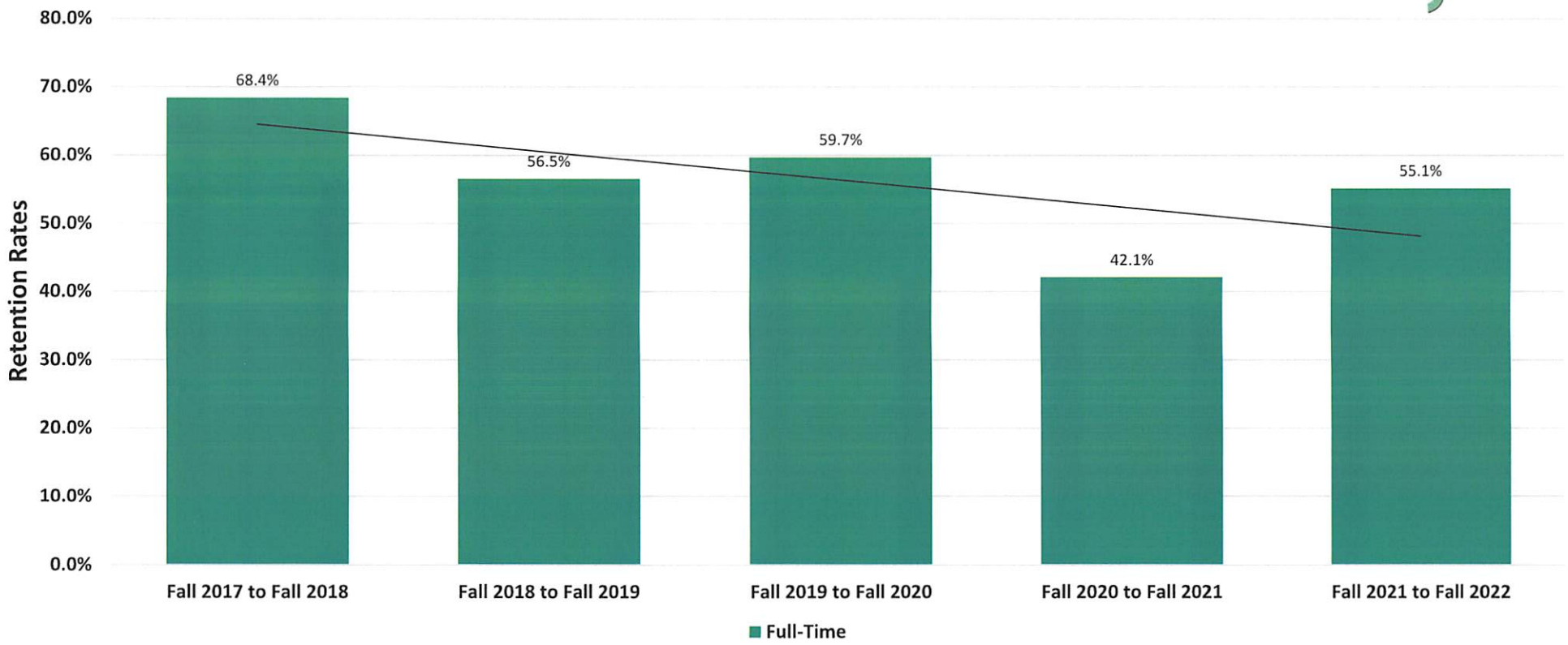
Source: 2022 IPEDS Data Feedback

GBC Fall to Spring Retention
First-Time Degree Seeking Students



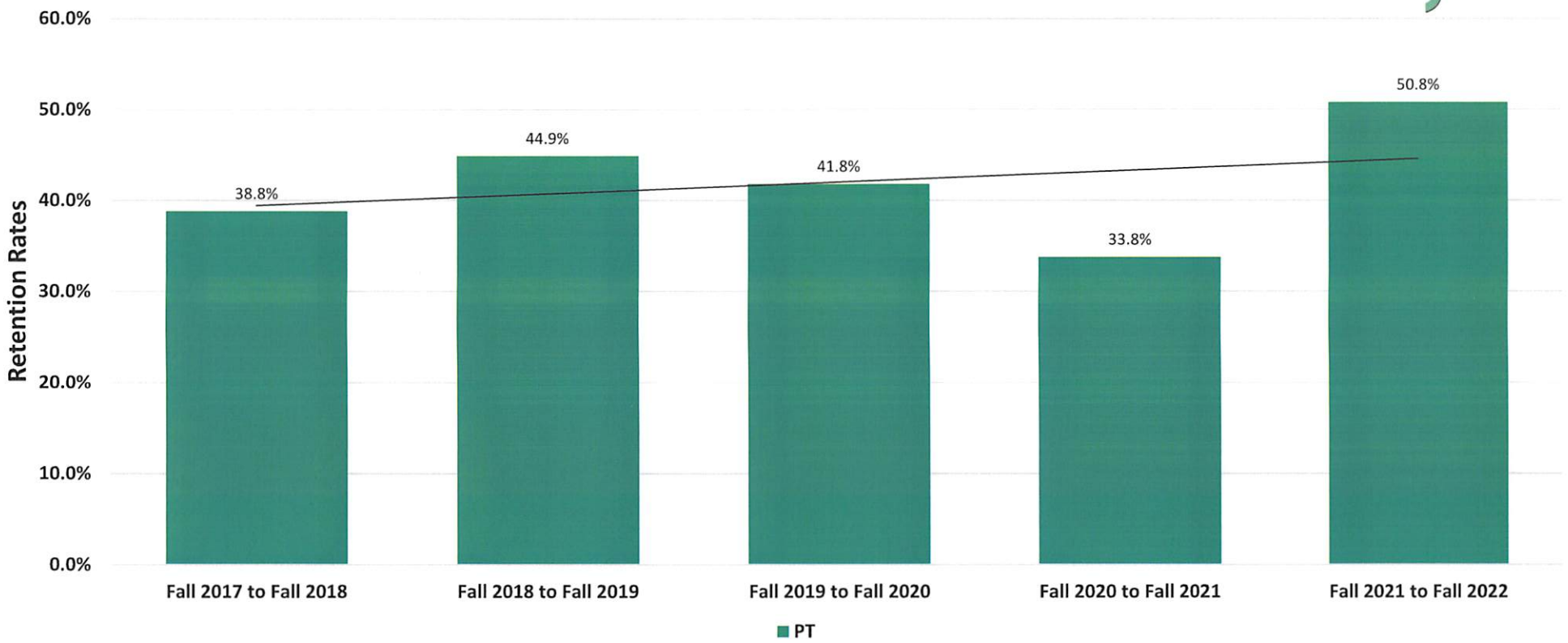
Source: GBC Graduation and Retention Report

GBC Fall to Fall Retention
First-Time Full-Time Students



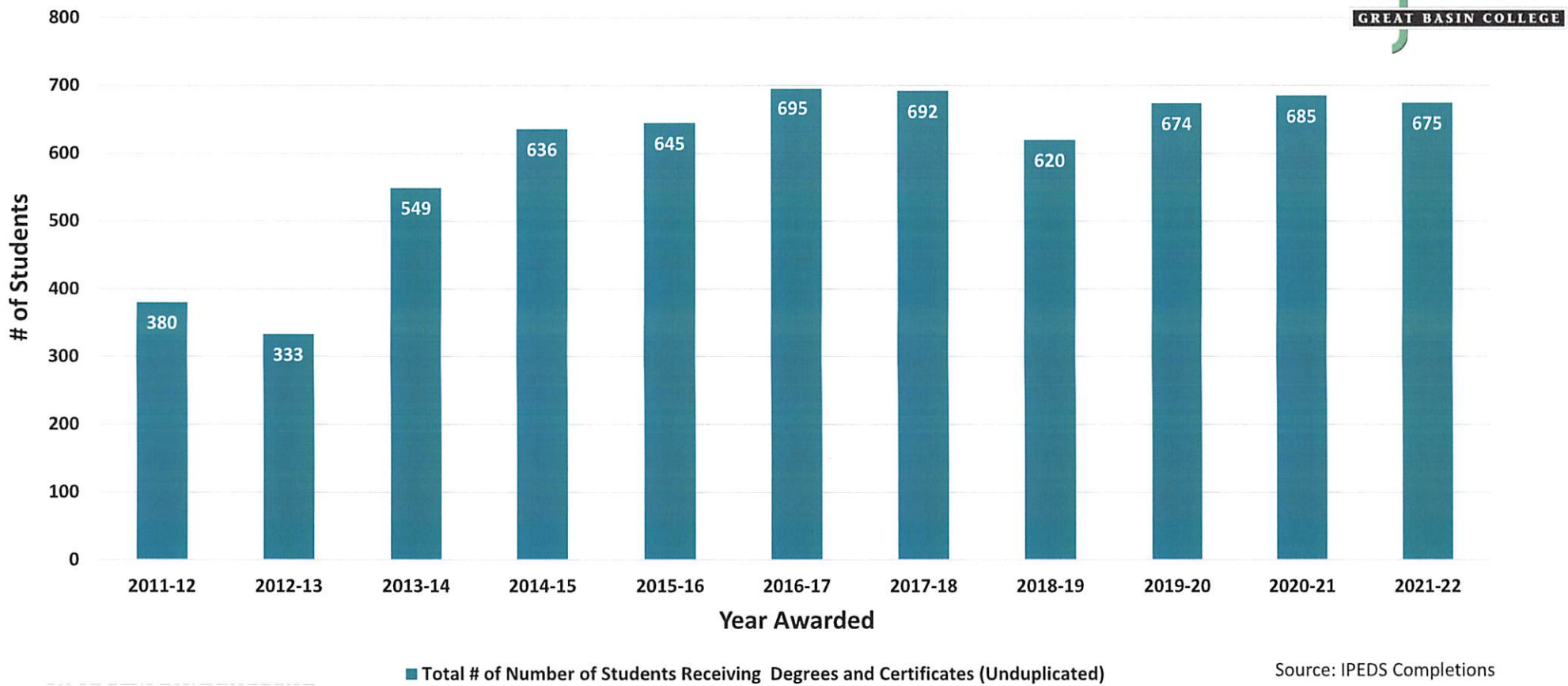
Source: GBC Graduation and Retention Report

GBC Fall to Fall Retention
First-Time Part-Time Students



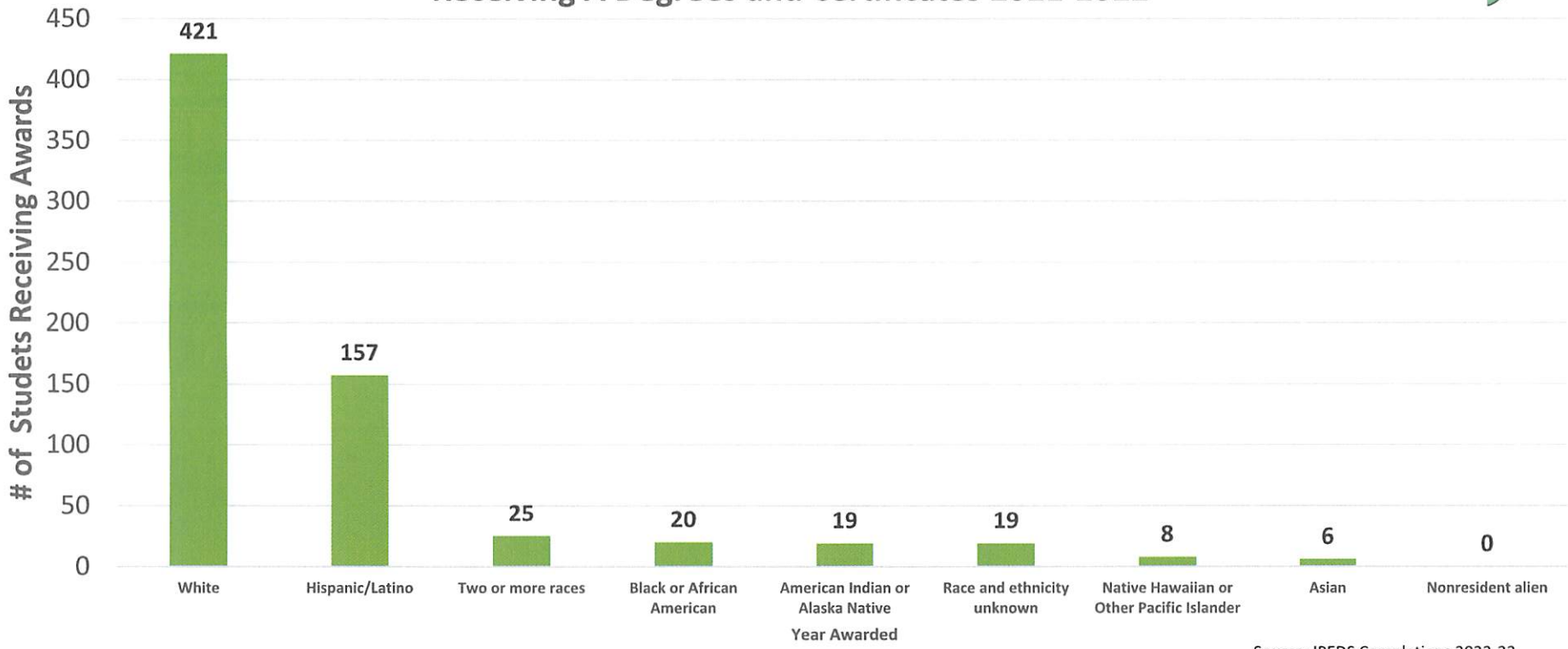
Source: GBC Graduation and Retention Report

Number of Students Receiving Degrees and Certificates



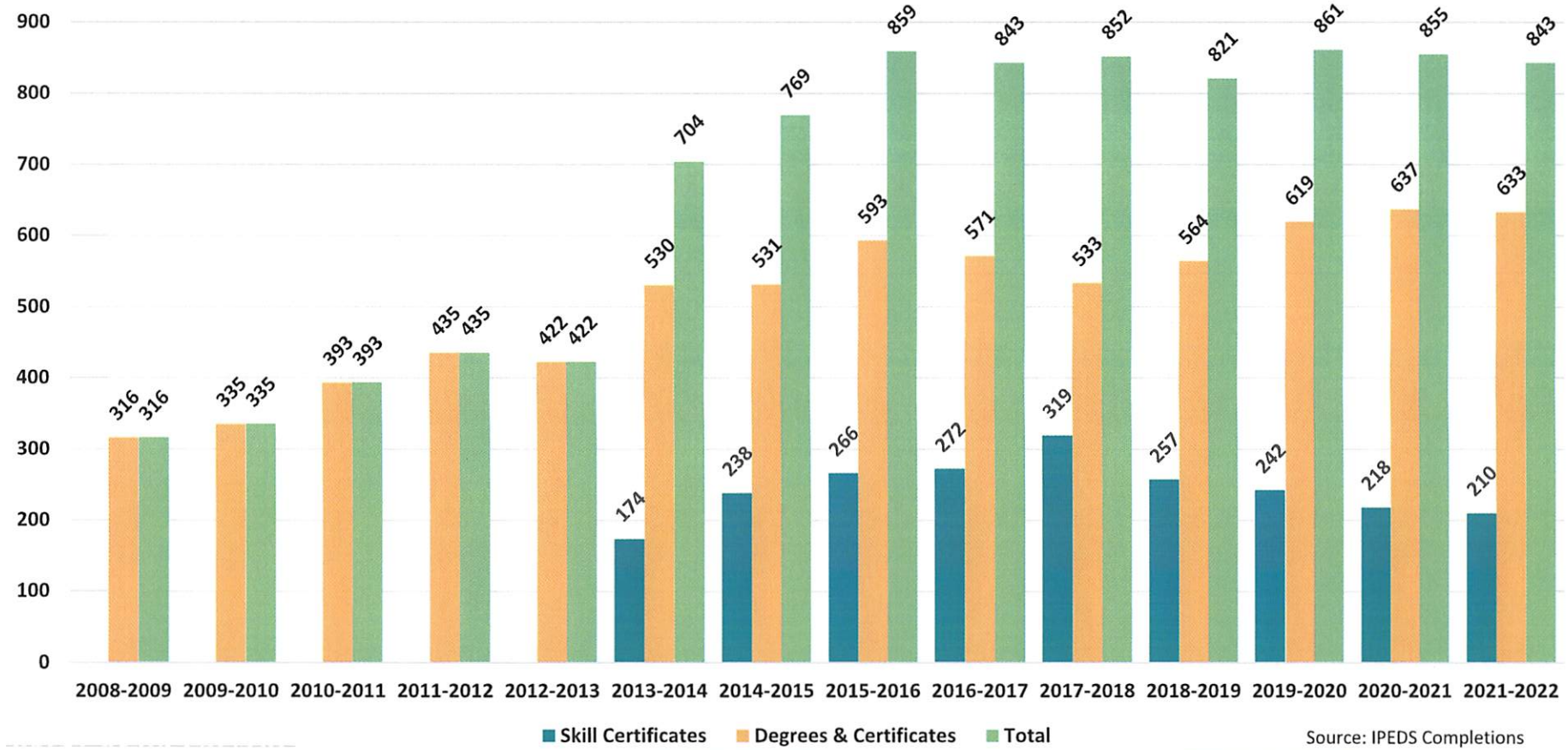
Source: IPEDS Completions

Great Basin College
Number of Students by Race/Ethnicity
Receiving A Degrees and Certificates 2021-2022



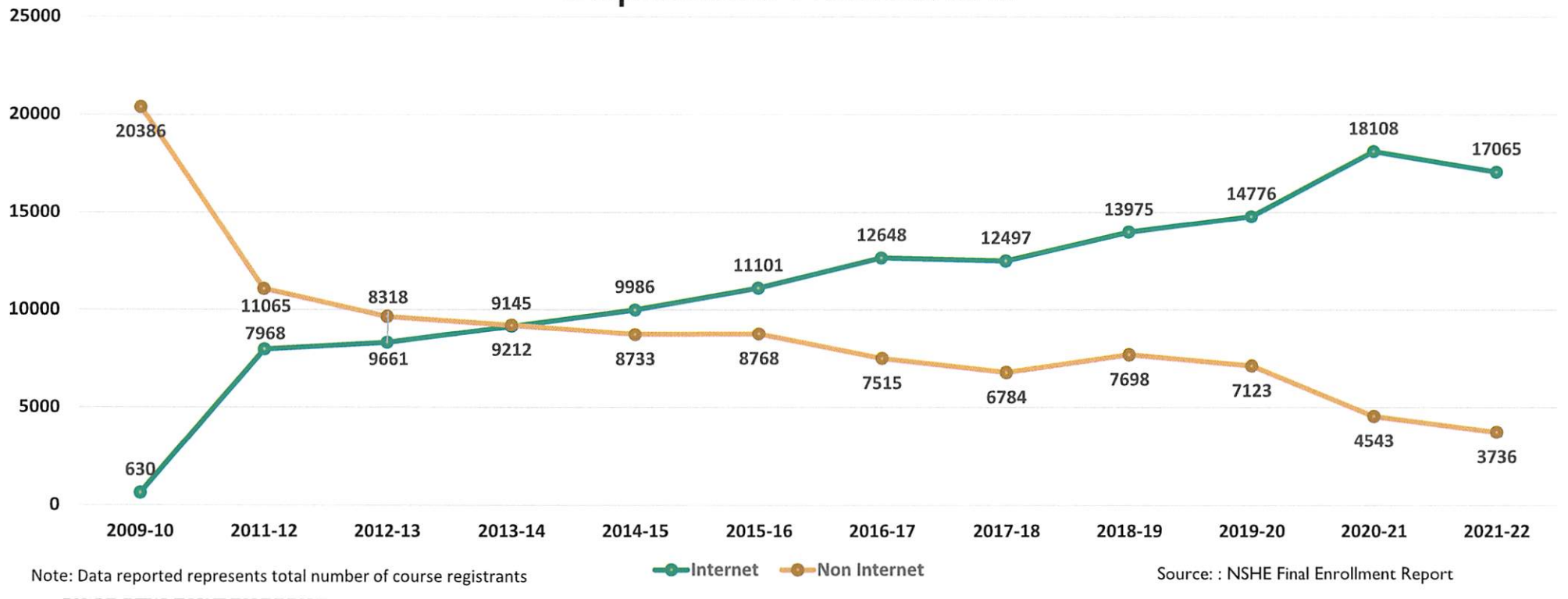
Source: IPEDS Completions 2022-23

Number of Degrees and Certificates Awarded



Source: IPEDS Completions

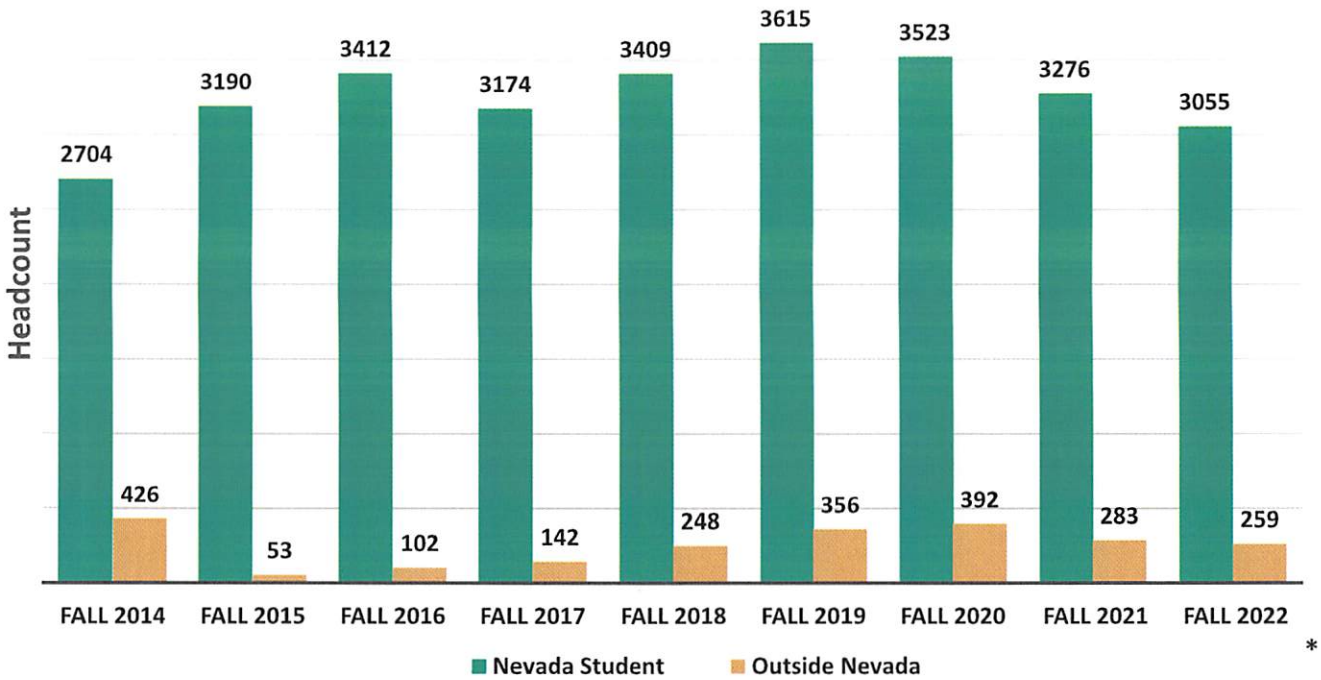
Online Education
Internet vs Non Internet Enrollment
Duplicated Headcount

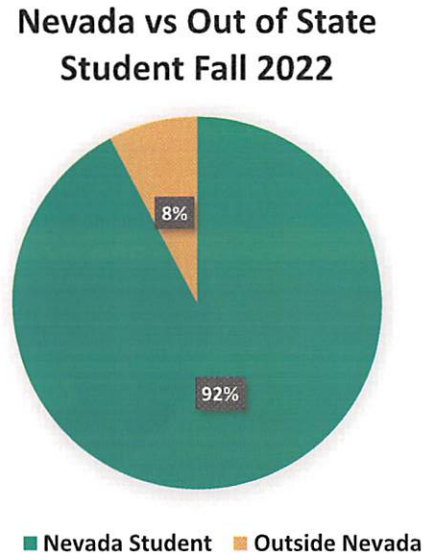


Note: Data reported represents total number of course registrants

Source: : NSHE Final Enrollment Report

Great Basin College Success
Distance Education





* Accreditation commendation on distance education

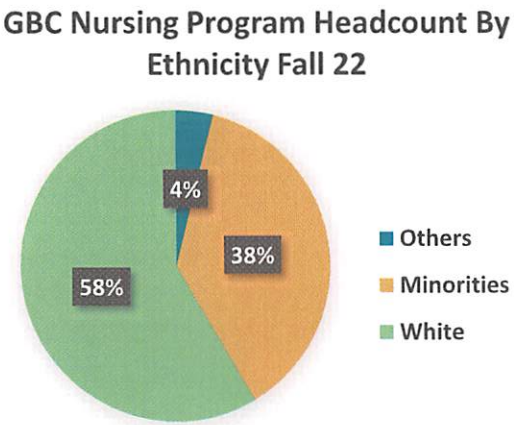
GREAT BASIN COLLEGE

Great Basin College
Providing workforce development training programs in rural Nevada

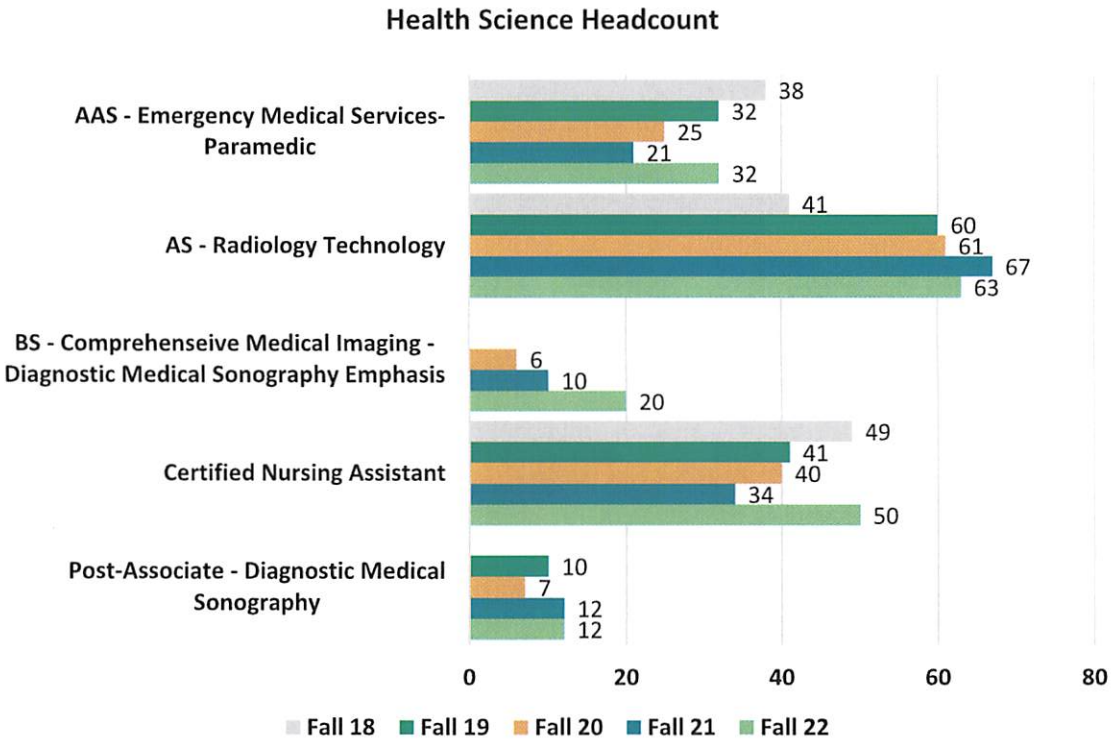
- Healthcare
- CTE (Career Technical Education)
- Teacher Education

#1 Nursing Program in the State of Nevada

- Consecutive years as the #1 nursing program
- NCLEX Pass Rate 100%
- 4 locations Elko, Ely, Winnemucca and Pahrump; synchronized distance learning
- 188 Students have declared nursing AAS pathway
- Minority rate at 38%
- Average Salary of a Nurse in Nevada is between $80,000 to $100,000
- Pathway to BSN Track can complete in one year; currently 41 students enrolled



Great Basin College
Building a Health Care Workforce



(MAPE) program: Medical Assistant, Phlebotomy, and EKG in 2 semesters

- OSIT Funding
- Federal Appropriations

Diagnostic Medical Sonography

- Helmsley 1 million to educate rural health care providers

AAS Radiology

- 100% Pass Rate
- Students placed throughout rural Nevada

Paramedic/EMS Program Using Distant

CNA using SANDI Grant

- 187 Students
- $240,738 utilized

Preparing Nevada's workforce through career and technical education

- Diesel Technology (Elko, Ely)
- Electrical Systems Technology (Elko, Winnemucca, Ely)
- Industrial Maintenance Technology (Elko)
- Instrumentation Technology (Elko, Winnemucca)
- Welding Technology (Elko)
- Manufacturing Machinist (Pahrump)
- Commercial Driver's License (Elko)

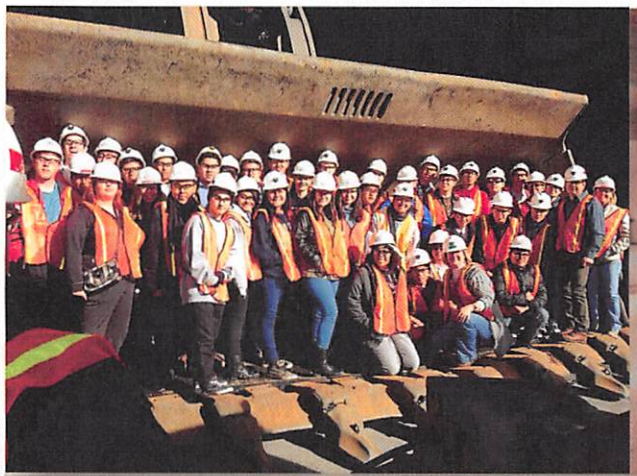
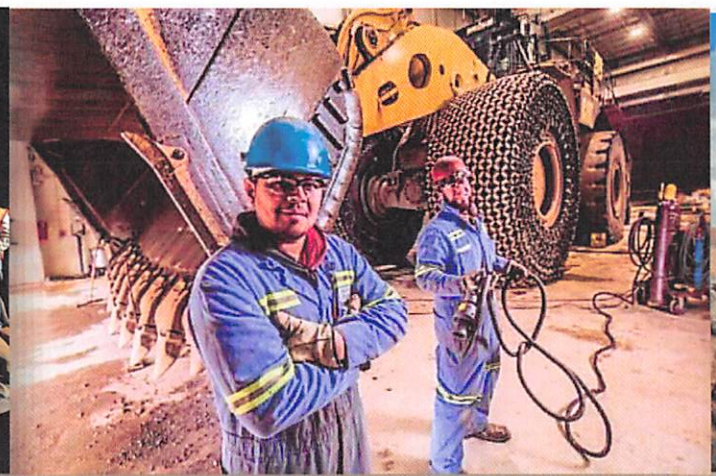
Maintenance Training Cooperative (MTC)

- Established 1994 to build a highly skilled Nevada workforce
- 80+ Scholarships of $5,000 each awarded annually
- Paid internships: students working in industry while attending a CTE program
- 10 industry sponsors

GREAT BASIN COLLEGE

Mining Center

University of Nevada, Reno

Great Basin College and University of Nevada, Reno
Collaboration to improve services and add value to industry

Mining Center of Excellence

GREAT BASIN COLLEGE

F.A.Q.'S

What certificates are available?

The **Mining Industry Skills Certificate** (17 CH) program is mainly aimed at high school students who either:

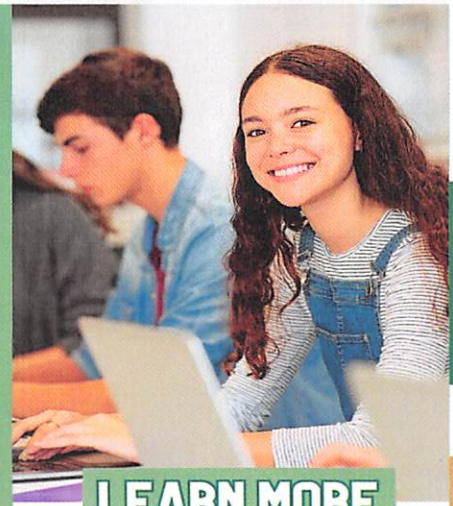
- Have limited time or heavy extra curricular activities, or
- Want to gain confidence in taking college-level courses at a moderate pace

The **Mining Industry 1-year Certificate of Achievement** (33CH) program is aimed at high school students that:

- Have interest already to attend GBC or UNR or
- For undecided students who may be interested in learning more about the mining industry

How do I transfer credits?

These programs will seamlessly transfer to GBC or UNR for the completion of associate degrees or 4-year degrees mainly in the fields of geology, mining engineering, and metallurgical engineering (mineral extraction or processing).



LEARN MORE

To find out more about the certificates, please contact:

ELKO CAMPUS

Amy Smith
amy.smith@gbcnv.edu
775-327 2289

Daria Horn
daria.horn@gbcnv.edu
775-327 2278

WINNEMUCCA CAMPUS

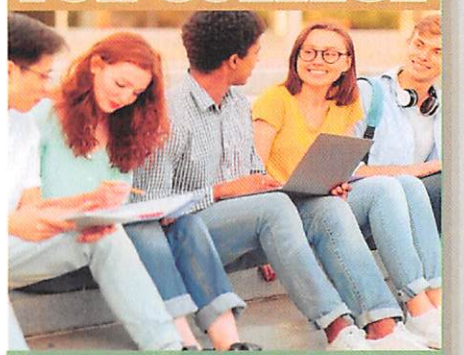
Jessica Johnson
Jessica.johnson@gbcnv.edu
775-327 5883

The **GOLD** Standard in the **SILVER** State

University of Nevada, Reno

GREAT BASIN COLLEGE

ACCELERATE YOUR PATHWAY FOR COLLEGE



THE MINING INDUSTRY

GBC and UNR Partnership Through Memorandums of Understanding

GREAT BASIN COLLEGE

University of Nevada, Reno

Academic and Student Affairs

- Develop new academic program partnerships in engineering, robotics and cybersecurity
- Connecting career goals in K-12 to majors at GBC and then for transfer to UNR
- Joint marketing of publications and online efforts
- Implementing additional ways to serve students and remove barriers for transfer
- Streamline application process
- Promote transfer opportunities through outreach and advising
- Develop a collaborative and calculated series of transfer student communications

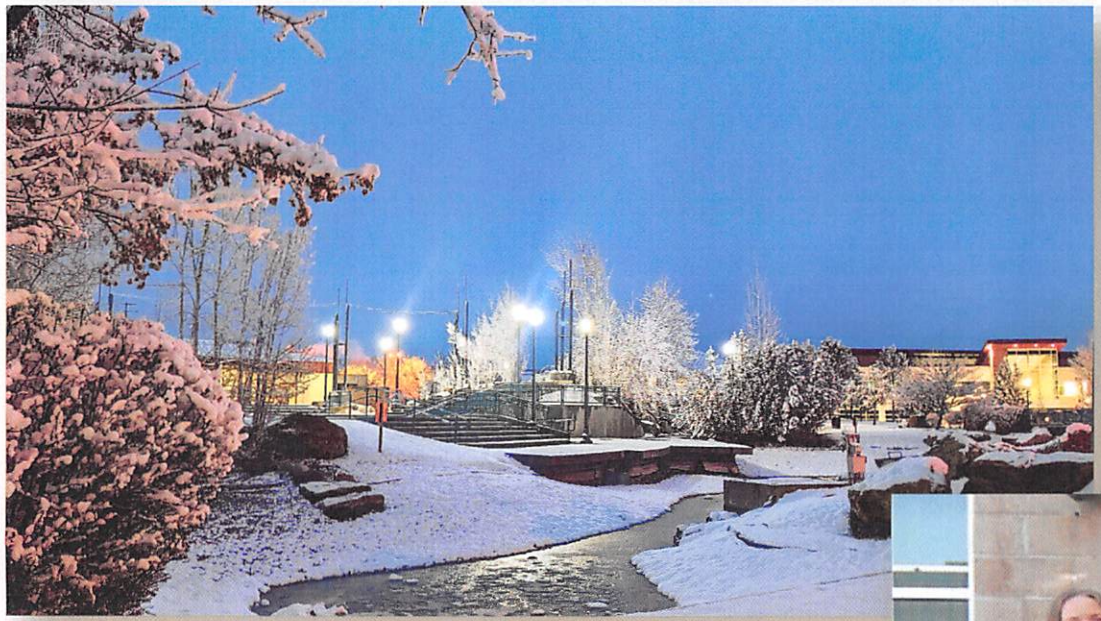
GBC and UNR Partnership Through Memorandums of Understanding

GREAT BASIN COLLEGE

University of Nevada, Reno

Administration & Finance

- Business Services
  - P-card transactions, expense reports, financial statement preparation – savings of $56,000
  - Sponsored projects administration and reporting
  - Workday resources and support
  - Real estate services
  - Legal services
  - Human Resources
- Northern Command Police Services Coordination
- Information Technology Services
  - Transition of Telephone System
  - Monthly Savings of over 50% on telephone bills for GBC at Elko campus
- Emergency Management Coordination
- Facilities Services
- KUNR and KNCC Public Radio



Thank you

GREAT BASIN COLLEGE

Great Basin College
Goals Progress

Job Group	Representation as of Previous AAP				Goal/Availability from Previous AAP	Placements*			Achieved?
	Total Employees	Gender/Race Groups	#	%		Total Placements	#	%	
2A - Faculty/Instruction	71	Females	24	33.8%	43.5%	9	5	55.6%	YES
		Minority	13	18.3%			3	33.3%	
3A - Business and Financial Operations	14	Females	14	100.0%		2	1	50.0%	
		Minority	1	7.1%	24.9%		0	0.0%	NO
3E - Librarians, Curators, and Archivists	2	Females	0	0.0%	80.0%	0	0	0.0%	NO
		Minority	0	0.0%			0	0.0%	
5A - Student and Academic Affairs	29	Females	21	72.4%		9	8	88.9%	
		Minority	8	27.6%	37.7%		1	11.1%	NO

* Placements consist of hires and promotions into the target job group from 10/01/2021 to 09/30/2022

Employer Survey

Great Basin College would like your help to evaluate our graduates for accreditation purposes and continued improvement in supplying a quality workforce. You are receiving this short survey because you employ a GBC graduate and we need your help in assessing the effectiveness of our programs. By providing us with this information, we'll be able to assess what we do well and what improvements we can make at GBC.

1. Employer contact information (optional)

Your name:

Email:

Business:

2. How would you rate this employee in each of the following areas?

	Excellent	Good	Average	Fair	Needs improvement	N/A
Leadership	○	○	○	○	○	○
Job-related conceptual knowledge	○	○	○	○	○	○
Job-related technical knowledge	○	○	○	○	○	○

	Excellent	Good	Average	Fair	Needs improvement	N/A
Attitude toward work	○	○	○	○	○	○
Adaptability	○	○	○	○	○	○
Dependability	○	○	○	○	○	○
Initiative	○	○	○	○	○	○
Interpersonal skills/Employee relations	○	○	○	○	○	○
Quality of work	○	○	○	○	○	○
Quantity of work	○	○	○	○	○	○
Planning and organization	○	○	○	○	○	○
Communications-Verbal	○	○	○	○	○	○
Communications-Written	○	○	○	○	○	○
Collaboration techniques	○	○	○	○	○	○
Overall education	○	○	○	○	○	○

3. If you had a vacancy, how likely would you be to hire another GBC graduate?

- ○ Very likely
- ○ Somewhat likely
- ○ Somewhat unlikely
- ○ Very unlikely
- ○ Neither likely nor unlikely

4. How satisfied are you that GBC's graduates are meeting your workforce needs?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Dissatisfied
- ◯ Very dissatisfied

5. The employee demonstrates knowledge of the core values to include accountability, collaboration, excellence, inclusion, integrity, and social responsibility in work performance.

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Dissatisfied
- ◯ Very dissatisfied

6. How satisfied are you with GBC's graduates overall in comparison to graduates of other programs?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neither satisfied or dissatisfied
- ◯ Dissatisfied
- ◯ Very dissatisfied

7. Have you had difficulty within the last year filling vacant positions with qualified applicants?

- ◯ Yes
- ◯ No

If yes, what workforce development or education programs do you need that GBC could offer?

8. Please add any additional information you would like to share with GBC for opportunities to improve?

Done

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See how easy it is to create a survey.

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GBC Grant Projects

Updated October 3, 2023

Grant	Estimated Request	Deadline	Status	F&A	Other
Grants Awaiting Submission					
Mobile Training Unit / GOED WINN	$1 million+	Fall 2023	Gathering Information	N/A	Sam Spearing preparing scope, gathering letters
Pahrump Valley High School Welding Technology / OSIT Workforce Talent Pipeline	?	December 4, 2023	Gathering Information	N/A	Key players: Sam Spearing, Christopher Salute, Manny Roa
Strengthening Community Colleges Training Grant / US Department of Labor	$5,750,000	November 14, 2023	Gathering Information	N/A	Will apply with DETR as workforce partner
FEMA Secondary Emergency Management & CERT Training / DETR	?		Need to find participant high school	N/A	Will apply through DETR as subrecipient
Tech Hub / US Economic Development Agency	$75 million	--	Pre-proposal submitted by ED-led consortium	N/A	If approved, will move to Phase 2 application
Grants Awaiting Notification					
Grant	**Request**	**Submission/Notification**	**Spend Deadline**	**F&A**	**Other**
NDE – Read by Grade 3 / Paraprofessional Skills Certificate	$200,919	Under review by Joan Jackson	--	$7,637	January 2024 launch
Aspen Grant	$1 million	September 8, 2023 (May request extension if needed)	Submitted: September 5, 2023		Bill Brown provided the data; 150 will be chosen to apply
Nevada Humanities / "A Thousand Cranes" Event	$7,500	September 1, 2023	Submitted: September 1, 2023		Sam Lackey / Gail Rappa

Rural Postsecondary and Economic Development Grant Program (RPED)	$2,248,272	June 20, 2023 / Review mid-July 2023	June 30, 2027		--
HRSA / FY23 Senate Appropriations (MAPE & RT)	$934,000	June 1, 2023 / Notify by September 30, 2023	June 30, 2024		Notified, but have 60 days to complete updated budget/narratives
FY24 Senate Appropriations (Native American MAPE & Electrical / Instrumentation Training Systems)	$760,236 / $1,637,783	Senate notification by Fall 2023 / Federal application Spring 2024; Federal notification by Fall 2024	June 30, 2025		--
	Grants Awaiting Setup				
Grant	**Award**	**Submitted to OSP**	**Spend Deadline**	**F&A**	**Other**
EPACT: GR18438	$138,887	September 26, 2023	July 31, 2028	$36,679	Milinda Wasala PI; first report, invoice due October 20
GOWINN Line Boring: GR17841	$159,789.10	July 20, 2024	July 1, 2023 – June 30, 2024	$0	FY24 allocation
United Way of Southern Nevada: GR17839	$44,828.79	July 31, 2023	June 30, 2024		Eric Andersen, MTT/Pahrump
Incentivizing Pathways to Teaching (IPT): GR16258 / AWD-03-00000115	$635,174	July 31, 2023	July 1, 2022 – September 30, 2023		Amendment to amount of award
GBC-Pahrump Secondary Manufacturing Machining Technology Training / OSIT	$24,750	Awaiting subaward agreement; worktags / budget setup are done;	July 1, 2023 – June 30, 2024	$0	Reviewers recommended working with the school district or local industry to identify funding for

STEM Workforce Talent Pipeline: GR18099		will use HAAS Foundation funds in the interim			transportation after funding is exhausted. Collecting data for impact reports to share with the district and industry may help this endeavor, particularly if the data includes student vignettes and quotes.
GBC-Ely Diesel Technology Tuition Assistance /OSIT STEM Workforce Challenge XIII: GR18100	$20,000	Awaiting subaward agreement; worktags / budget setup are done	July 1, 2023 – June 30, 2024	$0	Reviewers would like more information about supports for program completers seeking jobs. This is something that can be described in the grant progress reporting. Additionally, OSIT is interested in learning about enrollment after this first cohort, to see if the incentives successfully bolstered the program.
	Grants in Spending				
Grant	**Award**	**Award Period**	**Status**		**Other**
Nevada First-Gen Network Micro-Grants: Competition Math Clubs: GR17870; CTE Fridays!: GR17871 / AWD-03-00000130	$76,564 (Math) $64,964 (CTE)	August 10, 2023	July 1, 2021 – December 31, 2024		Math contact: Ping Wang; CTE contact: Sheree Beard
GEER II / Dual-Concurrent: GR17886 / AWD-03-00000133	$192,000	August 10, 2023	August 10, 2023 – October 21, 2023	$0	Spend out by September 30; bill by October 21, 2023
FY24 GEAR UP: GR17260 / AWD-03-00000135	$42,205.06	September 22, 2023	August 22, 2024		Change the PI; update match; final Year 4 report is due October 25; hire FYCA

EPACT: GR18438 / AWD-03-00000134	$138,887	September 26, 2023	August 15, 2023 – July 31, 2028	$36,679	Milinda Wasala PI; first report, invoice due October 20
FY24 Nevada Ready! Pre K: GR17264 / AWD-03-00000128	$84,100	July 14, 2023 / Set up September 8, 2023	July 1, 2023 – June 30, 2024		Grant positions have not been filled
DETR ECE Skills Certificate: GR17840 / AWD-03-00000131	$264,000 (2 years)	July 1, 2023 – June 30, 2025	Funded; first cohort begins Fall 2023		Contacts: Mary Doucette and Lynette Macfarlan; match for position will be charged to PG07832
GOWINN Instrumentation Technology: GR17364 / AWD-03-00000121	$542,195.77 (State)	FY2023 – FY2025	July 1, 2022 – June 30, 2025		Amended for second award
Workforce Incentive Grant: GR17133 / AWD-03-00000107	$425,748 (Fed Pass Through)	FY2023 – FY2024	Funded		Contact: Sonja Sibert; scholarship grant
OSIT/Crane Simulator: GR17253 / AWD-03-00000122	$42,958.50 (State)	July 1, 2022 – June 30, 2023	Will continue to provide quarterly reports through installation and training		Reports due October 2023, January 2024, April 2024, July 2024
GBC-NV DHHS Epidemiology and Laboratory Capacity: AWD-03-00000085: 01/15/2021	$1,944,506	January 15, 2021 – July 31, 2023 (amended to July 31, 2024)	Amber Donnelli contact		--
Children's Cabinet Extra Allocation: AWD-03-00000107	$6,249.25	By September 30, 2023	Sonja set up; used to pay employee bonuses		--
Nevada IDeA Network of Biomedical Research Excellence (INBRE): GR17211 / AWD-03-00000120	$155,401	FY2023-FY2024	Spending in progress		Year 20

Reimagine Workforce Preparation – Project SANDI (V3): AWD-03-00000084	--	--	Reduction in overall budget; date extension to 09/29/2024		--
FY24 Perkins Local Formula: GR17266 / AWD-03-00000123	$245,779	July 1, 2023 – September 30, 2024	Revision #1 completed; spending in progress		State CTE Performance Report/CAR Activity Report due September 2023
FY24 Perkins Reserve Competitive: GR17265 / AWD-03-00000125	$252,415.90	July 1, 2023 – September 30, 2024	Spending in progress		Need to return Instrumentation Technology instructor pay; letter signed by Jake
FY24 Perkins Special Populations: AWD-03-00000124 / GR17597	$6,300	July 1, 2023 – September 30, 2024	Spending in progress		Sheree Beard and Daria Horn planning Special Populations Conference
TEACH NV: PG12463	$1,364,394.22	In revision	Currently taking part in state reconciliation process		
Helmsley Respiratory Therapy: GF06802	$760,000	October 2022 – October 2025	Spending in progress (GBC-Winnemucca location)		Will need budget revision in October 2023
	Grants in Revision				
Grant	**Award**	**Award Period**	**Status**		**Other**
FY23 GBC-NSHE Mental Health Services Pilot Project (SAMHSA): GR16659 / AWD-03-00000118	$118,238	September 30, 2022 – March 31, 2024	Completed 4 revisions; need additional revision to purchase BetterMynd		Q4 Report due October 31, 2023

Helmsley Ultrasound Training Initiative in Nevada: GF06656	$1.1 million	FY2023 – FY2025	Completing carryover from Year 1		Awaiting final carryover budget/approval from Helmsley
	Grants in Closeout				
Grant	**Amount**	**Closeout Deadline**	**Closeout Status**		**Other**
OSIT/MAPE:	$167,852.37	September 30, 2023	OSIT to close out workbook		Reports due October 2023, January 2024, April 2024, July 2024
	Grant Denials				
Grant	**Amount**	**Denial Notification**	**Status**		**Source of Funds**
Paraprofessional Skills Certificate / OSIT STEM Workforce Challenge – Round VIII	$120,634	September 22, 2023	Reviewers are going to suggest possible funders		Program will launch 01/2024 regardless of grant funding
Lumina Foundation / GBC Communications	$1 million	June 2022	No plans		Private Foundation
State of Nevada Child Care Expansion Program / GBC-Elko Childcare Center	$1 million+	September 2022	Considering other funding options		State
Rosendin Foundation / GBC-Elko Industrial Maintenance Technology Crane Simulator	$35,645	September 2022	Funded through OSIT		Private Foundation
ECMC Foundation "Takeoff" Men of Color / GBC-Elko "Men Moving Mountains" Initiative	$75,000	June 2023	Seeking funding for "Men Moving Mountains" through RPED		Private Foundation
FY24 Perkins Nontraditional Training and Employment / GBC-	$5,352	July 2023	No plans		Federal Pass Through

Elko Nontraditional Student Support Groups					
	Grant Projects that Need Funding Source				
Grant	**Funding Needed**	**Time Period**	**Grant Possibilities**		**Other**
Mining Center of Excellence	Approximately $2 million	ASAP	GOED WINN, Economic Development, Private		John Edmund / State Economic Development
Virtual Reality	Approximately $2 million				
CTE Student Fieldtrips	?	ASAP	Perkins Local, Private (NGM?)		Request from Sam Spearing (08/2023)
MinExpo Faculty/Student Fieldtrip	?	Needed for September 24-26, 2024 event / Las Vegas	Perkins Local, Other?		Request from Sam Spearing (08/2023) – Would like carpool funds, one night's accommodations and 2 days per diem
Winnemucca Instrumentation/Electrical Storage Unit	$10,000 - $15,000	ASAP	Perkins Local revision		Request from Jessica Johnson
	Non-Grant Projects				
Project	**Timeline**	**Next Steps**	**Further Steps**		**Other**
GBC / ECSD Alignment and Work-Based Learning Coordinator	July 1, 2023 – June 30, 2024	UNR has reviewed MOU between GBC / ECSD; need to have both entities sign	Need to complete job description for GBC; HR post open position		--
CTE Booklet	Summer 2023	Gather final approvals from CTE departments	Sent to print		Distribute; Mary Doucette wants a stack

CTE Promotional Videos	Summer 2023: Manufacturing; Fall 2023: Health Sciences	Approve Manufacturing	Filming complete for Health Sciences; in production		--
Civil Rights Finding	Now through February 2024	Approval for FY2024 Perkins Local Formula; translate student nondiscrimination statement into Spanish	Translate CTE Booklet into Spanish		

	Potential Grantors				
Name	**Funding Priorities**	**Application Method**		**Funding Amount/Grant Duration**	**Other**
ECMC Foundation	Removing barriers to postsecondary completion; building the capacity of institutions, systems and organizations; transforming the postsecondary ecosystem	Letter of Intent		$50,000 to $1 million+ 1-5 years	Focus on postsecondary persistence and degree completion (not training programs)
Golden Knights Foundation Las Vegas	Las Vegas and surrounding communities: Education and Youth Sports; Military and First Responders;	Grant application: March 15-April 30; notified by June 15		$20,000/one year	Apply at www.nhl.com/goldenknights/community/grant-application

	Health and Wellness				

Great Basin College Technology Plan 2022-2023

I. Executive Summary

Introduction

Great Basin College has felt the impact of recent global events which causes reflection on its ability to remain flexible and adaptable to the changing needs in multiple areas of industry, education, and health and social services. Recent years have led to increasing reliance on a wider variety of technology for collaboration and learning, bringing attention to key technologies that sustain GBC's mission.

This technology plan presents the goals and aspirations of the college, including the tasks and activities required to advance the institution toward a strong future of providing the best possible educational opportunities to its learners.

Influences of Change

The context for the use of technology at Great Basin College is shaped by both the current and rapidly evolving significant influences in the world around us. The mandates of late for social distancing have only confirmed that people expect to do their daily transactions utilizing technology. Virtual engagement and interaction for work, school, and personal business have proven to be sufficient and effective. Great Basin College continues to explore new tools that will meet the increasing expectations by faculty and students to enhance the classroom and Interactive Video experiences.

Great Basin College strives to be more technologically efficient and innovative while retaining its fundamental mission and vision. Undergraduate students enroll at GBC having experienced innovative and technology-rich teaching environments as K-12 schools promote active learning and foster creative engagement through multimedia projects. This new generation of students come to Great Basin College having used multiple devices as well as being experienced in the use of diverse technology platforms. Many of them expect GBC to deliver an even richer experience.

Rationale Behind Technology Updates

These influences impact the demand for technology services and the way they are provisioned at GBC. The overarching goal is to support the mission and strategic plan of the college and to align with accreditation standards by providing an excellent technology user experience that preserves the quality of education. To do this, it is crucial to develop and maintain an infrastructure that is secure, reliable, resilient, flexible, scalable, and innovative, while managing the financial resources to achieve that goal responsibly.

As technology evolves within the college, the skill sets of all staff, and the processes for interacting, a team essence across all departments will be essential to solve the difficult and demanding technological challenges we face on a daily basis. The load of everyday responsibilities to keep the school running competes with the time and resources required to be transformational. Campus-wide input and collaboration will be needed to help Great Basin College achieve its maximum potential and remain as the Gold Standard in the Silver State.

II. Technology Plan Goals

The overall technology goals in this plan have been divided into five different functional groups:

1. Administrative Information Systems
2. Educational Technology
3. Technology Operations and Support Services
4. Interactive Video (IAV)
5. Security, Resiliency, and Accessibility

The goals listed below are intended to be regarded as the aspirations, or ultimate goals of each of the functional groups, and include details of high-level tasks to achieve each goal. They represent the forces driving the Continuous Improvement Process in the area of technology at GBC.

Technology Goals by Functional Group for the 2022 - 2023 Biennium

1. Administrative Information Systems
   - ***A. To provide Administrative Staff with software applications and support that allows them to complete their job functions in the most efficient manner.***
     - *i. Implement Content Management System (CMS) for college web design and management. (2022)*
   - ***B. To provide Administrative Staff with the necessary level of training to ensure full utilization of each application's features and capabilities.***
     - *i. Utilize internal expertise whenever possible.*
     - *ii. Contract with external consultants as needed.*
   - ***C. To provide Student Services Staff with software applications and support that allows them to keep track of student records, progression, and interactions with advisors in the most efficient and confidential manner.***
     - *i. Implement Customer Relationship Management system (CRM) to optimize efforts in admissions, registration, recruiting, advising, marketing, etc. (2022)*
     - *ii. Specialized software for tutoring, student success tracking, early alert, ADA compliance, etc.*

2. Educational Technology
   - ***A. To streamline and optimize the inventory of technology resources used for online education.***
     - *i. Review the use of the various softwares each year to determine if they meet GBC's ongoing needs, are used to their fullest potential, and provide good value.*
     - *ii. Ensure that critical softwares such as learning management system, exam proctoring, plagiarism detection, and video conferencing, are in place and fully functional.*
     - *iii. Provide ongoing training for softwares in the current inventory.*
     - *iv. Implement a process for retirement of unneeded softwares.*
   - ***B. To evaluate emerging technologies for implementation at GBC.***
     - *i. Seek faculty input annually on technology needs in their disciplines.*
     - *ii. Review the successful efforts of leading institutions.*
     - *iii. Collaborate with NSHE institutions and beyond to optimize utility and costs.*
   - ***C. To prioritize the use of funding from GBC's technology fee.***

i. *Fee is collected from students and allocated for software licenses, service contracts, and other technology purposes related to online education.*
ii. *Provide annual accounting of the use of the technology fee to students and faculty.*

D. ***To provide ongoing professional development opportunities for faculty and staff.***
i. *Periodically survey for needed topics, including technology, best practices, social issues, and health/wellness.*
ii. *Procure expertise in select topics.*
iii. *Identify viable funding sources for select professional development opportunities.*
iv. *Establish a mechanism for sharing knowledge and receiving recognition for attendance of professional development seminars.*

3. Technology Operations and Support Services

A. ***To ensure computer hardware is updated in a timely manner so as to always be able to run the most current version of Operating System (OS) software.***
i. *Complete the replacement of hardware scheduled during this biennial period as part of a rolling 5-year life cycle designed to prevent obsolescence of devices as it pertains to the ability to run the most current Operating System and approved applications, as well as providing secure access to all different areas of the GBC computer network.*
ii. *Evaluate the need to replace additional hardware as a preventative measure in preparation for the upcoming rollout of the Windows 11 Operating System, which will not run on any devices more than 4 years old. (2023)*

B. ***To provide all GBC computer system users with a simple, yet most robust method of authentication to gain access to the resources they are entitled to.***
i. *Complete the implementation of unified user accounts (single sign-on). This process will eliminate the need to use multiple usernames and passwords by students in order to get access to different computer systems, while still keeping their information secure. (2023)*

C. ***To provide all GBC computer system users with technical support that is efficient, timely, and easy to access, and consistently meets their needs.***
i. *Complete the recruiting process to hire the additional resources required to provide the level of technical support expected by students and staff currently, and into the near future. (2022)*

4. Interactive Video (IAV)

A. ***To provide an Interactive Video (IAV) experience that most closely resembles being in attendance in the physical classroom.***
i. *Replace IAV system components across GBC which are no longer supported by the manufacturers with up-to-date models. (2023)*
ii. *Research latest system configurations for possible future implementation. (2022)*

B. ***To ensure Audio and Video quality is flawless, and the connection to each conference is 100% reliable 100% of the time, independently of the student's physical location.***
i. *Replace IAV system components across GBC which are no longer supported by the manufacturers with up-to-date models. (2023)*
ii. *Replace desktop microphones with ceiling arrays in all classrooms where this is possible and practical. (2022)*
iii. *Update soundbars and speaker systems in classrooms as required. (2022)*

C. ***To ensure every class session is recorded, and the video files are made available to interested students and faculty without delay***

i. *Replace existing Video Cassette Recorders (VCRs) with Digital Video Recorders (DVRs) capable of publishing recordings to the cloud in all classrooms where class sessions are recorded. (2023)*

5. Security, Resiliency, and Accessibility
   - **A. *To ensure every component of computing equipment in the GBC network meets the highest standards of security.***
     - i. *Obtain and implement the cyber security training that is trackable and required to obtain cyber insurance.*
     - ii. *Obtain cyber insurance for the entire college to be protected against a cyber attack that may result in a data breach or a ransom demand. (2022)*
   - **B. *To provide the correct level of monitoring, redundancy, and insurance to ensure recovery from any type of incident involving computing resources.***
     - i. *Obtain and implement the cyber security training that is trackable and required to obtain cyber insurance.*
     - ii. *Obtain cyber insurance for the entire college to be protected against a cyber-attack that may result in a data breach or a ransom demand (2022)*
   - **C. *To ensure approved users have access to every computing resource they are entitled to 100% of the time independently of their physical location.***
     - i. *Migrate to unified user accounts (single login). This will end the need for students to remember multiple user accounts and passwords. These unified accounts will include more than one authentication factor which is required to obtain cyber insurance.*
     - ii. *Upgrade internet access in Battle Mountain to enhance connectivity to GBC's computing resources for students and staff. (2022)*

III. Summation

Great Basin College is a leader in distance education. The ever-changing technology landscape provides GBC with the opportunity to continue to find innovative solutions and to make decisions collaboratively and strategically. Great Basin College is dedicated to meeting the technology needs of faculty, staff, and students, extending its educational resources to learners throughout Nevada and around the world.