Great Basin College
FACULTY SENATE 2023-2024
Friday, November 17, 2023
9:00 am

***Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124*.**

AGENDA

1. Roll Call:

2. Call to Order:

3. Updates from President Helens –

Updates from Vice President of AA/SA, Jake Hinton-Rivera –

4. Senate Chair Report – Verbal Report
- **i. F25 COLA (attached)**

5. Approval of October 20, 2023 minutes - For Possible Action

6. Standing Committee Reports:

a. Academic Standards & Assessment…… **Written Report**
- **i. Report – Information Only**

b. Bylaws…….. **Verbal Report**
- **i. Proposed Changes to Bylaws – For Possible Action**

c. Compensation & Benefits……... **Written Report**
- **i. Report – Information Only**

d. Curriculum Review…….. **Written Report**
- **i. Report – Information Only**

e. Instructional Technology…… **Written Report**
- **i. Report – Information Only**

f. Gen Ed Committee…….. **Written/ Verbal Report**
- **i. Proposed Changes to Gen Ed – For Possible Action**
- **ii. Report – With Items Requesting Review for Action in December**

g. Personnel…….. **Written Report**
- **i. Report – Information Only**

h. Equipment Awards Advisory Group…….. **Written/ Verbal Report**
- **i. Equipment Request Awards – For Possible Action**

i. AI Committee, ad hoc…….. **Written/ Verbal Report**
- **i. Report – With Item Requesting Review for Action in December**

j. Emeritas Recognition, ad hoc ……... **Written Report**
- **i. Report – Information Only**

j. Presidential Position Description, ad hoc …… **No Report**

7. **Unfinished Business:**

8. **New Business:**

9. **Information Items:**

i. **Personnel Committee Procedures – Arysta Sweat**
ii. **GBC Strategic Plan/ Institutional Effectiveness Assessment Report for 2022-2023 (attached)**

10. **Announcements:**

11. **Good of the Order:**

i. **Foundation – Seeking volunteers for a focus group to discuss a potential creation of an alumni network. If interested, contact Hillary Baker (hillary.fruge@gbcnv.edu).**

12. **Adjournment:**

Nevada System of Higher Education

System Administration
4300 South Maryland Parkway
Las Vegas, NV 89119
Phone: 702-889-8426
Fax: 702-889-8492

System Administration
2601 Enterprise Road
Reno, NV 89512
Phone: 775-784-4901
Fax: 775-784-1127

MEMORANDUM

TO: Board of Regents
Council of Presidents

CC: Keri Nikolajewski, Chief of Staff to the Board of Regents
Chancellor's Cabinet

FROM: Chancellor Patricia Charlton

DATE: October 26, 2023

RE: Committee Recommendation FY 2025 Salary Increases

The Committee to Recommend Board Action on FY2025 Salary Increases was formed in September 2023. This Committee was specifically formed to address the provisions in Assembly Bill 522 of the 82nd Regular Session of the Nevada Legislature, which provides for the Board of Regents to approve salary increases not to exceed 11 percent for professional employees, effective July 1, 2024.

The Committee includes the following representation:

1. Two members from the Council of Presidents,
2. Two members from the Faculty Senate Chairs,
3. Two members from the Nevada Student Alliance,
4. Chair of the Board of Regents Business, Finance & Facilities Committee,
5. One member selected by the Chancellor from the System at large to ensure all major constituencies and institution types were represented, and
6. The Interim Chancellor

The Committee was supported by representatives of the Business Officers Council representing each institution.

The Committee met in September and October 2023 to review scenarios presented by the Business Officers Council, reviewed impact of student fee increases or other revenue considerations, discussed budget reduction strategies, and other possible recommendations.

The Committee recommends for the Board consideration two options. These options will be presented for consideration and action at the November/December 2023 Board of Regents meeting. The options are:

Option A:

- Award an eleven percent (11%) salary increase for all professional employees for FY2025, with a delayed implementation date of October 1, 2024.
- Five percent (5%) increase in registration fees, non-resident tuition, part-time non-resident tuition, and distance education tuition. Fifteen percent of the fee will be dedicated to student access at the universities and ten percent for lower division at the community colleges, consistent with board policy, and the remainder used exclusively in support of the salary increase to the state supported operating budget.
- Suspension of Board Handbook provision, Title 4, Chapter 3, Section 50 concerning the Annual Professional Performance Pay Awards of one percent (1%) for FY2025.

Option B:

- Award a nine and a half percent (9.5%) salary increase for all professional employees for FY2025, effective July 1, 2024.
- Five percent (5%) increase in registration fees, non-resident tuition, part-time non-resident tuition, and distance education tuition. Fifteen percent of the fee will be dedicated to student access, consistent with board policy, and the remainder used exclusively in support of the salary increase to the state supported operating budget.
- Suspension of Board Handbook provision, Title 4, Chapter 3, Section 50 concerning Annual Professional Performance Pay Awards, of one percent (1%) for FY2025.

The November/December Board of Regents agenda will include the above FY2025 salary recommendation, revision of the registration and non-resident tuition fees, and other board action that may be required to implement the salary increases and supporting materials and calculations. These recommendations are being provided as a result of the Nevada System of Higher Education receiving partial funding for the FY 2024 and FY 2025 salary increases from the Legislature. The options provided include a shared responsibility between employees, students and budgetary reductions necessary at the institutional level.

Should you have any questions, feel free to contact me or Chris Viton, Vice Chancellor Business & Finance/Chief Financial Officer.

Great Basin College
FACULTY SENATE 2023-2024
Friday, October 20, 2023
9:00 am

***Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124*.**

DRAFT MINUTES

1. Roll Call:
Sam Lackey, Dean Straight, Robert Cowan, Steven Scilacci, Norm Whittaker, Christopher Salute, Madison Arbillaga, Jamie Carlson, Eleanor O'Donnell, Tami Potter, Eric Walsh, Ping Wang, Rita Pujari, Laurie Walsh, Jason Brick, Brenda Gonzales, Michelle Beecher (Proxy Kimberly Noah), Tim Beasley

Absent Voting Representative:
Jessica Lynch

Other members present:
Dave Sexton (Chair), Daniel Bergey (Vice-Chair), Nick Cooley, Konstantinos Travlos, John Rice, Sheila Staszak, Kristin Heath, Ethan Hawkley, Erica Salazar, Laura Debenham, Xunming Du, Krishna Subedi, Mardell Dorsa

Others present: President Helens, Vice President Rivera, Kimberly Myers

2. Call to Order: 9:11

3. Updates from President Helens – President Helens would like to acknowledge the world events happening right now. She would like to encourage speaking about them in the classroom. World events, especially in isolated areas, are important.

Another item she wants to discuss is misinformation. Someone was talking about a proposal for us to merge with UNR, and if anyone has attended the All-College meetings on campus, they will know that it isn't true. President Helens despises the word "merge" because it implies losing one's identity. She uses the merge of Newmont and Barrick into Nevada Gold Mines as an example.

President Helens says she has a wonderful relationship with President Sandoval and both of their executive teams get along well. Right now, we are focusing on making sure the 17 MOUs are all working, and to make sure that the Mining Center of Excellence launches successfully.

President Helens will be attending the special Board meeting that is coming up. She knows it's very controversial, but she will do her best to make sure her voice is heard and concerns are heard.

President Helens is hosting her Halloween bash, but Mardell needs RSVPs. It's next Saturday, October 28th, 2023.

An invite for questions was offered, and a member brought up the letter sent from President Helens back in July. The confusion of the verbiage used to describe the consolidation of GBC and UNR was mentioned, and President Helens clarified that they *were* looking at a consolidation and all it entailed. It's a very dynamic and fluid concept, and they have always been transparent about it. She says we *are* under the umbrella of UNR in terms of outsourcing, which has enabled President Helens to take the money saved and distribute it back into faculty positions and programs.

It is within the purview of the Board of Regents in terms of governance to assess system structure. No one can guarantee what they will do with what the system should look like to be sustainable in the future, and we can't control that. What we can do is make sure that our institution is sustainable, that we are viable, and that is the most important thing. If there is a movement for consolidation in future years, then what's most important is that we protect the legacy of having access to rural higher education. If anyone is ever confused about anything, please reach out to President Helens, Vice-President Rivera, or Chair Sexton.

Another member voices his concerns about the funding for the Mining School of Excellence. He was under the impression that there wasn't any funding, as the building has an asbestos issue and fuel tanks in the ground.

President Helens states that the asbestos abatement was completed, and this is not an issue. The National Guard kept the building well maintained. The fuel tanks mentioned were taken care of years ago. Right now, the process is working with UNR Mackey School of Mines to see what equipment is appropriate. We are also looking into more ideas with UNR for other fundraising, so there is funding. There is a plan; the next thing to do would be to have architectural drawings, but the footprint is good, so we will move forward. We also own that parking lot next door, and we would like to have that paved. She says it's all good news.

Updates from Vice President of AA/SA, Jake Hinton-Rivera – No report

4. Senate Chair Report – Verbal Report

Board of Regents meeting today. They're meeting twice – there's a meeting and then a workshop. The biggest topic is the COLA. They will be discussing that today, and there may be some action on the discussion in their meeting in December.

Chair Sexton and the other NSHE Faculty Senate Chairs composed a letter expressing their concern for the workshop consultant NSHE chose, as the company she represents is believed to be anti-faculty and anti-shared governance. Chair Sexton sent out this letter to everyone in the faculty. There is time for public comment available at the meeting.

Chair Sexton wants to touch on what President Helens stated earlier. He says that President Sandoval did mention at UNR's faculty senate meeting that the consolidation between the two colleges isn't moving any further than where it stands right now. One thing President Sandoval did emphasize was the 17 MOUs that we have in place are going to stay in place. They aren't changing. They're all business processes for efficiency; they're not academic.

President Helens voices that consolidations will continue, as we have academic faculties that work well together. For example, she met with the State Head of Veteran's Affairs, and he mentioned that UNR had put in a request for funding to do a study, and he was going to deny it until he remembered that GBC has an association with the university. He decided to fund it with the caveat that UNR must include the Veteran Services at GBC. For other funding agencies, however, we do have to be clear that we are a separate entity from UNR.

A member asks for Chair Sexton to read the letter to the senate. The letter in its entirety is attached to these Minutes.

A member asks if the Chair is going to mention to table that item at the Boards of Regents. Chair Sexton says yes, but he isn't sure if the Chair will ask again at the meeting.

A member asks if the letter was discussed at the UNR faculty senate, but Chair Sexton says they were still writing it, so no.

A motion to get a sense of the senate in support of the letter was by Laurie Walsh, seconded by John Rice. Motion passed unanimously.

5. Approval of September 15, 2023 minutes - For Possible Action

A motion to approve the September 15, 2023 minutes was by Laurie Walsh and was seconded. Motion passed unanimously.

6. Standing Committee Reports:

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

   i. Report – Information Only

b. Bylaws…….... **Written Report**

   i. Report – With Items Suggesting Review for Later Action

Bylaws has been tweaking things as they figure out where the holes may be. They have three items for review for later action.

First: adding a new charge to the Instructional Technology Committee. They also deem it necessary to add another ex-officio to said committee.

Second: change to the Gen Ed process to include courses with embedded general education components.

Third: Change to Bylaws chair to flex appointed chair to include a tenured faculty member if Vice-Chair is unavailable.

Bylaws will be coming up with more changes throughout the year.

c. Compensation & Benefits……... **Written Report**

   i. **Report – Information Only**

Professionally Development funding is available. The deadline for Fall submissions is the end of October. Please submit the application if you have some professional development work that warrants funding. An additional deadline for Spring and Summer will be in March.

It is funded, but we don't know exactly how much yet. It's for professional faculty and teaching faculty.

d. Curriculum Review…….. **Written Report**

   i. **Report – Information Only**

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

   i. **Report – Information Only**

f. Gen Ed Committee…….. **Written/ Verbal Report**

   i. **Report – With Items Requesting Review for Action in November**

Arts & Letters sent over some changes that need reviewed by the members of the Senate. To get the embedment, you must acquire the approval of your department, and the department course you're impacting. Gen Ed has drafted a form for review and approval for next Faculty Senate.

What the committee is trying to do with the embendments is to put the responsibility on the departments who are directly affected. The committee doesn't have the expertise on certain courses, so this process includes all the right people.

Another item we will be addressing is changes for the INTs. After speaking with Amber and Mary, the Gen Ed committee are mostly assessing how other institutions are structuring upper-division Gen Ed courses, so GBC courses can be transferrable throughout NSHE. INT courses are not. This is an issue continually brought up from students.

If anyone has any ideas about the embedment process, or how the procedure should be carried out within their programs, please contact Gen Ed.

If you are going to send the Gen Ed Committee an approval for a student substitution, it would be good if you reach out to the department as well. It falls under the same principle of embedments. This is about the Gen Ed objectives being met.

A member mentions BUS 110 – He says that in CTE, this course was embedded and approved, but now the administration isn't recognizing it and making the students take it multiple times when this shouldn't happen.

Gen Ed has confirmed that this is on their agenda for next week.

g. Personnel…….. **Written Report**

   i. **Report – Information Only**

Make sure you read this. They had some good changes.

h. AI Committee, ad hoc…….. **Written Report**

i. Report – Information Only

7. Unfinished Business:

i. Emeritas Professor Recognition

Chair Sexton was tasked with checking on what happened to the portraits. He received an email that reads:

> "Many years ago, we discontinued the complimentary photo we gave to people who received Emeritas. There were just too many photos on the wall of the Berg Hall conference room. It was also becoming an expense with the cost of custom framing. The Regents' photos were originally in Berg Hall, as well, and were moved back to that location."

A member has a suggestion. He is willing to chair an ad hoc committee to put names on plaques to continue recognizing these people.

One member suggests to put the names on the GBC website.

Another member thinks that it would be nice to have something physical to recognize the Emeritas faculty.

A motion to create an ad hoc committee to figure out options for the Emeritas recognition was by Laurie Walsh, seconded by Eric Walsh. Motion passed unanimously.

8. New Business:

A member wants to bring up the great opportunity for the senate to take on the responsibility in creating a job description for our next president with credentials and qualifications that we can present to the Board. They may or may not adopt our suggestions, but he thinks it's important to try. He says that our representative after only 8 months in office has decided to run for State Senate, so their focus may not be solely on NSHE. We have other regents who represent our area, as well.

The same member came to GBC when shared governance was celebrated, and this institution grew amazingly. We have a responsibility to our students as faculty members to help our governing board understand their needs and their leadership needs.

The same member proposes that either the Personnel Committee takes on this job description, or we develop an ad hoc committee. It is very important for the faculty to represent our students' needs in helping our governing board to choose our next leader.

A member in Pahrump agrees. NSHE seems to be jostling and juggling quite a bit and doesn't seem to be concerned with the internal HR issues. He thinks that for us to proactively stand before NSHE, it will show leadership and gusto. It would give us a great understanding of what we would want in our next president.

A motion to form an ad hoc committee to develop the leadership credentials and qualifications for the next president of Great Basin College was by Laurie Walsh, seconded by Christopher Salute. Motion passed unanimously.

A member states that the reason for making recommendations and going on the record, is so that if the governing board or administrator decides to override our recommendations we put forward, they would be knowingly overriding the wishes of an entire organization of people with a stake in the outcome.

It's important for this body to put things on the record in order to hold our leaders accountable. It's more important for this organization to take responsibility for itself and put things on the record and then own them.

9. Information Items:

Equipment Requests are due October 31st.

Overload has been entered. Please contact Eleanor O'Donnell if you have any questions.

10. Announcements:

Come see Macbeth at the Leonard Center Theatre!

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

12. **Adjournment: 10:14**

Academic Standards Committee Email Meeting

Committee business for October was reviewing drafts of the policy changes for the grade appeal process and a small possible change to the GBC cheating and plagiarism policies requested by the ad hoc committee on AI.

It was decided that the grade appeal policy needs more discussion in a live meeting and no vote was conducted on the draft at this time.

The possible cheating/plagiarism policy changes were approved by majority vote and the policy was submitted to the ad hoc committee on AI for discussion there and possible presentation to the senate.

ACTION ITEM FS NOV 17

Bylaws Proposed Changes to Instructional Technology Committee Charges

Meeting: Sept 21, 2023

Present: Becky Coleman, Nick Cooley, Kevin Seipp, and Laurie Walsh chair)

Purpose: student access to the GBC Website and WebCampus has been very problematic for students, particularly since the implementation of the multifactor authentication. This is a significant issue for a college that is primarily online, but one that affects every student at GBC, and the faculty and staff resources spent helping students navigate a circuitous process. Students have been delayed in accessing the websites and we have lost students because of this difficulty.

Student access to the GBC website and WebCampus is a major concern for all faculty. Thus, we felt the IT committee should have an added charge so facilitate faculty input for this important process.

Additionally, the IT Committee strongly felt that the director of IAV and Classroom Technology be an ad-hoc member of the committee so that position was added.

IT Review: The changes have been s reviewed and approved by the Instructional Technology Committee 10/5/23

Original

7. Instructional Technology

Charges:

a. Review and recommend policies to Faculty Senate that concern instructional technology and/or distance education.

b. Consult with the Distance Education and Computer Services departments regarding any proposed changes in learning management systems.

c. Consult with the Distance Education department regarding issuance of any satisfaction surveys for the learning platform and the Distance Education department's performance in assisting faculty with online issues.

d. Consult with and make suggestions to the Distance Education department regarding professional training subjects for teaching practices and technology.

e. Review and make recommendations on the addition of electronic means of delivery to the teaching process from the point of view of instruction. The areas to be considered by the committee include the use of online, audio, video, Interactive Video (IAV), lecture capture, and other emergent technologies used in an extended classroom environment.

ACTION ITEM FS NOV 17

Added a new charge:

f. Review and make recommendations regarding the procedures students use to access the GBC website and WebCampus.

Added another ex-officio

Composition:

g. The majority of members on this committee shall be instructional faculty.

h. Ex-offico members should include the Dean of Online Education, **the IAV and Classroom Technology Director**, and one member of the Computer Services Department.

BYLAWS PROPOSED CHANGE TO GE COMMITTEE CHARGE
9/27/23

Suggested clarification by Ethan Hawkley, Chair GE

Purpose: the addition of courses with embedded general education components clearly identifies the requirement that embedded courses likewise go through the review process.

7.5 Senate Standing Committees

Original:

c. Reviews and makes recommendations for proposed lower- and upper-division general education (learning objectives and assessment plans) courses in consultation with relevant departments;

Changes:

c. Reviews and makes recommendations for proposed lower-division and upper-division general education courses, and **all courses with embedded general education components**, in accordance with procedures delineated by the committee, including consultation with relevant departments;

ACTION ITEM 3 BYLAWS PROPOSED CHANGES—BYLAWS COMM

Bylaws Proposed Changes to Bylaws Committee Charges

Meeting: Sept 21, 2023

Present: Becky Coleman, Nick Cooley, Kevin Seipp, and Laurie Walsh chair)

Purpose: originally Bylaws felt that the VC would be a great chair as she/he/the could become familiar with Bylaws prior to serving as the Senate Chair. Recent years have proven that this is not always possible. The change adds more flexibility in the event the VC cannot fully participate.

Original

Composition:

d. Faculty Senate Vice Chair will be the chair of this committee;

Change:

d. Faculty Senate Vice Chair, if possible, or a tenured faculty member will chair this committee;

ACTION ITEM 4 Bylaws Proposed Changes to Voting Containers

Purpose: This action item is to eliminate the Library 'container' for FS voting representation and adding Eric Walsh to the Support Services 'container'.

Eric contacted the committee requesting that the Library container be eliminated, and he be moved to the Support Services. Such a move does not change the voting representatives for Support Services as that container currently has two.

Reasons for this action:

1. A container of one does not represent a group as do the other voting containers. Eric would actually have more voice and a wider perspective in the SS container as well as the backing of that group should it be needed.

2. As the only member and representative for his container, Eric is <u>required</u> to attend faculty senate. *He is the only faculty member with that responsibility*. Given most people rotate into FS as voting representatives, this is not equitable. Additionally, because he is the sole member of his container, finding a proxy is rather troublesome.

3. Eric also serves on several other committees, including the Library Committee. Having this responsibility makes for cumbersome scheduling that can impact one's regular workload.

4. Library staff is currently quite limited with just one other fulltime classified staff member. The FS duty can conflict with other staff plans (i.e., a day off) because one full-time staff member needs to be in the library.

Great Basin College

Compensation & Benefits Committee

MINUTES

November 3, 2023 11:00 am - 12:00 pm

Call to Order

Members	Present	Absent	Members	Present	Absent
John Rice (chair)		X	Rita Pujari	X	
Eleanor O'Donnell	X		Jessica Bellander		X
Milinda Wasala	X		Konstantinos, Travlos	X	
Kara Coates	X		Matthew Nichols		X
Steven Scilacci		X	S. Sibert (ex-officio)		

Professional Development Requests

There is $15,000 for the FY2024 professional development. The Foundation has $2,760.40 available for professional development for a total of $17,760.40.

There were 8 applications were submitted by the October 31st deadline. The committee discussed the requests. 1 was covered under the Department's budget and was pulled from consideration. 1 was denied because it did not fit the criteria for professional development. 1 application was approved.
The rest were incomplete, and it was decided to give them 1 week to complete the application correctly and resubmit, to be re-evaluated at the next meeting.

It was discussed to allocate about $12,000 for the fall semester and fund as many as possible. That would leave about $5,000 for spring to be used by June 30, 2024.

Review Professional Development Application

There was discussion to update the application to change the signatures to be the Department Chair or supervisor instead of the Department Chair or Vice President.
Eleanor will work on the changes and making the application a fillable PDF.

Adjournment

Curriculum Review Committee Report

10-26-2023
The committee recommended for approval the following:

- New Course
    a. SW351 – The Global Context of Social Work
- Change Existing Course:
    a. MET101 – Introduction to Metallurgy I
        i. Change from one fixed credit to one-two variable credits
    b. MET102 - Introduction to Metallurgy II
        i. Change from one fixed credit to one-two variable credits

Email vote of 11-7-23
The committee recommended for approval the following:

- Change Course ENG107 – add back the prerequisites of ACT/SAT/Accuplacer scores

General Education Faculty Senate Report addendum 11/17/23

The General Education Committee met on 11/15/23 and approved the following items as action items for Faculty Senate's consideration at its December meeting.

We recommend Faculty Senate approve

1) Course additions and subtractions from General Education Catalog (see forms)
    - WELD 200 Metal Art into Fine Arts, conditional on their inclusion of assessment grid into their syllabus
    - CRJ 270 Intro to Criminology into Structure of Societies
    - Removal of HIST 105 and 106 from Humanities as those courses are no longer offered at GBC
2) The Social Science INT 349 substitutions (see forms)
    - that ANTH 307, ANTH 332, HIST 303, HIST 341, and PSY 313 all be allowed to substitute for INT 349 requirements across all programs
3) The new proposal to replace the INTs with transferable courses (see attached proposal)
4) The new proposal to streamline the General Education approval process (see attached proposal)

Below are the minutes from our 11/15/23 meeting:

General Education Committee Minutes
11/15/23
10 am McMullan 102 in Elko and over Zoom

Attendees: Chair, Ethan Hawkley; Members, Brandy Nielsen, Brian Ziezler, Ping Wang, Tom Bruns, Daniel Bergey, Tami Mette, John Rice; Ex-officio members, Mary Doucette, Deanna Hamilton,

1. Action Items for Next Senate/Review of Last Meeting
    - The committed voted to approve the 10/25/23 Minutes

2. Vote/Discussion on Proposals
    - Welding Course
        - CTE is requesting to add WELD 200 Metal Art to Gen Ed Grid under Fine Art
        - The committee voted to recommend Faculty Senate approve the inclusion of this course into Fine Arts after voting at our December faculty meeting on the condition that CTE provides an assessment grid with their proposal
    - CRJ Course
        - Social Sciences is requesting to add CRJ 270 Intro to Criminology to the Gen Ed grid under Structure of Societies

        - The committee voted to recommend Faculty Senate approve the inclusion of this course into Structure of Societies after voting at our December faculty meeting
    - INT 349 Courses in Social Sciences
        - Social Sciences is submitting several courses that will count as and replace INT 349 in next year's catalog
        - The committee voted to recommend Faculty Senate approve these course changes
    - Remove HIST 105 and 106 from Humanities portion of the Gen Ed grid as we no longer offer those courses here
        - The committee voted to recommend Faculty Senate approve these removals from the Humanities portion of the general education grid.

3. Discussion of INT and Upper division General Education Issue
    - New INT Proposal, attached here.
    - The committee voted to recommend that the Faculty Senate approve this proposal as a way to replace INTs with transferable courses, Huzzah!

4. Discussion of Gen Ed approval procedure
    - New Gen Ed approval procedure proposal
    - The committee voted to approve this procedure to streamline the General Education committee's approval process moving forward.

5. Next meeting time
    - Wednesday December 13th at 10am

General Education Embedment Proposal Procedure:

Program director or Dean identifies opportunity for embedment of GE. The program director will discuss and get approval of the department that houses the original GE course being replaced

Both departments/divisions conduct a rigorous review of the course content and how that course content will fulfill the GE outcome and how it will be assessed. Both provide a narrative document of their findings and recommendations.

Both departments/divisions provide their documents GE committee for consideration. Department representation is recommended as well.

The GE committee considers and makes a recommendation to faculty senate.

General Education Course Embedment Form

This form is for evaluation of proposed general education course embedment.

1. Submitter information (Must be full-time faculty)

First, Mi, Last:	Department Name:	Division Name:
GBC Email:	**Contact phone number:**	**Date of submission:**

2. Course information

"Course prefix/ number" "Course Title"

Course to be embeded:

Course embeded into:

If this course will be embedded into a program please list which courses will be within the program:

Course description / prerequisites (existing courses must match catalog description exactly):

3. Briefly explain why this course should be embedded and how it meets the gen ed requirement:

Draft form

4. GE/Course learning objectives and measurements. Create a table that lists the GE objectives, course learner objectives (all as listed under subcategories 1-11), and measurement in a table. The catalog General Education objectives are attached to this document for ease of copying. NOTE: GE objectives must be identical to the catalog while course learning objectives are tailored for class content. **Please attach GE table to this document.**

SAMPLE GE TABLE for GEOG 106 Human Geography

GE Area: Human Societies and Experience

8. Structure of Societies

GE Objective	Course Learning Objective	Measurement
Demonstrate understanding of the processes that influence human behavior and structure of societies.	Analyze the role of toponyms in delineating human spatial territories.	Discussion Post 1
Demonstrate understanding of the processes that influence social stratification and/or inequality	Analyze the nature of food deserts in US cities and how these relate to social inequality.	Discussion Post 2
Demonstrate understanding of the methodologies used to study human social systems	Analyze production and consumption patterns of chocolate in the context of World Systems Theory.	Discussion Post 3

General Education Course Embedment Form

5. Briefly explain how course content (readings, lectures, films, activities, etc.) addresses learning objectives of the gen ed.

6. Briefly explain the general outcomes and narrative to the embedment of this course. (Why does the department wish to embedd)

Draft form

Submitter Signature: Submission Date:

Impacted Department Chair Signature: Approval Date:

Department Chair of Submitter signature: Approval Date:

After department chair approval, submitter must send the signed document and attachments to GEC committee chair. Submitter will be informed of the decisions made throughout the process.

Reminder: Submitter will be contacted with updates and required edits.

GREAT BASIN COLLEGE

General Education Objectives

Communications and Expressions

1. Written Communications
   - Utilize written genres appropriate to task
   - Express ideas clearly and compellingly in text
   - Effectively identify and address various audiences and contexts
2. Oral Communications
   - Organize oral presentations appropriate to context and audience
   - Deliver compelling and clear oral communications
   - Demonstrate an understanding of interpersonal communications in a variety of contexts
3. Evidence-Based Communications
   - Correctly interpret and analyze source materials and readings
   - Determine source appropriateness/credibility according to context
   - Effectively incorporate and cite sourced material in communications
4. Fine Arts
   - Demonstrate proficiency in the understanding of basic fine arts concepts and language
   - Demonstrate the effective use and application of artistic tools and processes
   - Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning

5. Mathematical Reasoning
   - Demonstrate knowledge of mathematical notation and concepts
   - Apply mathematical concepts and operations in proper written or graphical form
   - Apply relevant mathematical skills in solving real world problems
6. Scientific Reasoning
   - Demonstrate an understanding of the scientific methodologies used in various disciplines
   - Effectively interpret and apply scientific principles and concepts
   - Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences
7. Scientific Data Interpretation
   - Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
   - Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience

8. Structure of Societies
   - Demonstrate understanding of the processes that influence human behavior and structure of societies
   - Demonstrate understanding of the processes that influence social stratification and/or inequality
   - Demonstrate understanding of the methodologies used to study human social systems
9. American Constitutions and Institutions
   - Demonstrate an understanding of American constitutions and institutions and their development
   - Demonstrate understanding of processes of social stratification and inequality in American society
   - Demonstrate knowledge of the methods used to study American society
10. Humanities
    - Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
    - Demonstrate an ability to recognize the importance of creative human expression
    - Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the
    - complexity and variety of divergent attitudes, values and beliefs in society
    - Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency

11. Technological Proficiency
    - Analyze a problem and identify and define the technology requirements appropriate to its solution
    - Describe professional, ethical, legal, security and social issues and responsibilities for technology users
    - Develop skills to continuously learn fundamentals of existing and new technology

Draft form

General Education Supplemental Materials

Sample Curriculum Map

Please attach a curriculum map that discusses where and when the course or program will meet the objectives of the General Education course you are embedding.

EQUIRED COURSES AND EXPERIENCES	Program Level LEARNING OUTCOMES						
	Demonstrate knowledge of key historical material, theoretical perspectives, institutional practices, and legal and ethical concerns.	Analyze and identify the materials from which historical and or artistic objects are made.	Develop visual and hand skills for recognizing and analyzing materials that compose cultural objects and processes by which they have been constructed.	Develop appropriate research skills.	Analyze the conservation needs of an object and identify best practices.	Illustrate research and computer skills.	Exhibit knowledge of actual museum work through personal experience.
0533-370 Intro to Museums Collecting	I, A		I	I		I	I
0533-422 Art Materials and Photography	R	I, A	R	R	I		
0533-423 Artists' Materials: Panel Paintings		R					
0533-424 Legal and Ethical Issues for Collecting Institutions	R		R, A			R	
0533-425 Display and Exhibition		R			R, A		
0533-426 Collections, Management & Museum Administrators			R				
0533-427 Fundraising, grant Writing & Marketing for Nonprofits				R,A			
0533-437 Forensic Investigation	R	R, A				R	
0533-438 Art Conservation					R		
0533-510				R		R,A	R
Internship	M	M	M	M	M	M	M,A
(I = Introduce; R = Reinforce; M = Mastery; and A – Assessment opportunity							

Draft form

General Education Proposal to Standardize Approval Procedures

Currently, the approval of courses for General Education goes through the General Education Committee at GBC. The GBC bylaws state that this approval should be carried out "in consultation with relevant departments." This direction is a little bit vague and can lead to confusion. To ensure and standardize that consultation process, we propose that specific departments are recognized as overseers of their relevant General Education outcomes, and that before a course or course substitution comes before General Education it is approved by the overseeing department. As part of their oversight duties, these departments will also be involved in the Academic Standards Committee's yearly assessment reports. Like the recently approved embedment process, this would streamline the process and ensure that content experts are able to maintain high standards across the General Education grid.

We propose the following oversight structure:

Arts and Letters would oversee
Objectives A:1-4, "Communications and Expressions"
and Objective C: 3, "Humanities"

Math would oversee
Objective B:1, "Mathematical Reasoning"

Science would oversee
Objectives B:2&3, "Scientific Reasoning" and "Scientific Data Interpretation"

Social Sciences would oversee
Objectives C:1&2, "Structure of Societies" and "American Constitutions and Institutions"

COT would oversee
Objective D:1, "Technological Proficiency"

General Education Proposal to Replace the INT 300 courses

Upper-Division General Education

Currently upper-division general education courses are located under four areas (humanities, mathematics, science, and social science) and are designated as non-transferrable INT seminars. The INTs also lack assessable outcomes and connection to the general education objectives. We would like to resolve these issues in a simple way that continues to serve our BAS, BA, and BS programs without too much disruption to how programs are currently designed.

To serve these ends, we propose the following plan.

The Plan:

Instead of writing new objectives for an upper-division general education program, which would cause a whole new set of problems, we are proposing that upper-division general education courses be designed to emphasize mastery of the lower-division general education objectives currently listed in the catalog.

To do this, we propose that the academic departments currently overseeing these four INTs take on a supervisory role for the four areas that will be targeted for mastery at the upper division level. Arts and Letters will oversee upper division Humanities courses, Math will oversee Mathematical Reasoning, Science will oversee Scientific Reasoning, and Social Sciences will oversee Structure of Societies. Oversight will include approving courses in these upper-division areas and coordinating an assessment schedule with the Academic Standards Committee.

This change should not dramatically alter any existing programs. BAS programs will still be required to fulfill all four areas and BA and BS degrees will be required to have one of these in their programs. BA and BS degree programs will be free to select whatever other area(s) of mastery they would like for their students.

This plan creates a path forward for replacing INT courses with transferable ones, makes those courses assessable, and connects them to the college's larger general education objectives.

Instructional Technology Committee Report to Faculty Senate

Committee Members: Madison Arbillaga, Robert Cowan, Xunming Du, Michelle Husbands, Reme Huttman, Jessica Lynch, Karl Stevens, Jennifer Stieger, Eric Walsh.

Present: Madison Arbillaga, Robert Cowan, Xunming Du, Reme Huttman, Karl Stevens, Jennifer Stieger.

Absent: Michelle Husbands, Jessica Lynch, Eric Walsh

The Instructional Technology Committee met on October 25, 2023 from 11:00 a.m. to 12:00 p.m. and discussed the following items:

1. Update on charges and committee membership changes

   The chair reported that he had requested that a member of the Computer Services Department be added to the committee as an ex officio member per bylaws committee composition requirements.

   The chair reported that the revised committee charges and change to committee membership as proposed by the Bylaws Committee had passed that committee and would appear as an action item at the next Faculty Senate meeting.

2. Student access to GBC website and WebCampus

   The committee discussed student access issues relative to the GBC website and WebCampus. Karl Stevens proposed training and introducing students to the multifactor authentication process earlier in the enrollment process. The committee also discussed the idea of developing a survey intended to examine students' access issues regarding WebCampus and other GBC online resources. The chair will discuss this with Institutional Research.

Submitted by Jonathan Foster

November 14, 2023

GBC October 2023 Personnel Committee Report

Thursday, 10.26.2023 (2:00 pm)

—

Members in Attendance

Arysta Sweat, Amber Cannon, George Kleeb, Timothy Beasley, Jennifer Stieger, Mike McGhee, Jason Brick

Agenda Items

Tenure Applications

- Submitted tenure packets will be forwarded to administration on November 13, 2023 to allow for timely review by administration.

Standard Document for Strengths and Weakness

- Strengths/weaknesses template is available for use by all search committees.
- Ratings and/or ratings sheets should be forwarded to the search committee chair. *Per HR, notes on candidates should be shredded.*

Search Committee Request Process

- Personnel Committee Chair should be contacted when requesting a personnel committee member for a search committee rather than directly going to a committee member.

Tenure Policy

- Next steps on tenure policy revisions/process are to be determined.

Important Dates

Nov 14, 2023 - Personnel Committee tenure packet recommendations sent to VP Rivera

Dec 15, 2023 - December Faculty Senate meeting

Artificial Intelligence Ad Hoc Committee Update
For GBC Faculty Senate
11/17/23

The AI committee has met twice since our last Faculty Senate Meeting. Once on 10/25/23 and once on 11/15/23. The minutes for both meetings are attached to the bottom of this report.

The following actions have been taken.

1) We approved to recommend to the Faculty Senate the changes to the catalog plagiarism and cheating policy submitted to us by the Academic Standards Committee. Those changes are included as information items in this report. They will be action items at our next faculty senate meeting.
2) We approved a motion to draft an AI policy and Best Practices page on 11/15/23
3) On 11/15/23 we also voted that Madison Arbillaga replace Ethan Hawkley as chair of the committee. She's more knowledgeable on the subject, and he's too busy with General Education to devote the necessary time to chairing this committee.

The committee is working on the following for faculty.

1) Draft options for syllabus statements
2) Creating an AI policy for inclusion in the GBC catalog
3) Creating a Best Practices webpage for faculty on AI and its usage

Below are the minutes from the two meetings.

Ad Hoc GBC AI Committee Minutes
10/25/23, 1pm
DCIT 203 in Elko and over Zoom

Attendees: Chair, Ethan Hawkley; Members in attendance, Madison Arbillaga, Susanne Bentley, Daniel Bergey, Stephanie Davis, Laura Debenham, Di Li, Daniel Murphree, John Mittelman, Dean Straight, Rita Pujari, Staci Warnert, Yvonne Naungayan, Donald Jones
Excused: Mary Doucette, Robert Hunton

1. Review answers to the email questions.
    - lots of robust (and fun) conversation with many great ideas including
        - creating a list of best practices and warnings for faculty
        - creating (or not) a specific AI policy
        - amending our current plagiarism policy to include AI
        - how AI might help our students
        - how AI might hinder their academic development

2. Assignments:
    - Yvonne and Ethan
        - Research and benchmark with other AI institutions
    - Madison Arbillaga, Daniel Bergey, and John Mittelman

        - Draft options for syllabus policies
    - Daniel Murphree and Dean Straight and Academic Standards Committee
        - Draft revision of institutional plagiarism policy to include AI

3. Next Meeting Time: Wednesday, November 15th 1pm

Ad Hoc GBC AI Committee Minutes
11/15/23, 1pm
McMullen 102 in Elko and over Zoom

Attendees: Chair, Ethan Hawkley; Members in attendance, Madison Arbillaga, Susanne Bentley, Di Li, Daniel Murphree, Dean Straight, Rita Pujari, Staci Warnert, Yvonne Naungayan, Donald Jones
Excused: Mary Doucette, Robert Hunton, Stephanie Davis, Laura Debenham, John Mittelman

1. Assignments:
    - Madison Arbillaga, Daniel Bergey, and John Mittelman
        - Draft options for syllabi
        - Daniel Bergey has resigned from the committee
    - Daniel Murphree and Dean Straight and Academic Standards Committee
        - We discussed the draft revision of institutional plagiarism policy to include AI
            - After robust discussion we voted to approve the policy submitted by Academic Standards with a few minor language adjustments.
    - Yvonne and Ethan
        - Research and benchmark with other AI institutions
            - UNR:https://www.unr.edu/digital-learning/instructional-strategies/ai-in-teaching-and-learning
            - UNLV:https://www.unlv.edu/policies/students#:~:text=Transparency%20and%20accountability%20are%20expected,%2C%20research%2C%20or%20academic%20writing.

2. Do we need a policy? Yvonne & Susanne
- Yvonne and Ethan discussed the benefits of having a policy and best practices page for faculty and the committee voted to make one of each.
- Yvonna & Susanne agreed to draft a policy based on UNLV and UNRs

3. New AI issues Dean & Yvonne
- Grading issues and plagiarism was discussed, specifically how to deal with the TurnitIn scores
- Dean agreed to draft a best practices page and people with ideas were encourage do send ideas to him.

4. Nominations of a new chair
- The committee recommended and unanimously voted that Madison Arbillaga take over as chair.

5. Next Meeting: December 13th 1pm?

Current Policy

Academic Honesty

Plagiarism

Plagiarism is presenting someone else's words, ideas, or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the student will acknowledge the source whenever:

- Another person's actual words are quoted.
- Another person's idea, opinion, or theory is used, even if it is completely paraphrased in the student's own words.
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

A nationally recognized plagiarism software may be used to check student work.

Cheating

The following are some examples of cheating:

- Recycling (using material generated for one class in another class).
- Using electronic devices inappropriately.
- Using unapproved notes.
- Unapproved discussion between classmates.
- Having others represent you in class—attend class for you, do work in your place, take exams.
- Having others do your work.

Proposed Revisions
(Changes are marked in RED)

Academic Honesty

Plagiarism

Plagiarism is presenting someone else's words, ideas, or data as one's own. When a student submits work that includes the use of generative AI or the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the student will acknowledge the source whenever:

- Another person's actual words are quoted.
- Another person's idea, opinion, or theory is used, even if it is completely paraphrased in the student's own words.
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.
- A generative AI is used to create all or part of a work.

A nationally recognized plagiarism software may be used to check student work.

Cheating

The following are some examples of cheating:

- Recycling (using material generated for one class in another class).
- Using electronic devices inappropriately.
- Using unapproved notes.
- Unapproved discussion between classmates.
- Unapproved use of generative AI to complete an assignment.
- Having others represent you in class—attend class for you, do work in your place, take exams.
- Having others do your work.

Emeritas Recognition, ad hoc

I have received the list of individuals who wish to serve on the committee, we will be meeting the first part of December by zoom. If there are any additional individuals who wish to serve on the committee, please let me know as soon as possible.

Thanks

Norm Whitaker

Emeritas Recognition, ad hoc committee chair.

FY24 Equipment Requests		Requested Amount			Awarded Amount									
DEPARTMENT	ITEM	QTY	PRICE	AMOUNT	QTY	Price	Amount	STRATEGIC PLAN	JUSTIFICATION	SUPPORTIVE DOCUMENT	AUTHOR	APPROVAL	SUPERVISOR COMMENT	SUPERVISO	DEPT
Diesel	Hydraulic trainers	2	47,125.00	94,250.00	1.00	47,125.00	47,125.00	CTE Diesel Technology (Cliff Ferry): 3.32.2	and we don't have enough to do the degree seeking students. Second reason is the ones we have are getting outdated and break down allot making them unreliable. We also share them with Industrial maintenance. Empire cat is asking GBC to increase	http://www.gbcnv.edu/equipment_requests/data/Diesel/00003.pdf	Earl Owen	Per Comment	Approved assuming they are shared between diesel and industrial maintenance.	Sam Spearing	
Diesel	Pressure washer	1	6,307.00	6,307.00	1.00	6,307.00	6,307.00	CTE Diesel Technology (Cliff Ferry): 3.31.1	diesel. Need it for heavy cleaning of engines and components to make them safer and easier to work on.	http://www.gbcnv.edu/equipment_requests/data/Diesel/00002.pdf	Earl Owen	Yes	Needed as a replacement for broken unit.	Sam Spearing	
Diesel	nexiq adapter	1	899.00	899.00	1.00	899.00	899.00	CTE Diesel Technology (Cliff Ferry): 3.1.11	Be able to communicate with heavy duty trucks as requested by Peterbilt and Kenworth shops in town.		Earl Owen	Yes	Needed to maintain good industry connections.	Sam Spearing	
Diesel	battery tester	5	762.51	3,812.55	5.00	762.51	3,812.55	CTE Diesel Technology (Cliff Ferry): 3.1.10	getting the task completed for NC 3 certifications. Efficiency would greatly improve with more diagnostic tools.		Earl Owen	Yes		Sam Spearing	
				105,268.55			**58,143.55**								
CTE Winnemucca	Dell Laptop	2	1,999.00	3,998.00	2.00	1,999.00	3,998.00	CTE Electrical Systems Technology (Cliff Ferry): 2.2.2	Electrical program here in Winnemucca. We are short one to assure all students have a laptop during class and lab. We have also had a couple giving us problems that have to be sent to Elko to get fixed leaving us with 14 laptops. We would like to purchase 2 more to make sure that we have one for each student in the wear and tear on them and could use some updates and	http://www.gbcnv.edu/equipment_requests/data/CTE_Winnemucca_/00002.pdf	Jessica Johnson	Yes	Borrowing laptops currently from Ely Center.	Sam Spearing	
CTE Winnemucca	Electrical & Instrumentation Tools	1	11,055.00	11,055.00	1.00	11,055.00	11,055.00	CTE Electrical Systems Technology (Cliff Ferry): 3.1.3	replacement tools. Also the Electrical tools are going on 10 years old and showing signs of wear. Some are not functioning and the program remains full and leaving students sharing tools and wait	http://www.gbcnv.edu/equipment_requests/data/CTE_Winnemucca_/00003.pdf	Jessica Johnson	Yes	Sharing tools between programs	Sam Spearing	15053
				15,053.00			**15,053.00**								
Welding	Ellis 6000 Belt Grinder	4	2,200.00	8,800.00	4.00	2,200.00	8,800.00	CTE Welding Technology	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam	
Welding	Bernard 300 Amp	12	550.00	6,600.00	12.00	550.00	6,600.00	CTE Welding Technology	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam	
Welding	Hypertherm PMX180 Machine Torch	2	800.00	1,600.00	2.00	800.00	1,600.00	CTE Welding Technology (Jon Licht): 3.1.2	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam Spearing	
Welding	Magnaflux EV6000	1	2,000.00	2,000.00	1.00	2,000.00	2,000.00	CTE Welding Technology	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam	
Welding	Ridgid Pipe Beveler	1	4,500.00	4,500.00	1.00	4,500.00	4,500.00	CTE Welding Technology	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam	
Welding	Enco 9×49 Knee Milling Machine	1	12,000.00	12,000.00	1.00	12,000.00	12,000.00	CTE Welding Technology (Jon Licht): 3.1.2	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam Spearing	
Welding	Hyd-Mech VW-18	1	45,000.00	45,000.00			-	CTE Welding Technology	Seek funds for advanced, up-to-date welding equipment		Steven Scilacci	Yes		Sam	80500
				80,500.00			**35,500.00**								
Industrial maintenance	Rotalign laser alignment set	1	20,750.00	20,750.00	1.00	20,750.00	20,750.00	Technology (Cliff Ferry): 1.11.1	Upgrade laser alignment tools to stay current with industry upgrades.		Norm Whittaker	Yes		Sam Spearing	
				20,750.00			**20,750.00**								
Electrical Winnemucca	Electrical Motors	1	3,780.00	3,780.00	1.00	3,780.00	3,780.00	CTE Electrical Systems Technology (Cliff Ferry): 3.1.3	are used in Intro to AC controls, Advanced AC Controls, Intro to PLC and PLC Applications. These motors will allow students to simulate real situations in the field.	http://www.gbcnv.edu/equipment_requests/data/Electrical_Winnemucca/00003.pdf	Anthony Cooney	Yes		Sam Spearing	
Electrical Winnemucca	Lab upgrade supplies	1	4,498.57	4,498.57	1.00	4,498.57	4,498.57	CTE Electrical Systems Technology (Cliff Ferry): 3.1.3	now, we do not have enough space for our full class. These upgrades will allow students to work on their own projects allowing students to go at their own pace.	http://www.gbcnv.edu/equipment_requests/data/Electrical_Winnemucca/00002.pdf	Anthony Cooney	Yes		Sam Spearing	8278.57
				8,278.57			**8,278.57**								
Electrical Systems Technology Elko	Electrical Construction Tools, Meters, and Devices	1	22,161.00	22,161.00	1.00	22,161.00	22,161.00	CTE Electrical Systems Technology (Cliff Ferry): 4.1	Techniques to assist students in end of year projects, usage demonstrations, and to work on building future labs. Currently our tool supply is short, limited, and missing key items that are commonly used in industry. Many of the tools electricians use at the mines and industry in general are represented in this list. The student's familiarity with these tools will ensure they enter the workforce prepared. Additional, newer tools such as hydraulic strut cutters, hydraulic crimpers, and portable band saws are becoming more frequently used in industry. Finally, one item (the underground circuit locater) is being requested due to it	http://www.gbcnv.edu/equipment_requests/data/Electrical_Systems_Technology_Elko/00004.pdf	Robert Hunton	Yes		Sam Spearing	
Electrical Systems Technology Elko	High Voltage Training kit for Work Force training class	1	4,624.00	4,624.00	1.00	4,624.00	4,624.00	CTE Electrical Systems Technology (Cliff Ferry): 4.1	Electrical and Arc Flash safety training. The class will also be offered to college staff who are required to reset campus breakers. This High Voltage Training Kit is required for the "hands on" portion of the class. This class has the	http://www.gbcnv.edu/equipment_requests/data/Electrical_Systems_Technology_Elko/00003.pdf	Robert Hunton	Yes		Sam Spearing	
Electrical Systems Technology Elko	Replacement Batteries for Old and Outdated Solar Power System	4	2,328.00	9,312.00	4.00	2,328.00	9,312.00	CTE Electrical Systems Technology (Cliff Ferry): 3.1	Currently, our solar power system in inoperable and we are unable to use it for classes and labs. In order to focus on alternative energy education, we need 16 replacement batteries and a battery containment system.	http://www.gbcnv.edu/equipment_requests/data/Electrical_Systems_Technology_Elko/00009.png	Robert Hunton	Yes		Sam Spearing	

Electrical Systems Technology Elko	Greenlee Conductor Tugger and Accessories	1	16,439.24	16,439.24		1.00	16,439.00	16,439.00	CTE Electrical Systems Technology (Cliff Ferry): 4.1	In our effort to adapt with new technologies in the Electrical Trade, the goal remains the same: Exposure to the most commonly used tools in our industry. At the end of the second semester the course ELM 143: Wiring Technics offers future electricians' examples of industry standards applied to large wire sizes and long distant pulls. Pictures and videos offer excellent examples, but it doesn't provide the weight of 3lbs per foot in hand. The electrical lab provides an excellent raceway for the learners to be able to set up and install such a wire pull. Offering such an experience will provide a sense of teamwork that is necessary for successful installations in the field, as well as safe setup, operation, breakdown and storage of the requested equipment and tools.	http://www.gbcnv.edu/equipment_requests/data/Electrical_Systems_Technology_Elko/00005.pdf	Robert Hunton	Yes		Sam Spearing	
Electrical Systems Technology Elko	Wire Caddies for Electrical Lab	3	671.00	2,013.00		3.00	671.00	2,013.00	CTE Electrical Systems Technology (Cliff Ferry): 4.1	Right now we only have one or two stationary wire caddies, requiring students to wait in line to get wire for their wiring labs. We would like 3 mobile wire caddies, with storage for other items used during labs, so the students can be more efficient with their class time.	http://www.gbcnv.edu/equipment_requests/data/Electrical_Systems_Technology_Elko/00008.png	Robert Hunton	Yes		Sam Spearing	
				54,549.24				**54,549.00**								
Ely Center	Charging stations with desk power strip	10	39.99	399.90		10.00	39.99	399.90	Student Support and Retention (Jennifer Pierce): 1.3	Students use multiple devices during classes to take notes, research references by instructors, and complete in-class assignments. Cords are stretched across tables and floors to wall outlets for charging, presenting safety hazards. Table charging stations will resolve this challenge (recommended by computer services and approved by Facilities). In an effort to provide positive approaches to student achievement, charging stations will allow students to concentrate on classwork and lectures without interruption.	http://www.gbcnv.edu/equipment_requests/data/Ely_Center/00002.pdf	Mary Swetich	Yes		Jake Hinton-Rivera	
Ely Center	ScanSnaps	5	349.00	1,745.00		5.00	349.00	1,745.00	Student Support and Retention (Jennifer Pierce): 1.3	An increasing number of students are required to scan assignments, coursework, and test scratch paper. Providing more and easily accessible ScanSnaps in the computer lab, testing center, and study area will provide resources so students can successfully meet instructors' expectations in a timely manner.	http://www.gbcnv.edu/equipment_requests/data/Ely_Center/00003.pdf	Mary Swetich	Yes		Jake Hinton-Rivera	
Ely Center	WebCams	6	34.99	209.94		6.00	34.99	209.94	Student Support and Retention (Jennifer Pierce): 1.3	There is an increase in numbers of students required to test and complete some coursework using WebCams. Ely Center has the responsibility to provide these resources and has a shortage of 6 WebCams.	http://www.gbcnv.edu/equipment_requests/data/Ely_Center/00004.pdf	Mary Swetich	Yes		Jake Hinton-Rivera	
Ely Center	Headset with Microphones	6	19.99	119.94		6.00	19.99	119.94	Student Support and Retention (Jennifer Pierce): 1.3	Along with WebCams, Ely Center is in need of working headphones with mics so students are able to communicate clearly and without interruption.	http://www.gbcnv.edu/equipment_requests/data/Ely_Center/00005.pdf	Mary Swetich	Yes		Jake Hinton-Rivera	
Ely Center	Cord Protectors for Charging Stations	12	12.70	152.40		12.00	12.70	152.40	Student Support and Retention (Jennifer Pierce): 1.3	Cord protectors for table charging stations are necessary safety precautions to prevent tripping over cords in classrooms and allow for students' continuous study. Cords will be secured to table top stations and then covered with protectors extending to wall outlets.	http://www.gbcnv.edu/equipment_requests/data/Ely_Center/00006.pdf	Mary Swetich	Yes		Jake Hinton-Rivera	2627.18
				2,627.18				**2,627.18**								
Theatre	Canare 4S11 Starquad 4-pole Speakon Cable - 50'	2	114.95	229.90				-	Fine Arts and Humanities Department (Shirley Jones): 1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	
Theatre	Neutrik NL4MMX Lockable Speakon Coupler	2	5.60	11.20				-	Fine Arts and Humanities Department (Shirley Jones): 1.1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	
Theatre	CHAUVET PROFESSIONAL Rogue Outcast 2 Beam Outdoor-Ready IP65 Moving Head	4	3,000.00	12,000.00				-	Fine Arts and Humanities Department (Shirley Jones): 1.1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	

Theatre	CHAUVET PROFESSIONAL AmHaze Stadium Haze Machine	1	1,465.00	1,465.00			-	Fine Arts and Humanities Department (Shirley Jones): 1.1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	
Theatre	American DJ AC5PDMX15PRO Pro Series 5-Pin DMX Cable (50')	4	39.99	159.96			-	Fine Arts and Humanities Department (Shirley Jones): 1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes	These cables are also needed for graduation.	Mary Doucette	
Theatre	American DJ AC5PDMX25 5-Pin DMX Cable (25')	4	24.99	99.96			-	Fine Arts and Humanities Department (Shirley Jones): 1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes	These cables are also needed for graduation.	Mary Doucette	
Theatre	CHAUVET DJ Xpress-Rack 1024 USB to DMX Interface	1	769.99	769.99			-	Fine Arts and Humanities Department (Shirley Jones): 1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	
Theatre	American DJ Encore LP7IP Heavy-Duty IP65 Outdoor Rated LED Par (RGBL)	4	499.99	1,999.96			-	Fine Arts and Humanities Department (Shirley Jones): 1.1	equipment upgrades for theatre and amphitheater. The theatre equipment continues its upgrades, enhancing the experience for students and audiences. In addition, the Winter Festival planning committee has noted a lack of proper lighting equipment for the amphitheater. This request fulfills department and institutional needs.		John Rice	Yes		Mary Doucette	16735.97
				16,735.97			**-**									
GBC Online IAV	IAV equipment for room upgrades - ZOOM HTC 110(mape), HTC109 (resp therapy)	7	15,000.00	105,000.00	2.00	15,000.00	30,000.00	Online Education (Lisa Frazier): 1.1.8	Various pieces of equipment for needed upgrades in multiple IAV classrooms and conference rooms.	http://www.gbcnv.edu/equipment_requests/data/GBC_Online_IAV/00002.xlsx	Karl Stevens	Yes		Karl Stevens	103801.7
				105,000.00			**30,000.00**									
HSHSNursing	Med/Surg Hosptial Beds--Elko and Ely	2	3,350.00	6,700.00	2.00	3,350.00	6,700.00	HSHS Certified Nursing Assistant CNA (Jo Dean): 4.1	Ely is in need of an additional med/surg bed for its CNA program and manikin placement. One of Elko's current CNA beds is old and continues to have problems requiring more maintenance so it needs to be replaced.		Tami Mette			Amber Donnelli	
HSHSNursing	Nursing Ann Male patient simulator	1	39,482.31	39,482.31	1.00	39,482.31	39,482.31	HSHS AAS Nursing (Cliff Ferry): 4.1	Male specific simulator also having cultural diversity in skin tone. Enhances realism and diversity in the skills lab/simulation setting. Elko	http://www.gbcnv.edu/equipment_requests/data/HSHSNursing/00005.pdf	Tami Mette			Amber Donnelli	
HSHSNursing	Airway management trainer-Winnemucca	1	2,649.00	2,649.00	1.00	2,649.00	2,649.00	HSHS AAS Nursing (Cliff Ferry): 4.1	Enhances learning when students are learning ACLS and PEARS airway management in their final year of the nursing program. The price above is a base price without S & H		Tami Mette			Amber Donnelli	
HSHSNursing	Zoll Cardiac monitor defibrillator--Elko	1	10,198.02	10,198.02	1.00	10,198.02	10,198.02	HSHS AAS Nursing (Cliff Ferry): 4.1	Current monitor does not reflect that of current practice in the actual clinical setting.	http://www.gbcnv.edu/equipment_requests/data/HSHSNursing/00006.pdf	Tami Mette			Amber Donnelli	
HSHSNursing	Intraosseous infusion simulator	1	948.33	948.33	1.00	948.33	948.33	HSHS AAS Nursing (Cliff Ferry): 4.1	The one we currently have is older and we are having difficulty getting the leg pad replacement needed for it and it's also extremely unrealistic.	http://www.gbcnv.edu/equipment_requests/data/HSHSNursing/00007.pdf	Tami Mette			Amber Donnelli	
				59,977.66			**59,977.66**									

HSHSEMS	Pediatric Laerdal ALS Baby	1	2,370.45	2,370.45		1.00	2,370.45	2,370.45	HSHS Emergency Medical Services EMS (Cliff Ferry): 6.2	Emergency Medical Services (EMS) professionals are tasked with providing life-saving care in a variety of critical situations, including pediatric emergencies. Training in pediatric Advanced Life Support (ALS) is essential for EMS practitioners to effectively manage the unique needs of pediatric patients. To facilitate comprehensive and realistic training, the use of a dedicated Pediatric ALS mannequin is crucial. The Pediatric ALS mannequin is designed to closely resemble the size, weight, and anatomical features of a pediatric patient. This realistic simulation helps EMS professionals develop the skills and confidence necessary to provide accurate and effective care to children during emergencies. By using a Pediatric ALS mannequin, EMS students can practice specific skills such as pediatric airway management, medication administration, defibrillation, and pediatric-specific resuscitation techniques. It allows trainees to understand the nuances of pediatric care, including proper dosages and equipment adjustments tailored to the unique needs of children.	http://www.gbcnv.edu/equipment_requests/data/HSHSEMS/00002.pdf	Jamie Carlson		Amber Donnelli
HSHSEMS	Manikin Deluxe Child	1	5,954.57	5,954.57		1.00	5,954.57	5,954.57	HSHS Emergency Medical Services EMS (Cliff Ferry): 6.2	Emergency Medical Services (EMS) practitioners play a critical role in delivering life-saving care during pediatric emergencies. To ensure that these professionals are well-equipped to manage advanced life support (ALS) scenarios involving children, it is imperative to integrate an ALS Child Manikin into EMS training programs. An ALS Child Manikin enables EMS students to focus on developing these precise skills, as it accurately represents the pediatric population's unique care needs. By practicing on a dedicated child manikin, trainees can gain a deeper understanding of pediatric-specific treatments and ensure they are well-prepared to address pediatric ALS scenarios. An ALS Child Manikin is designed to closely mimic the size, weight, and anatomical features of a child, allowing EMS professionals to practice their skills in a realistic and age-appropriate setting. Realistic pediatric simulation is crucial for building the competence and confidence necessary to provide accurate care to children during critical emergencies. Training with an ALS Child Manikin translates into improved patient outcomes during real-life pediatric emergencies. EMS professionals who have practiced on a specialized child manikin are better equipped to accurately assess, diagnose, and provide timely care to pediatric patients. This enhances the likelihood of achieving positive outcomes, including increased survival rates and reduced long-term complications, when caring for pediatric patients during ALS situations.	http://www.gbcnv.edu/equipment_requests/data/HSHSEMS/00004.pdf	Jamie Carlson		Amber Donnelli
HSHSEMS	Quick Clot Trauma Trainers	4	445.00	1,780.00		4.00	445.00	1,780.00	HSHS Emergency Medical Services EMS (Cliff Ferry): 6.2	This training device is designed to prepare emergency providers for high-stress situations. When we provide training it must be as realistic as possible, and this offers a simulation that is very realistic. The devices are simulated trauma wounds that can be packed and they provide an opportunity for trainees to practice the application of hemostatic agents in a controlled and authentic setting. This hands-on training builds confidence and competence, ensuring that providers can effectively utilize Quick Clot, or other packing materials when faced with actual traumatic injuries. Uncontrolled hemorrhage remains a major cause of preventable death in trauma cases. This tool is instrumental in the students ability to learn how to control severe hemorrhage, while providing realistic training, facilitating rapid intervention, expanding treatment options, enhancing survival rates, and preparing providers for mass casualty incidents. By equipping our students with the means to address traumatic injuries effectively and rapidly, we empower them to save lives and mitigate the devastating consequences of uncontrolled bleeding in trauma cases.	http://www.gbcnv.edu/equipment_requests/data/HSHSEMS/00005.pdf	Jamie Carlson		Amber Donnelli

HSHSEMS	ADULT AIRWAY TRAINER	1	2,230.57	2,230.57		1.00	2,230.57	2,230.57	HSHS Emergency Medical Services EMS (Cliff Ferry): 6.2	Airway management is a fundamental and critical skill for emergency providers, including paramedics, EMTs, and healthcare professionals. Effective airway management is essential for ensuring the survival and well-being of patients in various emergency situations. To facilitate comprehensive airway training, the use of an Adult Airway Head Trainer that is intubatable and can accept supraglottic airways is indispensable in the classroom setting. Realism in training is crucial to prepare emergency providers for the diverse and challenging airway management scenarios they may encounter in the field. An Adult Airway Head Trainer closely replicates the anatomical features and complexities of an adult airway. This realism enables trainees to practice a wide range of airway management techniques, from basic airway maneuvers to advanced interventions, under conditions that closely mimic real-life scenarios. Effective airway management is a core skill for emergency providers, and proficiency in this area is paramount for patient safety. The ability to intubate and use supraglottic airways correctly is essential for advanced airway management. An Adult Airway Head Trainer that allows for these procedures facilitates the development of intubation and supraglottic airway insertion skills.This tool offers realistic airway simulation, facilitates skill development, prepares providers for complex situations, and provides versatile training options. Most importantly, it enhances patient safety by ensuring that our EMS students are well-prepared to manage adult airways effectively and competently, ultimately leading to better patient care and outcomes in the field.	http://www.gbcnv.edu/equipment_requests/data/HSHSEMS/00006.pdf	Jamie Carlson		Amber Donnelli
				12,335.59				**12,335.59**						
				481,075.76				**297,214.55**	**Total**					
								300,000.00	**Award Amount**					
								2,785.45						

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.

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

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.	

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

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**

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

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.	

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

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.	

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

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.	

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

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.	

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

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.

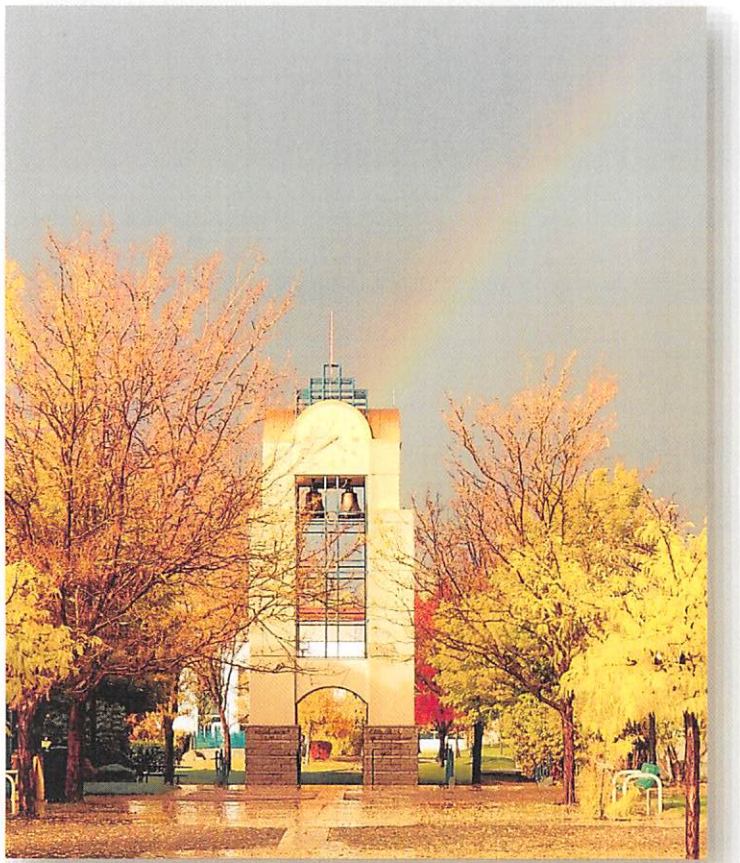
Great Basin College Metrics Retrospective

2009-2023

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

Est. 1967

Over 86,000 square miles
2 Time Zones
Multiple locations

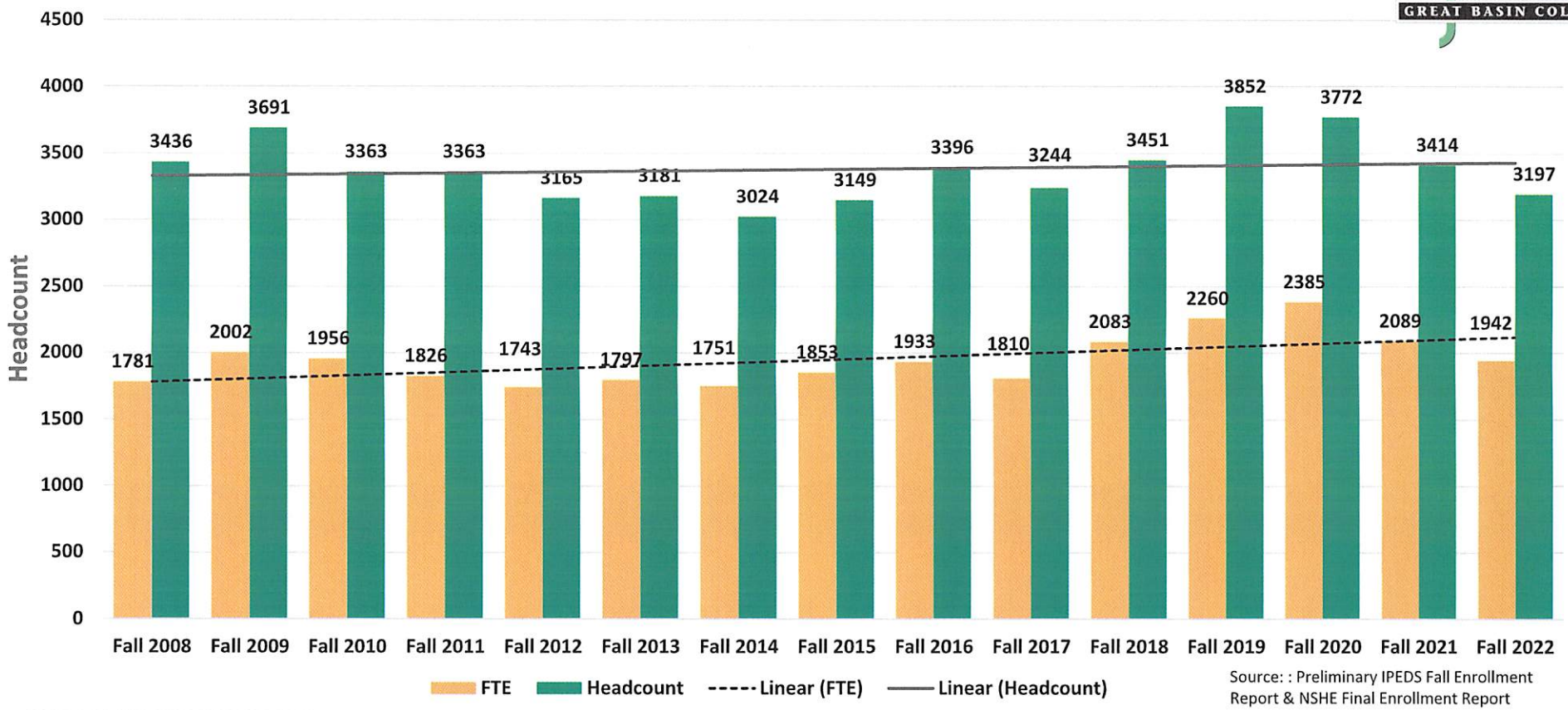


Great Basin College
providing a well lighted pathway

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.

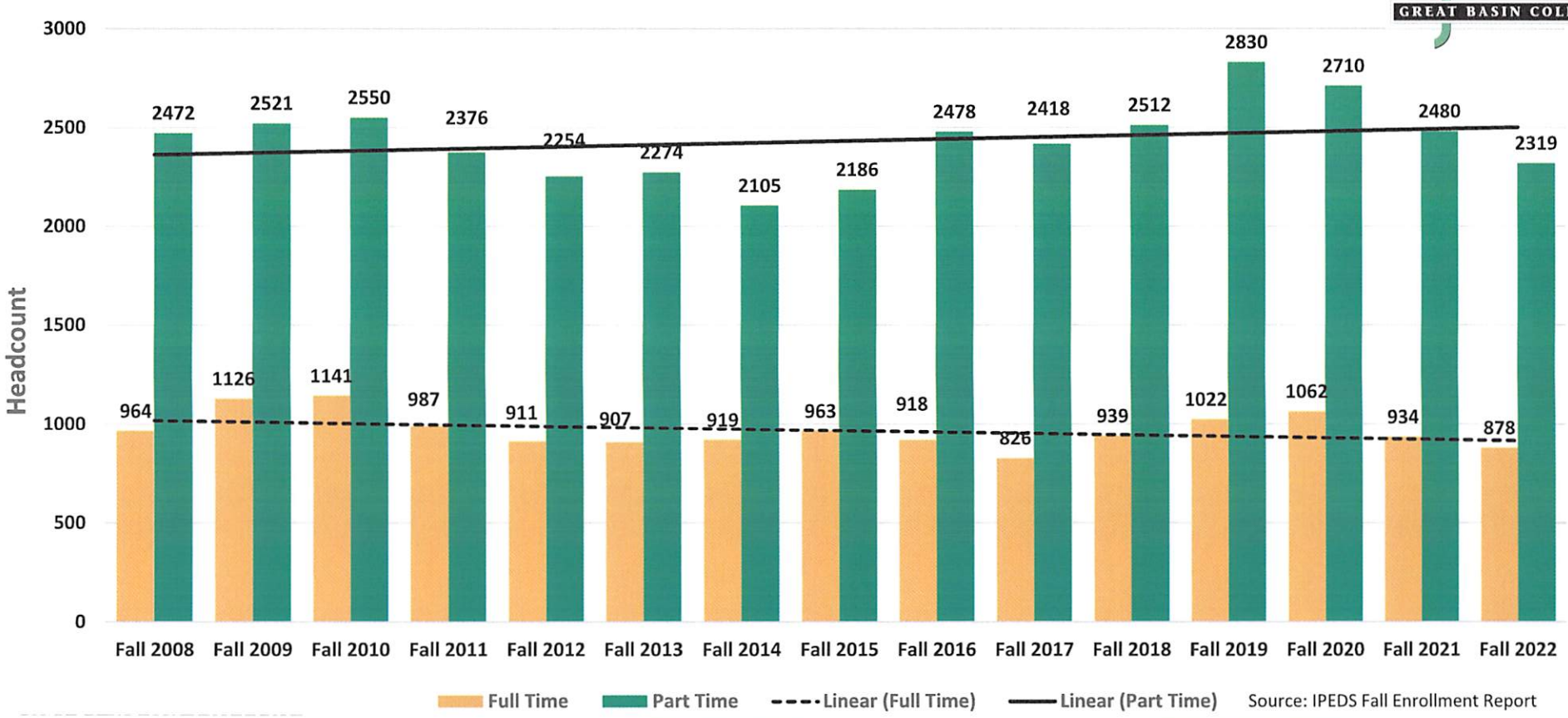
GBC supplies the well-skilled workforce for rural Nevada necessary for economic development as well as advancing innovation through partnerships that create new industries and jobs.

GBC Fall Headcount & FTE Trends

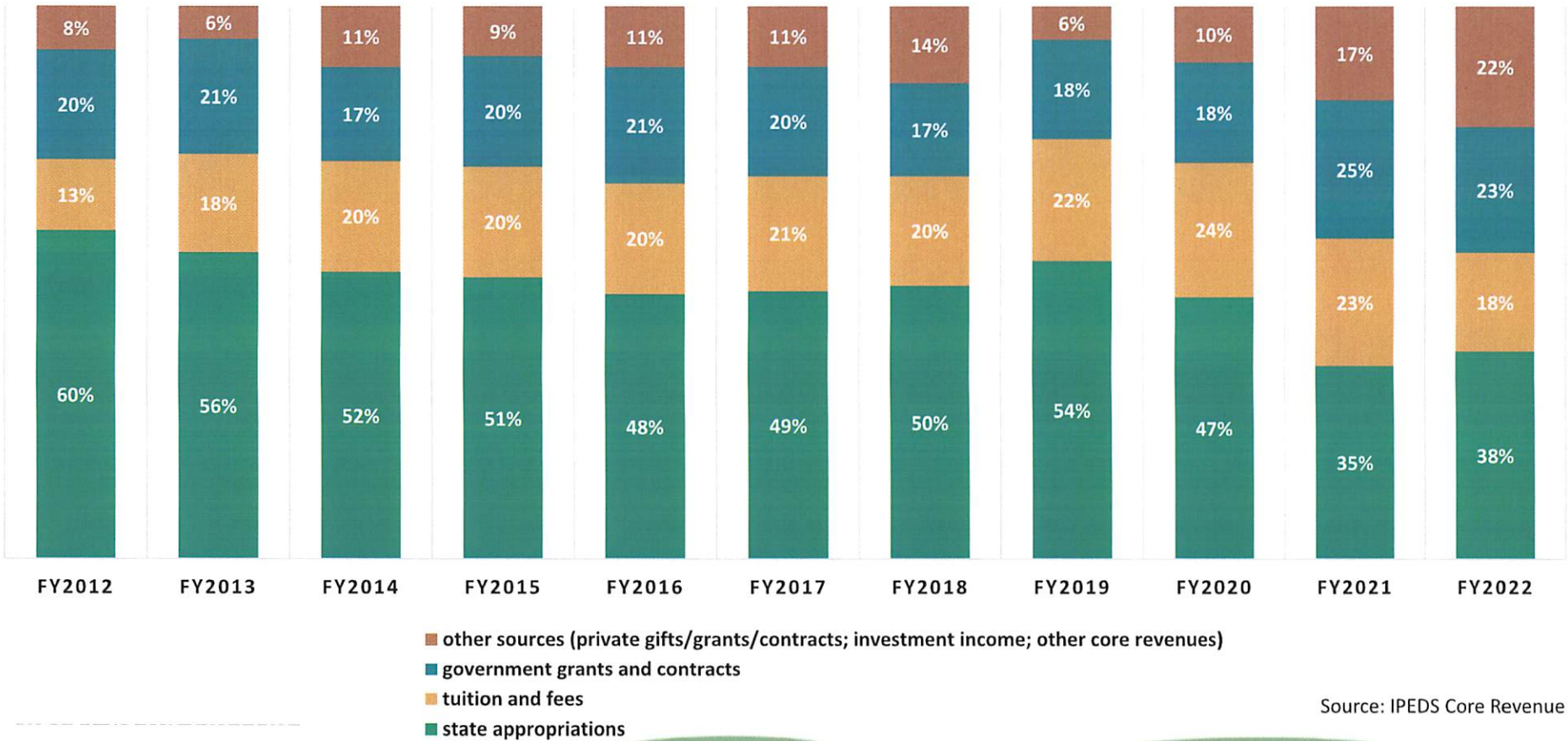


Source: : Preliminary IPEDS Fall Enrollment Report & NSHE Final Enrollment Report

Full-time/Part-time Headcount

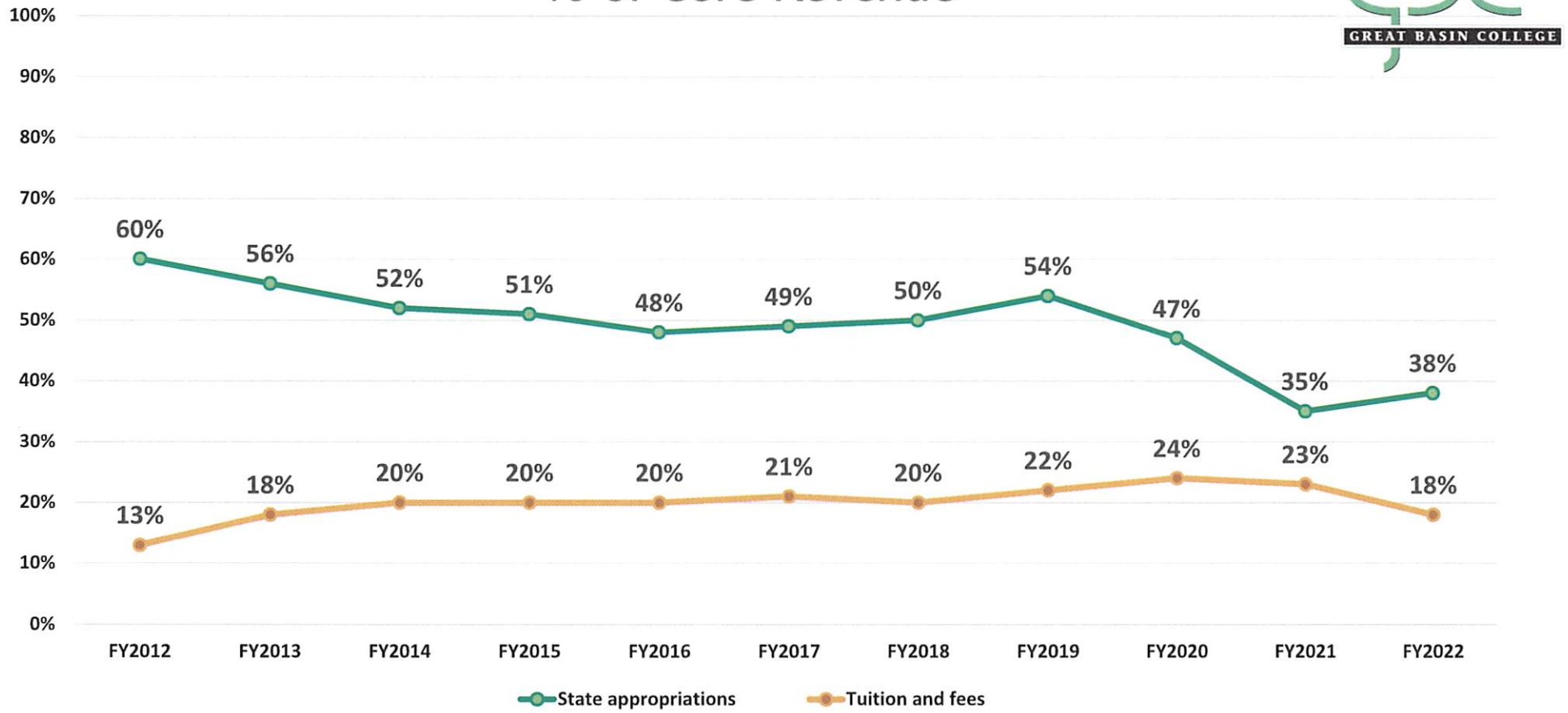


% of Core Revenue

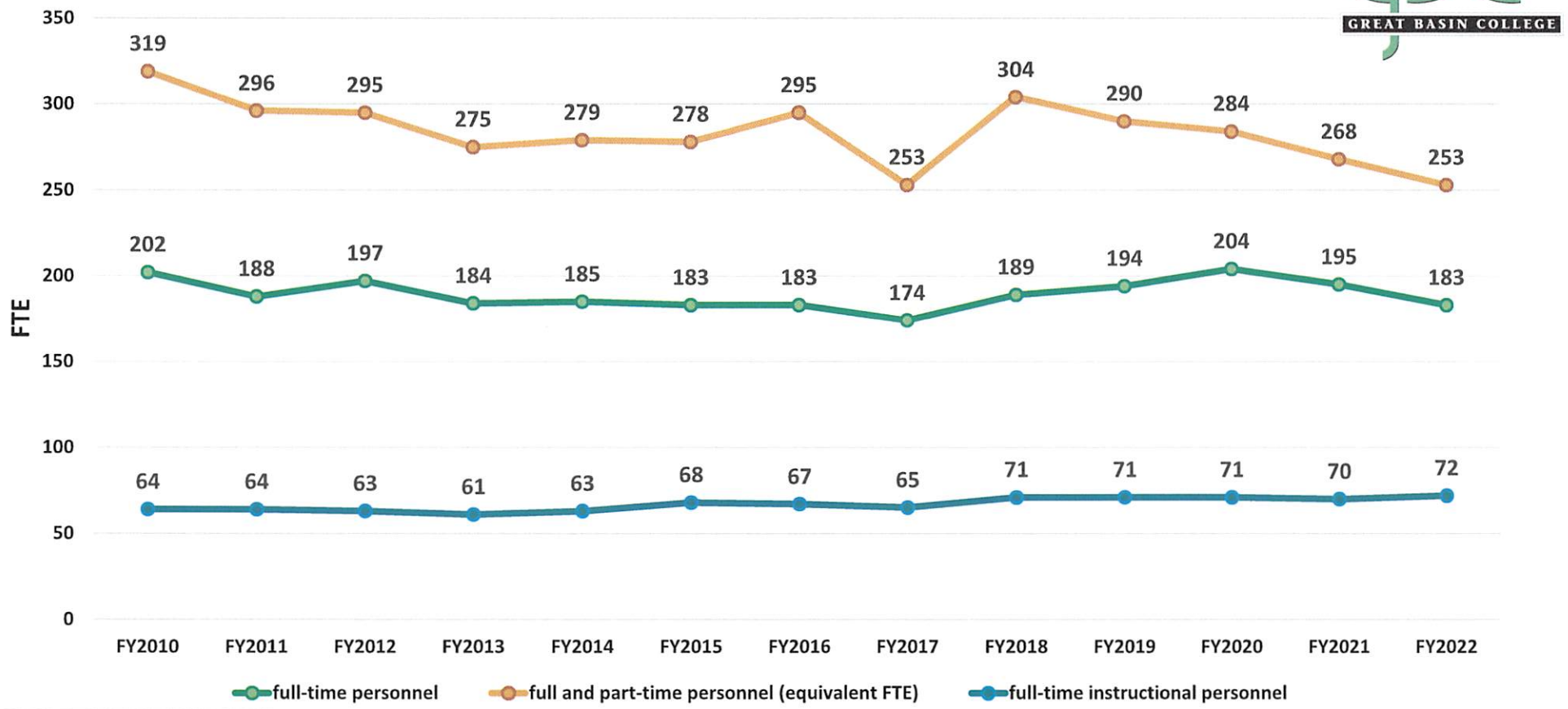


Source: IPEDS Core Revenue

% of Core Revenue

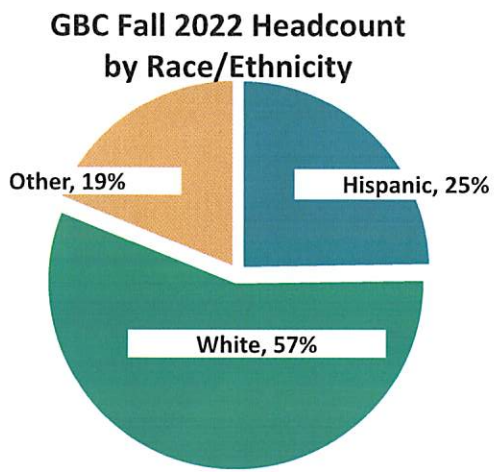


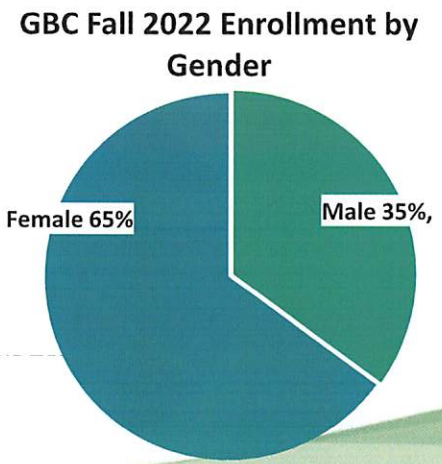
Human Resources

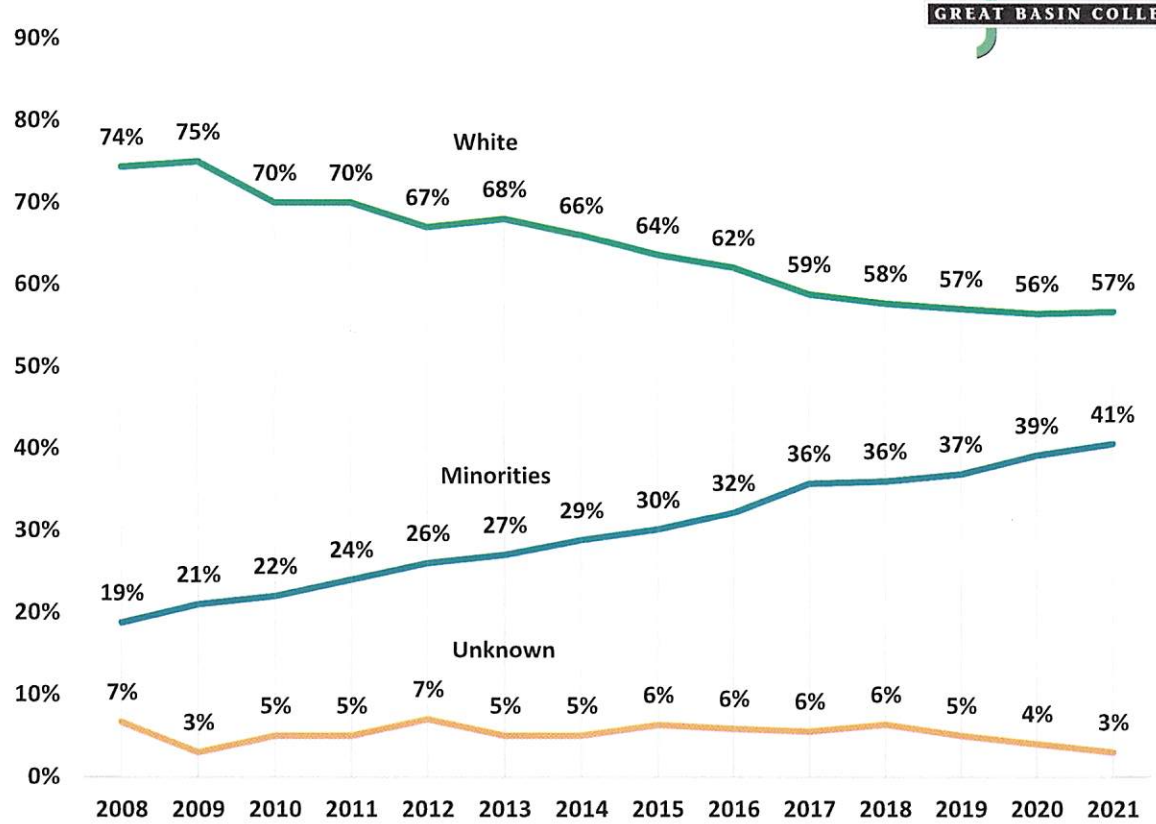


GBC Fall Headcount Trends by Race/Ethnicity

GREAT BASIN COLLEGE

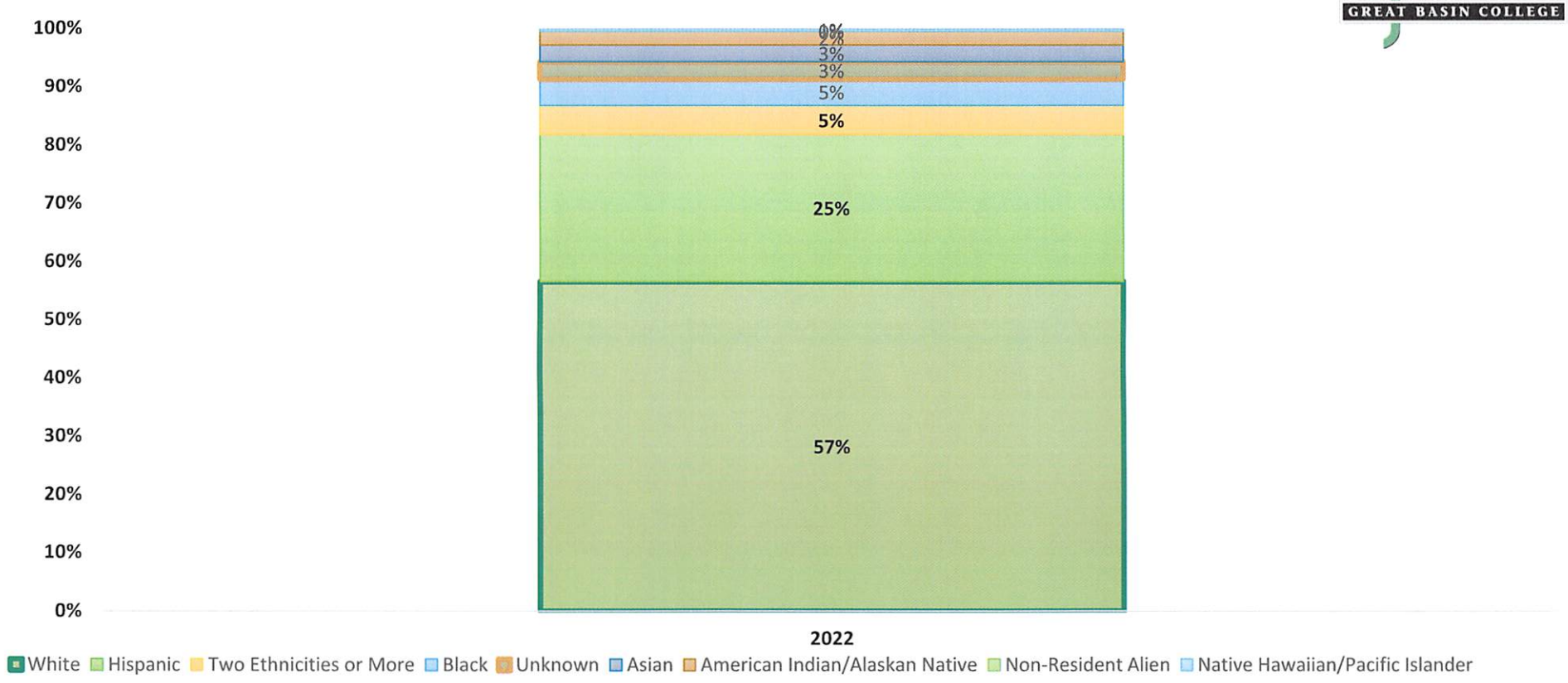






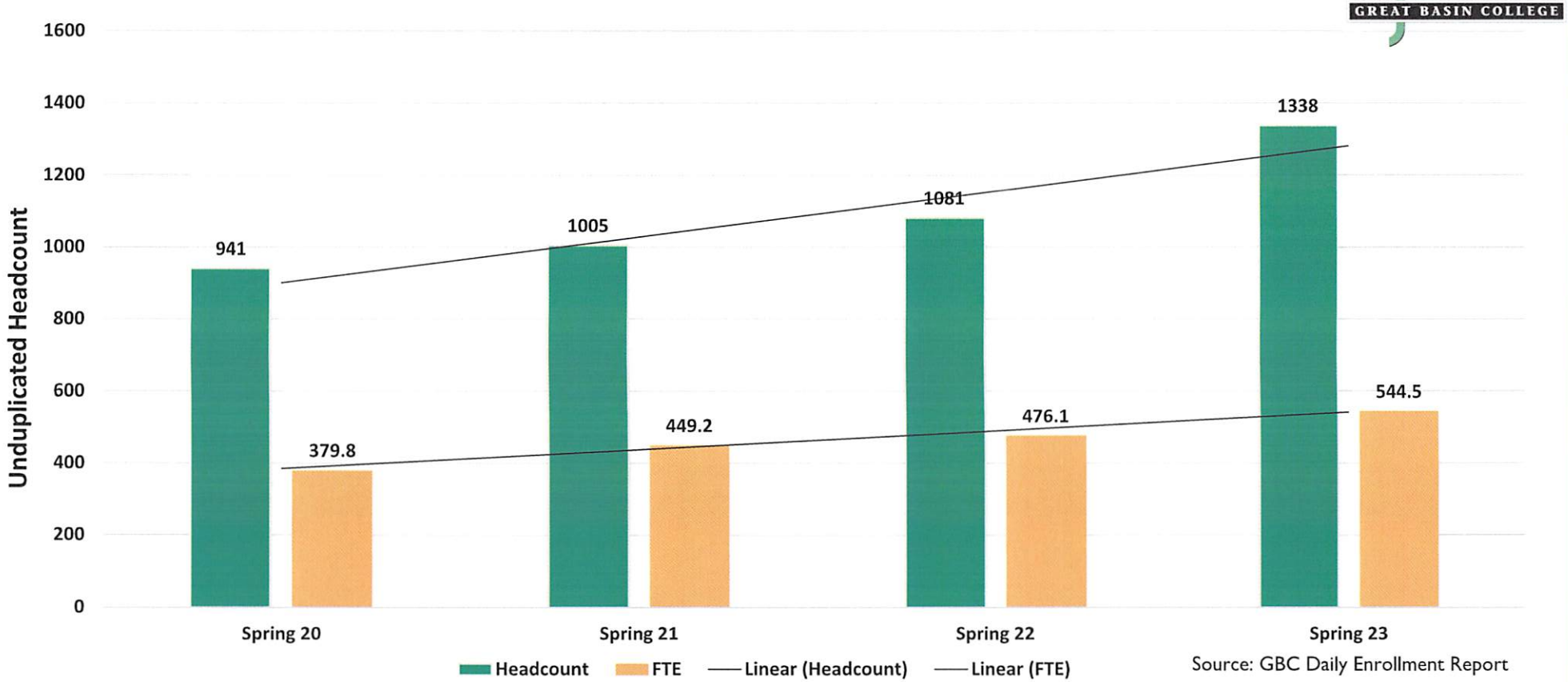
Source: : IPEDS Fall Enrollment Report

GBC Fall Headcount Trends by Race/Ethnicity



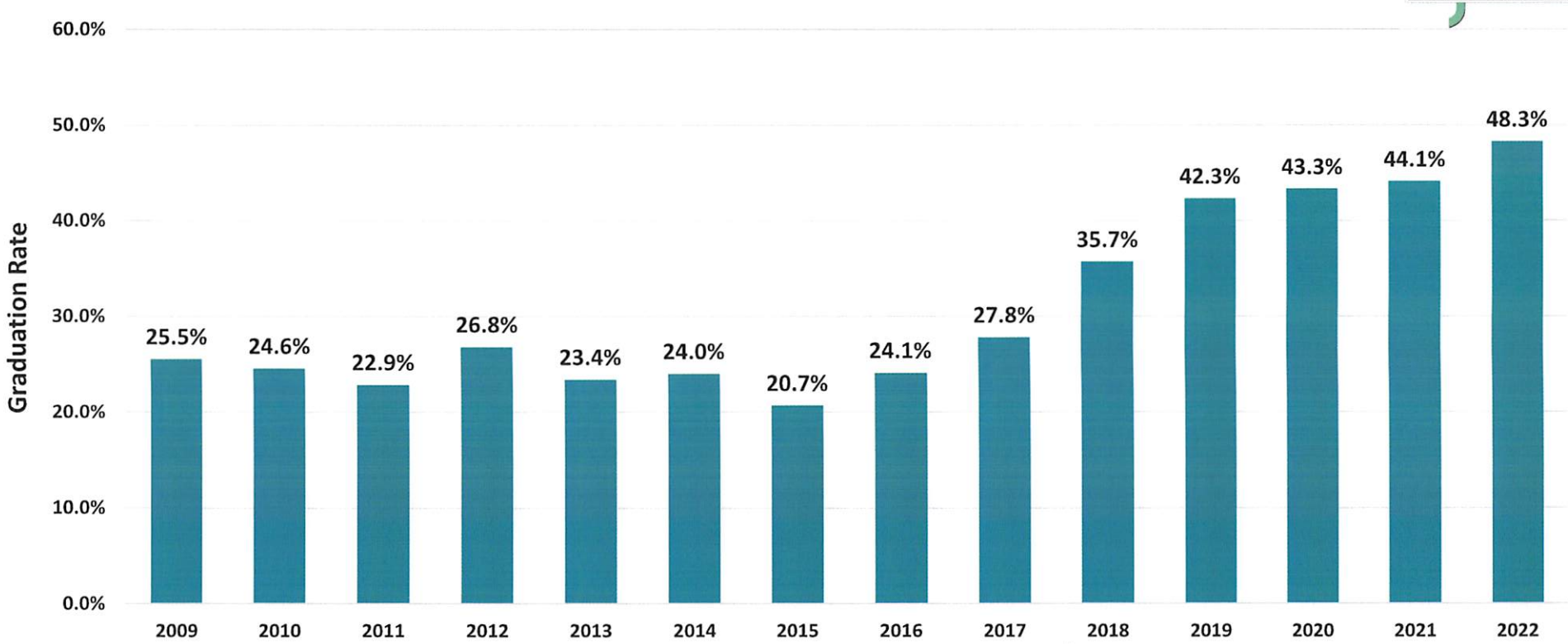
Source: : IPEDS Fall Enrollment Report

High School Student Headcount



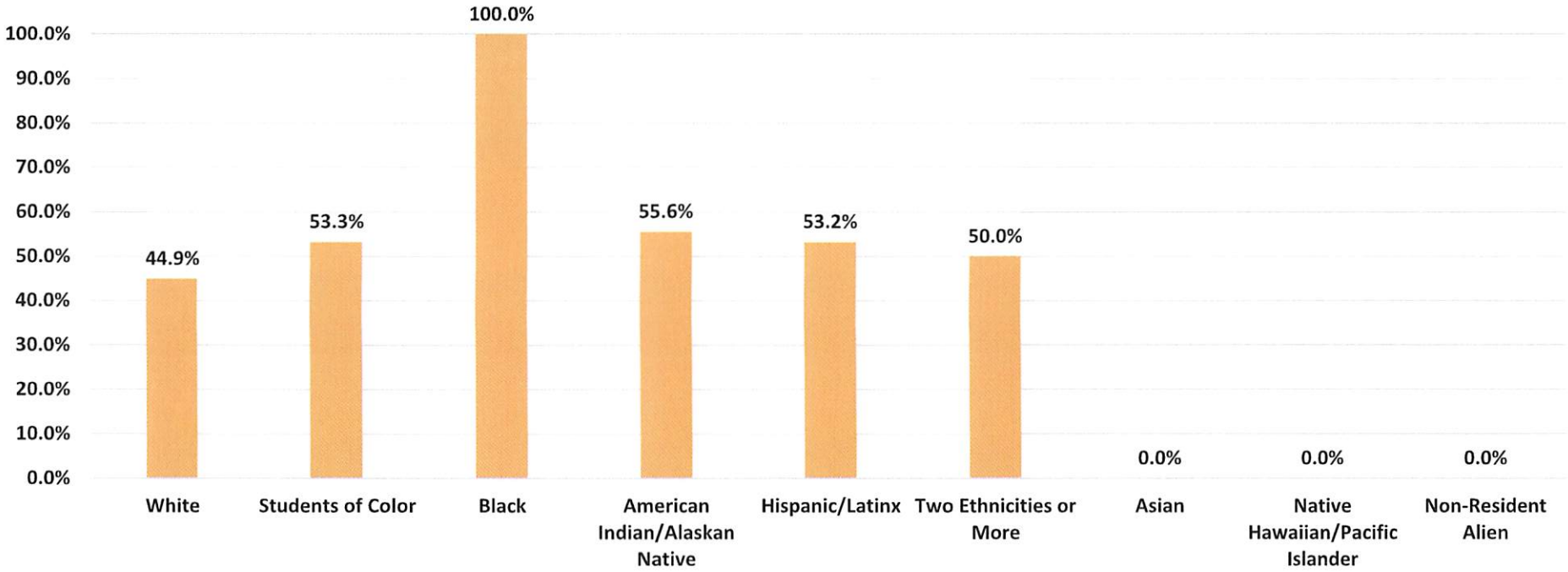
Source: GBC Daily Enrollment Report

Graduation Rate



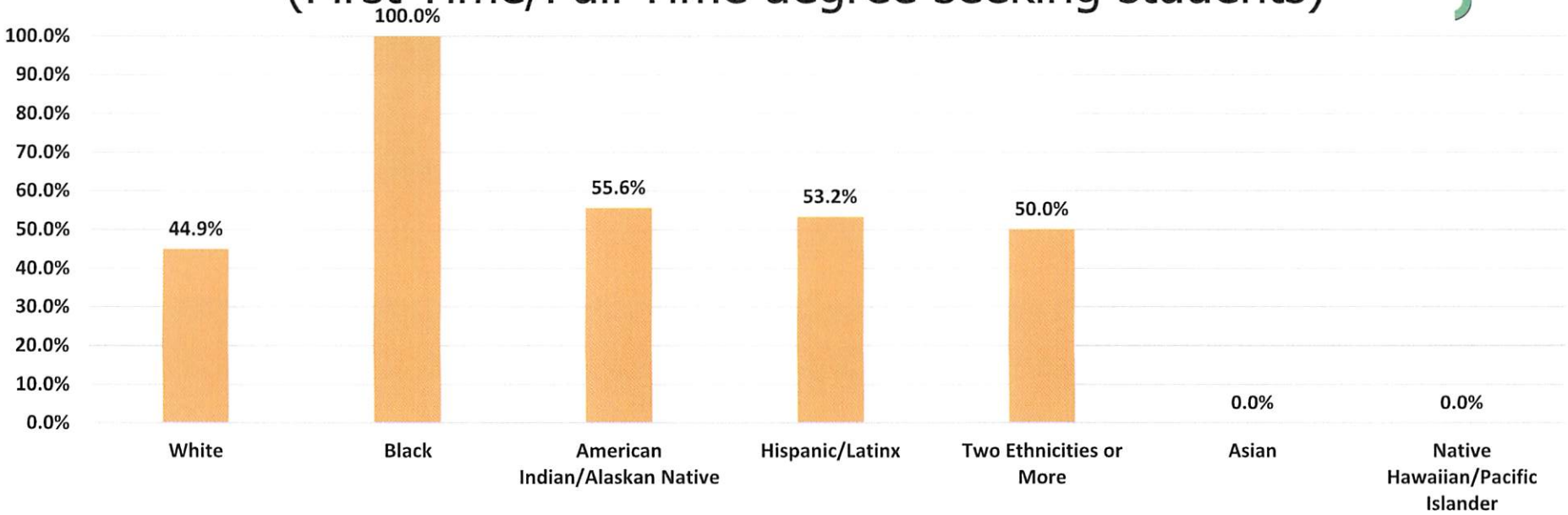
Source: IPEDS Graduation Rates

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)



Ethnicity/Race	White	Black	American Indian or Alaska Native	Hispanic/ Latinx	Two Ethnicities or More Races	Asian	Native Hawaiian Pacific Islander	Total
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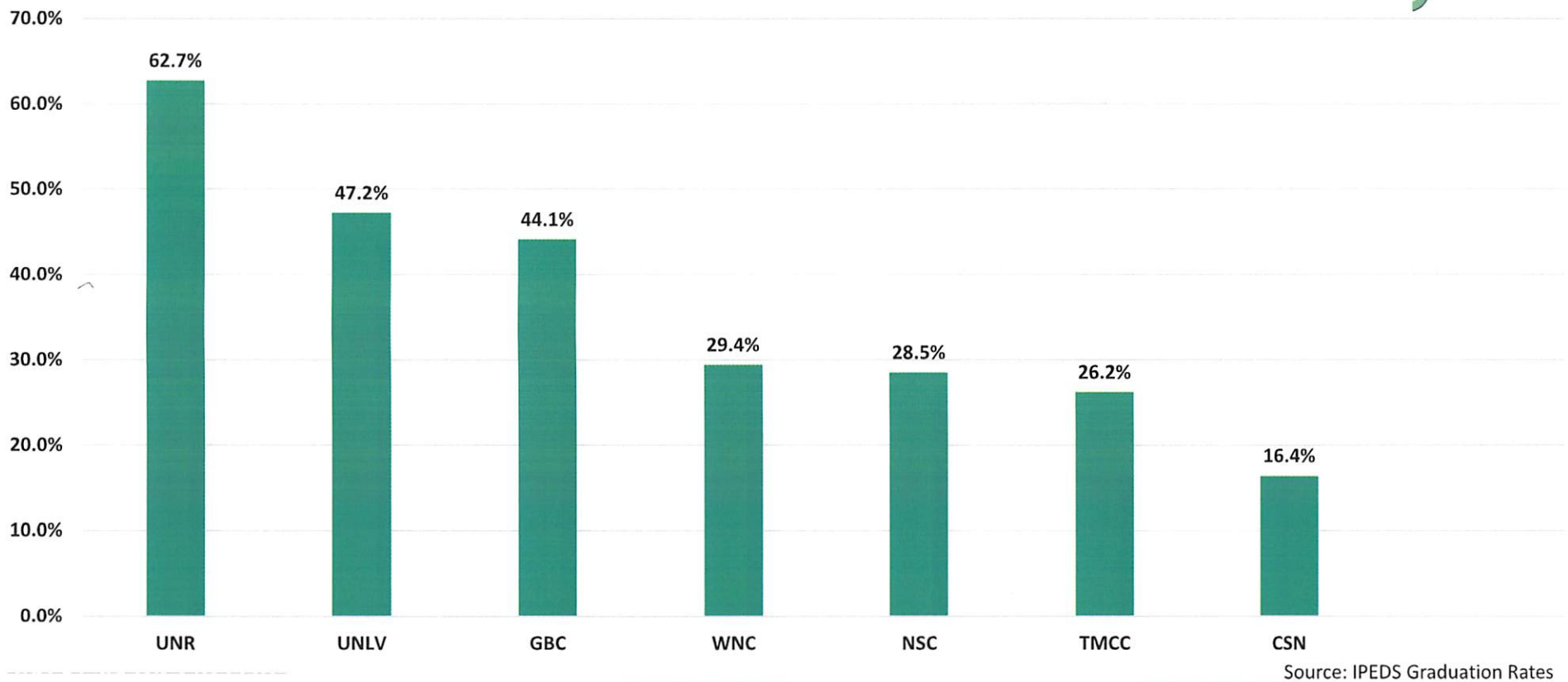
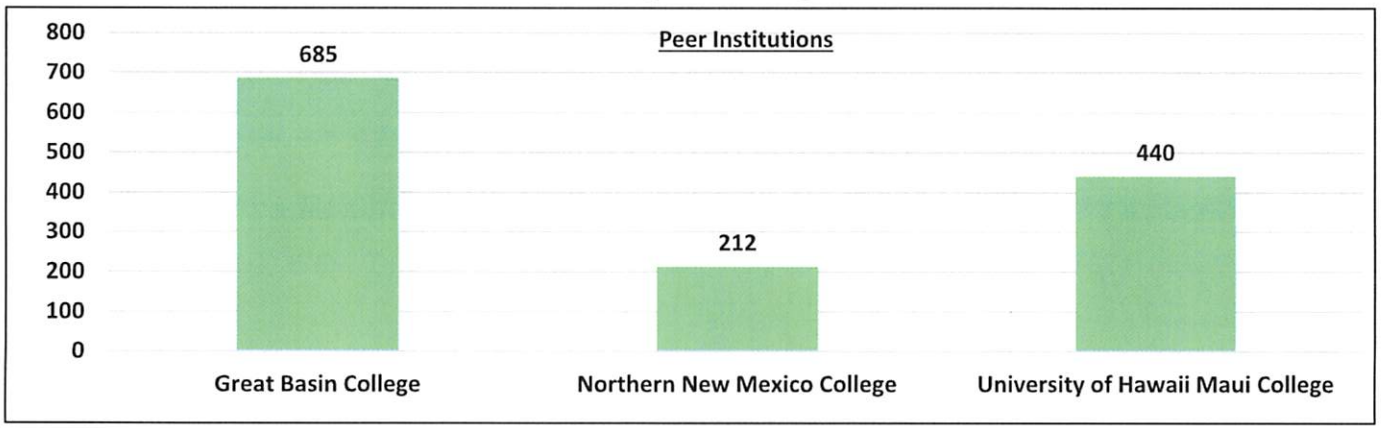
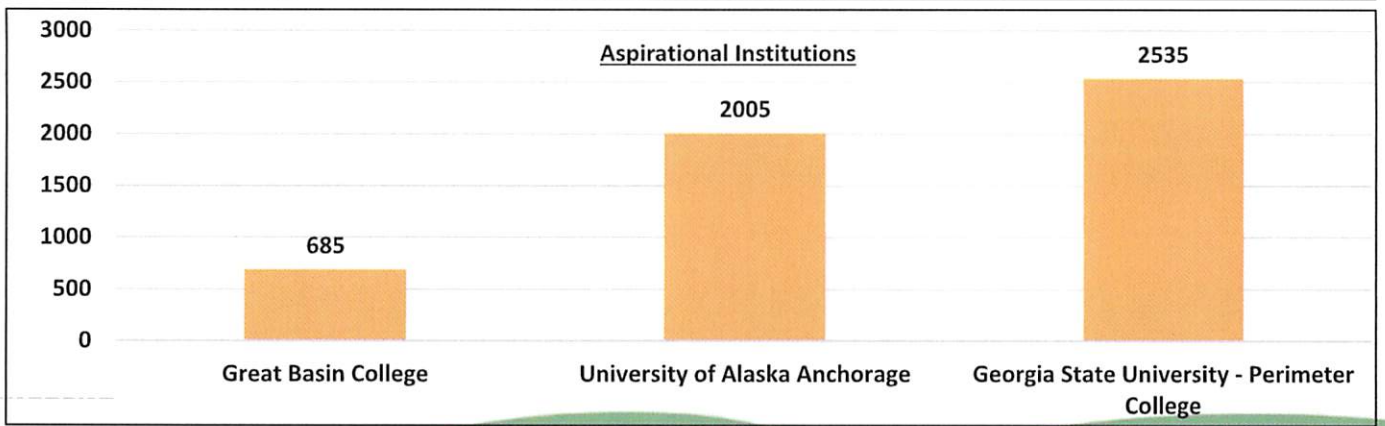
2021 Reported Year NSHE Institution Graduation Rates



Source: IPEDS Graduation Rates

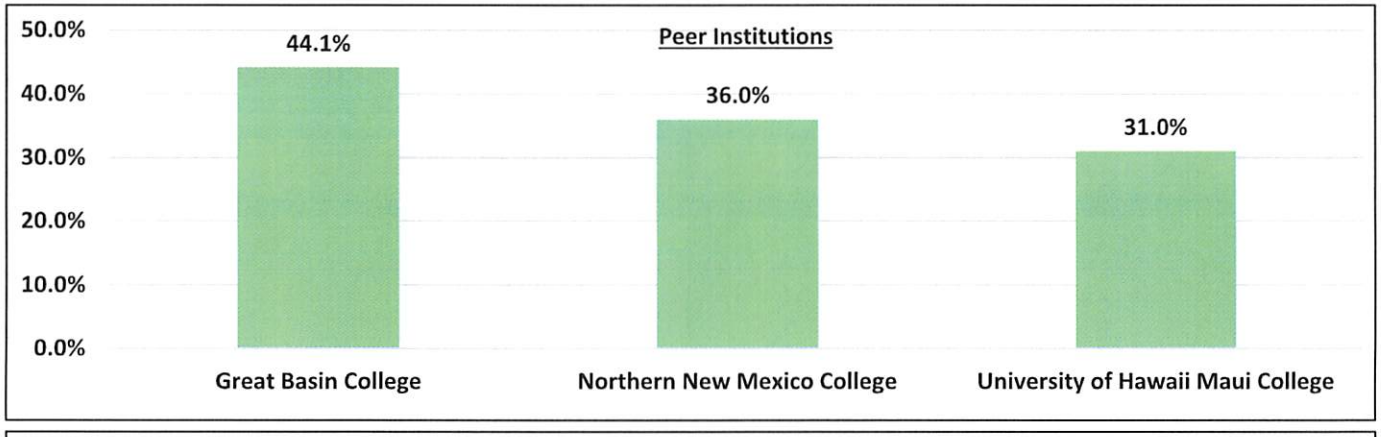
2021 Reported Year Peer & Aspirational Institution
Number of Students Receiving a Degree or Certificate

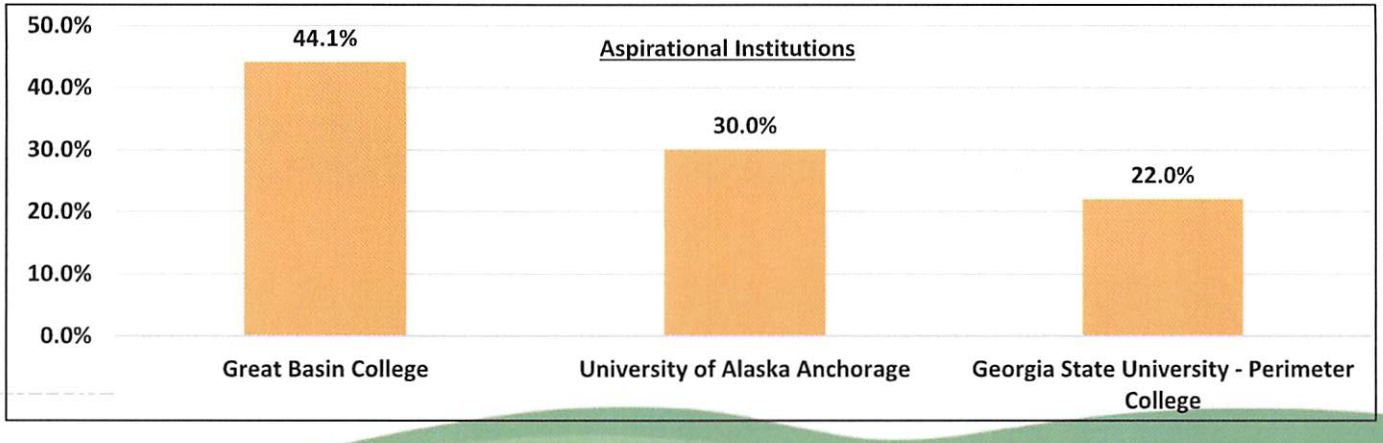




Source: 2022 IPEDS Data Feedback

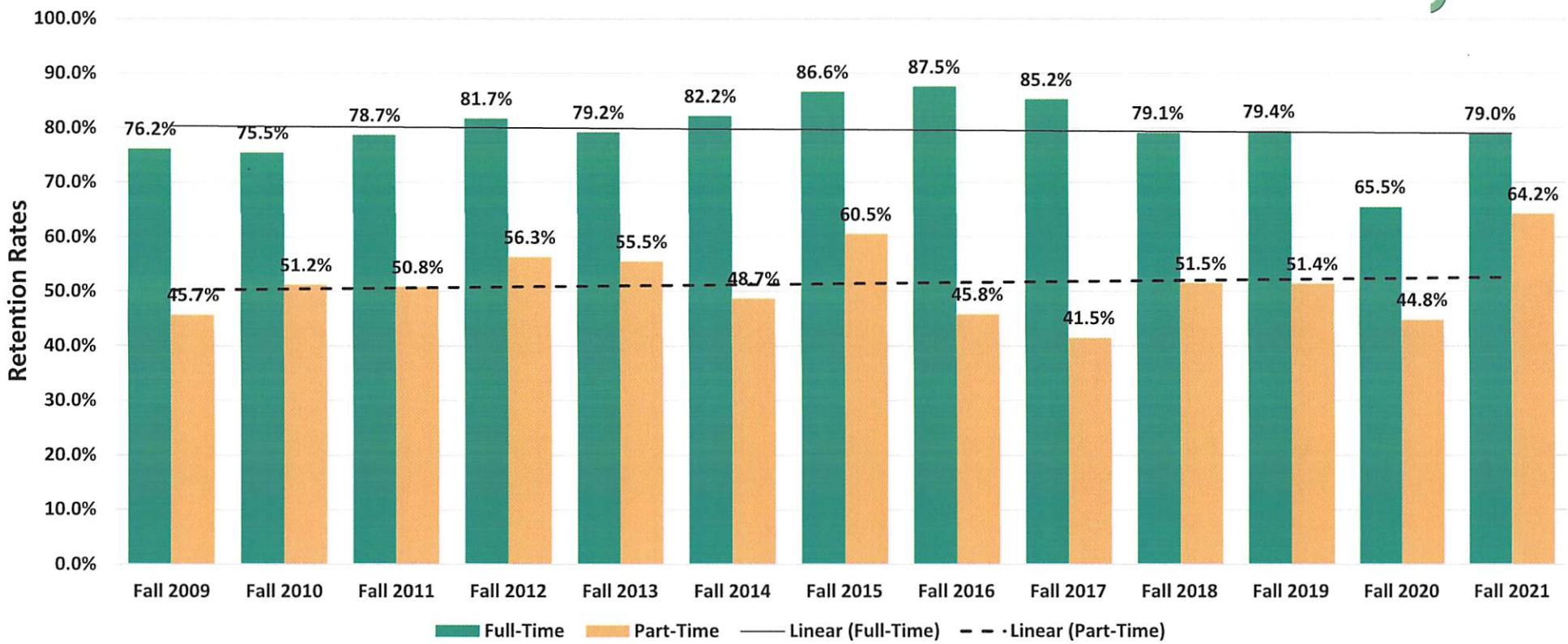
2021 Reported Year Peer & Aspirational Institution Graduation Rates
Nevada System of Higher Education





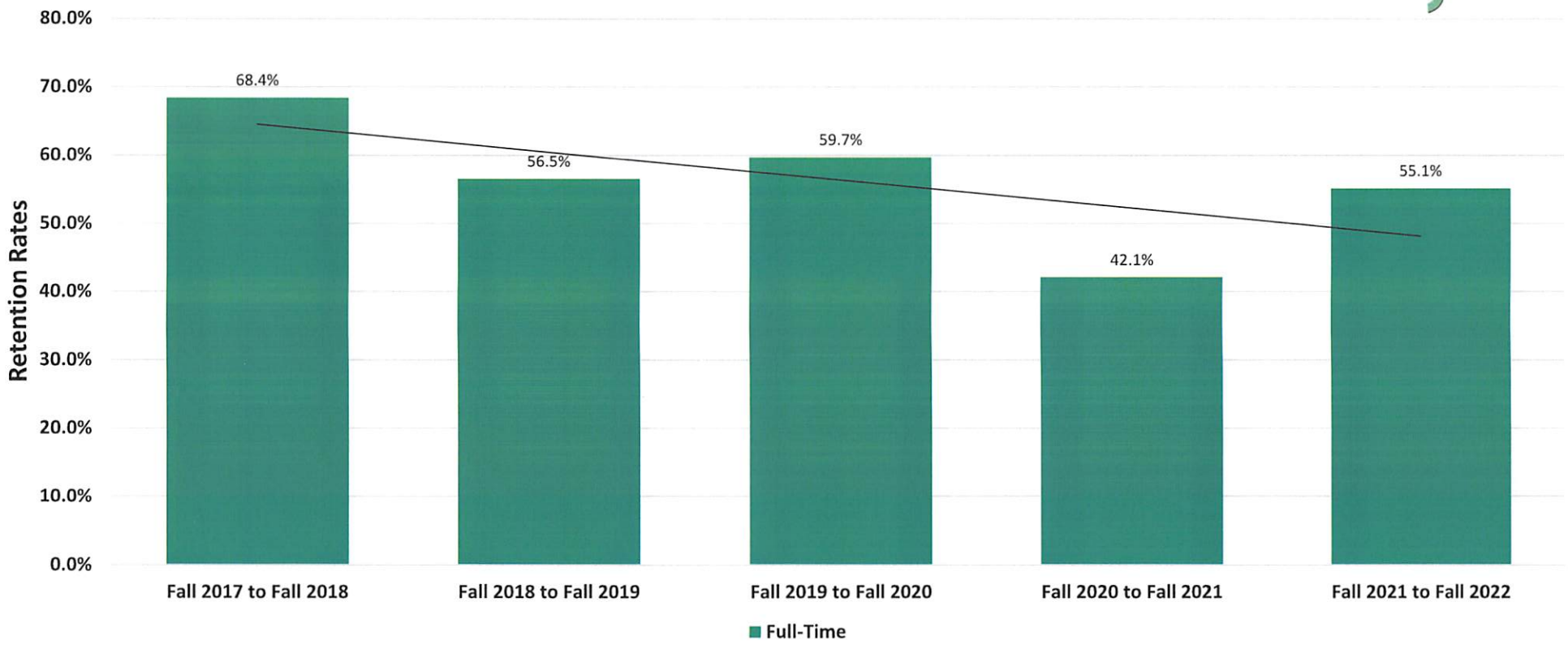
Source: 2022 IPEDS Data Feedback

GBC Fall to Spring Retention
First-Time Degree Seeking Students



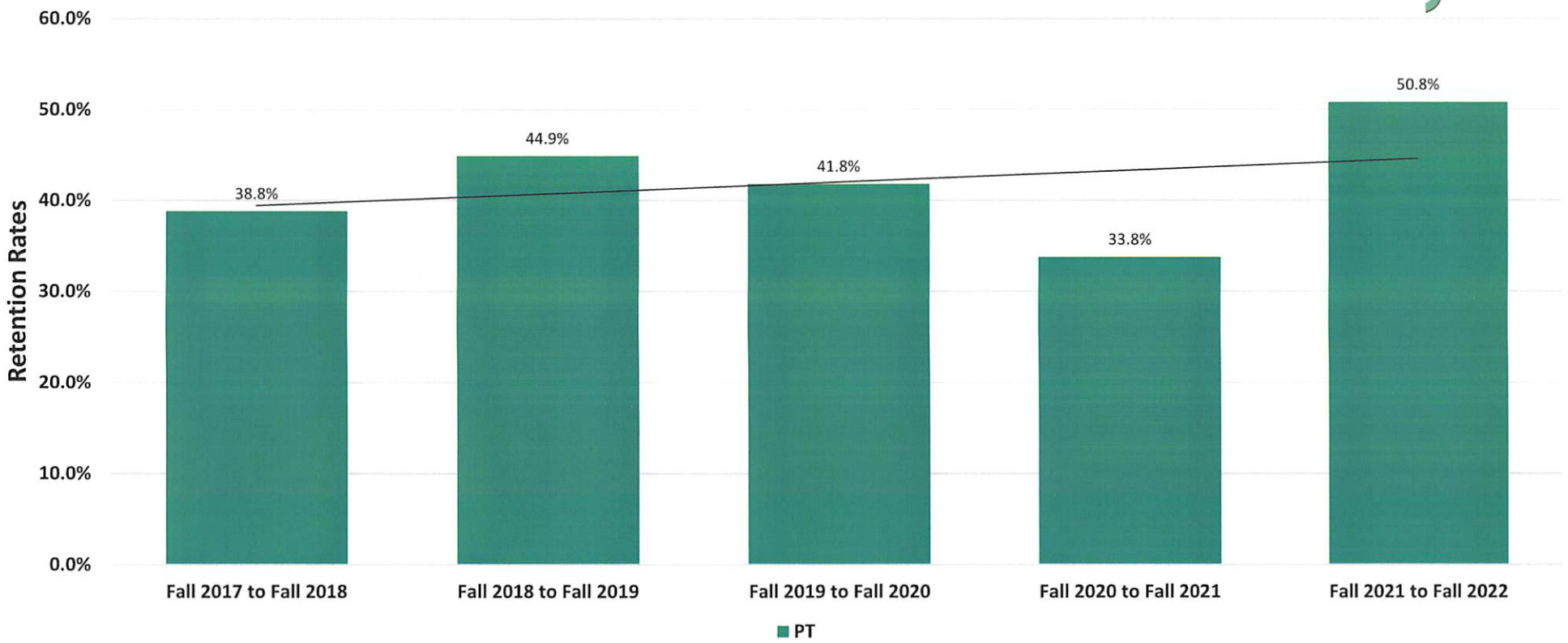
Source: GBC Graduation and Retention Report

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



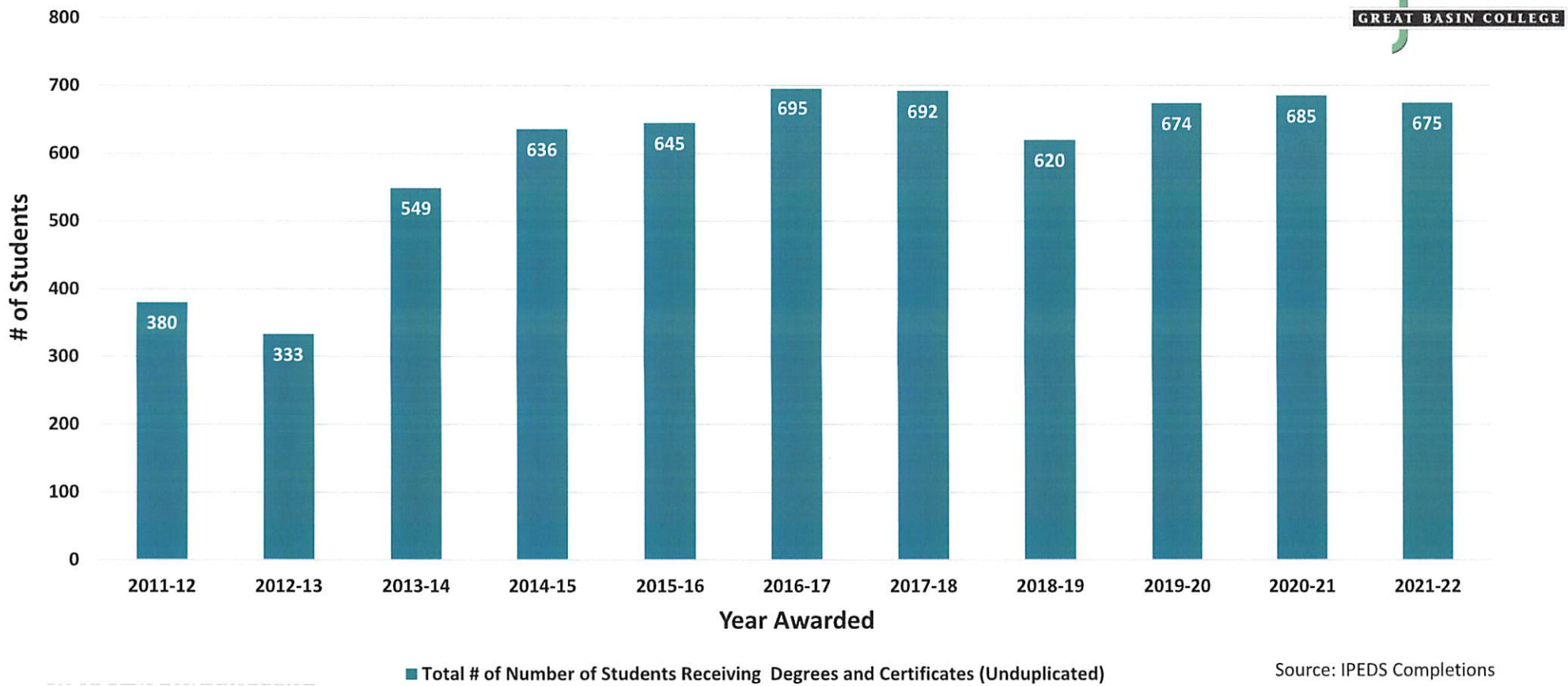
Source: GBC Graduation and Retention Report

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



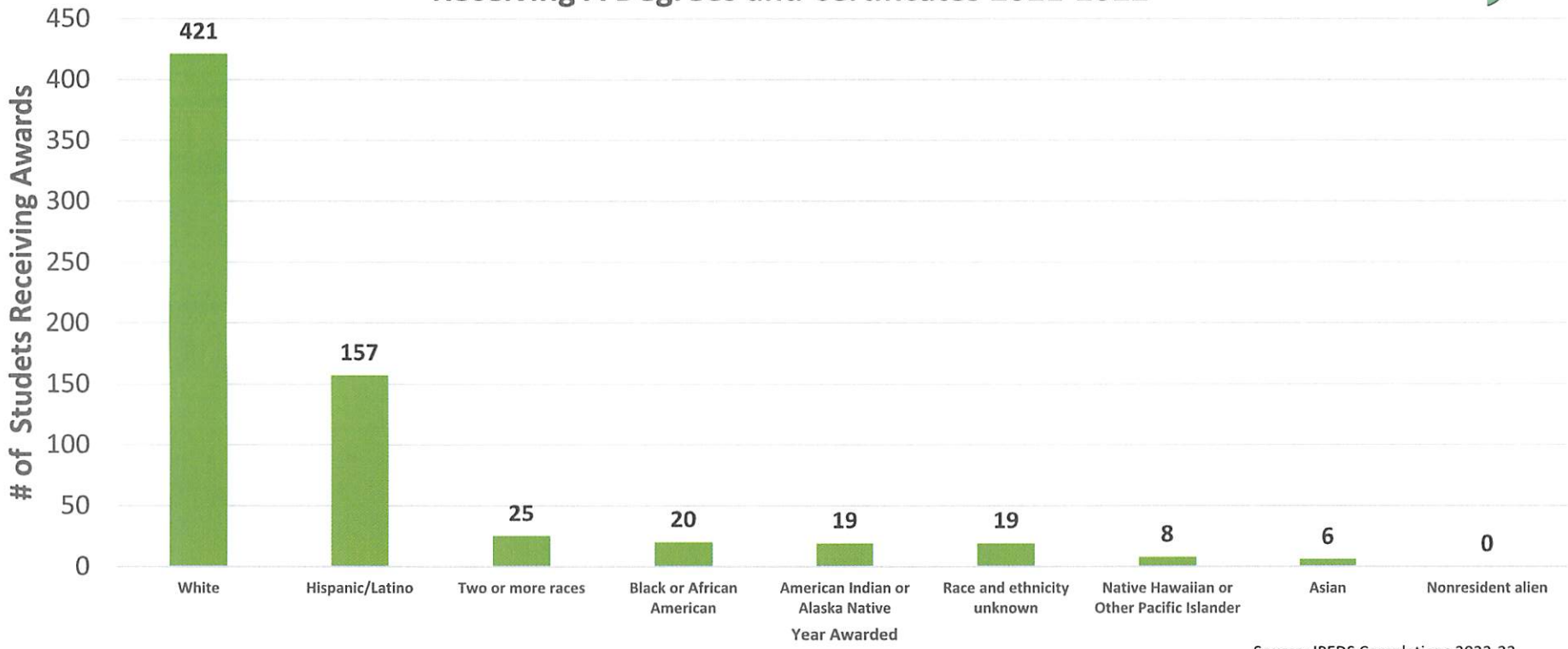
Source: GBC Graduation and Retention Report

Number of Students Receiving Degrees and Certificates



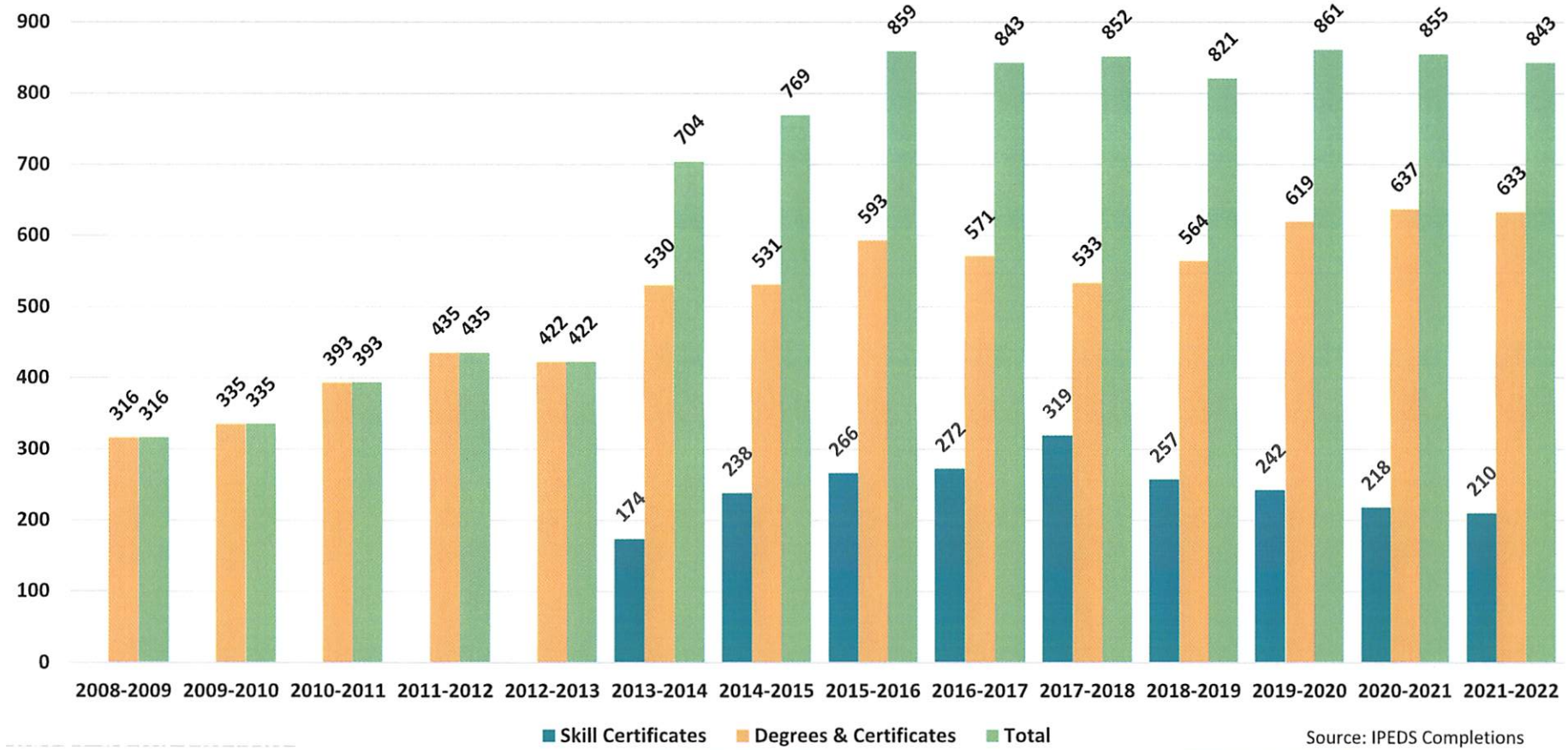
Source: IPEDS Completions

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



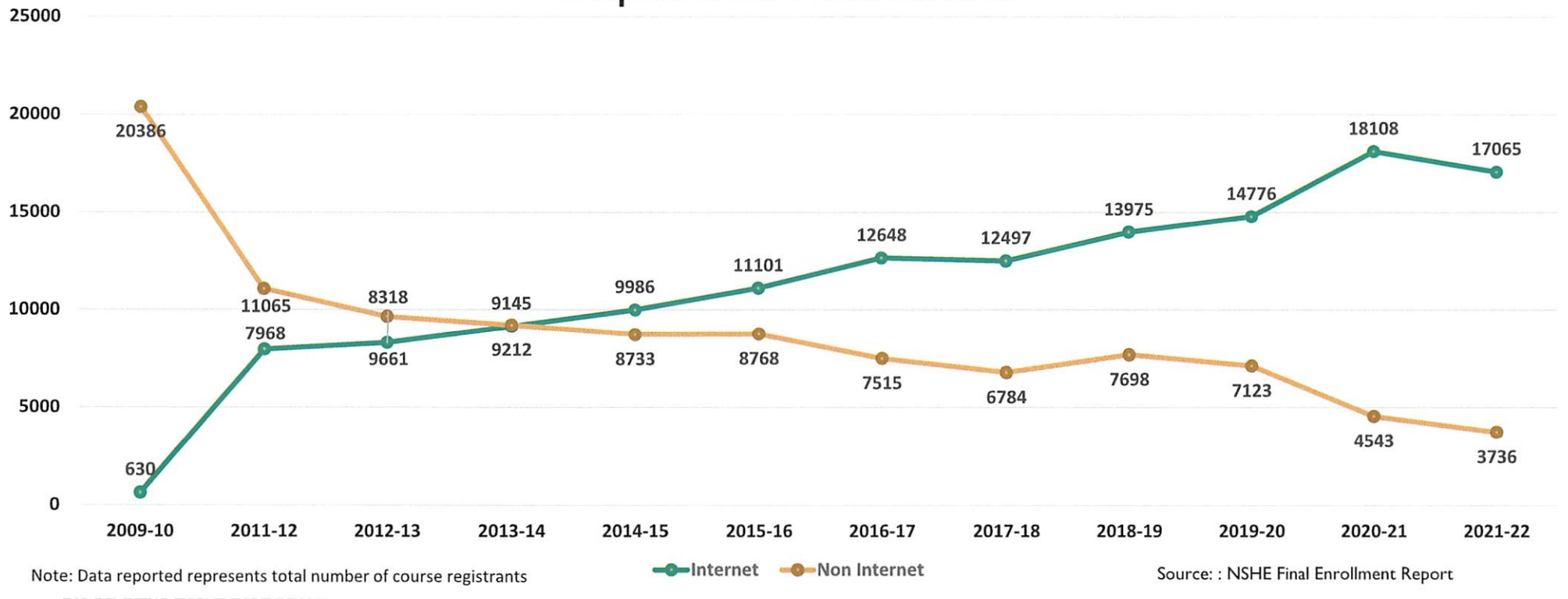
Source: IPEDS Completions 2022-23

Number of Degrees and Certificates Awarded



Source: IPEDS Completions

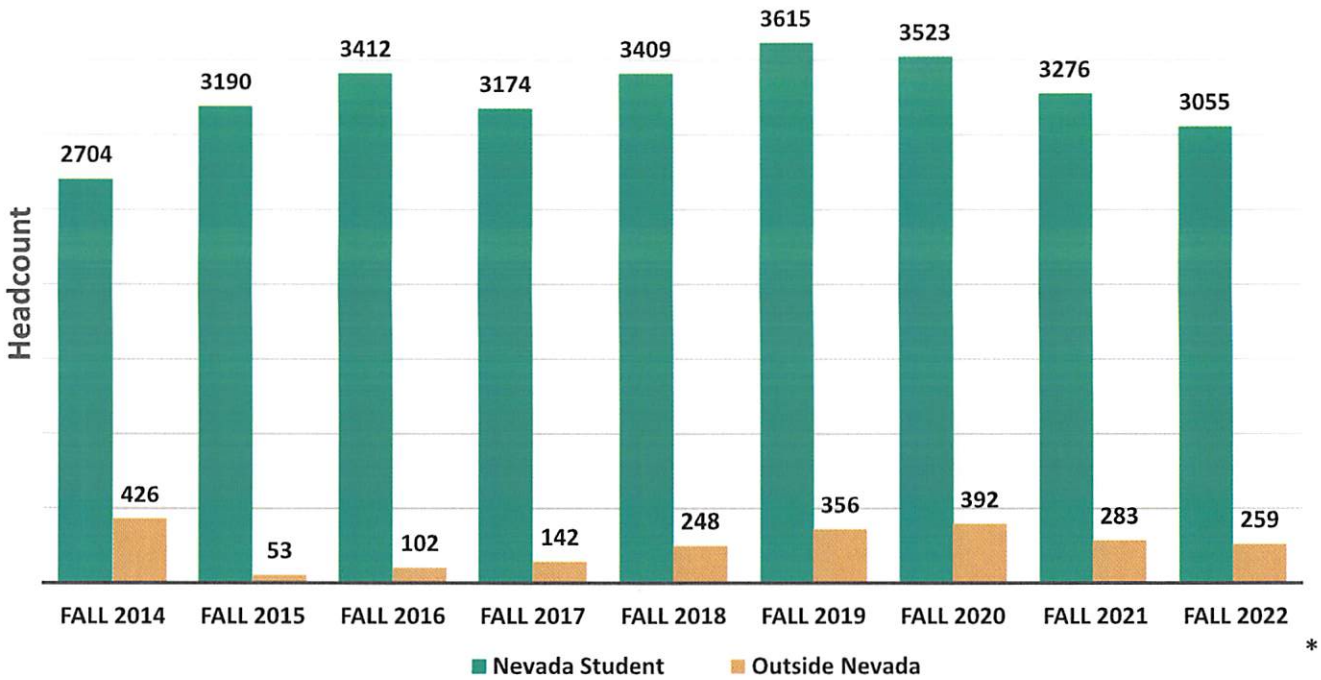
Online Education
Internet vs Non Internet Enrollment
Duplicated Headcount

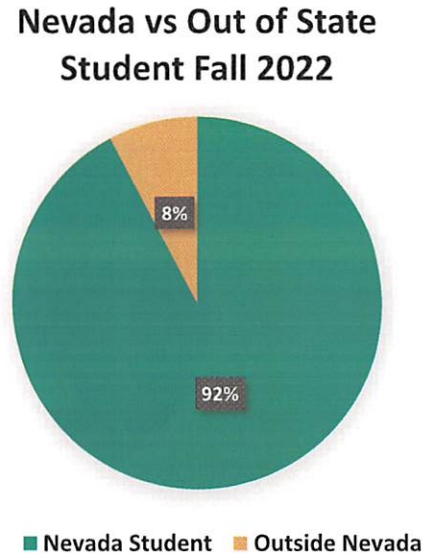


Note: Data reported represents total number of course registrants

Source: : NSHE Final Enrollment Report

Great Basin College Success
Distance Education





* Accreditation commendation on distance education

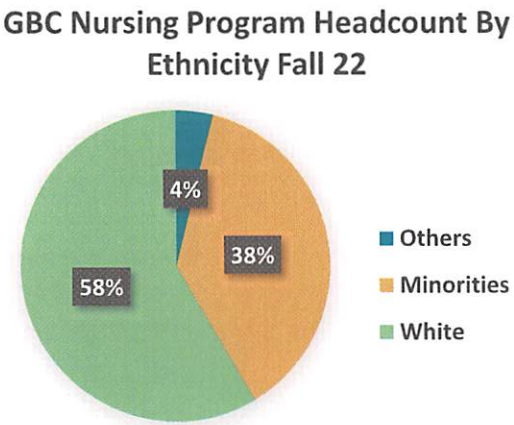
GREAT BASIN COLLEGE

Great Basin College
Providing workforce development training programs in rural Nevada

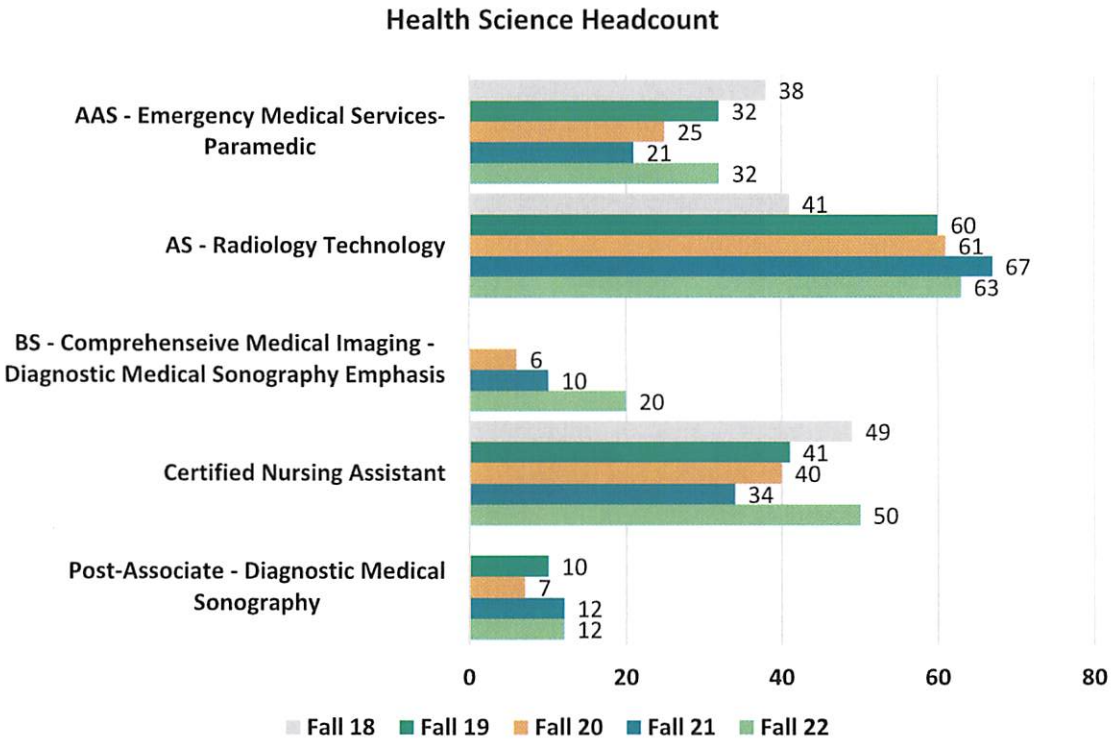
- Healthcare
- CTE (Career Technical Education)
- Teacher Education

#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)

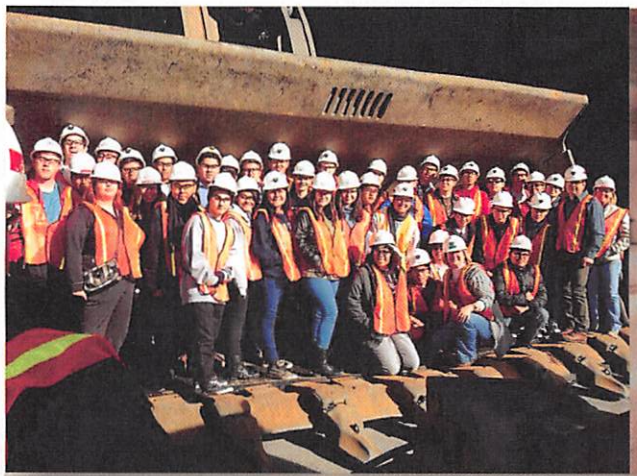
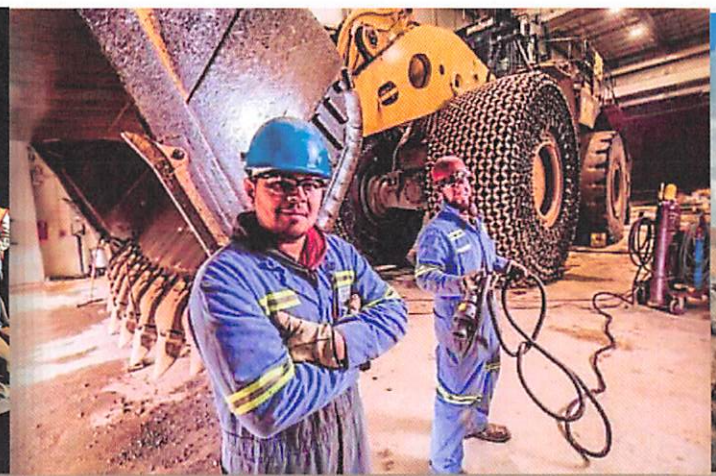
Maintenance Training Cooperative (MTC)

- 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:

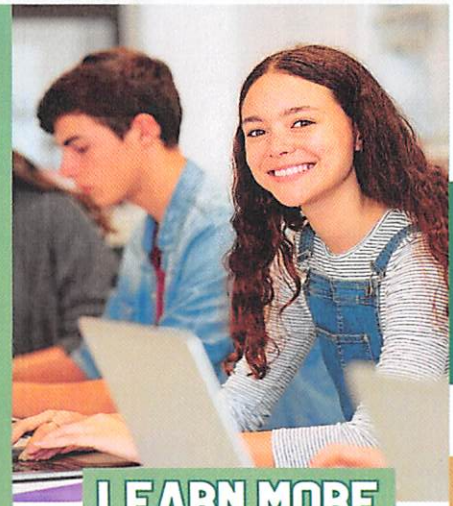
- Have limited time or heavy extra curricular activities, or
- Want to gain confidence in taking college-level courses at a moderate pace

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

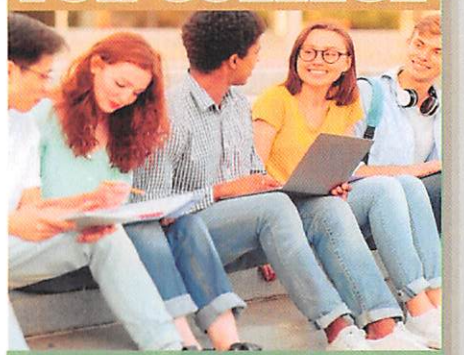
Jessica Johnson
Jessica.johnson@gbcnv.edu
775-327 5883

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

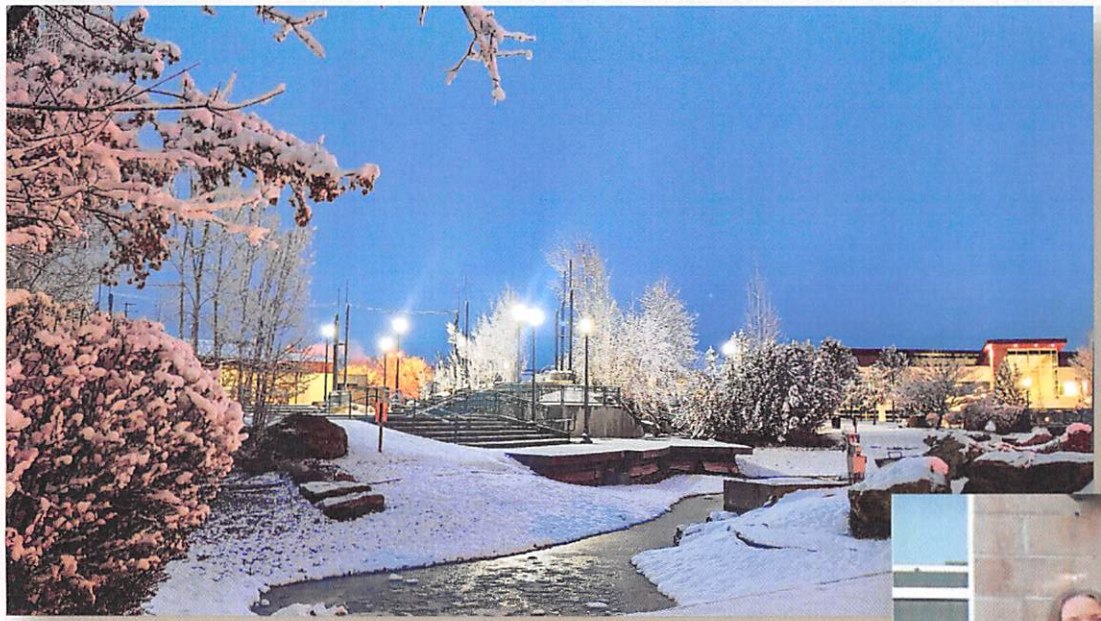
GBC and UNR Partnership Through Memorandums of Understanding

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

Powered by SurveyMonkey
See how easy it is to create a survey.

Privacy & Cookie Notice

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.