

# Transforming Lives Through Education

## GBC Mission Fulfillment Report 2023-24






Institutional effectiveness is assessed in a systematic way that drives ongoing improvements across all systems, practices, and outcomes related to student learning and success. Evidence-based evaluations and strategic planning help refine practices, enhance strategies, and allocate resources through this mission fulfillment process. A sustained commitment to enhancing student learning and achievement is a clear priority embedded within all planning and decision-making processes.

### Mission: Transforming Lives Through Education


Vision: Great Basin College prepares students for lifelong learning in an evolving global workplace.


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 deadlines are not 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 30<sup>th</sup> of the following fall with an action plan created by October 31st. To recognize that our mission fulfillment practices and results are successful as a whole, 80% of our progress as defined above will be “on track” or “slightly off track” each year.

Strategic Plan Themes
<a href="#">Theme 1: The Student Experience</a>
<a href="#">Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)</a>
<a href="#">Theme 3: Workforce Development</a>
<a href="#">Theme 4: Community (Continuing Education, Marketing, and Alumni)</a>
<a href="#">Theme 5: Institutional Effectiveness</a>
<a href="#">Theme 6: Resources</a>

Theme 1: The Student Experience		
Goal: Increase the percentage of students pursuing and completing their educational goals through Great Basin College by providing affordable, flexible, and equitable opportunities.		
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 program opportunities with well-lighted pathways.	<b>Status</b> 
Indicators	<p>A. Annually, identify one education program opportunity based on workforce input through employer surveys sent during the summer of the previous year.</p> <p>B. Increase dual enrollment program pathways by 1 annually.</p> <p>C. 75% of graduate survey respondents will be satisfied or very satisfied (4 or 5 on a 5-point scale) with their courses and programs.</p>	
Results	<p>After the review of the qualitative and quantitative data, the following results have been observed:</p> <p>A. With workforce support (via letters of support v. employer surveys) we have developed the following skills certificates during the 2023-24 academic year:</p> <ol style="list-style-type: none"> <li>1. <b>Emergency Telecommunication Skills Certificate.</b> Workforce support letters from Elko County Sheriff's Office and Nye County Sheriff's Office; approved to start Fall 2024</li> <li>2. <b>Early Childhood Education Skills Certificates 1-4.</b> Workforce support letters from GBC Childcare Center and Washoe County Head Start; funded with DETR grant; started Fall 2023</li> <li>3. <b>Paraprofessional Education Skills Certificate.</b> Workforce support letters from Humboldt County School District, White Pine County School District, and Nye County School District; funded with Nevada Department of Education/Read by Grade 3 Grant; started Spring 2024</li> <li>4. <b>Data Science and Analytics Skills Certificate.</b> Workforce support letters from Okta (IT Company) and Wells Fargo; approved to start Fall 2024</li> <li>5. <b>Geology Technician Skills Certificate.</b> Workforce support letters from Kinross, Newfield’s, and Granite Construction; approved to start Fall 2024. (Attachment A: One support letter-Elko County Sheriff’s Office) (Attachment B: Employer Survey)</li> </ol> <p style="color: green;">This indicator was met.</p> <p>B. The Emergency Telecommunications and Geology Technician both have dual credit pathway opportunities. This indicator was met.</p>	

	<p>C. There were 97 respondents to the graduate survey out of the 427 sent. This is a 23% survey response rate. Of those who responded,</p> <ul style="list-style-type: none"> <li>● 94% were satisfied or very satisfied with the quality of their program,</li> <li>● 90% were satisfied or very satisfied with the quality of instruction,</li> <li>● 88% were satisfied or very satisfied with the method of instruction, and</li> <li>● 92% were satisfied or very satisfied with instructors' knowledge of the subject area.</li> </ul> <p>(Attachment C: Graduate Survey)  This indicator was met.</p>	
<b>Action Plan</b>	1.1.1(A, B, C) indicators were met. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Monitor program opportunities with workforce input; create a plan to increase employer survey response rate.</li> <li>● Expand and formalize dual credit pathways.</li> <li>● Monitor our graduate satisfaction survey data.</li> </ul>	
<b>Resources Needed</b>	1. Dedicated time and personnel to expand and formalize dual credit pathways.	
<b>Owner:</b> Recruitment and advising	1.1.2 Create clear pathways to enrollment through effective recruitment and advising.	<b>Status</b> 
<b>Indicators</b>	A. Select one program that could benefit from implementing an annual cohort model. B. Build a first-year experience for new students to implement in Fall 2024.	
<b>Results</b>	A. The Early Childhood Education skills certificates program launched in Fall 2023 with a cohort of 30 students, 29 of whom are progressing to the third certificate starting in Fall 2024. The Education Paraprofessional skills certificate program began with a cohort of 33 students in Spring 2024, with 32 continuing into Fall 2024. This indicator was met. B. The first-year student experience was not completed. This indicator was not met.	
<b>Action Plan</b>	1.1.2(A) indicator was met. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Explore and evaluate potential opportunities for additional program cohorts.</li> </ul> 1.1.2(B) indicator was not met. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Evaluate whether or not a first-year student experience is necessary for student success and why.</li> </ul>	

<b>Resources Needed</b>	1. Funding for development and implementation of the first-year experience if determined necessary.	
<b>Objective 1.2</b>	Student Satisfaction: Increase student satisfaction with a variety of experiences at GBC.	
<b>Owner:</b> 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.	<b>Status</b> 
<b>Indicators</b>	<p>A. 80% percent of graduate survey respondents will be satisfied with their GBC educational experience.</p> <p>B. Each academic department will create and deliver at least one student-facing personal or professional development opportunity annually.</p>	
<b>Results</b>	<p>A. Of the 97 respondents to the graduate survey, 94% were satisfied or very satisfied with their total educational experience at GBC. (Attachment C: Graduate Survey) This indicator was met.</p> <p>B. Each department did create and deliver one student-facing personal or professional development. Please see attached documentation. (Attachment D: Department Professional Development List) This indicator was met.</p>	
<b>Action Plan</b>	<p>1.2.1(A) indicator was met. Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>● Create a plan to increase participation in the graduate survey (currently 23%).</li> </ul> <p>1.2.1(B) indicator was met. Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>● Align personal or professional development opportunities for students to the GBC strategic plan.</li> <li>● Create a form to collect data that helps to identify opportunities for continuous improvement (attendance, interest in subject, alignment to strategic plan, what did students learn according to the outcomes of the session).</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Owner:</b> Institutional Research	1.2.2 Measure student job placement and solicit feedback from employers for their satisfaction with a GBC education.	<b>Status</b> 
<b>Indicators</b>	<ul style="list-style-type: none"> <li>● 75% percent of graduate survey respondents who are seeking employment are in a position related to their education discipline one year after graduation.</li> <li>● 75% of employers are satisfied with GBC's academic education according to the employer survey.</li> </ul>	

<b>Results</b>	<p>A. Of the 97 graduate survey respondents out of the 427 surveys sent with a 23% response rate and the 33 health science graduate survey respondents with a 100% response rate, 73% were employed in a field related to their major program completed at GBC. <b>This indicator was not met.</b></p> <p>B. Of the 26 employer surveys that were sent, 3 responded. Of those respondents, they were 100% satisfied with the GBC graduate. <b>This indicator was met (with limited data).</b></p>	
<b>Action Plan</b>	<p>1.2.2(A) indicator was not met. Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>Review the graduate survey to clarify data collected (e.g., if not employed in your field, why not?).</li> </ul> <p>1.2.2(B) indicator was met (with limited data). Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>Create a plan to increase participation in the employee survey.</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Objective 1.3</b>	Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer post degree completion.	
<b>Owner:</b> 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.	<b>Status</b> 
<b>Indicators</b>	<p><b>Credit Momentum</b></p> <p>A. Increase the percent of first-time part-time students who enroll in the fall semester that complete 12 or more credits in their first year by 2%. <b>This indicator was met.</b></p> <p>B. Increase the percent of first-time full-time students who enroll in the fall semester that complete 24 or more credits in their first year by 2%. <b>This indicator was not met.</b></p> <p>C. Increase the percentage of first-time CTE students (see note below) who enroll in the fall semester that complete 24 or more credits in their first year by 2%. <b>This indicator was not met.</b></p> <p>Note: The Perkins grant definition: CTE is organized into six Career and Technical Education program areas that align to the following National Career Clusters: Agriculture and Natural Resources, Business and Marketing Education, Education, Hospitality and Human Services, Health Science and Public Safety, Information and Media Technologies, and Skilled and Technical Sciences.</p>	

A CTE student is any student who is enrolled in a Career and Technical Education course. These students can then qualify for CTE college credit by passing a core course sequence, a state’s end-of-program technical assessment, and a Workplace Readiness Skills assessment.

**College Level Course Completion [first time college students and dual credit].**

- A. Increase the percentage of students who complete ENG 100 or 101 and ENG 102 English requirements in their first year by 2%. **This indicator was not met for all students, but was met for dual enrollment.**
- B. Increase the percentage of students who complete mathematical reasoning courses in their first year by 2% (MATH116/116E, MATH 120/120E or MATH 126/126E). **This indicator was met.**
- C. Decrease DWF rates in all academic credit courses to below 40%. **This indicator was not met.**

**Graduation**

- A. Increase the percentage of students graduated within 3 years (with an associate degree) or 6 years (with a bachelor’s degree) by 2% per year. **This indicator was met.**
- B. Increase percentage of non-traditional completers based on age/gender/ethnicity. **This indicator was met.**

**Results**

**Credit Momentum**

A. First-Time Part-time Degree Seeking Student Retention Rates <b>Fall to Spring</b> (12 credit completion)				
Year	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	
Retention Rate Percentage	46%	53%	63%	
A. First-Time Part-time Degree Seeking Student Retention Rates <b>Fall to Fall</b> (12 credit completion)				
Year	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	
Retention Rate Percentage	33%	41%	52%	
B. First-Time Full-time Degree Seeking Student Retention Rates <b>Fall to Spring</b> (24 credit completion)				
Year	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	
Retention Rate Percentage	65%	78%	73%	
B. First-Time Full-time Degree Seeking Student Retention Rates <b>Fall to Fall</b> (24 credit completion)				
Year	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	

Retention Rate Percentage	38%	60%	61%	
<b>C. First-Time Full-time Degree Seeking Student CTE Retention Rates Fall to Spring</b>				
Year	<u>2021</u>	<u>2022</u>	<u>2023</u>	
Retention Rate Percentage	77%	89%	80%	

**College Level Course Completion [first time college students and dual credit]**

<b>A. English 100, 101 and 102 Completion Rates (Dual Enrollment) [Note: Corequisite courses started Fall of 21]</b>			
Year	Enrollment	Completion	Completion %
Fall 2021-Spring 2022	831	740	89%
Fall 2022-Spring 2023	809	676	84%
Fall 2023-Spring 2024	648	560	86%

<b>A. English 100, 101 and 102 Completion Rates (All Students)</b>			
Year	Enrollment	Completion	Completion%
Fall 2021-Spring 2022	2355	1582	67%
Fall 20 22-Spring 2023	2133	1496	70%
Fall 2023-Spring 2024	1799	1215	68%

<b>B. MATH 116/E, MATH120/E and MATH126/E (Dual Enrollment)</b>			
Year	Enrollment	Completion	Completion%

Fall 2021-Spring 2022	150	105	70%
Fall 2022-Spring 2023	109	69	63%
Fall 2023-Spring 2024	204	133	65%

B. MATH 116/E, MATH120/E and MATH126/E (All Students)			
Year	Enrollment	Completion	Completion%
Fall 2021-Spring 2022	977	573	59%
Fall 2022-Spring 2023	803	455	57%
Fall 2023-Spring 2024	819	493	60%

C. DWF Rates   WUF Rates			
Semester	Number of Courses	Number of Courses above the 40% DWF Rate	Total Percentage of Courses above the 40% DWF Rate
Fall 2021	550	80	15%
Fall 2021 WUF	550	58 (WUF)	11% (WUF)
Fall 2022	570	88	15%
Fall 2022 WUF	570	72 (WUF)	13% (WUF)
Fall 2023	582	82	14%
Fall 2023 WUF	582	58 (WUF)	10% (WUF)

**Note:** WUF rate was included as this is what NSHE tracks.



**Graduation**

<b>A. Graduation Rate (3 year/6 year)</b>	
Year	Graduation Rate
2019	42%
2020	43%
2021	44%
2022	48%
2023	52%


<b>B. Completion Number of Students by Race/Ethnicity</b>							
Year	White	Hispanic/Latino	Two or more races	Black/African American	American Indian	Pacific Islander	Asian
2021-22	411	164	11	16	28	6	1
2022-23	421	157	25	20	19	8	6
2023-24	437	176	22	24	22	4	9



<b>B. Graduation Rate by Gender</b>		
Year	Female	Male
2022-23	43%	54%


	2023-24	45%	59%
	<p><b>Graduation (B).</b> There is an increased percentage of completers in each of the following categories: age, gender, and ethnicity. <b>This indicator was met.</b></p>		
<b>Action Plan</b>	<p>1.3.1 indicator was partially met. Action steps for 2024-25:</p> <p><b>Credit Momentum</b></p> <ul style="list-style-type: none"> <li>• Monitor the implementation of BrainFuse for tutoring as an asset for students; it is a relatively new resource for students.</li> <li>• Review benchmarks and analyze data for a more complete picture.</li> </ul> <p><b>College-level Completion</b></p> <ul style="list-style-type: none"> <li>• The English department has implemented a first year coordinator faculty release to track and implement improvement for ENG100/101.</li> <li>• Monitor and maintain student completion in mathematics, as this indicator was met.</li> <li>• DWF (D/Withdrawal/F) rates are not below 40%. Professional development and data will be shared with faculty that have a rate above 40%. NSHE only reports WUF (Withdraw/Unsatisfactory/Fail) rates, so this will be changed for next year.</li> </ul> <p><b>Graduation Rates</b></p> <ul style="list-style-type: none"> <li>• Maintain or increase graduation rates among all students.</li> <li>• Monitor disaggregated data to ensure progress for all subgroups; for example, female enrollment is higher than male enrollment however female graduation rates are lower than male.</li> </ul>		
<b>Peer Comparison Review</b>	<p><b>Credit Momentum/Retention Rates:</b> GBC has a lower retention rate for full-time first time degree-seeking students when compared to our regional and national peers. GBC has identified this as an area to research further.</p> <p><b>Graduation Rates:</b> GBC has a higher graduation rate than regional and national peers, including in the race/ethnicity area. However, looking at graduation rate by gender, regional and national peer groups graduate larger numbers of women than men. GBC has identified this as an area to research further, especially since there is a higher enrollment of women versus men.</p>		
<b>Resources Needed</b>	No additional resources needed.		

**Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)**

**Goal: Enhance IDEAS across all college operations and services.**



<b>Objective 2.1</b>	Access: Remove barriers to student access and opportunities.	
<b>Owner:</b> Student Finance and IR	2.1.1. Improve the college culture of understanding of student access barriers.	<b>Status</b> 
<b>Indicators</b>	<p>A. Gather data to identify the specific student barriers to enrollment to create an action plan to be completed in spring of 2024.</p> <p>B. Review and develop bilingual print and digital material across the college to be completed by June 30, 2025.</p>	
<b>Results</b>	<p>A. Great Basin College 1) provided BetterMynd for student mental health free of charge, 2) removed the application fee for student access, and 3) implemented BrainFuse for tutoring based on the results of the 2021-22 graduate survey to the question <i>“Did you experience any student access barriers in your path to graduation (check all that apply)?”</i>, we received the following data from 35 responses:</p> <ul style="list-style-type: none"> <li>37% Mental stress</li> <li>14% Connection to peers</li> <li>14% Financial aid</li> <li>11% Access to higher level courses</li> <li>9% Financial pressures</li> <li>6% Advising</li> <li>6% Tutoring</li> <li>3% Technology issues.</li> </ul> <p><i>This indicator was met.</i></p> <p>B. Indicator is not due to be met until June 30, 2025.</p>	
<b>Action Plan</b>	<p>2.1.1.(A) indicator was met. Action Steps for 2024-25:</p> <ul style="list-style-type: none"> <li>● Data were gathered and the action plan to provide BetterMynd, remove the application fee, and implement BrainFuse was completed. The graduate survey data from 23-24, coming this year, will provide indication if this allocation of resources was successful in reducing student access barriers.</li> <li>● Promote each of the resources associated with student access barriers via social media and Canvas reminders.</li> </ul> <p>2.1.1.(B) This is being reviewed by the IDEAS committee and funding has been allocated to support translating material.</p>	
<b>Resources Needed</b>	<ol style="list-style-type: none"> <li>1. IDEAS Committee needs funding to have printed material translated.</li> <li>2. Continued funding for student mental health access.</li> </ol>	

<b>Owner:</b> Deans/CTE Director	2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of students' needs.	<b>Status</b> 
<b>Indicator</b>	A. Increase the percentage of student survey respondents who indicate satisfied or very satisfied (4 or higher on a 5 point scale) that GBC meets their scheduling and instructional delivery format expectations.	
<b>Results</b>	<ul style="list-style-type: none"> <li>From the 2021-22 graduate survey for methods of instruction, 91% were satisfied or very satisfied. From the 2022-23 graduate survey, 88% were satisfied or very satisfied with the methods of instruction. <b>This indicator was not met.</b></li> <li>From the 2021-22 graduate survey for availability of required courses, 88% were satisfied or very satisfied. From the 2022-23 graduate survey regarding availability of required courses, 91% were satisfied or very satisfied. <b>This indicator was met.</b></li> <li>From the 2021-22 graduate survey for courses scheduled at convenient times 70% were satisfied or very satisfied. From the 2022-23 graduate survey, 85% were satisfied or very satisfied. <b>This indicator was met.</b></li> </ul>	
<b>Action Plan</b>	2.1.2(A) Indicator was met for two out of three questions on the graduate survey. Action steps for 2024-25: <ul style="list-style-type: none"> <li>Review the indicator to include benchmarks versus "increases".</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Objective 2.2</b> Diversity: Focus on inclusive and equitable practices.		
<b>Owner:</b> Institutional Research	2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.	<b>Status</b> 
<b>Indicators</b>	A. Title IX training will be completed at 100% annually including full-time and part-time employees. B. All faculty and staff will attend at least 1 training annually related to diversity, inclusion, and equity.	
<b>Results</b>	A. There was a completion rate of 78% for title IX training. <b>This indicator was not met.</b> B. The IDEAS training was delayed due to new federal requirements effective August 1, 2024. NSHE is updating the policies and procedures. Due to these changes training was deferred until 2024-25, and therefore <b>this indicator was not met.</b> However, faculty were engaged in diversity, inclusion, and equity professional learning opportunities in other ways: <ul style="list-style-type: none"> <li>21 faculty and staff completed LGBTQIA training.</li> <li>54 faculty and staff completed ADA training.</li> <li>The personnel committee held a protected class training.</li> </ul>	

	<ul style="list-style-type: none"> <li>An IDEAS training course was developed and offered.</li> </ul>	
<b>Action Plan</b>	<p>2.2.1(A &amp; B)The indicators were not met. Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>GBC implemented the software system Vector, an outside company, to offer the required training. Vector will also provide tracking. The training will be sent out both semesters to increase participation rate.</li> <li>Explore possibilities of completion tied to part-time instructor syllabi submission or contract signing.</li> </ul>	
<b>Resources Needed</b>	<p>1. Continued funding for Vector software for delivery of training and tracking.</p>	
<b>Owner:</b> Human Resources	<p>2.2.2. Recruit and retain diverse exceptional faculty and staff.</p>	<p><b>Status</b></p> 
<b>Indicators</b>	<p>A. Review data collected from applicants to verify the application pool (AAP) is encompassing a diverse faculty and staff.</p> <p>B. Develop a survey tool and collect data on perceptions of inclusive and equitable practices from 1) current employees retained greater than 2-years, and 2) employees exiting.</p>	
<b>Results</b>	<p>2.2.2(A) <b>The indicator was met.</b></p> <ul style="list-style-type: none"> <li>The AAP data were reviewed and indicators were met in the following areas: <ul style="list-style-type: none"> <li>Faculty/instruction (female and minority),</li> <li>Business &amp; Finance Operations (minority).</li> <li>Information Technology (female),</li> <li>Librarians, Curators, Archivists (female), and</li> <li>Office and Administrative Support (minority).</li> </ul> </li> </ul> <p>(Attachment E: AAP data).</p> <p>Full time employees total: 190 Part time employees total: 221</p> <p>Full time employees disaggregated:</p> <ul style="list-style-type: none"> <li>Academic: 75</li> <li>Staff: 115</li> </ul> <p>Part time employees disaggregated:</p> <ul style="list-style-type: none"> <li>Instruction: 115</li> <li>Staff (includes all hourly, facilitator, tutors, etc.): 106</li> </ul>	

	<p>2.2.2(B) <b>This indicator was not met.</b></p> <ul style="list-style-type: none"> <li>This survey was put on pause due to the possibility of Title IX administering a climate survey.</li> </ul>
<b>Action Plan</b>	<p>2.2.2(A) <b>This indicator was met.</b> Action plan steps for 2024-25:</p> <ul style="list-style-type: none"> <li>The faculty placement goal was met and will continue to be monitored.</li> </ul> <p>2.2.2(B) <b>This indicator was not met.</b> Action plan steps for 2024-25:</p> <ul style="list-style-type: none"> <li>The climate survey will be completed.</li> </ul>
<b>Resources Needed</b>	No additional resources needed.

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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.	
<b>Owner:</b> 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.	<b>Status</b> 
<b>Indicator</b>	A. Increase collaborations by 3 for 2023-2024 and re-evaluate for the next year.	
<b>Results</b>	A. Added Memorandum of Understanding (MOU) with UNR (L through P) for a total of 5. <i>This indicator was met.</i>	
<b>Action Plan</b>	3.1.1(A) <i>This indicator was met.</i> Action plan for 2024-25 is: <ul style="list-style-type: none"> <li>Engage in collaborative opportunities with all NSHE institutions when appropriate opportunities arise.</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Owner:</b> 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 have taken dual enrollment and/or CTE courses and have graduated from GBC.	<b>Status</b> 
<b>Indicators</b>	A. There will be a 75% job placement rate average for a three-year period for CTE graduates who are seeking employment. B. 75% or more of the employer surveys will check satisfactory or very satisfactory for meeting their needs.	
<b>Results</b>	A. There was an 80% job placement rate average for a three-year period for CTE graduates who were seeking employment. <i>This indicator was met.</i> B. Of the three employers responding to the survey, 100% responded as highly satisfied to the following question: "How satisfied are you that GBC's graduates are meeting your workforce needs?" <i>This indicator was met.</i>	
<b>Action Plan</b>	3.1.2(A) <i>This indicator was met.</i> Action steps for 2024-25: <ul style="list-style-type: none"> <li>Continue to monitor.</li> </ul> 3.1.2(B) <i>indicator was met (with limited data).</i> Action steps for 2024-25: <ul style="list-style-type: none"> <li>Create a plan to increase participation in the employee survey.</li> </ul>	
<b>Resources needed</b>	No additional resources needed.	


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### 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.

<b>Owner:</b> Academic Affairs	4.1.1 Identify and define program offerings from stakeholders within GBC service areas.	<b>Status</b> 
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<b>Indicator</b>	A. Establish two new educational opportunities per year that have been identified through community focus group discussions by campus directors and/or advisory groups.
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<b>Results</b>	<p>A. Many new continuing education opportunities were developed to promote community engagement through education and program opportunities. They are listed here:</p> <ul style="list-style-type: none"> <li>● Automation Technician (Online Career Training Program)</li> <li>● Beginning Watercolor (in-person Elko)</li> <li>● Bob Ross Technique: Multiple New Classes (in-person Elko)</li> <li>● Ceramics: Baby Prints Ornament Workshop (in-person Elko)</li> <li>● Ceramics: Beginning Hand building (in-person Elko)</li> <li>● Ceramics: Introduction to Wheel Throwing (in-person Elko)</li> <li>● Clay 101: Working in Clay Basics (in-person Elko)</li> <li>● Computer Literacy Boot Camp (in person Ely)</li> <li>● Intro to Fused Glass (in person Ely)</li> <li>● Intro to Printmaking (in-person Elko)</li> <li>● Microsoft Excel in the Workplace (Pahrump)</li> <li>● Pickleball Open Play (in-person Elko)</li> <li>● Pickleball: Skills, Drills, and Play (in-person Elko)</li> <li>● Outlook and Webex Training (in-person, various locations)</li> <li>● Substitute Teacher Preparation (in-person Ely)</li> <li>● Addition of 1, 6 week CDL course for 2024 (in-person Elko)</li> <li>● Addition of 2 CDL Courses for a total of 8 scheduled for 2025 (in-person Elko)</li> </ul>
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	This indicator was met.	
<b>Action Plan</b>	4.1.1(A) This indicator was met. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Create a continuing education action plan for FY25 to guide the programming opportunities moving forward.</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Objective 4.2</b>	Develop an alumni-relationship program to mentor students and increase connections within the communities.	
<b>Owner:</b> Foundation	4.2.1 Re-establish and maintain a GBC alumni association, to be managed by the Foundation using graduate data.	<b>Status</b> 
<b>Indicators</b>	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.	
<b>Results</b>	A. The director of the foundation was hired in November of 2023. A survey was sent out to faculty/staff about the creation of an Alumni Association. The result was positive to develop the association. The foundation is in the process of recruiting alumni. This indicator was met. B. This is not due until June 30, 2025.	
<b>Action Plan</b>	4.2.1(A) indicator was met. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Continue to recruit alumni.</li> </ul> 4.2.1(B) indicator is not due until June 30, 2025. Action steps for 2024-25: <ul style="list-style-type: none"> <li>● Continue to work towards financial self-sustainability; however, this will not be in place by June 30, 2025. The timeframe is unrealistic as the Alumni Association is starting from scratch and significant numbers of alumni would need to join and donate before making the program self-sustaining. The current staff is working toward building the Association.</li> </ul>	
<b>Resources needed.</b>	No additional resources needed.	
<b>Objective 4.3</b>	Implement data-driven marketing strategies to increase and strengthen community outreach.	
<b>Owner:</b> Foundation/ Communications	4.3.1 Leverage social media to engage with key audiences to support enrollment efforts.	<b>Status</b> 
<b>Indicators</b>	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	

	<p>advertising on YouTube and Google Ads.</p> <p>C. Provide customer service and reputation management by tracking and responding to relevant comments and conversations within one business day.</p>
<b>Results</b>	<p>A. 38 pieces of user generated content were shared mentioning or tagging Great Basin College. There is no baseline data for comparison to determine if the number was “expanded”. <b>Indicator was partially met.</b></p> <p>B. 17 videos were created for distribution on GBC social media platforms. <b>Indicator was partially met.</b> 5 videos were run as paid advertising campaigns through Meta (Facebook and Instagram); no video campaigns were run through YouTube or Google Ads specifically, and none were department specific. Total 'minutes viewed' combined for all videos was 16 hours and 11 minutes; we had over 2,200 3-second views (which is one of the primary Meta metrics).</p> <p>C. An automated message reply set up in Meta ensures that all messages received get a generic response from the college. Manual follow up with additional information is available if the question received is not appropriately handled by the automated response. 122 messaging conversations were initiated with new users, this is up 558% from the previous 12 months. The department had a 2.4% response rate to messages within 24 hours of receipt. This number is low, but our response time (within that 24 hours) was 5 hours and 18 minutes, which is up 153% from the previous 12 months. The data around responses to comments are unavailable. <b>Indicator was partially met.</b></p>
<b>Action Plan</b>	<p>4.3.1(A) <b>This indicator was partially met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>● Review indicators with the Communications Director so data is tracked in areas of most need.</li> <li>● Set a baseline and/or review indicator.</li> </ul> <p>4.3.1.(B) <b>Indicator was partially met.</b> Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>● Review the feasibility of making a video for each department/program and prioritize programs of need.</li> </ul> <p>4.3.1(C) <b>This indicator was (partially) met.</b> Action steps for 2024-25:</p> <ul style="list-style-type: none"> <li>● Continue to monitor, while increasing the response rate to messages with 24 hours of receipt.</li> </ul>
<b>Resources needed</b>	<p>1. Funding for video development.</p>

## 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.	
<b>Owner:</b> Academic Affairs and Institutional Research	5.1.1. Monitor GBC’s internal and external environments to effectively respond to emerging patterns, trends, and expectations.	<b>Status</b> 
<b>Indicators</b>	<p>A. Stakeholders, employers and community members who serve on advisory councils are solicited for emerging patterns, trends and expectations of the college and programs. The feedback will be reflected in the meeting minutes.</p> <p>B. Review the institutional effectiveness data and assessment with the advisory boards to help make data informed decisions in the future.</p>	
<b>Results</b>	<p>A. Advisory councils have met and feedback has been received and reviewed for planning and resource allocation. <i>This indicator has been met.</i></p> <p>B. The institutional effectiveness data were shared with the Faculty Senate and Institutional Advisory Board and is available on the website. <i>This indicator has been met.</i></p>	
<b>Action Plan</b>	<p>5.1.1(A) This indicator was met. Action plan for 2024-25;</p> <ul style="list-style-type: none"> <li>● Institutional administration and program supervisors will continue to monitor advisory board’s meeting minutes to ensure recommendations are reviewed for implementation.</li> </ul> <p>5.1.1(B) This indicator was met. Action plan for 2024-25;</p> <ul style="list-style-type: none"> <li>● Continue to update strategic metrics and institutional effectiveness assessment plans annually.</li> </ul>	
<b>Resources Needed</b>	1. Review and purchase an assessment software program.	
<b>Owner:</b> Academic Affairs and Institutional Research	5.1.2. Review leading indicators to create an action plan for future needs.	<b>Status</b> 
<b>Indicators</b>	<p>A. Identify one high demand occupation outlined by the Bureau of Labor Statistics (BLS) for future educational opportunities.</p> <p>B. Identify one high demand occupation outlined by the BLS for future workforce skills certificates and pathways.</p>	
<b>Results</b>	A. There were 5 skills certificates developed for a fall 2024 start. All of these had support from our community in the	


	<p>form of letters of support or grant funding for development. In particular, we identified that the BLS indicated a 3% growth rate over average professions for Emergency Telecommunication. The BLS also indicated a 9% growth rate from 2020-2030 for Geological Technicians. <b>This indicator has been met.</b></p> <p>B. Early Childhood Education skills certificates were implemented. Nevada’s Department of Employment, Training &amp; Rehabilitation (DETR) requested these certificates and supplied funding for implementation. In addition, a bridge pathway for Licensed Practical Nurses (LPN) and paramedics to Registered Nurse was implemented. <b>This indicator has been met.</b></p>	
<b>Action Plan</b>	<p>5.1.2(A &amp; B) <b>These indicators were met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>Continue to monitor for changing trends.</li> </ul>	
<b>Resources Needed</b>	<ol style="list-style-type: none"> <li>Locate additional funding opportunities.</li> <li>Need additional part-time instructors for the Education Department.</li> </ol>	
<b>Objective 5.2</b>	<p>Improve and inform decision-making through increased access to comprehensive, timely, and quality data.</p>	
<b>Owner:</b> ALO and Institutional Research	<p>5.2.1 Implement our closing-the-loop continual improvement process and annually review outcomes to align with the NSHE strategic plan metrics and the Mission Fulfillment Report.</p>	<p><b>Status</b></p> 
<b>Indicator</b>	<p>A. An annual review of the GBC Mission Fulfillment Report results in an action plan to be completed no later than September 30<sup>th</sup> of the following fall, with a new action plan developed by October 31<sup>st</sup>.</p>	
<b>Results</b>	<p>A. Data and information collected for the Mission Fulfillment Report was completed October 31<sup>st</sup>. <b>This indicator was met.</b></p>	
<b>Action Plan</b>	<p>5.2.1(A) <b>This indicator was met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>This will continue to be monitored and the ongoing Continuous Improvement Committee will ensure timely completion moving forward.</li> </ul>	
<b>Resources Needed</b>	<p>No additional resources needed.</p>	
<b>Owner:</b> Academic Affairs and Institutional Research	<p>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.</p>	<p><b>Status</b></p> 
<b>Indicators</b>	<p>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.</p>	
<b>Results</b>	<p>A. Annual data has not been posted due to the loss of the IR Director. <b>This indicator has not been met.</b>  B. The Mission Fulfillment Report report has been updated. <b>This indicator was met.</b></p>	
<b>Action Plan</b>	<p>5.2.2(A) <b>This indicator was not met.</b> Action plan for 2024-25;</p>	



	<ul style="list-style-type: none"><li>• An IR director was hired on October 1st 2024 who is responsible for updating the website annually.</li></ul> 5.2.2(B) This indicator was met. Action plan for 2024-25; <ul style="list-style-type: none"><li>• Continue to monitor to ensure completion.</li></ul>
<b>Resources Needed</b>	No additional resources needed.

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## Theme 6: Resources

**Goal: Resources: Secure and sustain the resources necessary to maximize the College capacity for excellence.**

<b>Objective 6.1</b>	Evaluate and improve available resources annually.	
<b>Owner:</b> 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.	<b>Status</b> 
<b>Indicators</b>	<p>A. A customer relationship management (CRM) system will be implemented to gather relevant data and inform strategic decisions by April, 2024. <b>This indicator was not met.</b></p> <p>B. Of the graduates who respond, 75% will report GBC student support resources met their needs. <b>This indicator was met.</b></p> <p>C. Track how many grants we currently have and how many we apply for and receive annually. <b>This indicator was met.</b></p>	
<b>Results</b>	<p>A. The implementation of the Customer Relationship Management (CRM) is currently in the process of implementation (24-25) <b>This indicator was not met.</b></p> <p>B. 88% of graduate respondents indicated they were satisfied or very satisfied with “the availability and accuracy of academic advising and career center,” 70% of graduate respondents indicated they were satisfied or very satisfied with “The availability and effectiveness of career resources (self discovery assessments, resume building, career help, interviewing skills, etc.),” 83% of graduate respondents were satisfied or very satisfied with “the overall effectiveness of the advising system at GBC.” <b>This indicator was partially met.</b></p> <p>C. In FY 24, 34 of the 39 grants for which GBC applied were awarded (an 87% award rate). <b>This indicator was met.</b></p>	
<b>Action Plan</b>	<p>6.1.1(A) <b>This indicator was not met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>● Continue with implementation of CRM and execute a rollout plan.</li> </ul> <p>6.1.1(B) <b>This indicator was partially met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>● Review the questions to ensure accurate questions are aligned for necessary data.</li> <li>● Review career resources for possible improvement.</li> </ul> <p>6.1.1(C) <b>This indicator was met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>● Review each of the following metrics to measure grant execution:             <ul style="list-style-type: none"> <li>● Total Grant Revenue/Total Grant Ask Amount and</li> <li>● Total number of Grants Awarded/Total number of Grant Applications wherein returning funders and programmatic</li> </ul> </li> </ul>	

	grants (e.g., Perkins Local, Nevada Ready!, PreK or IPT, TEACH NV) reach an 80% win-rate and with new funders reach a win-rate of 30% (considered exceptional nationally).	
<b>Resources Needed</b>	No additional resources needed.	
<b>Owners:</b> Online Education and IT	6.1.2. Continually assess current technology trends that support continuous improvement.	<b>Status</b> 
<b>Indicators</b>	<p>A. A technology plan will be implemented to guide GBC’s efforts to meet its technology needs by June 30, 2024.</p> <p>B. Faculty and staff will be surveyed annually to determine relevant needs.</p> <p>C. Conduct annual training on systematic software.</p>	
<b>Results</b>	<p>A. The 2022-23 GBC Technology Plan was reviewed and no changes were made. <b>This indicator was met.</b></p> <p>B. A faculty and staff survey was not conducted. <b>This indicator was not met.</b></p> <p>C. Professional learning opportunities were provided in the following areas: Panopto Video Management System and its integration with Canvas, Canvas program updates, and DesignPLUS for Canvas course design. Each presentation was recorded and is posted in the GBC Professional Development online course for on-demand viewing. Weekly professional learning sessions are hosted by the Online Education Department related to online education issues faced by faculty. The digital materials are also posted to the Canvas Professional Development course. <b>This indicator was met.</b></p>	
<b>Action Plan</b>	<p>6.1.2(A) <b>This indicator was met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>Update the GBC Technology Plan and determine the frequency in which it will continue to be updated.</li> </ul> <p>6.1.2(B) <b>This indicator was not met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>Conduct a faculty and staff survey of technology needs as part of the technology plan update.</li> </ul> <p>6.1.2(C) <b>This indicator was met.</b> Action plan for 2024-25:</p> <ul style="list-style-type: none"> <li>Continue to offer professional learning opportunities for faculty and staff, including a quarterly reminder about what is available on-demand in the Professional Development Canvas course.</li> <li>Continue to offer online learning system training twice annually during Faculty Inservice professional development</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Owner:</b> Executive Director of Finance and Administrative Services	6.1.3. Enhance the transparency and understanding of the budget process.	<b>Status</b> 



<b>Indicator</b>	A. Implement consistent training to take place for proposing, monitoring, and reconciling departmental budgets.	
<b>Results</b>	A. This improved with the new position of Associate Vice President and the interim Executive Director of Finance and Administration. Deans met with the executive director individually to gather more information. The incoming interim president will create a budget and finance committee to provide clarity and transparency. <b>This indicator was met.</b>	
<b>Action Plan</b>	6.1.3. <b>This indicator has been met.</b> Action plan for 2024-25: <ul style="list-style-type: none"> <li>Form a budget and finance committee to provide more clarity and transparency to better inform decision and allocation of resources.</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Owner:</b> Executive Director of Finance and Administrative Services/Grant Director	6.1.4 Develop a diverse revenue stream to maximize success and support our long-term growth.	<b>Status</b> 
<b>Indicator</b>	A. GBC will actively cultivate one new corporate partnership that advances and sustains our mission. B. GBC will apply for funding from a minimum of two grants and/or other external sources.	
<b>Results</b>	A. Through the GBC Foundation, corporate partnerships with Royal Gold, Inc., Greater Nevada Credit Union, and i-80 Gold Corp. were developed. <b>This indicator was met.</b> B. In FY24, 34 out of 39 grant applications were successfully awarded. <b>This indicator was met.</b>	
<b>Action Plan</b>	6.1.4(A) <b>This indicator was met.</b> Action plan for 2024-25: <ul style="list-style-type: none"> <li>Continue to seek partnerships through affiliation and MOU agreements.</li> </ul> 6.1.4(B) <b>This indicator was met.</b> Action plan for 2024-25: <ul style="list-style-type: none"> <li>GBC will be awarded a minimum of two grants from new funders.</li> </ul>	
<b>Resources Needed</b>	No additional resources needed.	
<b>Objective 6.2</b>	Promote a culture of professional development and the sustainable balance of mental, physical, and emotional wellness.	
<b>Owner:</b> 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.	<b>Status</b> 
<b>Indicator</b>	A. Develop and schedule a professional development process. These topics, attendance and survey of satisfaction will be tracked.	
<b>Results</b>	A. GBC held multiple professional learning opportunities during fall and spring inservice week and throughout the year, such	

	as the weekly Munch Bytes. <b>This indicator was met.</b> (Attachment D)
<b>Action Plan</b>	6.2.1 <b>This indicator was partially met.</b> Action plan for 2024-25: <ul style="list-style-type: none"> <li>● Continue to offer in-service and professional learning opportunities for all faculty and staff with documentation of attendees.</li> <li>● Ensure the Professional Development Plan is communicated to faculty and staff.</li> </ul>
<b>Resources Needed</b>	1. Personnel to track and identify professional learning opportunities for faculty and staff.

## ATTACHMENTS

Content:

- A: [Letter of Support-Elko County Sheriff's Department](#)
- B: [Employer Survey](#)
- C: [Graduate Survey](#)
- D: [Professional Development Plan](#)
  - a. Student Personal and Professional Development Offerings by Departments
- E: [AAP Data-Human Resources](#)