

Transforming Lives Through Education

GBC Mission Fulfillment Report 2024-25






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 July 31st of the following fall with an action plan created by August 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
Theme 1: The Student Experience
Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)
Theme 3: Workforce Development
Theme 4: Community (Continuing Education, Marketing, and Alumni)
Theme 5: Institutional Effectiveness

[Theme 6: Resources](#)

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: Deans and Program Supervisors	1.1.1 Improve and expand educational program opportunities-	Status
Indicators	A. Annually, identify one education program opportunity based on workforce needs. B. Increase dual enrollment program pathways by one annually. 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.	
Results		
Action Plan		
Resources Needed		
Owner: Recruitment and advising	1.1.2 Create clear pathways to enrollment through effective recruitment and advising.	Status
Indicators	A. Evaluate the need for a first-year experience for new students. B. Develop a process in recruitment and advising to set a baseline for improvement.	
Results		
Action Plan		
Resources Needed		
Objective 1.2		
Student Satisfaction: Increase student satisfaction with a variety of experiences at GBC.		

Owner: Institutional Research and Department Chairs	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. 75% 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-facing personal or professional development opportunity annually.	
Results		
Action Plan		
Resources Needed		
Owner: Institutional Research	1.2.2 Measure student job placement and solicit feedback from employers for their satisfaction with a GBC education.	Status
Indicators	<ul style="list-style-type: none"> 75% percent of graduate survey respondents who are seeking employment are in a position related to their education discipline one year after graduation. 75% of employers are satisfied with GBC's academic education according to the employer survey. 	
Results		
Action Plan		
Resources Needed		
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.	Status
Indicators	Credit Momentum A1. 54% of first-time part-time students who enroll in the fall semester complete 12 or more credits in their first	

year [fall to spring]

A2. 42% of first time part time degree seeking students will complete 12 credits [fall to fall.]

B1. 72% of first-time full-time students who enroll in the fall semester will complete 24 or more credits in their first year. [fall to spring]

B2. 53% of first-time full-time students who enroll in the fall semester will complete 24 or more credits in their first year. [fall to fall]

C. 75% first-time CTE students (see note below) who enroll in the fall semester will complete 24 or more credits in their first year.

Notes:

1. Benchmark percentages were created from previous data averages as reported in 2022-2023, 2023-2024 MFR.
2. 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 and Skilled and Technical Sciences.
3. 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 end-of-program technical assessment, and a Workplace Readiness Skills assessment.

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

A1. 75% of students will complete ENG 100 or 101 and ENG 102 English requirements in their first year [dual credit]

A2. 68% of students will complete ENG 100 or 101 and ENG 102 English requirements in their first year [all students]

B1. 66% of students will complete mathematical reasoning courses in their first year by 2% (MATH116/116E, MATH 120/120E or MATH 126/126E) [dual]

B2. 59% of students will complete mathematical reasoning courses in their first year by 2% (MATH116/116E, MATH 120/120E or MATH 126/126E) [all students]

C1. Decrease DWF grades and WUF grades in all academic credit courses to below 40%.

Graduation

A. 48% of students graduated within 3 years (with an associate degree) or 6 years (with a bachelor's degree).

B. Monitor the number or percentage of non-traditional completers based on gender, race/ethnicity, age in comparison with our peer institutions.

Results	
Action Plan	
Peer Comparison	
Resources Needed	

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: Director of Institutional Equity, Title IX Coordinator and Director of Academic Success Center	2.1.1. Improve the college culture of understanding of student access barriers.	Status
Indicators	A. Monitor impact of BetterMynd, application fee removal and BrainFuse for improvement in reducing barriers to student access and/or retention. B. Review and develop bilingual print and digital material across the college to be completed by June 30, 2025.	
Results		
Action Plan		
Resources Needed		
Owner:	2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of students' needs.	Status

Institutional Research and Deans		
Indicator	A. 75% percent of graduate survey respondents will indicate they are satisfied or very satisfied (4 or higher on a 5 point scale) that GBC meets their scheduling and instructional delivery format expectations.	
Results		
Action Plan		
Resources Needed		
Objective 2.2	Diversity: Focus on inclusive and equitable practices.	
Owner: Director of Institutional Equity, Title IX Coordinator	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 one training annually related to Inclusion, Diversity, Equity, Accessibility, and Sustainability.	
Results		
Action Plan		
Resources Needed		
Owner: Human Resources	2.2.2. Recruit and retain diverse exceptional faculty and staff.	Status
Indicators	A. Review data collected from applicants to verify the application pool (AAP) is encompassing a diverse faculty and staff. B. Develop a survey tool and collect data on perceptions of inclusive and equitable practices from current employees retained greater than two years.	
Results		

Action Plan	
Resources Needed	

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	This is no longer a goal of GBC and UNR.	
Results		
Action Plan from 2023-24		
Resources Needed		
Owner: Deans	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.	Status
Indicators	<p>A. A 75% average job placement rate will be achieved over a three-year period for CTE graduates actively seeking employment.</p> <p>B. At least 75% of employer surveys will indicate satisfied or highly satisfied with how their needs are being met.</p>	
Results		
Action Plan		
Resources needed		

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: Continuing Education	4.1.1 Identify and define program offerings from stakeholders within GBC service areas.	Status
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Indicator A. Establish two new educational opportunities per year that have been identified through community focus group discussions by campus directors and/or advisory groups.

Results

Action Plan

Resources Needed

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
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Indicators A. Increase the percentage of alumni who make gifts to GBC by 10%.

Results

Action Plan

Resources needed.		
Objective 4.3	Implement data-driven marketing strategies to increase and strengthen community outreach.	
Owner: Foundation/ Communications	4.3.1 Leverage social media to engage with key audiences to support enrollment efforts.	Status
Indicators	<ul style="list-style-type: none"> A. Expand user generated content monthly by including student driven content from each of our four locations. B. Create video content for each academic unit to be used for digital promotion on campus and online. C. Provide customer service and reputation management by tracking and responding to relevant comments and conversations within one business day. 	
Results		
Action Plan		
Resources needed		

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	<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>	
Results		
Action Plan		
Resources Needed		
Owner: Academic Affairs and Institutional Research	5.1.2. Review leading indicators to create an action plan for future needs.	Status
Indicators	<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>	
Results		
Action Plan		

Resources Needed		
Objective 5.2	Improve and inform decision-making through increased access to comprehensive, timely, and quality data.	
Owner: Institutional Research and Continuous Improvement Committee	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.	Status
Indicator	A. An annual review of the GBC Mission Fulfillment Report results in an action plan to be completed no later than July 31 st of the following fall with an action plan developed by August 31st.	
Results		
Action Plan		
Resources Needed		
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 reviewed and compared to peer institutions and updated annually on the GBC website. B. Annually review the MFR to develop improvement opportunities based on data.	
Results		
Action Plan		
Resources Needed		

Theme 6: Resources

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

Objective 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	<p>A. Review customer relationship management (CRM) systems that meet GBC’s needs.</p> <p>B. Of the graduates who respond, 75% will report GBC student support resources met their needs.</p> <p>C. Track how many grants we currently have and how many we apply for and receive annually by reviewing the following metrics: 1) Total Grant Revenue / Total Grant Ask Amount, and 2) Total number of Grants Awarded/Total number of Grant Applications wherein returning funders and programmatic 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).</p>	
Results		
Action Plan		
Resources Needed		
Owners: Dean of Business, Computer Technologies, and Online Education and VP of Student Affairs	6.1.2. Continually assess current technology trends that support continuous improvement.	Status
Indicators	<p>A. A technology plan will be reviewed and updated annually to include recommendations for areas that need enhanced technology resources</p> <p>B. Provide annual training on technology that supports continuous improvement.</p>	

Results		
Action Plan		
Resources Needed		
Owner: VPFO	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		
Action Plan		
Resources Needed		
Owner: VPFO and Administrative Services/Grant Director	6.1.4 Develop a diverse revenue stream to maximize success and support our long-term growth.	Status
Indicator	A. GBC will actively cultivate one new corporate partnership that advances and sustains our mission.	
Results		
Action Plan		
Resources Needed		
Objective 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. Establish and implement a professional development process, tracking topics, attendance, and satisfaction surveys. B. Include topics in professional learning sessions to include mental, physical, and emotional wellness topics.
Results	
Action Plan from 2023-24	
Resources Needed	