

# 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 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
<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>

## Overview of Results

<b>Theme 1: Student Experience</b>	
Student Success: Support the student's journey from point of contact to program completion or transfer.	On Track
Student Satisfaction: Increase student satisfaction with a variety of experiences at GBC.	Slightly Off Track
Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer post degree completion.	Slightly Off Track
<b>Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)</b>	
Access: Remove barriers to student access and opportunities.	Slightly Off Track
Diversity: Focus on inclusive and equitable practices.	Off Track
<b>Theme 3: Workforce Development</b>	
Partnerships, Collaborations, and Outreach: Build relationships and collaboration opportunities to provide seamless connections between community colleges, high schools, universities, and employers.	On Track
<b>Theme 4: Community (Continuing Education, Marketing, and Alumni)</b>	
Develop and promote new continuing education and programming opportunities for community engagement.	On Track
Develop an alumni-relationship program to mentor students and increase connections within the communities.	Off Track
Implement data-driven marketing strategies to increase and strengthen community outreach.	Slightly Off Track
<b>Theme 5: Institutional Effectiveness</b>	
Empower the institution to make effective change by developing a strategy of continuous improvement.	On Track
Improve and inform decision-making through increased access to comprehensive, timely, and quality data.	On Track
<b>Theme 6: Resources</b>	
Evaluate and improve available resources annually.	Slightly Off Track
Promote a culture of professional development and the sustainable balance of mental, physical, & emotional wellness.	On Track

## Executive Summary

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. **In 2024-25, GBC achieved 85% of mission fulfillment goals.**

### Theme 1: The Student Experience

Student success and satisfaction indicators were achieved, while job placement in degree-related fields fell slightly below target. Retention, graduation rates, and math completion also trailed benchmarks. The action plan to address these areas includes aligning with the new strategic plan metrics, refining the graduation survey to more accurately capture job placement, introducing a math preparation course prior to each semester, and hiring a retention specialist.

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

Indicators related to removing access barriers were partially met. Student use of Brainfuse and BetterMynd has increased, though these results are not yet captured in the graduate survey since GBC implemented them in 2023–24. Addressing access barriers will remain a focus in the 2025–2030 Strategic Plan. Staff training on the IDEAS initiative has been temporarily placed on hold pending federal policy updates.

### Theme 3: Workforce Development

GBC achieved a 75% average job placement rate over a three-year period for CTE graduates actively seeking employment, while employer surveys reflected at least 75% satisfaction with how their workforce needs are being met.

### Theme 4: Community (Continuing Education, Marketing, and Alumni)


Establishing two new programs through Continuing Education was exceeded. Developing an alumni association and implementing marketing strategies was partially met. The alumni association and its future growth will continue as a focus through the GBC Foundation; the success of our marketing action plan will continue via metrics in our 2025–2030 Strategic Plan.



### Theme 5: Institutional Effectiveness


GBC successfully met Institutional Effectiveness indicators by actively engaging stakeholders, employers, and community members on advisory councils and high-demand occupations guided future program and workforce pathway development. The annual Mission Fulfillment Report was completed by July 31 with an action plan by August 31, while student enrollment, retention, and graduation data were reviewed, benchmarked against peer institutions, and published on the GBC website. Opportunities for improvement were also identified annually through the review of the Mission Fulfillment Report.


### Theme 6: Resources

GBC successfully met the outlined indicators by purchasing a CRM system and establishing strong grant tracking practices with exceptional win-rates for both returning and new funders. The annual technology plan was reviewed and updated with targeted recommendations, while consistent training was provided to support continuous improvement, budgeting processes, and effective technology use. GBC also cultivated a new corporate partnership that advances its mission and implemented a structured professional development process. The benchmark for student satisfaction was not fully met; however, the action plan includes hiring a Director of the Learning Commons to oversee services such as testing, tutoring, and the library. In addition, filling the vacant library position will expand access to resources and strengthen overall student satisfaction.

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.		
<b>Objective 1.1</b>	Student Success: Support the student's journey from point of contact to program completion or transfer.	
<b>Owner:</b> Deans and Program Supervisors	1.1.1 Improve and expand educational program opportunities.	Status 
<b>Indicators</b>	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 (3 or 4 on a 4-point scale) with their courses and programs.	
<b>Results</b>	A. After input from workforce demonstrated through letters of support, the following workforce programs were developed: <ol style="list-style-type: none"> <li>1. Technical Writing Certificate. Support workforce letters were from the following organizations: City of Elko Fire Department, Empire Southwest, LLC, and Elko Daily Free Press.</li> <li>2. AA Secondary Education. Support workforce letters were from the following organizations: Elko County School District and Humboldt County School District.</li> </ol> This indicator was met. B. Multiple dual enrollment articulated credit pathways were created: Law Enforcement, Teaching and Training, Business Management, Accounting and Finance, Agricultural, Welding, Power and Structure, Automotive Technology, Diesel Technology, Building Trades in Construction, Welding, Industrial Maintenance, Medical Assisting, Nursing Assistant, and Emergency Medical Technician. (Attachment A: Pathway Brochure) This indicator was met. C. 92% were satisfied or very satisfied with their program. Quality of instruction (courses) was at 92%. (Attachment B: Graduate Survey) This indicator was met.	
<b>Action Plan</b>	A. Improving and expanding educational opportunities aligns with the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 1: Access</i> , <i>Objective 2</i> and <i>Theme 3: Workforce Development</i> , <i>Objective 6</i> . B. Great Basin College has been invited by NSHE to participate in statewide Credit for Prior Learning (CPL) meetings to establish statewide agreements. In addition, each division or department at the institution will engage in creating procedures for awarding CPL within these statewide parameters. C. Dual Credit Coordinators establishing and re-establishing connections and MoUs with schools across Nevada.	

<b>Resources Needed</b>	<p>A. A \$20,000 subaward was granted to GBC to support travel expenses for the team to attend the in-person CPL meetings. Creating the procedures and logistics for awarding CPL will require faculty and department time across the institution.</p> <p>B. Resources needed include travel expenses for dual credit coordinators, time spent recruiting students and advising them into pathways, and monitoring MoUs.</p>	
<b>Owner:</b> Recruitment and advising	1.1.2 Create clear pathways to enrollment through effective recruitment and advising.	Status 
<b>Indicators</b>	<p>A. Evaluate the need for a first-year experience for new students.</p> <p>B. Develop a process in recruitment and advising to set a baseline for improvement.</p>	
<b>Results</b>	<p>A. The need for an orientation or first-year experience has been identified. There is an orientation experience being developed for Fall of 2025. <i>This indicator was met.</i></p> <p>B. The Recruiting Team developed an OnBase form to monitor student interest and applications to GBC, while the Advising Team used their calendars to record the number of advising appointments each person conducted. With this information, both teams now have baseline data to help set goals that align with the GBC Strategic Plan's objective of increasing student enrollment. Advisors met with over 5000 students. <i>This indicator was met.</i></p>	
<b>Action Plan</b>	<p>A. Creating clear pathways to enrollment through effective recruitment and advising aligns with the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 1: Access</i> and <i>Theme 2: Student Success</i>. Each objective and KPI indicates some level of success to demonstrate effective recruitment and advising.</p> <p>B. To achieve these objectives and KPIs, Great Basin College invested in a Retention Specialist position, and revised one advisor's workload to help lead retention efforts. Advisor-specific assessment plans will be developed focusing on quantifiable metrics, including goals related to the number of students advised, the satisfaction of that advising, and how best to support students across all months of the year.</p>	
<b>Resources Needed</b>	<p>A. Continued focus on retention requires ongoing funding for the Retention Specialist and professional learning for that small department to best provide service to the students. A CRM launching in Spring 2026 will provide metrics and benchmarks for meeting the goals determined in the Advising Assessment Plan, Recruitment Assessment Plan, and Retention Assessment Plan.</p>	
<b>Objective 1.2</b>	Student Satisfaction: Increase student satisfaction with a variety of experiences at GBC.	
<b>Owner:</b> 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 
<b>Indicators</b>	<p>A. 75% 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. 94% of respondents are very satisfied or satisfied with their total educational experience at GBC. <i>This indicator was met.</i></p> <p>B. Met 100%: Professional development opportunities included: Konecranes presentation for CTE students; Disaster Day; Autism presentation for students; Tesla manufacturing plant field day; Power Plan field day; Community College Days at the legislature. Science-study cycle workshop, CTE-NN Electric owner spoke to all electrical classes, Education capstone celebration, Math-tutors students outside of classroom, Arts and Letters-Latino Poetry, Health and Human Sciences-Autism Awareness and Disaster Day, Social Sciences-BASS Capstone Conference, Business and Computer Technology-2025 Career Readiness Extravaganza. <i>This indicator was met.</i></p>	
<b>Action Plan</b>	<p>A. Student satisfaction is continued in the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 2: Student Success</i>: Objective 4 and <i>Theme 4: Culture and Community</i>: Objective 8. GBC met the indicator benchmark in this area; however, the importance of student satisfaction is utmost to our mission fulfillment. This data will continue to be tracked for any variances or triggers for change.</p>	
<b>Resources Needed</b>	<p>A. Needed resources to accomplish this goal include continued funding for institutional research staff to develop, administer and collect data.</p>	
<b>Owner:</b> Institutional Research	1.2.2 Measure student job placement and solicit feedback from employers for their satisfaction with a GBC education.	<p>Status</p> 
<b>Indicators</b>	<p>A. 75% percent of graduate survey respondents who are seeking employment are in a position related to their education discipline one year after graduation.</p> <p>B. 75% of employers are satisfied (4 or 5 on a 5-point scale) with GBC's academic education according to the employer survey.</p>	
<b>Results</b>	<p>A. 68% of respondents were seeking employment related to their major; 64% answered they were employed in a field related to their major. <i>This was not met.</i></p> <p>B. 100% of employer survey respondents were satisfied GBC's graduates are meeting their needs. <i>This indicator was met.</i></p>	
<b>Action Plan</b>	<p>A. Understanding students' job placement rate has been carried over to the <i>Great Basin College 2025-2030 Strategic Plan</i> starting in <i>Theme 2: Student Success</i>, Objective 5. The graduate survey will be reviewed to ensure we receive feedback related to why students were not in a job related to their education or why students weren't seeking employment.</p> <p>B. Employer satisfaction has been continued in the <i>Great Basin College 2025-2030 Strategic Plan</i> under <i>Theme 3: Workforce Development</i>, Objective 7. This year the response for the employer survey was doubled from 2024-25 and the goal is to double the response rate again in 2025-26 year. The institutional research department has committed to attend an advisory board meeting to distribute the survey in person to hopefully increase this number.</p>	
<b>Resources Needed</b>	<p>A. Needed resources to accomplish this goal include time for institutional research staff to participate and collect data in advisory board meetings and make any necessary revisions to the graduate survey.</p>	
<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>A1. 54% of first-time part-time degree seeking students who enroll in the fall semester will complete 12 or more credits in their first year [fall to spring]</p> <p>A2. 42% of first time part time degree seeking students will complete 12 credits [fall to fall.]</p> <p>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]</p> <p>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]</p> <p>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.</p> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>Benchmark percentages were created from previous data averages as reported in 2022-2023, 2023-2024 MFR.</li> <li>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.</li> <li>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.</li> </ol> <p><b>College Level Course Completion [first time college students and dual credit].</b></p> <p>A1. 75% of students will complete ENG 100 or 101 and ENG 102 English requirements in their first year [dual credit]</p> <p>A2. 68% of students will complete ENG 100 or 101 and ENG 102 English requirements in their first year [all students]</p> <p>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]</p> <p>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]</p> <p>C1. Decrease DWF grades and WUF grades in all academic credit courses to below 40%.</p> <p><b>Graduation</b></p> <p>A. 48% of students graduate within 3 years (with an associate degree) or 6 years (with a bachelor's degree).</p> <p>B. Monitor the number or percentage of non-traditional completers based on gender, race/ethnicity, age in comparison with our peer institutions.</p>	
<b>Results</b>	<b>Credit Momentum</b>	

A. First-Time Part-Time Degree Seeking Student Retention Rates Fall to Spring (12 credit completion)					
Year	2021-22	2022-23	2023-24	2024-25	Benchmark
Retention Rate	46%	53%	63%	57%	met [goal =54%]
A. First-Time Part-Time Degree Seeking Student Retention Rates Fall to Fall (12 credit completion)					
Year	2021-22	2022-23	2023-24	2024-25	
Retention Rate	33%	41%	52%	not available	N/A
B. First-Time Full-Time Degree Seeking Student Retention Rates Fall to Spring (24 credit completion)					
Year	2021-22	2022-23	2023-24	2024-25	
Retention Rate	65%	78%	73%	68%	not met [goal = 72%]
B. First-Time Full-Time Degree Seeking Student Retention Rates Fall to Fall (24 credit completion)					
Year	2021-22	2022-23	2023-24	2024-25	
Retention Rate	38%	60%	61%	not available	N/A
C. First-Time Full-Time Degree Seeking Student CTE Retention Rates Fall to Spring					
Year	2021-22	2022-23	2023-24	2024-25	
Retention Rate	77%	89%	80%	80%	met [goal=75%]



**College Level Course Completion (first-time college students and dual credit)**

A. English 100, 101 and 102 Completion Rates (Dual Enrollment) <i>This benchmark was met.</i>			
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%
Fall 2024-Spring 2025	990	833	84%
A. English 100, 101 and 102 Completion Rates <b>(All Students)</b> <i>This benchmark was met.</i>			
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%
Fall 2024-Spring 2025	1851	1400	76%
B. MATH 116/E, MATH120/E and MATH126/E <b>(Dual Enrollment)</b> <i>This benchmark was met.</i>			
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%
Fall 2024-Spring 2025	322	220	68%

**B. MATH 116/E, MATH120/E and MATH126/E (All Students)** This benchmark was met.

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%
Fall 2024-Spring 2025	1001	636	64%

**C. DWF Rates | WUF Rates** This benchmark was not met; however, it was improved.

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)
Fall 2024	600	72	12%

Fall 2024 WUF	600	54 (WUF)	9% (WUF)
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**Note:** WUF rate was included as this is what NSHE tracks.


### Graduation

A. Graduation Rate (3 year/6 year) This benchmark was not met.	
Year	Graduation Rate
2019	42%
2020	43%
2021	44%
2022	48%
2023	52%
2024	41%




B. Completion Number of Students by Race/Ethnicity							
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
2024-25	427	182	15	12	16	5	10

Completion Rate Peer Comparison of Students by Race/Ethnicity							
GBC % (2022-23)	62%	24%	3%	3%	3%	1%	1%
Regional Peer % (2022-23)	58%	26%	4%	2%	1%	0%	4%
National Peer % (2022-23)	58%	26%	4%	2%	1%	0%	4%
B. Graduation Rate by Gender							
Year			Female			Male	
2021-22			33%			53%	
2022-23			43%			54%	
2023-24			45%			59%	
2024-25			34%			49%	
Peer Comparison Graduation Rate by Gender							
GBC Comparison % (2022-23)			43%			54%	
Regional Peers % (2022-23)			38%			38%	
National Peers % (2022-23)			37%			28%	
Peer Comparison Completion Rate by Gender							

	GBC Comparison % (2022-23)	57%	43%
	Regional Peers % (2022-23)	54%	46%
	National Peers % (2022-23)	54%	46%
<b>Action Plan</b>	<p>A. Student Retention and Completion aligns with <i>Theme 2: Student Success</i> in the <i>Great Basin College 2025-2030 Strategic Plan</i>. Specifically this area will expand to include IPEDS retention rates (GBC and Peer) disaggregated by student groups of interest, student success of first-year students, as well as improved metrics utilized in current measures of student success. Review of retention rates and gender completion rates has been a focus. A new retention specialist was hired and data for female completion is being compiled for review.</p> <p>B. Professional Development will be continued into 2025-26 to improve DWF rates.</p> <p>C. Math refresher workshop will be developed and implemented spring of 2026.</p>		
<b>Peer Comparison</b>	<p>A. Peer comparison data are collected annually for our regional and national peer institutions and reviewed in conjunction with GBC data. These data will include disaggregated data when possible and will be used as a comparison to GBC student success. In addition, peer comparison data were used in the creation of the <i>Great Basin College 2025-2030 Strategic Plan</i>.</p>		
<b>Resources Needed</b>	<p>A. Needed resources to accomplish this goal include continued funding for institutional research staff to develop, administer, and collect data.</p> <p>B. Funding for professional development and time to understand DWF data.</p> <p>C. Funding for an instructor to develop and implement the workshop.</p>		

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> Director of Institutional Equity, Title IX Coordinator and	2.1.1. Improve the college culture of understanding of student access barriers.	Status 

Director of Academic Success Center		
<b>Indicators</b>	<p>A. Monitor impact of BetterMynd, application fee removal and BrainFuse for improvement in reducing barriers to student access and/or retention.</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. Of the 102 graduate survey respondents, 27 answered the question, “<i>Did you experience any student access barriers in your path to graduation (check all that apply)?</i>”</p> <p>37% Mental stress (same as 2023-24)</p> <p>22% Financial aid (higher than 203-24-14%)</p> <p>7% Access to higher level courses (lower than 2023-24-11%)</p> <p>26% Financial pressures (higher than 2023-24-9%)</p> <p>30% Advising (higher than 2023-24-6%)</p> <p>18.5% Tutoring (higher than 2023-24-6%)</p> <p>14.8% Technology issues (higher than 2023-24-3%)</p> <p>Application fee: Enrollment increased by approximately 500 students in fall of 2024.</p> <p>Brainfuse and BetterMynd usage:</p> <p>1. Brainfuse usage: Writing lab was utilized 206 hours, which increased from 173 hours in 2023-24. Math usage included 138 hours, an increase from 120 hours in 2023-24. Total usage was 475 hours, which is an increase from 398 hours in 2023-24.</p> <p>2. BetterMynd had 46 users in 2023-24 and 54 new users in 2024-25. The number of users in 2024-25 attending more than one session doubled, indicating increased comfort with the platform.</p> <p><i>This indicator was partially met.</i></p> <p>B. Translation of materials into Spanish has been reviewed. Financial aid materials were translated for accessibility to students and families.</p> <p><i>This has been met.</i></p>	
<b>Action Plan</b>	<p>A. Student access barriers will be continued in the <i>Great Basin College 2025-2030 Strategic Plan</i> with <i>Theme 2: Student Success</i>, Objective 5.</p> <p>B. Based on the feedback and reception of last year’s resource fair event, another resource fair focused on mental health and wellness will be held.</p>	
<b>Resources Needed</b>	<p>A. For the mental health awareness event, there will be a need for one coordinator, one administrative assistant for organization and sign up, and multiple helpers the day of the event. This is a time resource as all of the above are employees or volunteers.</p>	


	<p>B. Marketing funds are necessary.</p> <p>C. Funding for online mental health services.</p> <ol style="list-style-type: none"> <li>1. Funding for BrainFuse software that is currently being used.</li> <li>2. Funding for graduate surveys and personnel to gather and analyze data.</li> </ol>	
<b>Owner:</b> Institutional Research and Deans	2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of students' needs.	Status 
<b>Indicator</b>	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.	
<b>Results</b>	A. 89% are satisfied or very satisfied with the availability of required courses. This indicator was met.	
<b>Action Plan</b>	A. Understanding student access barriers will be continued in the <i>Great Basin College 2025-2030 Strategic Plan</i> with Theme 2: <i>Student Success</i> , Objective 4.	
<b>Resources Needed</b>	A. Funding for graduate surveys and personnel to gather and analyze data.	
<b>Objective 2.2</b>	Diversity: Focus on inclusive and equitable practices.	
<b>Owner:</b> Director of Institutional Equity, Title IX Coordinator	2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.	Status 
<b>Indicators</b>	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.	
<b>Results</b>	A. Unable to complete Title IX training due to the changes with federal regulations. This indicator was not met. B. There were 364 completions (approximately 80% of faculty and staff) of the Diversity, Inclusion, and Belonging training. Unable to complete due to federal changes. This indicator was not met.	
<b>Action Plan</b>	A. The focus on inclusive and equitable practices will be continued in the <i>Great Basin College 2025-2030 Strategic Plan</i> under Theme 4: <i>Culture and Community</i> , Objective 9. B. GBC will follow current federal policies.	
<b>Resources Needed</b>	A. Time and/or funding to prepare for professional learning will be necessary.	
<b>Owner:</b>	2.2.2. Recruit and retain diverse exceptional faculty and staff.	Status 




Human Resources		
<b>Indicators</b>	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 who have been retained for more than two years.	
<b>Results</b>	A. The data for the application pool is obtained October 1st, therefore no new data. This indicator was partially met. B. The survey tool was placed on hold due to federal changes. This indicator was not met.	
<b>Action Plan</b>	A. GBC will follow current federal policies.	
<b>Resources Needed</b>	A. Necessary time for staff to review, update, revise, and implement federal policy changes.	



Theme 3: Workforce Development	
Goal: Provide a skilled and knowledgeable workforce.	
<b>Objective 3.1</b>	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.	Status
<b>Indicator</b>	This is no longer a goal of GBC and UNR.	
<b>Results</b>		
<b>Action Plan from 2023-24</b>		
<b>Resources Needed</b>		
<b>Owner:</b> 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 
<b>Indicators</b>	A. A 75% average job placement rate will be achieved over a three-year period for CTE graduates actively seeking employment. B. At least 75% of employer surveys will indicate satisfied or highly satisfied with how their needs are being met.	
<b>Results</b>	A. There was a 76% job placement rate average for a three-year period for CTE graduates who were seeking employment. <i>This indicator was met.</i> B. 100% were satisfied or highly satisfied that the graduates were meeting their workforce needs. <i>This indicator was met.</i>	
<b>Action Plan</b>	A. Engaging with industry aligns with <i>Theme 3: Workforce Development</i> , Objective 7 in our <i>Great Basin College 2025-2030 Strategic Plan</i> . B. Address employer survey results by encouraging Advisory Board members to participate in the survey (in person, when possible.)	
<b>Resources needed</b>	A. Staff time for administering employer surveys and attending Advisory Board meetings.	



Theme 4: Community (Continuing Education, Marketing, and Alumni)	
Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with the communities we serve.	
<b>Objective 4.1</b>	Develop and promote new continuing education and programming opportunities for community engagement.

<b>Owner:</b> Continuing Education	4.1.1 Identify and define program offerings from stakeholders within GBC service areas.	Status 
<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.	
<b>Results</b>	<p><b>Continuing Education New Additions FY2025</b></p> <p><b>Youth Camps</b></p> <ul style="list-style-type: none"> <li>• Animating Art with Microbits: Elko</li> <li>• Innovation Exploration:3-D Printing, Coding and AI: Elko.</li> </ul> <p><b>Art &amp; Creativity</b></p> <ul style="list-style-type: none"> <li>• Lampwork Glass Bird Beads: Elko</li> <li>• GBC Ceramics Studio's Date Night Wheel Throwing: Elko</li> <li>• Basic Photography: Winnemucca</li> <li>• Ceramics-Date Night Wheel Throwing: Elko</li> <li>• Horsemanship 102: Pahrump</li> <li>• Intro to Printmaking: Linoleum Block Holiday Cards: Elko</li> <li>• Music and Movement for Toddlers, Elko</li> <li>• Fused Glass Spring Flowers: Ely</li> </ul> <p><b>New Fitness Center Classes</b></p> <ul style="list-style-type: none"> <li>• Beginning and Intermediate Pickleball</li> <li>• Volleyball/Basketball Clinic for Youth (Winter Break)</li> <li>• New Year's Fitness Sampler</li> <li>• Kickboxing and Boxing</li> <li>• Music and Movement for Toddlers</li> <li>• Pickleball for Beginners</li> <li>• Power Yoga</li> <li>• Spring Volleyball Clinic</li> <li>• Spring Basketball Clinic</li> <li>• Yoga Basics: Winnemucca</li> <li>• Youth Tennis Clinic</li> </ul> <p><i>This indicator was met.</i></p>	
<b>Action Plan</b>	A. Creating an open campus environment where students, faculty, staff, and the community gather to celebrate, learn, entertain, and work together aligns with the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 4: Culture and Community</i> , Objective 8.	

	B. Continuing education will expand live and online courses to serve 2000 students annually.	
<b>Resources Needed</b>	A. Continued funding for Continuing Education personnel.	
<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.	Status 
<b>Indicators</b>	A. Increase the percentage of alumni who make gifts to GBC by 10%.	
<b>Results</b>	A. There was no reliable tracking mechanism in place to identify the percentage of alumni making gifts. <b>This indicator was not met.</b>	
<b>Action Plan</b>	A. Establishing an Alumni Association is a longer-term five-year project goal and therefore a plan will be created with that timeframe in mind.	
<b>Resources needed.</b>	A. Within the next five years, there may be a need to hire part-time personnel support to focus on the alumni project.	
<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.	Status 
<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 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.	
<b>Results</b>	1. 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>This indicator was partially met.</b> 2. Between July 31, 2024 and July 30, 2025, 297 posts were made from external entities with text, video, or photo posts tagging/mentioning Great Basin College (up 682% from July 31, 2023 through July 30, 2024). 3. Between July 31, 2024 and July 30, 2025, 15 unique social videos and 27 videos for paid ads (video or motion graphics) were deployed, with 3 assets overlapping between the two through Meta. Total 3-second views between July 31, 2024 and July 30, 2025 are 245,053 (up 234% from July 31, 2023 through July 30, 2024) with 47,489 views to completion (up 1045% from July 31, 2023 through July 30, 2024) on our ads. Our organic content has 11,959 3-second views (up 440% from July 31, 2023 through July 30, 2024) with a total watch time of 56 hours (up 252% from July 31, 2023 through July 30, 2024).	

	<ol style="list-style-type: none"> <li>17 videos were created for distribution on GBC social media platforms. <i>This indicator was partially met.</i></li> <li>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.</li> <li>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).</li> </ol> <p>D. 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.</p> <ol style="list-style-type: none"> <li>Between July 31, 2024 and July 30, 2025, total inbound messaging contacts was 211 on Instagram (up 470% from July 31, 2023 through July 30, 2024) and 32 on Facebook (down 71% from July 31, 2023 through July 30, 2024). Our 32 Facebook Messages were largely spam, and as such were not replied to. Our Instagram messages have a 71.5% response rate within 24 hours, (up 15.5% from July 31, 2023 through July 30, 2024). There is still no data around responses to comments.</li> <li>122 messaging conversations were initiated with new users; this is up 558% from the previous 12 months.</li> <li>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. <i>This indicator was partially met.</i></li> </ol>
<b>Action Plan</b>	A. Embedding marketing throughout the <i>Great Basin College 2025-2030 Strategic Plan</i> in order to meet the Goals and Objectives occurs per project and/or division monitoring metrics.
<b>Resources needed</b>	A. Continued funding for communications and marketing personnel.

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.		
<b>Objective 5.1</b>	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.	Status 


<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. <b>This indicator was met.</b></p> <p>B. Review the institutional effectiveness data and assessment with the advisory boards to help make data informed decisions in the future. <b>This indicator has been met.</b></p>	
<b>Results</b>	February 25th shared in written report	
<b>Action Plan</b>	A. Great Basin College will continue to monitor institutional effectiveness through the Mission Fulfillment Report which is aligned to and expected from the 2025-2030 Strategic Plan.	
<b>Resources Needed</b>	A. Personnel time for data monitoring, review, analysis, and development of action plans.	
<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>	<p>A. Home health and personal care aides-(21% growth rate)-MAPE program expansion <b>This indicator was met.</b></p> <p>B. Substance abuse, behavioral disorder, and mental health counselors (19% growth rate) Behavior health program. <b>This indicator was met.</b></p>	
<b>Action Plan</b>	A. Great Basin College will continue to monitor institutional effectiveness through the Mission Fulfillment Report which is aligned to and expected from the 2025-2030 Strategic Plan.	
<b>Resources Needed</b>	A. Personnel time for data monitoring, review, analysis, and development of action plans.	
<b>Objective 5.2</b>	Improve and inform decision-making through increased access to comprehensive, timely, and quality data.	
<b>Owner:</b> 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.	<b>Status</b> 


<b>Indicator</b>	A. An annual review of the GBC Mission Fulfillment Report to be completed no later than July 31 <sup>st</sup> with an action plan developed by August 31st. <i>This indicator was met.</i>	
<b>Results</b>	A. The MFR data was completed by July 31st and an action plan developed by August 31st.	
<b>Action Plan</b>	A. Great Basin College will continue to monitor institutional effectiveness through the Mission Fulfillment Report which is aligned to and expected from the 2025-2030 Strategic Plan.	
<b>Resources Needed</b>	A. Personnel time for data monitoring, review, analysis, and development of action plans.	
<b>Owner:</b> 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 
<b>Indicators</b>	A. Student enrollment, retention and graduation rates will be reviewed and compared to peer institutions and updated annually on the GBC website. <i>This indicator has been met.</i> B. Annually review the MFR to develop improvement opportunities based on data. <i>This indicator was met.</i>	
<b>Results</b>	A. Current data published on the website. B. The mission fulfillment report was complete by the deadline (August 31st).	
<b>Action Plan</b>	A. Disaggregated data and peer institution comparison is published on the website and updated annually. This is reflected in the new strategic plan within <i>Theme 1: Access</i> and <i>Theme 2: Student Success</i> .	
<b>Resources Needed</b>	A. Personnel time for data monitoring, review, analysis, and development of action plans.	



## 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.

<b>Owner:</b> Academic Affairs/Student Affairs/ Finance	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 
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Office/Grants Director		
<b>Indicators</b>	A. Review customer relationship management (CRM) systems that meet GBC's needs. B. Of the graduates who respond, 75% will report GBC student support resources met their needs. 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).	
<b>Results</b>	A. Element451 was purchased and in the implementation process. <b>This indicator was met.</b> B. Review of the student support resources yielded 73% satisfaction. <b>This indicator was not met.</b> C. Grants: (1) Total grant revenue \$10,660,714 divided by total grant ask amount \$11,471,762 = 93% (2) Total # of grants awarded 27 divided by total number of applications submitted 33 = 82% (3) Programmatic/returning grants: 12/12 = 100% win rate (4) New funders: 13/22 = 59% win rate <b>This indicator was met.</b>	
<b>Action Plan</b>	A. Securing and sustaining resources is embedded within the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 1: Access</i> and <i>Theme 2: Student Success</i> . B. Establish a permanent director of the Learning Commons that encompasses the library and testing/tutoring services. Identify through survey results why students do or do not believe their needs are met. Adding testing/tutoring coordinator full-time position. Learning Commons will prepare an annual Assessment Plan.	
<b>Resources Needed</b>	A. Sustaining this level of support requires institutional commitment to continue funding these positions and investing in professional learning and ongoing growth.	
<b>Owners:</b> 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 
<b>Indicators</b>	A. A technology plan will be reviewed and updated annually to include recommendations for areas that need enhanced technology resources B. Provide annual training on technology that supports continuous improvement.	
<b>Results</b>	A. The technology plan was reviewed for current practices and no changes were made. <b>This indicator was met.</b> B. Weekly professional development content was provided from Magna Publications; during inservice week, training on Panopto, Canvas, and Panorama (ADA compliance software) were provided. <b>This indicator was met.</b>	

<b>Action Plan</b>	<p>A. Continually assessing Great Basin College’s technology needs continues within the <i>Great Basin College 2025-2030 Strategic Plan</i> in <i>Theme 4: Culture and Community</i>, Objective 9.</p> <p>B. To address these needs, a comprehensive technology plan will be developed, outlining a five-year strategy along with a one-year implementation plan. In addition, student technology fees—which have not been increased in the past 10 years—are under review for a potential adjustment. Hanover Research has been engaged to assist with both the plan’s development and the fee review.</p>	
<b>Resources Needed</b>	<p>A. Adequate resources are essential to support technological advancement across the institution. If approved at the state level, the student fee structure will serve as a critical resource for staying current. The Director of Instructional Technology will require dedicated time to assess needs and develop both the five-year and one-year strategic technology plans. Hanover Research has been contracted to assist in this process representing another key resource requirement.</p>	
<b>Owner:</b> VPFO	6.1.3. Enhance the transparency and understanding of the budget process.	Status 
<b>Indicator</b>	A. Implement consistent training to take place for proposing, monitoring, and reconciling departmental budgets.	
<b>Results</b>	<p>A. Initial training has begun, accompanied by a brief overview for faculty outlining what to expect in the upcoming year. <i>This indicator has been met.</i></p> <p>B. A permanent Vice President of Finance and Operations was hired May 1, 2025. <i>This indicator has been met.</i></p>	
<b>Action Plan</b>	<p>A. Understanding the institution's finances and budget are embedded within the <i>Great Basin College 2025-2030 Strategic Plan</i> and its annual Mission Fulfillment Report.</p> <p>B. Emphasize the importance of transparency and a clear understanding of expectations in managing individual budgets. The institution is collecting information from divisions to ensure their needs are met and to establish accurate baselines.</p>	
<b>Resources Needed</b>	A. Time required to meet with the Vice President of Finance to learn and discuss the budget process and training as needed in Workday.	
<b>Owner:</b> VPFO and Administrative Services/Grant Director	6.1.4 Develop a diverse revenue stream to maximize success and support our long-term growth.	Status 
<b>Indicator</b>	A. GBC will actively cultivate one new corporate partnership that advances and sustains our mission.	
<b>Results</b>	<p>The following partnerships were initiated:</p> <p>A. Kinross SME for hybrid diesel (volunteer)</p> <p>B. Renown for Respiratory Therapy</p> <p>C. Kinross for potential childcare center partnership</p> <p>D. Linkan as a sponsor for Popeck BBQ (scholarship fundraiser)</p> <p><i>This indicator has been met.</i></p>	
<b>Action Plan</b>	A. Understanding the institution's finances and budget are embedded within the <i>Great Basin College 2025-2030 Strategic Plan</i> and its annual Mission Fulfillment Report.	



	B. The Executive Director of Institutional Advancement will cultivate corporate partnerships; the Director of Grants will seek federal, state, and private dollars to enhance opportunities for students.	
<b>Resources Needed</b>	A. Continued funding of personnel.	
<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. Establish and implement a professional development process, tracking topics, attendance, and satisfaction surveys. <i>This indicator has been met.</i> B. Include topics in professional learning sessions to include mental, physical, and emotional wellness topics. <i>This indicator has been met.</i>	
<b>Results</b>	A. CollegeCon spring, Tia McNair Brown, expanding Magna publications digital library; corequisite conference; PD committee money for Faculty Senate. B. Mental health day, established Wellness Warriors Club. <i>This indicator has been met.</i>	
<b>Action Plan</b>	A. <i>Theme 4: Culture and Community, Objective 9 of the Great Basin College 2025-2030 Strategic Plan</i> reflects the institution's ongoing commitment to professional development and fostering a sense of belonging among staff. B. The College is actively increasing professional learning opportunities through a deliberate allocation of resources to support faculty and staff development. In addition, the Wellness Warriors Club, recently launched, provides a structured platform for staff engagement, promoting wellness and a sense of belonging. The club has established a Facebook page and was introduced at the Fall 2025 Welcome Back event, reflecting the institution's commitment to creating an inclusive and supportive work environment.	
<b>Resources Needed</b>	A. Funding to expand professional learning opportunities across the institution, along with dedicated time and support for faculty and staff to engage in Wellness Warriors activities.	