

Mission Fulfillment Report 2025-26






Institutional effectiveness is evaluated through a systematic process that informs continuous improvement across systems, practices, and outcomes tied to student learning and success. Evidence-based assessment and strategic planning guide the refinement of practices, the strengthening of strategies, and the allocation of resources to support mission fulfillment. A strong and sustained commitment to advancing student learning and achievement is intentionally embedded in 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
Theme 1: Access
Theme 2: Student Success
Theme 3: Workforce Development
Theme 4: Culture & Community

Overview of Results

Theme 1: Access	
Increase GBC's baseline enrollment by 3% annually to reach 4000 students by year five.	
Expand opportunities for students to obtain academic and workforce credentials.	
Enhance student services at GBC to provide comprehensive enrollment support.	
Theme 2: Student Success	
Improve student retention from course to degree completion.	
Provide support services (counseling, tutoring, career, advising) to help students be successful.	
Theme 3: Workforce Development	
Provide opportunities for degree, certification, reskilling, and upskilling to remain competitive and adaptable in a constantly evolving workforce.	
Engage with employers to develop a workforce ready pipeline.	
Theme 4: Culture & Community	
Create an open campus environment where students, faculty, staff, and the community gather to celebrate, learn, entertain and work together.	
Provide an innovative, positive, and safe work environment where GBC employees feel they belong.	

Overall 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 2025-26, GBC achieved of mission fulfillment goals.

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: Access

Goal: Increase the number of students pursuing their education at Great Basin College.

NSHE Alignment Pillar 1: Increase access to higher education.

Objective 1. Increase GBC's baseline enrollment by 3% annually to reach 4000 students by year five.		
Key Performance Indicator (KPI)	Outcome	Results
1.Total fall enrollment by level: 1A. enrollment numbers and participation rates by race/ethnicity; 1B. enrollment numbers and participation rates by age; 1C. enrollment numbers and participation rates by degree-seeking status, 1D.enrollment numbers and participation rates by part-time and full-time status; 1E. enrollment and participation rates by first-generation status.	1.Total enrollment by level: 1A. Mirror rural Nevada's average race/ethnicity markers 1B. Increase non-traditional enrollment and participation rates by 1% annually of total enrollment; Increase traditional and dual enrollment numbers and participation by 2% annually of total enrollment numbers. 1C. Degree-seeking students will make up 90% of enrollment numbers and participation rates annually. 1D. Increase our full-time or part-time students by 3% annually. 1E. Identify and establish a benchmark number of enrolled first-generation students and then increase by 2% annually.	

Objective 2. Expand opportunities for students to obtain academic and workforce credentials.		
Key Performance Indicator (KPI)	Outcome	Results
1. Dual credit fall enrollment and participation rates by	1. Dual credit enrollment and participation rates	

1A. race/ethnicity, 1B. high school graduating class, 1C. and school district/county.	1A. Mirror average of rural Nevada's high school demographics 1B. Each graduating class increases by 50 dual enrollment students. 1C. 50% of all school districts in the GBC region will participate in dual credit opportunities annually.	
2. Formal pathways for certificates and degrees via alternative schedules.	2. Five existing or new programs developed as alternative schedules by the end of year five.	

Objective 3. Enhance student services at GBC to provide comprehensive enrollment support.		
Key Performance Indicator (KPI)	Outcome	Results
1.Number of monthly outreaches to prospective students who have completed an inquiry and/or partial application to GBC.	1.Recruiters contact 100% of potential students at least once each semester	
2. Number of proactive outreaches to students who 1) have been accepted to GBC but not enrolled, or 2) withdrawn in previous years.	2. GBC advisors and retention specialists to collectively reach out to 300 accepted students who have not enrolled or withdrawn students per month.	
3. FAFSA completion rate using the FAFSA tracker	3A. Financial Aid staff to contact 100% of accepted students to encourage and offer assistance in completing the FAFSA application to increase FAFSA completion rate by 2% annually to reach an average FAFSA completion rate of 70% in five years. 3B. Hold one student financial event annually at each high school in the GBC region and 3 events annually at each campus.	

Theme 2: Student Success

Goal: Increase the number of students completing their educational goals.

NSHE Alignment Pillar 2: Improve Student Success

Objective 4. Improve student retention from course to degree completion.		
Key Performance Indicator (KPI)	Outcome	Results
1. Full-time and part-time IPEDS retention rates.	<p>1A. Increase GBC current three year average full time retention rate by 2% annually.</p> <p>1B. Increase GBC current three year average part time retention rate by 2% annually.</p> <p>1C. Increase the GBC IPEDS full-time retention rate by 2% annually in order to exceed the three year average of our peer institutions in five years.</p> <p>1D. Increase the GBC IPEDS part-time retention rate by 2% annually in order to exceed the three year average of our peer institutions in five years.</p>	
2. IPEDS part-time and full-time retention rates by race/ethnicity, Pell status, gender, age and first-generation status.	2A. Increase GBC subgroup retention rates 2% annually for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.	

	2B. Increase the GBC IPEDS subgroup retention rates in order to exceed the median three year average of our peer institutions in five years.	
3A. Percentage of first-time, full-time fall students who complete 24 credit hours during the first year of college. 3B. Percentage of first-time, part time, fall students who complete 12 credit hours during the first year of college.	3A. Increase first-time full-time students who complete 24 credits in their first year by 2% annually. 3B. Increase first-time part-time students who complete 12 credits in their first year by 2%.	
4. Percentage of first-time fall students enrolled in gateway English and math courses in their first two regular semesters	4. 60% of first-time fall students will enroll in gateway English (ENG 100, 101, 107, 108) and math (MATH 116, 120/E, 126/E) in their first two regular semesters at the end of five years.	
5. Percentage of first-time fall students who completed gateway English and math courses in their first two regular semesters.	5. 70% of first-time fall students who enroll also successfully complete gateway English (ENG 100, 101, 107, 108) and 60% of first-time fall students complete math courses (MATH 116, 120/E, 126/E) in their first two regular semesters.	
6. Percentage of dual credit students in gateway English and math courses	6. 85% of dual credit students in gateway English (ENG 100, 101, 107, 108) and 65% of dual credit students in gateway math courses (MATH 116, 120/E, and 126/E) annually.	
7. Percentage of first-time fall students who completed gateway English and math courses	7. 70% of first-time fall student subpopulations completed gateway English courses in their first 2	

in their first two regular semesters by race/ethnicity, Pell status, gender, age, and first-generation status	semesters (ENG 100 and 101, 107, 108).	
8. Number of IPEDS completers [includes degrees and certificates]	8A. 60% of subpopulations completed gateway math courses in their first 2 semesters (MATH 116, 120/E, 126/E).	
	8B. Increase GBC completers by 2% annually 8C. Increase the GBC IPEDS completion rate to exceed the median three year average of our peer institutions.	
9. IPEDS graduation rates	9. 50% of students graduate annually. Continue to exceed the median three year average of our peer institutions via IPEDS graduation rates	
10. IPEDS graduation rates by race/ethnicity, Pell status, and first-generation status, age, and gender.	10. Increase subgroup graduation rates by 2% for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.	
11. DWF Rates	11. Decrease the DWF rates in all academic credit courses to below 40% annually	
12. Satisfaction with courses and programs	12. 80% of graduate survey respondents will be satisfied or very satisfied with their courses or programs annually	

Objective 5. Provide support services (counseling, tutoring, career, advising) to help students be successful.		
Key Performance Indicator (KPI)	Outcome	Results
1. Number of mental health awareness events and services promoted on campus.	1. Promote a minimum of four mental health awareness events or communications per year	
2. Number of students using BrainFuse or in-person tutoring at the ASC.	2. Increase the percentage of students utilizing BrainFuse or in-person tutoring at the Academic Success Center by 2% annually.	
3. Student satisfaction of advising	3A. 100% of currently enrolled students will receive at least one contact from an advisor each semester. 3B. 80% of students indicate satisfaction with advising on the graduate survey	
4. Percentage of graduates securing employment within 12 months of graduation.	4. 75% of graduate survey respondents who are seeking employment are in a position related to their education discipline.	

Theme 3: Workforce Development

Goal: Expand and/or introduce high demand workforce programs

NSHE Alignment : Pillar 4: Meet workforce needs in Nevada

Objective 6. Provide opportunities for degree, certification, reskilling, and upskilling to remain competitive and adaptable in a constantly evolving workforce.		
Key Performance Indicator (KPI)	Outcome	Results
1. Number of students enrolled in programs that prepare students to work in high-demand occupations	1. 75% capacity in current programs for all high demand occupations in health sciences/behavioral health, CTE, and education.	

2. Number of graduates (including certificates of achievement) in programs that prepare students to work in high demand occupations	2. 75% of students enrolled in high-demand programs will graduate from their program.	
3. Number of students who participated in work-based learning activities (internships, job shadowing, apprenticeships, etc.)	3. 50% of enrolled students in high-demand programs participate in work-based learning activities before graduation.	
4A. Number of students enrolled in non-credit courses focused on workforce development and career skills	4A. 50% of enrolled students in non-credit courses will focus on workforce development and career skills.	
4B. Number of non-credit courses focused on workforce development and career skills.	4B. 50% of non-credit courses will focus on workforce development and/or career skills.	
5. Credit for Prior Learning (CPL) awarded through workforce-oriented learning experiences (certifications, licenses, recognized training, portfolios, etc.)	5. Identify and create 1 CPL pathway in our current and future programs annually.	

Objective 7: Engage with employers to develop a workforce ready pipeline.		
Key Performance Indicator (KPI)	Outcome	Results
1. Percentage of employers surveyed reporting satisfaction with the skills, performance, and preparedness of hired graduates.	1. 75% of the employers surveyed will be satisfied with the skills, performance and preparedness of hired graduates.	
2. Industry, stakeholder, and partnership collaborations.	2A. Hold an annual Advisory Board meeting per workforce program. 2B. Cultivate one new corporate partnership annually	

Theme 4: Culture & Community

Goal: Position GBC as a trusted community partner.

Objective 8: Create an open campus environment where students, faculty, staff, and the community gather to celebrate, learn, entertain and work together.		
Key Performance Indicator (KPI)	Outcome	Results
1. Number of courses held and number of students enrolled in continuing education programs	1. Continuing Education to offer 350 live and online courses to serve 2000 students per year.	
2. Number of community engagement events hosted across all campuses and centers, including online events.	2. 50 events hosted collectively across all locations per year.	
3. Percentage of students satisfaction with GBC mission fulfillment.	3. 80% percent of graduate survey respondents will report satisfaction with GBC mission fulfillment over the 5 year rolling average.	
4. Establish an Alumni Association	4A. Establish an Alumni Association by end of year 2 4B. Engage with alumni three times annually.	

Objective 9: Provide an innovative, positive, and safe work environment where GBC employees feel they belong.		
Key Performance Indicator (KPI)	Outcome	Results
1. Number of Professional Learning opportunities for all faculty and staff.	1A. Host 1 major professional learning event for faculty and staff per semester. 1B. Host 30 learning opportunities for faculty and staff.	

2. Number of Team Building/Special Events available for faculty and staff participation.	2. Host 6 team building/special events per year for faculty and staff participation.	
3. Adopt an up-to-date technology plan to support faculty and staff.	3. Develop a comprehensive technology plan that ensures effective use across all areas of the college and begin implementation over the next five years.	