

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
June 23, 2015
1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Sonja Sibert, Angie DeBraga,
Amber Donnelly, Bret Murphy, Mary Doucette,

President Curtis reported at the last Board of Regents meeting a couple of the Regents asked him why GBC wasn't a state college. President Curtis is analyzing what that would mean and is working on a paper to present to the Regents. Faculty will have input because of the many differences between a state college and community college workload, tenure etc. He will be looking at all the differences and line for line create a white paper by the September Board of Regents meeting when our two bachelor programs will be approved and then shortly after that present the white paper and start the conversation at the December Board of Regents' meeting. Everyone recognizes we are a state college without the designation. Please send President Curtis any comments or questions on this issue. GBC will remain an open door institution. Bret Murphy asked how becoming a state college help us financially. GBC revenue would be more per credit hour. The future is offering more bachelor degrees. GBC graduated 700 bachelor degrees and 5500 certifications and associate degrees. There is also potential to tap into Las Vegas population with online courses. The growth in the high tech field in Reno will help also.

11. Miscellaneous- No miscellaneous.

FACULTY SENATE BYLAWS

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ARTICLE V: SENATE OFFICERS AND ELECTION PROCEDURES

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ARTICLE VI: MEETINGS

A. Regular and Special Meetings

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GREAT BASIN COLLEGE ASSESSMENT PLAN INTRODUCTION

This plan defines how Great Basin College assesses its mission, operations, and performance. All functions of the college must be assessed on an ongoing basis to document and achieve the college's mission. Each college function, within the function mission, outcomes and assessment plan, is designed to measure performance and achievement of the college mission.

Six categories of assessment are identified in this plan, including how they are implemented. From roughly broadest to most detailed levels, these are as follows:

1. College Mission
2. Institutional Core Themes
3. Institutional Strategic Plan
4. Operations
5. Academic Programs
6. Courses

ASSESSMENT CATEGORIES

In this section of the Assessment Plan are described the responsibility, frequency, and methods of archiving of the various categories of assessment within the college. Together, these categories describe how well GBC performs as a college and ultimately how it fulfills its mission.

1. Mission Fulfillment

Great Basin College enriches people's lives by providing student-centered education in rural Nevada. Educational, cultural, and related economic needs are met through programs of university transfer, applied science and technology, and community partnerships, developmental e

