



# Providing Postsecondary Educational Opportunities to One of the Nation's Most Rural Areas

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# Our Reach

## Service Area Map

- Five campuses/centers
- Ten counties/school districts
- 86,500 square miles
- Main communities:
  - Elko
  - Battle Mountain
  - Ely
  - Pahrump
  - Winnemucca



## Great Basin College and its Mission

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***“Enriching people’s lives by providing student-centered, post-secondary education to rural Nevada.”***

Great Basin College is a comprehensive community college that provides educational opportunities to over 3,200 students across 86,514 square miles, in ten of Nevada’s largest counties bordering five states. The main campus in Elko is home to an educational community that attracts students interested in a residential college experience. Centers are located in Battle Mountain, Ely, Pahrump and Winnemucca. Satellite facilities are located in over a dozen communities across the college’s service area which is larger than 38 states and its two largest counties are individually larger than nine states. To meet the needs of traditional and non-traditional students, GBC utilizes an array of multi-faceted delivery options for courses including conventional classroom instruction, distance education using high-tech interactive video technology and web-based learning platforms. In 1999, the institution became one of the first community colleges in the nation to offer both Associate and Baccalaureate degrees. Accredited by the Northwest Commission on Colleges and Universities, GBC’s mission is focused on: “Enriching people’s lives by providing student-centered, post-secondary education to rural Nevada.” Over many years, Great Basin College has established strong relationships and meaningful partnerships with employers in business and industry (mining, natural resources, engineering, technology, healthcare, education and tourism) in its service area. “Growing our own” has become a strategy to recruit students, provide a trained workforce and retain qualified professionals for rural Nevada. With industry support, GBC has developed 48-week accelerated Associate degree programs in five technical areas and over 90% of graduates from these programs remain employed locally.

# Ely Center



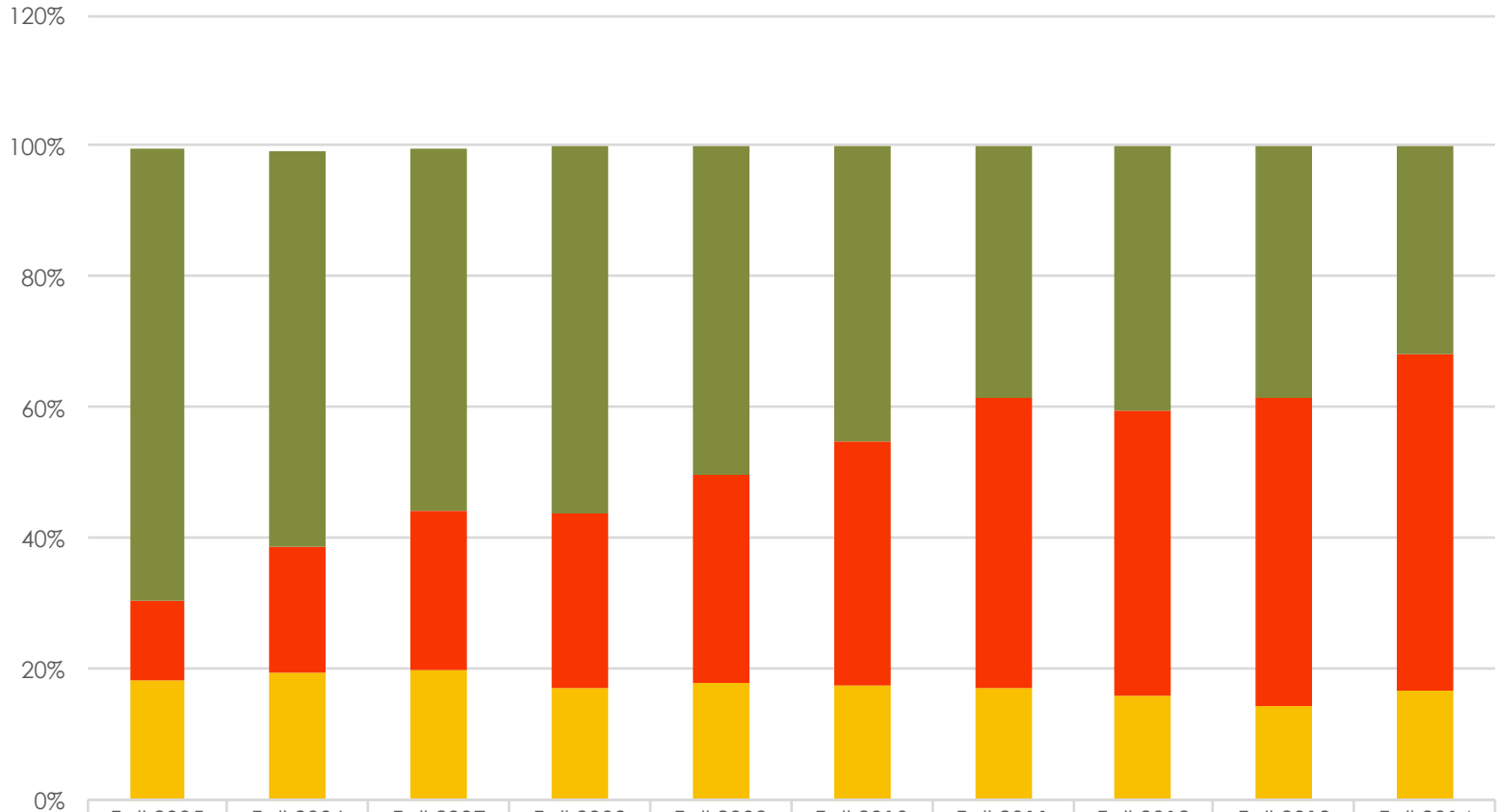
# Pahrump Valley Center



# Winnemucca Center



# Percentage FTE by Mode of Instruction



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
In Person	69%	61%	55%	56%	50%	45%	39%	40%	39%	32%
Online	12%	19%	24%	27%	31%	37%	44%	44%	47%	52%
Interactive Video	18%	19%	20%	17%	18%	18%	17%	16%	15%	17%

■ Interactive Video ■ Online ■ In Person



**Interactive Video**

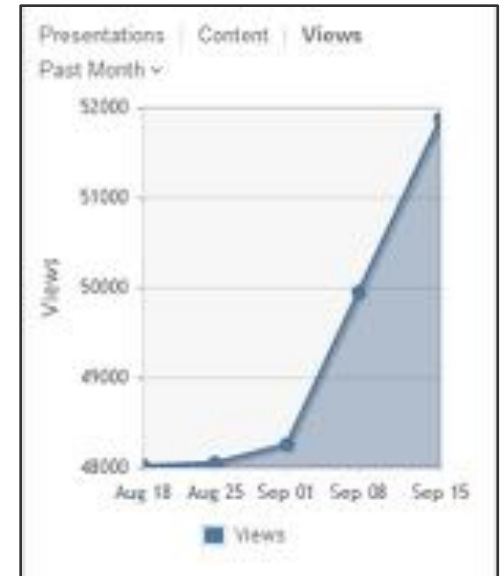


## Great Basin College's Interactive Video and Lecture Capture Systems

- Interactive Video Overview
- Scheduling and Support
- Lecture Capture
  - Coordination
  - Classroom and Studio Management

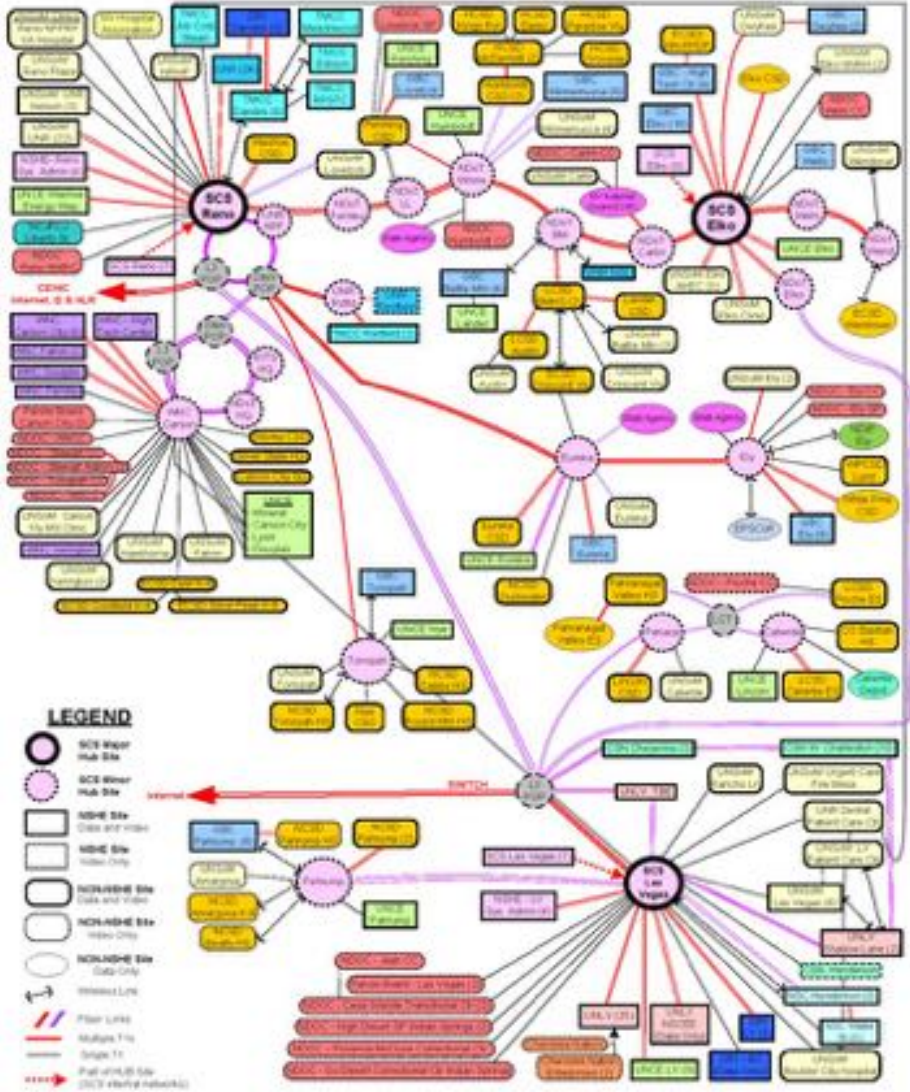
## Interactive Video Overview

- GBC is the most active user of IAV in the State of Nevada (Over 33% of all state video network activity)
- GBC offers between 85-100 IAV classes per semester
- The volume of lecture capture presentations has risen to over 1950 hours of material.
- The system logged 13,500 student views in Fall 2014 and 11,823 in Spring 2015.



# NevadaNET 2015

NSHE – NEVADA SYSTEM OF HIGHER EDUCATION



## Elko:

11 Classrooms  
7 Conference Rooms

## Battle Mountain:

5 Classrooms

## Ely:

6 Classrooms

## Pahrump:

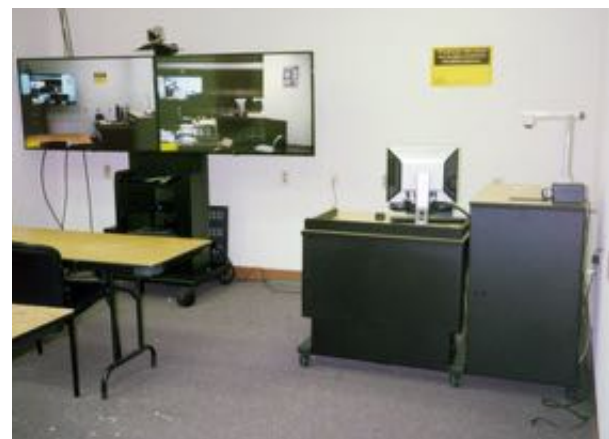
7 Classrooms

## Winnemucca:

7 Classrooms

## Satellite Campuses:

8 Classrooms  
7 Partner Locations



## Management of IAV Course Offerings

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- Semester Scheduling Meetings with Branch Campuses
- DE Classes specified in Program's Long Term Schedules
- Classroom assignments based on need (SmartBoards, Lecture Capture)
- Classroom facilitators assigned for all originating classes through IAV Office
- Classroom additions and upgrades implemented to meet programming needs (Elko and Branch Campuses)



## System Utilization

Class Location	Delivery Mode	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014
AUSTIN	IAV	0.0	0.0	0.0	0.0	0.8	0.6	1.2
BATTLEMTN	IAV	14.4	14.3	13.0	13.4	11.3	8.9	10.9
BEATTY	IAV	0.2	0.0	0.0	0.0	0.0	0.0	0.2
CARLIN	IAV	0.0	0.0	0.6	0.6	0.0	0.0	0.0
CARSONCITY	IAV	0.2	0.4	0.0	0.0	0.0	0.4	0.0
CRESCENTVLY	IAV	0.0	0.4	0.0	0.0	0.0	0.0	0.0
DYER	IAV	0.2	0.4	0.0	0.0	0.0	0.0	0.0
ELKO	IAV	185.6	129.4	134.2	129.8	140.3	145.1	161.1
ELY	IAV	15.5	12.7	16.6	13.7	13.7	10.1	14.3
EUREKA	IAV	0.0	0.5	0.6	0.3	0.5	0.7	0.4
JACKPOT	IAV	0.5	0.0	0.0	0.0	0.1	0.0	0.0
LOVELOCK	IAV	0.5	0.5	0.0	0.2	0.4	0.0	0.4
LUND	IAV	0.0	0.0	0.0	0.2	0.0	0.0	0.0
MCDERMITT	IAV	1.0	0.2	0.8	0.6	0.2	0.0	0.2
OWYHEE	IAV	0.2	0.2	0.8	2.0	0.7	0.8	1.6
PAHRUMP	IAV	58.3	52.8	61.1	36.9	50.1	40.5	53.3
ROUNDMTN	IAV	1.3	0.2	0.0	0.0	0.6	0.4	0.4
TONOPAH	IAV	1.0	1.4	0.0	0.8	0.8	1.6	1.1
WELLS	IAV	1.2	1.6	0.9	1.7	0.4	0.4	1.0
WENDOVER	IAV	1.5	1.1	0.4	0.3	1.7	1.2	1.1
WINNEMUCCA	IAV	40.1	43.0	49.9	39.5	39.8	33.4	44.7

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# How does GBC use ‘Lecture Capture’?

## Studio Based Presentations for On-Line Classes

MUS 121

## “Flipped” classes

MATH 128

## Captured Interactive video classes

ANTH 201

## Captured “live” classes

GEOL 101

## In-Service Modules

Assessment Workshop

## Live Streamed Events

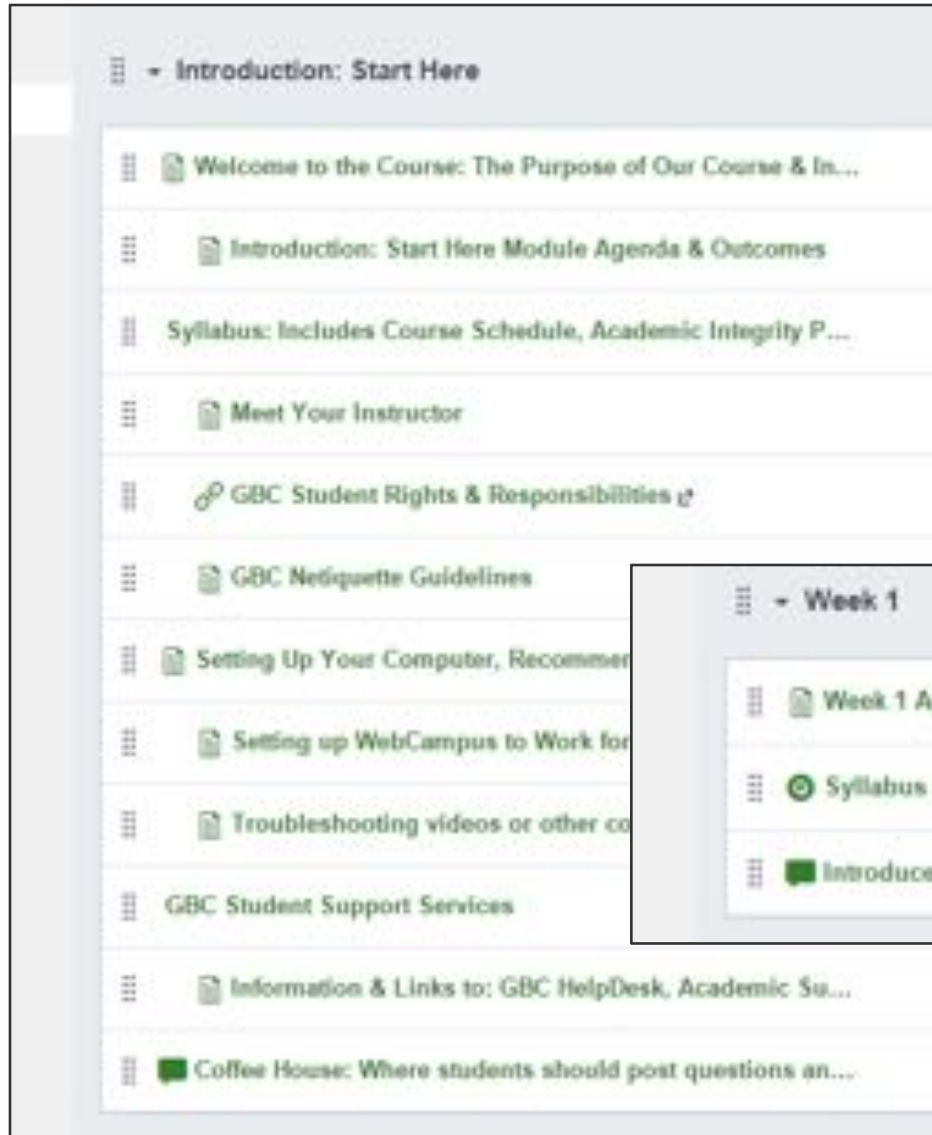
GBC Graduation Ceremony





**Online Learning**

# Creating a Culture for Success



A screenshot of a course navigation menu with a light gray background. The menu is organized into sections. The first section is titled '- Introduction: Start Here' and contains the following items: 'Welcome to the Course: The Purpose of Our Course & In...', 'Introduction: Start Here Module Agenda & Outcomes', 'Syllabus: Includes Course Schedule, Academic Integrity P...', 'Meet Your Instructor', 'GBC Student Rights & Responsibilities', 'GBC Netiquette Guidelines', 'Setting Up Your Computer, Recommen...', 'Setting up WebCampus to Work for', 'Troubleshooting videos or other co...', 'GBC Student Support Services', 'Information & Links to: GBC HelpDesk, Academic Su...', and 'Coffee House: Where students should post questions an...'. Each item is preceded by a three-line icon.



A screenshot of a 'Week 1' navigation menu. The menu is titled '- Week 1' and contains three items: 'Week 1 Agenda & Outcomes', 'Syllabus Quiz', and 'Introduce Yourself to the Class'. Each item is preceded by a three-line icon.

# Personal Feedback and Shared Expectations

Canvas LMS interface showing a student's essay submission and a professor's feedback.

**Essay Title:** HIST 1353: Hamilton and Jefferson  
**Professor:** Joanne Freeman

**Submission Text:** By submitting this essay, I attest that it is my own work, completed in accordance with University regulations. — Jacob Ashbinder

**Essay Title:** "In the Fold of America": Immigration Politics in the Alien and Sedition Era  
**Author:** Jacob Ashbinder

**Feedback:**

- Red Box:** HIST 1353: Hamilton and Jefferson  
Professor Joanne Freeman
- Yellow Callout 1:** Lisa Foster: Use course and APA citation format
- Yellow Callout 2:** Lisa Foster: Think about adding the implications of the author's decision to not sign the bill

**Assignment Rubric:**

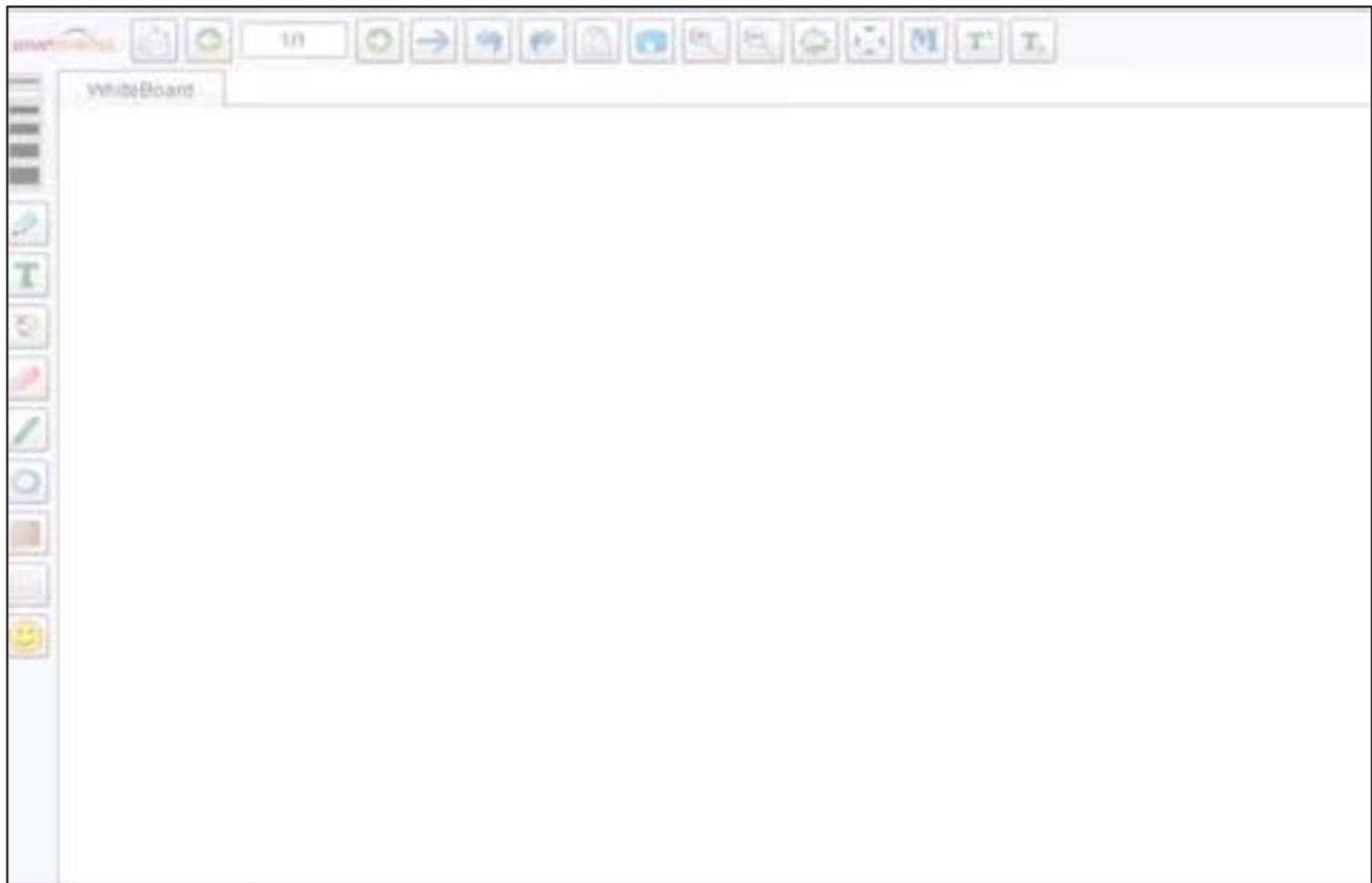
Criteria	Assessment
Organization	Organizational structure effectively related to relevant writing standards Assessment: 10/10 pts
Style/ Vocabulary	Exhibits maximum use of vocabulary that is precise and purposeful 10/10 pts
Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow, rhythm, and varied structure) 10/10 pts
Conventions	Discovers or cites correct with grammatical conventions appropriate to the writing task sentence formation, standard usage including agreement, tense, and case, and mechanics including use of punctuation, parallelism, and spelling 8/10 pts
<b>Total Points: 40/40 pts</b>	

**Assignment Comments:**

- Recently viewed this assignment
- Please review the rubric on the page while viewing the video below for my in-depth comments

# Student Support and Responsibility

**smarthinking**  
Live, Online Tutoring - 24/7



## CraniumCafe - Because Human Connection Matters

The screenshot displays the WebCampus interface for a course. The top navigation bar includes 'Courses', 'Grades', 'Calendar', and 'Commons'. The course identifier is '2158EDEL\_4' with a sub-path '2158EDEL\_43\_1001'. A sidebar on the left lists various navigation options such as 'Home', 'Syllabus', 'Modules', 'Grades', 'People', 'Collaborations', 'Outcomes', 'Conferences', 'Attendance', 'Chat', 'Announcements', 'Participation Report', 'Signments', 'Sessions', 'Pages', 'Calendar', 'Files', 'Smarthinking Online', 'Tutoring', 'CraniumCafe', and 'Settings'. The main content area is divided into two tabs: 'For This Course' and 'For All My Courses'. Below these tabs are icons for 'Cafe Users', 'Appointments', 'Cafe Hours', 'Archives', 'Profile', and 'Help'. The 'Cafe Users' section features three profiles:

- Cafe Bot (TEACHER):** Title: Customer Service Representative. Bio: I'm here in case you'd like to try out Cranium Cafe on your own before meeting in a Cafe with another person. Buttons: Knock on Door, Schedule Meeting.
- Lisa Frazier (TEACHER):** Title: Assoc. Vice President, Distance Education. Office: HTC 115, the CraniumCafe Office Hours, by appointment. Bio: [click to read bio](#). Buttons: Knock on Door, Schedule Meeting.
- Crystal (STUDENT):** Bio: For the next year, I will be living at school- I am a full-time 4th grade teacher plus taking 3 methods courses this semester and three next. Good thing I don't have a life :/

Below the Crystal profile, the start of another profile for **Suzanne (STUDENT)** is visible, with a bio that reads: "Hi - I'm currently attending GBC to finish my teaching license and am working at the junior high teaching 7th grade math. If I had spare time - I know it is in my future - I love to knit, read, camp and travel."



Cranium Cafe.

$(-1, 3)$  and  $\perp$  to  $2x + 4y = 6$   
↑  
point

$$y - y_1 = m(x - x_1)$$
$$y - 3 = 2(x - (-1))$$
$$y - 3 = 2(x + 1)$$
$$y - 3 = 2x + 2$$
$$y = 2x + 5$$
$$4y = -2x + 6$$
$$y = -\frac{2}{4}x + \frac{6}{4}$$
$$y = -\frac{1}{2}x + \frac{3}{2}$$

$\perp$  slope = 2



### Online Remedial Math Retention



Instruction in study skills may improve problem solving and remedial math outcomes.

Teaching Mathematics  
Applications (2015) 34 (2):83-  
90.[doi:10.1093/teamat/hru028](https://doi.org/10.1093/teamat/hru028)  
First published online: January 26, 2015



# Questions?

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