General Education Program Review

Spring 2020

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Summary

This report presents an overview of the General Education Program at Great Basin College. In the five year period following the 2015 report, General Education at GBC underwent a significant redesign due to accreditation concerns and the need for a program structure that facilitates a cyclical process of assessment and evaluation to address student needs and institutional goals. The report will address this process of redesign as well as the recent design and nascent implementation of an assessment model that reflects the diversity of curricula within the program. In addition, the report will review program data and student satisfaction before offering recommendations for consideration and action in the next reporting cycle.

Description of General Education Program

The current General Education Program for A.A. and A.S. degrees is designed on a foundation of assessable outcomes and skills the institution values for graduating students. We believe that these core values and skills are essential to achieving our institutional mission and best serving our students. Specific general education courses are linked to each outcome to ensure students fulfill each outcome in the course of earning their A.A. or A.S. degree. The outcomes are:

Communications and Expressions

1. Written Communications
    a. Utilize written genres appropriate to task
    b. Express ideas clearly and compelling in text
    c. Effectively identify and address various audiences and contexts
2. Oral Communications
    a. Organize oral presentations appropriate to context and audience
    b. Deliver compelling and clear oral presentations
    c. Demonstrate an understanding of interpersonal communication in a variety of contexts
3. Evidence-Based Communications
    a. Correctly interpret and analyze source materials and readings
    b. Determine source appropriateness/credibility according to context
    c. Effectively incorporate and cite sourced materials in a variety of contexts
4. Fine Arts
    a. Demonstrate proficiency in the understanding of basic fine arts concepts and language
    b. Demonstrate the effective use and application of artistic tools and processes

c. Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning

5. Mathematical Reasoning
    a. Demonstrate knowledge of mathematical notation and concepts
    b. Apply mathematical concepts and operations in proper written or graphical form
    c. Apply relevant mathematical skills in solving real world problems
6. Scientific Reasoning
    a. Demonstrate an understanding of the scientific methodologies used in various disciplines
    b. Effectively interpret and apply scientific principles and concepts
    c. Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences
7. Scientific Data Interpretation
    a. Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
    b. Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience

8. Structure of Societies
    a. Demonstrate understanding of the processes that influence human behavior and structure of societies
    b. Demonstrate understanding of the processes that influence social stratification and/or inequality
    c. Demonstrate understanding of the methodologies used to study human social systems
9. American Constitutions and Institutions
    a. Demonstrate an understanding of American constitutions and institutions and their development
    b. Demonstrate understanding of processes of social stratification and inequality in American society
    c. Demonstrate knowledge of the methods used to study American society
10. Humanities
    a. Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
    b. Demonstrate an ability to recognize the importance of creative human expression

c. Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
d. Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency

11. Technological Proficiency
    a. Analyze a problem and identify and define the technology requirements appropriate to its solution
    b. Describe professional, ethical, legal, security and social issues and responsibilities for technology users
    c. Develop skills to continuously learn fundamentals of existing and new technology

A.A.S., B.A.S., B.A., B.S. and B.S.N. degrees operate on a generalized General Education Structure that is responsive to credit restrictions/embedding and recognizes that program and licensure assessment provide guidance on curriculum. The categories of general education for these degrees include English/Communication, Math, Science, Social Science, Humanities and Fine Arts, Technology and, for four year degrees, Integrative Seminars and Capstone.

General Education Redesign

In the five years since the last program review, General Education at Great Basin College has undergone a significant redesign and restructuring in response to institutional reconsiderations of general education as a program and foundational academic concept as well as information and assessment needs identified by The Northwest Accreditation Commission (NWCCU).

The General Education Program revitalization started in 2012. Five members from the Faculty Senate General Education Committee attended the Association of American Colleges and Universities (AACU) Institute's general education conference in the summer of 2012. From this conference a five year action plan was developed, a definition of general education was produced, and a survey was sent to faculty to try to come up with a direction for general education. These documents were shared with the committee on September 17, 2012.
The goal of the committee was to have a completed review revision and implementation of the general education program with identified student learner outcomes and assessment with alignment to the college mission. Over the next six years, many discussions and a lot of hard work from faculty, the new general education program was implemented starting the Fall of 2018.

In the process of reviewing general education, defining it for the institution and considering best practices for general education implementation, the committee and administration identified the following areas for improvement in the prior model (Appendix I):

1. Focus: Under the prior general education model, an individual course was required to address multiple areas of general education, essentially forcing a class to serve purposes beyond its scope, placing a burden on course instructors and curriculum design.
2. Assessability: The structure of the prior education model focused on specific areas of knowledge rather than demonstrable and assessable learning outcomes, which created logistic difficulties in assessment. Also, as mentioned above, the lack of clarity in which courses addressed which general education and to what degree created difficulty in developing a clear assessment plan.

In order to address these areas, the redesign of general education focused on presenting an assessable, outcome-based general education program reflective of the values of GBC as well as the concerns and interests of our accreditors and stakeholders. The redesigned program is presented as Appendix II of this report. The key changes to note are:

1. Observable and assessable student learning outcomes for all areas of general education.
2. A clear link between individual courses included in general education and specific general education student learning outcomes to facilitate focused assessment of student achievement.

The updated general education model took effect in the Fall of 2018, and, as such, the program data and success measures provided in the report reflect data collected under both general education models.

Program Data

The General Education program is the foundation for all degrees and certificates awarded at Great Basin College. The data included in Appendix III of this document show the number of graduates by degree and certificate, disaggregated by percent women and percent minority. The following table shows the percentage of graduates by year. This data reflects the percentage of students who completed their degree within a period of one-and-a-half times the expected date of graduation as well as students who transferred to other institutions.

Graduation Rate by Year

Academic Year	*Percentage*
2014	24%

2015	20.70%
2016	24.10%
2017	27.80%
2018	35.70%

Assessment and Success Measures

General Education Assessment Redesign

In the course of redesigning the general education program, the need to reconsider our methods of assessing general education presented itself. Under the prior model, assessment of general education was conducted using individual course assessments completed by instructors as part of end-of-year performance evaluations. After reviewing the data from these reports, the committee recognized the following limitations in this model:

1. Volume of assessment data: Due to the fact that course assessments are not completed by part-time instructors, and a wide time-frame for required reporting on general education courses, the data generated by course assessments for a particular course versus the number of sections taught resulted in a data sample with questionable validity.
2. Lack of transparency in assessment: In the majority of cases, course assessments, while driven by course and general education outcomes, failed to fully explain assessment methodologies and instruments to the degree an outside party, such as an accreditor, would follow. Additionally, this lack of clarity in assessment methodology made it difficult to follow the connections between outcome, student work, method of assessment and results.

In response, the general education committee, upon the implementation of the redesigned general education model, began working to develop an effective method of assessing general education. The committee decided to utilize a content specialist designed and driven bottom up model of assessment allowing for analysis of general education courses at the course, department, program and institutional levels. We believe that allowing departments and instructors to design general education outcome driven assessment plans that reflect the methodologies and values of their discipline recognizes not only the varying approaches to assessment across various fields but also to create useful assessments that provide actionable information that will inform curriculum development and refinement at multiple levels.

In order to assist in the development of assessments, the General Education Committee provided instructors and departments with guidelines for assessment planning and reporting that allows for

flexibility in assessment while ensuring the committee will receive the necessary data to make informed and strategic decisions about general education at Great Basin College in the next review and accreditation cycle. Appendix IV contains the overall General Education Assessment Plan and supporting documents including a reporting template provided to faculty.

At the end of the 2019-2020 year, the committee has reviewed and approved assessment plans for most of our general education courses. A few plans remain missing/in need of revision due to the disruption of the COVID-19 pandemic as well as raised concerns regarding the placement of language and logic courses in the General Education program. These issues will be resolved shortly. The next review in the cycle should contain a full assessment report for General Education under the new assessment and curricular model.

Student Satisfaction Surveys

Student satisfaction of understanding of each general education objective was assessed through the 2013-2014, 2014-15, 2015-2016, 2016-2017 and 2017-2018 Graduate Surveys (See Table). The surveys conducted in the reporting period reflect the prior general education areas: Ability to Organize Ideas, Ability to Communicate, Ability to Think Critically, Understanding Cultural Diversity and Technological Understanding. Personal Wellness was not included in this report as it was removed as a General Education Area prior to the submission of the 2015 Review. Satisfaction, for the purpose of this report, is defined at the percentage of students who described themselves as "Satisfied" or "Very Satisfied" on the question.

In 2013-2014, 122 students completed the survey questions pertaining to general education. Of those respondents: 83.2% reported themselves as satisfied with their growth in their ability to organize ideas; 85.83% reported themselves as satisfied with their growth in their ability to communicate; 86.56% reported themselves as satisfied with their growth in their ability to think critically; 78.33% reported themselves as satisfied with their growth in understanding cultural diversity, and 87.5% reported themselves as satisfied with their growth in understanding technology.

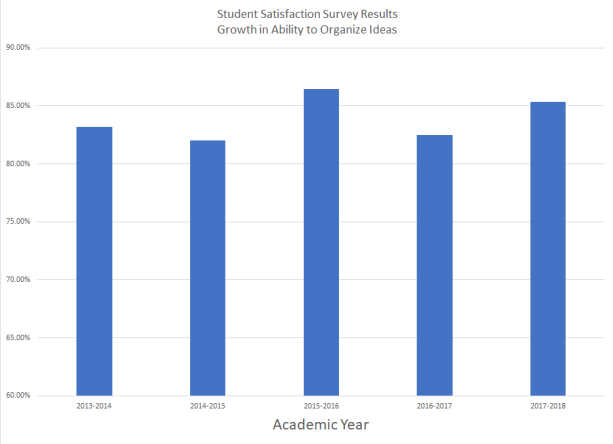
In 2014-15, 89 students completed the survey questions pertaining to general education. Of those respondents: 82.02% reported themselves as satisfied with their growth in their ability to organize ideas; 86.52% reported themselves as satisfied with their growth in their ability to communicate; 85.39% reported themselves as satisfied with their growth in their ability to think critically; 65.17% reported themselves as satisfied with their growth in understanding cultural diversity, and 83.15% reported themselves as satisfied with their growth in understanding technology.

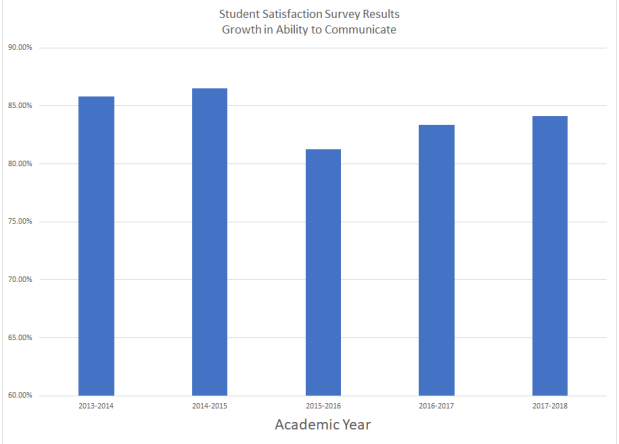
In 2015-2016, 96 students completed the survey questions pertaining to general education. Of those respondents: 86.46% reported themselves as satisfied with their growth in their ability to

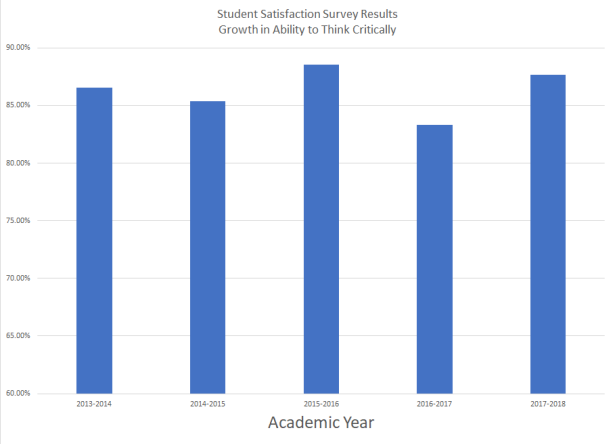
organize ideas; 81.25% reported themselves as satisfied with their growth in their ability to communicate; 88.54% reported themselves as satisfied with their growth in their ability to think critically; 71.88% reported themselves as satisfied with their growth in understanding cultural diversity, and 87.5% reported themselves as satisfied with their growth in understanding technology.

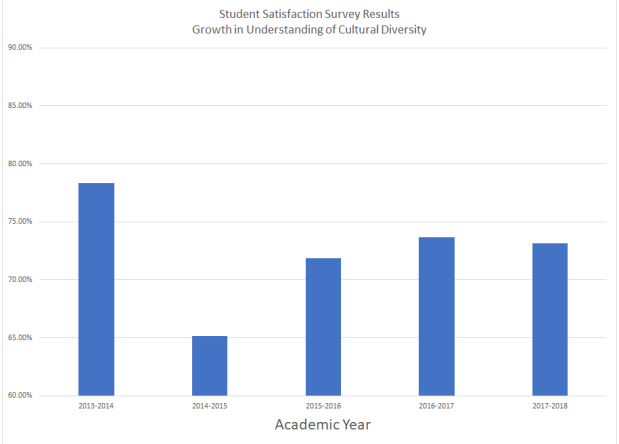
In 2016-2017, 115 students completed the survey questions pertaining to general education. Of those respondents: 82.46% reported themselves as satisfied with their growth in their ability to organize ideas; 83.34% reported themselves as satisfied with their growth in their ability to communicate; 83.33% reported themselves as satisfied with their growth in their ability to think critically; 73.68% reported themselves as satisfied with their growth in understanding cultural diversity, and 82.45% reported themselves as satisfied with their growth in understanding technology.

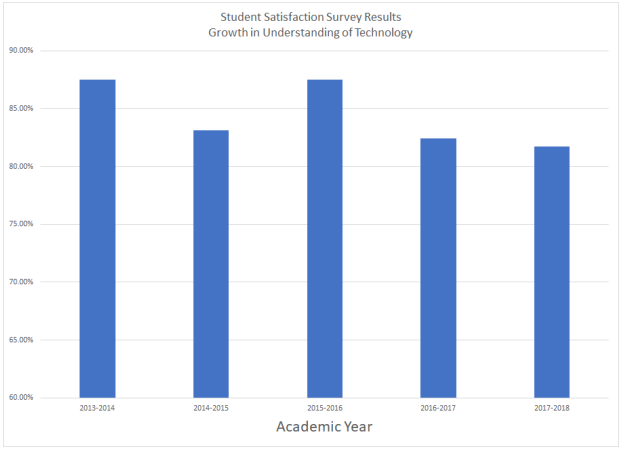
In 2017-2018, 83 students completed the survey questions pertaining to general education. Of those respondents: 85.36% reported themselves as satisfied with their growth in their ability to organize ideas; 84.14% reported themselves as satisfied with their growth in their ability to communicate; 87.65% reported themselves as satisfied with their growth in their ability to think critically; 73.17% reported themselves as satisfied with their growth in understanding cultural diversity, and 81.71% reported themselves as satisfied with their growth in understanding technology.











Recommendations

Given the transitional nature of General Education at GBC over this reporting period, and a lack of data for the performance of the redesigned general education curriculum, data-driven recommendations are difficult to make for this reporting period.

However, the committee recognizes and recommends the following for consideration and action within the next recording period:

1. The implementation and piloting of the new general education assessment model remains an ongoing committee concern, as this model may need refinement to best serve its overall purpose of assessing general education and becoming part of an ongoing cycle of assessment, modification and innovation of general education at Great Basin College to create a "closing the loop" assessment structure.

2. The examination and hopeful replacement of 300 level INT Courses, which are non-transferable, with upper-division transferable courses that meet the intended goal of the INT courses to expose students to academic viewpoints from disciplines diverse from their major. As part of this process, upper-division general education models at other NSHE institutions should be considered and, perhaps, used as an eventual model for GBC in order to facilitate smooth and effective transfers for students.

3. Updating the graduate survey to better reflect the general education outcomes/areas of the redesigned curriculum.

APPENDIX I

Prior General Education Model (2015-2016 Catalog Year)

General Education

General Education Objectives

It is the goal of the faculty of Great Basin College that all students that graduate with either an Associate's or Bachelor's degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness with the following objectives:

COMMUNICATION SKILLS
Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.

CRITICAL THINKING
Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. There are three elements to this objective:

Quantitative Ability
Understand mathematical principles and integrate quantitative methods into problem solving.

Reasoning and Independent Thought
Use logic and visual thinking in selecting, analyzing, and presenting information.

Scientific Understanding
Understand the essential workings of natural systems, understand the hierarchy of scientific knowing and the use of the scientific method in its pursuit, and have the ability to use this knowledge predictively.

PERSONAL/CULTURAL AWARENESS
Understand diversity of individuals in society, the development of human societies, and the significance of creativity in the human experience.

Sense of the Individual in Society
Recognize and respect the rights of the individual, and possess an appreciation of the complexity and variety of the divergent attitudes, values, and beliefs in society.

Sense of the Past
Understand the cultural and historical heritage of contemporary society, and be able to thoughtfully consider the implications of this heritage.

Sense of Accountability
Appreciate the consequences of human actions in social and environmental contexts, and have the ability to consider the ethical and practical implications of those actions.

Appreciation of Fine Arts
Recognize and value creative human expression.

TECHNOLOGICAL UNDERSTANDING
Function effectively in modern society through the use of technology

APPENDIX I

Prior General Education Model (2015-2016 Catalog Year)

GENERAL EDUCATION REQUIREMENTS					
AREA	**ASSOCIATE OF ARTS**	**ASSOCIATE OF SCIENCE**	**BACHELOR OF ARTS** **BACHELOR OF SCIENCE IN NURSING**	**ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)**	**BACHELOR OF APPLIED SCIENCE**
GBC ORIENTATION	**0.5 Credits:** INT 100	**0.5 Credits:** INT 100	–0–	**0.5 Credits:** INT 100	–0–
ENGLISH/ COMMUNICATIONS	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 COM 101 or THTR 221 or THTR 102	**6 Credits:** ENG 101, 102; ENG 107, 108	**6 Credits (in addition to Associate's credits):** ENG 333 COM 101 or THTR 221 or THTR 102
MATHEMATICS	**3-5 Credits:** MATH 120 or 5 credits at the level of MATH 126 or higher (Includes STAT 152)	**5 Credits:** 5 credits at the level of MATH 126 or higher. (Includes STAT 152)	**3 Credits:** MATH 120, 126, or higher (Includes STAT 152)	**3 Credits:** MATH 116, 120, 126,or higher (Includes STAT 152)	**6 Credits (in addition to Associate's credits):** STAT 152 or MATH 181 INT 359
SCIENCE *includes: any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	**6 Credits:** Select at least 3 credits from: BIOL 190; CHEM 100, 121; GEOL 101; PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	**More than 12 Credits:** Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than12 credits of science*, and 4 or more science courses.	**6 Credits:** 6 credits of lower-division general education Science.	**3 Credits:** ANTH 102 AGSC 100 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NRES 150 NUTR 121 PHYS 100, 107, 151	**3 Credits (in addition to Associate's credits):** INT 369
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.)	**9 Credits:** ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101 Within the 9 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	**6 Credits:** ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101 Within the 6 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	**9 Credits:** 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements).	**6 Credits:** 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 BUS 113 and 114 HMS 200 MGT 283 PSY 208	**6 Credits (in addition to Associate's credits):** (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES AND FINE ARTS	**9 Credits:** **3 credits Humanities:** ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 **3 credits Fine Arts:** ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105 Select an additional 3 credits from above or: AM; ART 297; ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	**6 Credits:** **3 credits Humanities:** ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 **3 credits Fine Arts:** ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	**3 Credits:** 3 credits of lower-division general education Humanities **3 Credits:** 3 credits of lower-division general education Fine Arts	**3 Credits:** ART 100, 101,107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	**3 Credits (in addition to Associate's credits):** INT 339
TECHNOLOGY	**3 Credits:** CS 135, EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** CS 135, EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** 3 credits of lower-division general education Technology	**3 Credits:** CS 135. EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221	**3 Credits:** 3 credits of approved lower-division.
INTEGRATIVE SEMINARS	–0–	–0–	**3 Credits:** As determined by program.	–0–	See above
CAPSTONE	–0–	–0–	**3 Credits:** As determined by program.	–0–	**3 Credits:** As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS Select with Advisor	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.	A minimum of 60 total credits is required. Most programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

APPENDIX II

Current General Education Model (2019-2020 Catalog Year)

General Education

General Education Objectives

It is the goal of the faculty of Great Basin College that all students that graduate with either an Associate's or Bachelor's degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness with the following objectives:

Communications and Expressions

1. Written Communications

- Utilize written genres appropriate to task
- Express ideas clearly and compellingly in text
- Effectively identify and address various audiences and contexts

2. Oral Communications

- Organize oral presentations appropriate to context and audience
- Deliver compelling and clear oral communications
- Demonstrate an understanding of interpersonal communications in a variety of contexts

3. Evidence-Based Communications

- Correctly interpret and analyze source materials and readings
- Determine source appropriateness/credibility according to context
- Effectively incorporate and cite sourced material in communications

4. Fine Arts

- Demonstrate proficiency in the understanding of basic fine arts concepts and language
- Demonstrate the effective use and application of artistic tools and processes
- Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning

5. Mathematical Reasoning

- Demonstrate knowledge of mathematical notation and concepts
- Apply mathematical concepts and operations in proper written or graphical form
- Apply relevant mathematical skills in solving real world problems

6. Scientific Reasoning

- Demonstrate an understanding of the scientific methodologies used in various disciplines
- Effectively interpret and apply scientific principles and concepts
- Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences

7. Scientific Data Interpretation

- Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
- Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience

8. Structure of Societies

- Demonstrate understanding of the processes that influence human behavior and structure of societies
- Demonstrate understanding of the processes that influence social stratification and/or inequality
- Demonstrate understanding of the methodologies used to study human social systems

9. American Constitutions and Institutions

- Demonstrate an understanding of American constitutions and institutions and their development
- Demonstrate understanding of processes of social stratification and inequality in American society
- Demonstrate knowledge of the methods used to study American society

10. Humanities

- Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
- Demonstrate an ability to recognize the importance of creative human expression
- Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
- Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency

11. Technological Proficiency

- Analyze a problem and identify and define the technology requirements appropriate to its solution
- Describe professional, ethical, legal, security and social issues and responsibilities for technology users
- Develop skills to continuously learn fundamentals of existing and new technology

APPENDIX II

Current General Education Model (2019-2020 Catalog Year)

General Education Requirements — Associate of Arts and Associate of Science			
	OBJECTIVES		**CREDITS**
COMMUNICATIONS AND EXPRESSIONS			
1	WRITTEN COMMUNICATIONS	ENG 100, ENG 101	3
2	ORAL COMMUNICATIONS	COM 101, THTR 102, THTR 221	3
3	EVIDENCE-BASED COMMUNICATIONS	ENG 102	3
4	FINE ARTS	ART 100, ART 101, ART 107, MUS 101, THTR 100, THTR 105, THTR 204	3
LOGICAL AND SCIENTIFIC REASONING			
5	MATHEMATICAL REASONING	MATH 126 or higher; or STAT 152 **AA ONLY: Can use MATH 120**	3
6	SCIENTIFIC REASONING	Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103, and NUTR 121	3-4
7	SCIENTIFIC DATA INTERPRETATION	BIOL 190, CHEM 121, GEOL 101, PHYS 151, PHYS 180 **AA ONLY: Can also choose from AST 101, BIOL 100, CHEM 100, ENV 100, NUTR 121, PHYS 100**	3-4
HUMAN SOCIETIES AND EXPERIENCE			
8	STRUCTURE OF SOCIETIES	ANTH 101, ANTH 201, ANTH 202, CRJ 104, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101	3
9	AMERICAN CONSTITUTIONS AND INSTITUTIONS	HIST 101/102 (must take both) or PSC 101	3
10	HUMANITIES	ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 105, HIST 106, HUM 101, HUM 111, MUS 121, MUS 125, PHIL 102, PHIL 129, SPAN 111, SPAN 112, SPAN 211	3
TECHNOLOGICAL PROFICIENCY			
11	TECHNOLOGICAL PROFICIENCY	CIT 129, CS 135, EDU 214, GIS 109, GRC 119, IS 101	3
FOUNDATIONS			
	AA: SOCIAL SCIENCE	Any transferrable course 100- or 200-level ANTH (except ANTH 102), CRJ, HIST, PSC, PSY, SOC, ECON 102, ECON 103, GEOG 106	3
	AA: HUMANITIES / FINE ARTS	Any transferrable course 200-level ENG or 100- or 200-level AM, ART, FIS, FREN, GRC 103, GRC 156, HUM, JOUR, MUS, PHIL, SPAN, THTR	3
	AS: MATHEMATICS	Any MATH 127 or higher, or STAT 152 (Minimum 5 total credits Mathematics)	2-4
	AS: SCIENCES	Any 4 credit lab science course in BIOL, CHEM, GEOL, PHYS (Minimum 12 total credits Science)	4

Electives: A minimum of 60 total credits is required. See an advisor to select appropriate courses.
These requirements meet the requirements laid out in NSHE Code, Title 4, Chapter 14, section 19.

APPENDIX II

Current General Education Model (2019-2020 Catalog Year)

General Education Requirements (continued)			
AREA	**ASSOCIATE OF APPLIED SCIENCE** (AAS courses are not required to use integrative format)	**BACHELOR OF APPLIED SCIENCE**	• **BACHELOR OF ARTS** • **BACHELOR OF SCIENCE** • **BACHELOR OF SCIENCE IN NURSING**
ENGLISH/ COMMUNICATIONS	**6 Credits:** ENG 100 or 101, 102; ENG 107, 108	**6 Credits (in addition to Associate's credits):** ENG 333 COM 101 or THTR 221 or THTR 102	**3 Credits:** ENG 102
MATHEMATICS	**3 Credits:** MATH 116, 120, 126,or higher (Includes STAT 152)	**6 Credits (in addition to Associate's credits):** STAT 152 or MATH 181 INT 359	**3 Credits:** MATH 120, 126, or higher (Includes STAT 152)
SCIENCE *includes: any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	**3 Credits:** ANTH 102 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NUTR 121 PHYS 100, 107, 151	**3 Credits (in addition to Associate's credits):** INT 369 PHYS 152 PHYS 181	**6 Credits:** 6 credits of lower-division general education Science.
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.)	**6 Credits:** 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 HMS 200 MGT 283 PSY 208	**6 Credits (in addition to Associate's credits):** (U.S. and Nevada Constitution requirements must be fulfilled) PHIL 311 (formerly ECON 311) INT 349	**6 Credits:** 6 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements).
HUMANITIES AND FINE ARTS	**3 Credits:** ART 100, 101,107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105, 204	**3 Credits (in addition to Associate's credits):** INT 339	**3 Credits:** 3 credits of lower-division general education Humanities **3 Credits:** 3 credits of lower-division general education Fine Arts
TECHNOLOGY	**3 Credits:** CIT 129 CS 135. EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, MTT 100, WELD 110, 211, 221	**3 Credits:** 3 credits of approved lower-division.	**3 Credits:** 3 credits of lower-division general education Technology
INTEGRATIVE SEMINARS	–0–	See above	**3 Credits:** As determined by program.
CAPSTONE	–0–	**3 Credits:** As determined by program.	**3 Credits:** As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS Choose with Advisor	A minimum of 60 total credits is required. Some programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

APPENDIX III

Degrees Awarded

Great Basin College
Degrees Awarded
Period: 2014-15 thru 2018-19

	Award Year				
Degree	2014-15	2015-16	2016-17	2017-18	2018-19
AA	84	85	76	84	82
AAS	139	155	167	165	158
AGS	20	16	16	11	14
ARL			14	7	16
AS	46	58	36	37	44
BA	10	10	20	28	37
BAS	33	33	33	33	32
BS					6
BSN	16	28	23	11	16
CT	182	198	179	153	156
END		4		1	
PB	1	6	7	3	2
Grand Total	531	593	571	533	563

Great Basin College
Percentage Degrees Awarded By Gender
Period: 2014-15 thru 2018-19

	Award Year / Gender									
	2014-15		2015-16		2016-17		2017-18		2018-19	
Degree	F	M	F	M	F	M	F	M	F	M
AA	72.62%	27.38%	75.29%	24.71%	82.89%	17.11%	79.76%	20.24%	84.15%	15.85%
AAS	51.80%	48.20%	43.87%	56.13%	49.70%	50.30%	47.27%	52.73%	41.77%	58.23%
AGS	75.00%	25.00%	81.25%	18.75%	50.00%	50.00%	54.55%	45.45%	64.29%	35.71%
ARL					85.71%	14.29%	71.43%	28.57%	75.00%	25.00%
AS	50.00%	50.00%	60.34%	39.66%	47.22%	52.78%	56.76%	43.24%	70.45%	29.55%
BA	80.00%	20.00%	90.00%	10.00%	80.00%	20.00%	89.29%	10.71%	78.38%	21.62%
BAS	27.27%	72.73%	42.42%	57.58%	39.39%	60.61%	45.45%	54.55%	46.88%	53.13%
BS									100.00%	
BSN	100.00%		89.29%	10.71%	91.30%	8.70%	90.91%	9.09%	87.50%	12.50%
CT	37.91%	62.09%	27.27%	72.73%	31.28%	68.72%	30.07%	69.93%	25.00%	75.00%
END			100.00%				100.00%			
PB		100.00%	66.67%	33.33%	57.14%	42.86%	33.33%	66.67%	100.00%	
Grand Total	51.41%	48.59%	48.90%	51.10%	51.31%	48.69%	51.59%	48.41%	51.87%	48.13%

Great Basin College
Percentage Degrees Awarded - Ethnicity
Period: 2014-15 thru 2018-19

	Award Year / Ethnicity									
	2014-15		2015-16		2016-17		2017-18		2018-19	
Degree	Minority	Other	Minority	Other	Minority	Other	Minority	Other	Minority	Other
AA	21.43%	78.57%	21.18%	78.82%	25.00%	75.00%	30.95%	69.05%	30.49%	69.51%
AAS	25.18%	74.82%	27.10%	72.90%	33.53%	66.47%	33.33%	66.67%	29.75%	70.25%
AGS	15.00%	85.00%	18.75%	81.25%	31.25%	68.75%	36.36%	63.64%	21.43%	78.57%
ARL					7.14%	92.86%	14.29%	85.71%	12.50%	87.50%
AS	19.57%	80.43%	24.14%	75.86%	19.44%	80.56%	18.92%	81.08%	31.82%	68.18%
BA	10.00%	90.00%	10.00%	90.00%	20.00%	80.00%	21.43%	78.57%	21.62%	78.38%
BAS	15.15%	84.85%	18.18%	81.82%	21.21%	78.79%	30.30%	69.70%	25.00%	75.00%
BS									16.67%	83.33%
BSN	18.75%	81.25%	14.29%	85.71%	30.43%	69.57%	27.27%	72.73%	31.25%	68.75%
CT	27.47%	72.53%	24.75%	75.25%	40.22%	59.78%	38.56%	61.44%	39.10%	60.90%
END				100.00%				100.00%		
PB	100.00%			100.00%		100.00%		100.00%		100.00%
Grand Total	23.54%	76.46%	23.10%	76.90%	31.17%	68.83%	32.08%	67.92%	30.91%	69.09%

APPENDIX IV

General Education Assessment Plan

General Education Five-Year Assessment Plan

Prepared by The General Education Committee, Fall 2019 (Draft)

Introduction

In the 2017-2018 Academic Year, Great Basin College approved a redesigned General Education Program for the A.A. and A.S. degrees[1], a project prompted by the suggestions and observations of NWCCU. The redesign focused on instituting an assessable and outcome-based General Education program for transfer degrees that targeted specific courses within general education and linked them to specific educational outcomes relevant to the program. The General Education learning outcomes also underwent review and redesign in order to ensure demonstrability and adherence to national trends in general education.

This redesign of general education presented the need for a reconsideration and overhaul of assessment procedures for general education courses and the program overall. In academic year 2018-2019, the General Education Committee set about the task of developing an assessment plan for general education that reflected and accounted for the range of classes that a given general education outcome might address as well as the need for content specialty and faculty/department participation in crafting specific and use-driven assessments for general education courses.

This document details Great Basin College's General Education Assessment Plan, which reflects our commitment to ensuring student learning and success through ongoing assessment, refinement and improvement of General Education goals and processes.

Assessment Structure

When designing assessment procedures, the General Education committee wished to respect the autonomy and discipline knowledge of individual instructors/departments teaching general education courses. For this reason, the committee determined the best method of producing assessment data usable for the General Education program, as well as for classroom instructors, would allow instructors/departments to design assessments for Gen. Ed. courses that are of value to the instructor and the department but also useful for assessment at the institutional level. This resulted in a guideline focused, mediated approach to assessment.

The General Education committee developed the attached Guidelines for General Education Assessment for use by departments and instructors in planning for assessment of general education courses. The guidelines set certain parameters for assessment (i.e. assessments must focus on observable demonstrations of student learning, utilize appropriate general education outcomes, contain quantifiable data, etc. etc.) but allow individual faculty and departments to determine the precise methods of assessment within their courses. The methodology of

assessment must be explained and interpretable by third parties outside of the discipline, such as administrators, General Education committee members, and accreditors.

The assessment plan proposed by a faculty member/department for a given course is to be submitted to the General Education Committee, which will review the methodology for clarity and usability in regards to General Education program assessment. Assessment plans for courses will be reviewed in the 5th year of the 5-year assessment cycle.

Once assessment plans are reviewed and accepted, involved departments and faculty members will gather data from their courses according to their plan and, at the time of the General Education assessment of the learning outcomes linked to the course, submit a report compiled according to the course assessment plan. This report will also be submitted to Institutional Research and the Assessment Committee.

Once all course reports for a given set of outcomes are available and compiled, the General Education Committee, in conjunction with the Assessment Committee, will review the aggregate results across courses addressing a particular outcome to compile data for an overall General Education Outcome Report, which will detail learning outcome achievement across courses and document trends in student achievement. These individual outcome reports will be produced within the first four years of the General Education Assessment cycle according to the schedule below.

In the 5th year of the cycle, the General Education Committee will produce a General Education Program Review that compiles all outcome reports, considers student performance across general education outcomes, and recommends modifications or refinements of the program to be explored and pursued in the next cycle.

The General Education Committee believes this assessment plan will not only ensure usable data for steering the General Education program, but will also reflect, inform and acknowledge faculty practices at the classroom level by providing an opportunity to construct and conduct use-driven assessments of courses.

Timing

The General Education Program Assessment will operate on a 5-year cycle:

Year 1: Communications and Expressions

> ***Assessment of:*** *Written Communications, Oral Communications, Evidence-Based Communications, Fine Arts.*

Year 2: Logical and Scientific Reasoning

Assessment of: *Mathematical Reasoning, Scientific Reasoning, Scientific Data Interpretation.*

Year 3: Human Societies and Experience

Assessment of: *Structure of Societies, American Constitutions and Institutions, Humanities.*

Year 4: Technological Proficiency

Assessment of: *Technological Proficiency.*

Year 5: Program Review

Attached Support Documents: General Education Objectives, General Education Requirements (A.A. and A.S.), General Education Assessment Guidelines

General Education Assessment Guidelines

For use by instructors/departments supervising general education courses

Purpose and Philosophy

In order to effectively assess whether the General Education program at GBC is fulfilling its stated academic outcome, it is important that instructors teaching general education courses regularly assess whether students are meeting the outcomes of the program. Additionally, effective and usable assessments at the course, program and institutional levels are an essential part of accreditation and development.

The General Education Committee puts forth these assessment guidelines with the awareness that no singular assessment methodology is appropriate for all content and courses, and that assessment information is most valuable when it is of use at both the program and course level, allowing individual instructors/departments to modify courses and curriculum using accurate and relevant information. For this reason, these guidelines allow departments/instructors freedom in designing their own course assessments, with an eye toward providing clear and relevant data to be used in assessment of our General Education program.

In recent years, NWCCU has stressed two key principles regarding assessment of academic programs and courses:

1. Assessment methodologies and tools that are accurate, relevant, clear and reflective of student performance and achievement.
2. Assessments that are usable in effecting change at all levels of an institution.

The following assessment guidelines reflect these principles in order to ensure not only compliance with accreditation standards, but also to effect positive development and growth at the course, program and institutional levels.

Assessment Guidelines

The following guidelines are designed to help instructors/departments develop appropriate assessment methodologies/reporting to meet the needs of General Education Program Assessment as well as to generate data that is relevant and usable in course and program design. The guidelines are as follows:

1. *Assessment documents need to list the General Education outcome(s) being addressed in the course.* These outcomes are listed in the annual catalogue. Each course is responsible for the General Education program area/outcomes it is listed under in the grid.

2. *Assessment of outcomes needs to be based on student work that directly demonstrates achievement of outcomes.* Assignment(s) or student work used for assessment must be clearly connected to the outcomes in a way that is clear to outside parties (i.e. the Gen. Ed. Committee and Accreditors), and must demonstrate performance/achievement of outcomes. In most, if not all, cases, overall course grades and other areas of classroom performance such as participation are not valid demonstrations of student achievement for assessment purposes.
3. *Any assessment reporting should provide a clear explanation of the assessment methodology (how performance was assessed) as well as how the work being assessed meets Gen. Ed. outcomes.* These explanations should be concise, clear and allow third parties to understand the method and validity of assessment. If assessment tools are used (such as rubrics), it should be clear to readers how rating systems and evaluation tools work (i.e. if you have a scale of 1 to 5, it should be clear what criteria are used to generate the rating).
4. *Completed assessment reporting should include data generated from assessment as well as discussion and interpretation of its meaning (i.e. observed trends, changes between assessments).*
5. *An effective assessment report should include detail on how the instructor/department will incorporate and utilize data in course design and planning moving forward.*

As an additional note, while it is not mandatory, courses with multiple instructors and sections (i.e. ENG 101, MATH 120, etc. etc.) are often best assessed at the departmental level, rather than at the course level. While this may require a certain degree of communication and collaboration between instructors, it will ensure a consistent result across courses as well as provide the department and Gen. Ed. program with a clear view of student performance.

General Education Course Assessment Report Template

Prepared by The GBC General Education Committee

Guidelines For Use: *This document is a suggested format for General Education Course Assessment Reports. Instructors/Departments are free to use other report formats as long as information is accurate and complete.*

Course Number and Name:

Instructor/Department Contact Information: *For courses assessed individually, provide instructor information. For grouped courses assessed by a department, provide department contact information with a lead contact named.*

General Education Outcomes Assessed: *List the general education outcomes for the course as identified in the catalog.*

Prior Assessment Actions: *Detail course modifications and actions taken based on prior assessments (if any).*

Method: *Provide a brief but clear narrative of how the outcomes are being assessed. The narrative should clearly convey: 1. What student work is being assessed and how it demonstrates achievement of outcomes. 2. How the student work is being assessed by the instructor/department.*

Results: *Provide results of assessment in a concise and clear fashion. Results should, if possible, include quantitative and qualitative data (i.e. quantitative rating scores and qualitative observations of trends in student work).*

Discussion and Plan: *Detail the significance of the results, their meaning for the course curriculum and structure, and plans to make use of the data in future courses. Try to make plans specific and observable.*

Attachments: *Attach assignment sheets for assessed work, materials used in assessment (i.e. rubrics) and any other relevant materials that would provide context for the report.*