

Great Basin College Assessment Committee Summary Report on Course Assessments for 2015-2016

The Assessment Committee submits the following summary report in partial fulfillment of committee responsibilities as outlined in Great Basin College Policy 2.3.

Committee Composition, 2016-2017

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Introduction and Overview

The following report provides evaluation, analysis, and observations regarding faculty performance on course and program assessment requirements for the 2015-2016 academic year. Section I provides an overview of faculty participation in required course and program assessment. Section II evaluates submitted course assessment reports. Section III includes observations based on the previous description of assessment participation and evaluation of course assessment forms. It also includes observations on the results of the national survey of assessment culture that GBC faculty participated in during fall 2016.

Section I: Participation

A. Course Assessment

Each GBC faculty member is required to complete and submit course assessment reports for a minimum of two courses taught each year (one for a fall semester course and one for spring semester course). Available historical data from institutional research indicates:

Percentage of full-time faculty meeting course assessment requirement annually:

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|------------------|------------------|------------------|------------------|------------------|
| Percent of full-time faculty meeting requirement | 83 | 100 | 96 | 97 | 98 |

Percentage of full-time faculty submitting minimum of two completed course assessment forms per year by department:

| Department | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|--------------------------|-----------|-----------|-----------|--|--|
| Business | 67 | 100 | 100 | 100 | 100 |
| Career and Technical | 60 | 83 | 86 | 100 | 100 |
| Computer Technologies | 83 | 100 | 100 | 100 | 100 |
| English | 80 | 100 | 100 | | |
| Fine Arts and Humanities | 100 | 100 | | | |
| Arts and Letters | | | 100 | 89 (includes Eng. and Fine Arts/Hum.) | 89 (includes Eng. and Fine Arts/Hum.) |
| Health Sciences | 100 | 100 | 100 | 100 | 100 |
| Math | 80 | 100 | 100 | 100 | 100 |
| Science | 83 | 86 | 100 | 83 | 100 |
| Social Science | 100 | 100 | 100 | 100 | 100 |
| Teacher Education | 100 | 100 | 100 | 100 | 100 |

B. Program Assessment

Beginning with the 2015-2016 academic year, GBC requires academic programs to submit a five-year assessment plan. This plan must include program outcomes, specific measures for assessing these outcomes, and an analysis of results and plan of action. For 2015-2016, 93 percent of programs required to submit initial five-year plans did so.

At the time of this report's creation, Program supervisors and lead faculty have submitted thirty completed program outcome assessment report forms for 2015-2016. Thirty-seven programs were required to submit completed program outcome assessment forms for 2015-2016. (Ten programs were exempt from submitting forms for 2015-2016 because their program reviews were in process. Another two programs were new and had no graduates to date). This is a submission rate of 81 percent.

Section II: Course Assessment Analysis

Faculty submitted 128 course assessment reports (CAR) for the 2015-2016 academic year. The Assessment Committee reviewed and evaluated each CAR according to the following rubric:

| | | | | | |
|---|--|---|---|---------------------|--|
| KEY - 2 points = completely fulfilled; 1 point = partially fulfilled; 0 points = missing/no attempt made | | | | | |
| Course (prefix and number) | All outcomes in the syllabus are assessed in the report (enter numerical value according to key above) | Report includes criteria for success, measurement and result information (enter numerical value according to key above) | Report includes an action plan for improvement, if appropriate (enter numerical value according to key above) | Total Points | If course is a gen. ed. course, gen. ed. outcomes are addressed to some degree in the assessment report. Yes/No |
| | | | | | |

Course assessment reports scoring 4.5 (75 percent of possible) or above were considered satisfactory. Of the 128 CARs submitted, 107 or **83.5 percent** met or surpassed this threshold.

The above rubric was expanded this year to include a review of general education course assessment. This column first requires the reviewer to identify if the course assessment report form is for a general education designated course. If so, the reviewer then scores the assessment of general education objectives on a yes or no basis. If the course assessment report form included assessment of general education objectives it received a yes. If not, this was indicated by a no. Reviewers identified 25 of the 128 courses assessed as general education courses. Of these, 16 or **64 percent** addressed general education objectives.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|--|-----------|-----------|-----------|-----------|-----------|
| pct. of CARs receiving satisfactory score | 90 | 92 | No data | No data | 83.5 |
| Pct. of general education courses with CARs identifying and assessing general education outcomes | No data | No data | No data | No data | 64 |

Section III: Report Summary and Observations

The GBC Assessment Committee's review of course assessment reports and available program assessment data indicates that GBC continues to take assessment seriously and has developed a strong culture of assessment over the past five years. Of particular note, faculty participation rates in course assessment remain strong. For four consecutive years, greater than 95 percent of full-time faculty have met college requirements of completing course assessment forms for at least two courses per year. Likewise, assessment participation has also been impressive at the department level. Ninety-five percent of departments have reached 80 percent or better submission rates for each of the last five years. Seventy-five percent of departments achieved 100 percent submission rates over the most recent five years.

Yet this review also indicates the existence of some areas in need of improvement regarding course assessment. The percentage of full-time faculty scoring receiving a passing score on submitted course assessment reports decreased from 92 percent (2012-2013) to 83.5 percent (2015-2016). This indicates that more training and clearer communication of instructions is needed regarding the proper completion of the course assessment form. The committee initiated such a process by offering an assessment symposium and revising the course assessment form instructions during the spring 2017 semester.

The assessment rate of general education outcomes also stands out as an area of concern. During 2015-2016, faculty attempted to assess general education objectives in only 63 percent of course assessment report forms for general education designated courses. While historical data is not available for comparison's sake, this percentage seems low. The committee took steps toward improving the rate of general education outcome assessment during the spring semester by revising the course assessment form and including some discussion of general education course assessment in the assessment symposium. Further, the current revision of GBC general education requirements and the increased emphasis on general education assessment by the general education committee and college administration should result in improved rates of general education objective assessment.

Regarding program assessment, it is commendable that five-year plans were submitted for 93 percent of programs during the first year of emphasis on program assessment. Likewise it is promising that 83 percent of program supervisors submitted completed program assessment reports by the time of this report's completion (the first year that such reports were required). Coincidentally, the 83 percent mark was also the rate of submission for course assessment report forms for the first year of their requirement (2011-2012). It is likely that that, with continued emphasis placed on program assessment, the submission rate of completed program report assessment forms will increase in subsequent years similar to the submission rates for course assessment forms (which now run consistently above 95 percent).

Finally, GBC participated in a national survey of assessment culture conducted by Sam Houston State University during Fall 2016. Results of this survey indicated a strong culture of assessment at GBC. For example, 100 percent of GBC respondents agreed or strongly agreed that "assessment is expected as part of my institution's continuous improvement process." Approximately 82 percent agreed to some degree that "assessments of programs are typically connected back to student learning." Eighty-two percent also agreed that "assessment is emphasized as part of the organizational culture" at GBC.