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|  | **Great basin college** **general education****assessment report****academic year 2022/2023***Submitted by the GBC Academic Standards Committee* |

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**Great Basin College Academic Standards Committee Members**

**2022/2023**

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Committee Chair, English Professor, Elko Campus

**Great Basin College General Education Assessment Report**

**Academic Year 2022 – 2023**

**Introduction**

It is the goal of the faculty of Great Basin College that all students that graduate with either an associate or bachelor’s degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness with four learning outcomes central to Great Basin College’s General Education Program.

This report is intended to summarize the findings of the Great Basin College Academic Standards Committee’s findings after reviewing General Education assessments submitted by departments and individual faculty members from the period of Fall 2020 through Spring 2023.

**History**

In the 2017-2018 Academic Year, Great Basin College approved a redesigned General Education Program for the A.A. and A.S. degrees[[1]](#footnote-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.

In the spring semester of 2019, the General Education Committee held several meetings to discuss plans for assessing general education outcomes. In 2020, full-time faculty teaching general education courses worked within their departments to develop assessment plans for assessing each course that meets general education requirements. Faculty members submitted their assessment plans to the General Education Committee for review and approval. Assessment plans for courses were scheduled to be reviewed in the 5th year of the 5-year assessment cycle.

The General Education Five-Year Assessment Plan developed the following timeline for the assessment of general education courses:

**Timing**

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

**Year 1: Communications and Expressions Outcome A**

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

**Year 2: Logical and Scientific Reasoning Outcome B**

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

**Year 3: Human Societies and Experience Outcome C**

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

**Year 4: Technological Proficiency Outcome D**

 ***Assessment of:*** *Technological Proficiency.*

**Year 5: Program Review**

**Challenges during the Reporting Period**

When the original assessment plan was written, the General Education Committee was the committee charged with collecting assessments and submitting a report to the Institutional Research and the Assessment Committee.

A series of by-law changes moved the duties of the former Assessment Committee to the Academic Standards Committee, which is charged with periodically reviewing assessments. Further by-law changes made the Academic Standards Committee the body to collect data. These changes were not evident to a majority of faculty members, and the assumption was that the General Education Committee remained responsible for collecting data and writing reports.

In early 2020, due to the governor’s mandate regarding public health measures around the Covid-19 epidemic, the Nevada System of Higher Education moved all classes and meetings online. Faculty members were focused on converting in-person classes to online classes, helping students who had never taken an online course learn how to navigate their courses, and striving to calm the fears and stress of students faced with the pandemic.

The Arts and Letters Department, which is the department that houses most of the general education courses that are in the General Education Outcomes A, Communications and Fine Arts, also had personnel changes. As a result of these challenges, the assessments of the General Education Outcomes A were not thoroughly conducted. Faculty teaching classes in this area assessed individual classes as part of their annual evaluation, but the department did not generate a final report.

The following year, the assessment of General Education Outcomes B, Logical and Scientific Reasoning, were scheduled for review. The college was still meeting online for courses and all meetings, and these assessments were overlooked, and no report was submitted.

We are now in year three when the assessment of General Education Outcomes C, Human Societies and Experiences, was scheduled to take place. Most faculty members continued to believe that the General Education Committee was conducting the assessments, and this error was discovered in early 2023. The Academic Standards Committee began a series of meetings to determine how to collect data and report it. Committee members collected Course Assessment Reports from relevant faculty for each of the Gen Ed courses with Outcomes A, B, and C. Committee members developed a plan to report data, and an internal website was created to collect data and collaborate on reports.

**Evidence of Student Learning**

Departments meet and determine what instruments will be used to demonstrate student learning and the success of meeting general education outcomes. Individual faculty and departments to determine the precise methods of assessment within their courses, as long as these measures meet the criteria set in the General Education Committee Five-Year Assessment Plan, including focusing on observable demonstrations of student learning, utilizing appropriate general education outcomes, and containing quantifiable data. The methodology must be explained and interpretable by third parties outside of the discipline, such as administrators, General Education committee members, and accreditors.

Faculty members determine the benchmarks for each class.

“Appendix 1” contains the course assessment reports that the faculty use to assess general education outcomes.

**GBC General Education Outcomes Assessment 2023**

**Submitted by:** Academic Standards and Assessment Faculty Senate Committee

**Compiled date(s): Feb. – March 2023**

**Submission date: March 23, 2023**

**Review of General Education Assessments for
Gen Ed Objectives A: Communications and Expressions**

The Academic Standards and Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for Communications and Expressions - Written Communications, Oral Communications, Evidence-Based Communications, Fine Arts

**Narrative/Summary:**

As per the Great Basin College 2022 catalog, the general education objectives are broken down into categories. For this section, communications and expressions, the institution’s faculty at Great Basin College facilitate students in matriculation through the objective that “all students that graduate with either an associate or bachelor’s degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness.” (p. 82). This is broken down into subcategories, illustrated in the graphs below, that include the following objectives:

The ability to understand and compose written communications, utilize written genres that are appropriate to the specific task, express ideas clearly and compellingly in text; effectively identify and address various audiences and contexts. The second category of assessment in this narrative includes oral communications’ objectives that correspond with students’ ability to organize oral presentations appropriate to context and audience, deliver compelling and clear oral communications while demonstrating an understanding of interpersonal communications in a variety of contexts.

Students are also evaluated on their ability to show proficiency in evidence-based communications through the incorporation of objectives that include correctly interpreting and analyzing source materials and readings, determining source appropriateness and credibility according to context, and effectively incorporating and citing sourced materials in communications.

Finally, students will be able to make connections to learning outcomes within a fine arts category of objectives that includes the ability to demonstrate proficiency in the understanding of basic fine arts concepts and language, demonstrating the effective use and application of artistic tools and processes, and, ultimately, demonstrating the ability to engage in the creative process as it applies to the subject.

These assessable outcomes are reflected in the data collection and evidenced in the following informational tables.

|  |
| --- |
| **A1: Written Communications****A1.a -** Utilize written genres appropriate to task.**A1.b -** Express ideas clearly and compelling in text.**A1.c -** Effectively identify and address various audiences and contexts. |
| Course | A1.a | A1.b | A1.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| ENG 100 |  |  |  |  |  | **data not provided** **See documents below:**[**Year 1 Report: Communications and Expressions**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CYear%201%20Report%20Communications%20and%20Expressions.docx)[**ENG 100, 101, 102 Assessment Procedures**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5COutcome%201%20and%203%20Support%20Documents%5CFirstYearCompAssessmentProcedure.pdf)[**../../Outcome 1 and 3 Support Documents.zip**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5COutcome%201%20and%203%20Support%20Documents.zip)[**First-year English Assessment Plans**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CFirst%20Year%20English%20Plans.zip) |
| ENG 101 |  |  |  |  |  | **data not provided** **See ENG 100 above** |

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| **A2: Oral Communications****A2.a -** Organize oral presentations appropriate to context and audience.**A2.b -** Deliver compelling and clear oral communications.**A2.c -** Demonstrate an understanding of interpersonal communications in a variety of contexts. |
| Course | A2.a | A2.b | A2.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| COM 113 | Y | Y | Y | Y | Y | **Y**[**Supporting Documents**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CAssessment%20Reports%20from%20Departments%5CCOM_THTR%20Assessment%20Report%20Narrative%20Rice.docx) **(Com/Theater Assessment Report Narrative)** |
| THTR 102 |  |  |  |  |  |  |
| THTR 221  |  |  |  |  |  |  |

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| --- |
| **A3: Evidence-Based Communications****A3.a -** Correctly interpret and analyze source materials and readings.**A3.b -** Determine source appropriateness/credibility according to context.**A3.c -** Effectively incorporate and cite sources material in communications. |
| Course | A3.a | A3.b | A3.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| ENG 102 |  |  |  |  |  | **data not provided** **See ENG 100 above** |

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| **A4: Fine Arts****A4.a -** Demonstrate proficiency in the understanding of basic fine arts concepts and language.**A4.b -** Demonstrate the effective use and application of artistic tools and processes.**A4.c -** Demonstrate the ability to engage in the creative process as it applies to the subject. |
| Course | A4.a | A4.b | A4.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| ART 100 |  |  |  |  |  | **data is lacking for these courses, as they have been taught only by part-time faculty within the assessment cycle.** [**See narrative**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CGeneral%20Education%20Assessment%20Narratives%5COutcome%204-%20Fine%20Arts%20%28ART%20100%2C%20ART%20101%2C%20ART%20107%2C%20ENG%20205%2C%20MUS%20101%2C%20FineArts.docx) |
| ART 101 |  |  |  |  |  | **see above** |
| ART 107 |  |  |  |  |  | **see above** |
| ENG 205 |  |  |  |  |  | **was not a GE class in Year 1** |
| MUS 101 |  |  |  |  |  | **data is lacking for these courses, as they have been taught only by part-time faculty within the assessment cycle** |
| THTR 100  |  |  |  |  |  | [**Supporting Documents (rubric)**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CAssessment%20Reports%202020%20-%202023%5CRiceTHTR100AssessmentSPRING2022.docx) |
| THTR 105 | Y | Y | Y | Y | Y | **Y** [**supporting documents**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CAssessment%20Reports%20from%20Departments%5CCOM_THTR%20Assessment%20Report%20Narrative%20Rice.docx) **(narrative)**[**Additional Documents**](file:///C%3A%5CUsers%5Csusannebentley%5CDocuments%5CAssessment%202023%5CAssessment%20Reports%202020%20-%202023%5CGen%20Ed%20Assessment%20Reports%20for%20Each%20Outcome%5CAssessment%20Reports%202020%20-%202023%5CRiceTHTR105AssessmentSPRING2022.docx) **(performance rubric)** |
| THTR 204 |  |  |  |  |  |  |

***General Education Outcomes Assessment Report:***

**Year 1: Communications and Expressions**

**Explanation of Missing Data**

*Prepared by Susanne Bentley, Academic Standards and Assessment Committee Chair*

*March 20, 2023*

In 2018-2019, the Great Basin College General Education Committee created a plan for faculty members to assess the outcomes of their general education courses. The General Education Committee developed a five-year reporting cycle, with each of the four General Education objectives being assessed in a different year.

According to the plan, the first year of assessment (2020-2021) would assess General Education Category 1: Communications and Expressions. The General Education objectives in this category are Written Communications, Oral Communications, Evidence-Based Communications, and Fine Arts. A detailed explanation of each objective may be found at the end of this document.

All courses under the Year 1 assessment reporting cycle are under the direction of the GBC Arts and Letters Department. Full-time faculty teaching courses that meet the General Education objectives for Written Communications, Oral Communications, Evidence-Based Communications, and Fine Arts developed guidelines and assessment plans for their courses in 2019-2020, and department members reviewed these together.

In early 2020, Great Basin College, as part of the Nevada System of Higher Education, moved all classes online and campuses were largely closed due to the Covid-19 epidemic. Great Basin College continued to operate online for the rest of the year. The General Education reports were not completed that year.

When faculty returned to campus, other factors complicated the reporting process for Year 1.

The General Education Committee’s five-year assessment plan states:

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 regard to General Education program assessment. 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.

This reporting was overlooked, and the Faculty Senate by-laws were changed to make the Academic Standards and Assessment Committee the committee where assessment reports would be sent. For various reasons, these changes were not widely publicized on campus.

Therefore, the Academic Standards and Assessment Committee does not have all of the reports and data for the Year 1 report.

Plan of Action: Going forward, the Arts and Letters Department will conduct assessments of outcomes for general education communications and fine arts classes on a regular basis.

**GBC General Education Outcomes Assessment 2023 (Math and Science)**

**Submitted by:** Academic Standards and Assessment Faculty Senate Committee

**Compiled date(s): Feb. - April 2023**

**Submission date: April 2023**

**Review of General Education Assessments for
Gen Ed Objectives B: Logical and Scientific Reasoning**

The Academic Standards and Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for Logical and Scientific Reasoning - Math Reasoning, Scientific Reasoning, Scientific Data Interpretation. This section was compiled by committee member Daniel Murphree using a common form designed by Yvonne Naungayan.

**Narrative/Summary:**

This first report was particularly difficult to compile as the new general education assessment was introduced immediately before and during the initial days of the COVID-19 epidemic and departments were not given time to adjust to the new assessment plan before the college was shut down. During this time, the faculty senate committees were rearranged with the responsibility for this assessment being shifted to the Academic Standards Committee when it was merged with the Assessment Committee which further complicated the plan. Much data was not gathered or is missing. Below are the results that were gathered during this time of confusion. We plan on helping the departments update their assessment plans to provide more complete data in the future.

**B1. Mathematical Reasoning**

The general education outcomes B1A through B1C covering mathematical reasoning were assessed by the Mathematics Department. Because of the diligence of then department chair Lynne Owens, the Mathematics Department was one of the first departments with an assessment plan and had complete data for all general education outcomes in this section. The departmental report included measurement information (62% of students achieving the outcomes calculated by a weighted average of students achieving outcomes in in each individual course) and action plans for improvement for all courses assessed. The action plans focused on increasing student awareness of resources and updating course learning outcomes to better reflect the general education outcomes. It is noted that the department did neglect to assess INT 359 which is among their general education courses but is not on their general education assessment plan.

**Action Plan:** The department will be advised to add INT 359 to their assessment plan.

**B2. Scientific Reasoning**

The general education outcomes B2A through B2C covering scientific reasoning were assessed mainly by the Science Department though it did include a few classes from the Social Science Department which are currently in another section of this report. As can be seen, the Science Department was not able to assess all courses because of the confusion with the assessment plan and also because of many courses being taught by part time instructors. The report delivered was a thorough as possible under the given circumstances but did not include information on how it was determined if the benchmarks were met nor the complied data from the different courses used to assesses the different general education outcomes. The outcomes in this section were not reported individually. The department stated that they were planning on instructing their instructors to assess courses according to the departmental plan in the future and also requested training on how to best assess general education outcomes.

**Action Plan:** We will secure training from a committee or dean for the Science Department. We will also ask the department to provide all relevant compiled data from their assessments in the future. Future reports will aggregate the data from section B2 instead of having it grouped by department for easier readability and comparison.

**B3. Scientific Data Interpretation**

The general education outcomes B3A and B3B covering Scientific Data Interpretation were assessed by the Science Department. As with the previous section, circumstances prevented the department from assessing all classes and data indicating how the benchmarks were assessed and compiled numerical data for each course was not provided. The outcomes in this section were not provided individually.

**Action Plan:** We will secure training from a committee or dean for the Science Department. We will also ask the department to provide all relevant compiled data from their assessments in the future. Future reports will aggregate the data from section B2 instead of having it grouped by department for easier readability and comparison.

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| **B1: Math Reasoning****B1.a -** Demonstrate knowledge of mathematical notation and concepts.**B1.b -** Apply mathematical concepts and operations in proper written or graphical form.**B1.c -** Apply relevant mathematical skills in solving real world problems. |
| Course | B1.a | B1.b | B1.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| INT 359 | NA | NA | NA | No | No | **Not assessed** |
| MATH 120/120E | No | Yes | No | Yes | Yes | **Yes** |
| MATH 126/126E | Yes | Yes | Yes | Yes | Yes | **Yes** |
| MATH 127 | No | Yes | No | Yes | Yes | **Yes** |
| MATH 128 | Yes | Yes | No | Yes | Yes | **Yes** |
| STAT 152 | N/A | N/A | N/A | No | N/A | **N/A** |
| MATH 181 | Yes | Yes | No | Yes | Yes | **Yes** |

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| **B2: Scientific Reasoning****B2.a -** Demonstrate an understanding of the scientific methodologies used in various disciplines.**B2.b** - Effectively interpret and apply scientific principles and concepts.**B2.c -** Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences. |
| Course | B2.a | B2.b | B2.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| AST 101 | N/A | N/A | N/A | No | No | **Yes** |
| BIOL 100 | Yes | Yes | Yes | Unknown | No | **Yes** |
| BIOL 105 | N/A | N/A | N/A | No | No | **Yes** |
| BIOL 190 | N/A | N/A | N/A | No | No | **Yes** |
| BIOL 191 | N/A | N/A | N/A | No | No | **Yes** |
| BIOL 223 | Yes | Yes | Yes | Unknown | No | **Yes** |
| BIOL 224 | N/A | N/A | N/A | No | No | **Yes** |
| BIOL 251 | N/A | N/A | N/A | No | No | **Yes** |
| CHEM 100 | No | No | No | Unknown | No | **Yes** |
| CHEM 121 | Yes | Yes | Yes | Unknown | No | **Yes** |
| CHEM 122 | Yes | Yes | Yes | Unknown | No | **Yes** |
| CHEM 241/241L | Yes | Yes | Yes | Unknown | No | **Yes** |
| CHEM 242/242L | Yes | Yes | Yes | Unknown | No | **Yes** |
| ENV 100 | Yes | Yes | Yes | Unknown | No | **Yes** |
| GEOL 101 | No | No | No | Unknown | No | **Yes** |
| GEOL 102 | Yes | Yes | Yes | Unknown | No | **Yes** |
| GEOL 103 | N/A | N/A | N/A | No | No | **Yes** |
| PHYS 100 | Yes | Yes | Yes | Unknown | No | **Yes** |
| PHYS 107 | Yes | Yes | Yes | Unknown | No | **Yes** |
| PHYS 151 | Yes | Yes | Yes | Unknown | No | **Yes** |
| PHYS 152 | Yes | Yes | Yes | Unknown | No | **Yes** |
| PHYS 180 | N/A | N/A | N/A | No | No | **Yes** |
| PHYS 181 | N/A | N/A | N/A | No | No | **Yes** |
| PHYS 182 | N/A | N/A | N/A | No | No | **Yes** |

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| **B3: Scientific Data Interpretation****B3.a** - Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data.**B3.b** - Utilize the scientific method to arrive at informed conclusions. |
| Course | B3.a | B3.b | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| AST 101 | N/A | N/A | No | No | **Yes** |
| BIOL 105 | N/A | N/A | No | No | **Yes** |
| BIOL 190 | N/A | N/A | No | No | **Yes** |
| BIOL 191 | N/A | N/A | No | No | **Yes** |
| BIOL 223 | Yes | Yes | Unknown | No | **Yes** |
| BIOL 224 | N/A | N/A | No | No | **Yes** |
| BIOL 251 | N/A | N/A | No | No | **Yes** |
| CHEM 121 | Yes | Yes | Unknown | No | **Yes** |
| CHEM 122 | Yes | Yes | Unknown | No | **Yes** |
| CHEM 241/241L | Yes | Yes | Unknown | No | **Yes** |
| CHEM 242/242L | Yes | Yes | Unknown | No | **Yes** |
| ENV 100 | Yes | Yes | Unknown | No | **Yes** |
| GEOL 101 | No | No | Unknown | No | **Yes** |
| GEOL 102 | Yes | Yes | Unknown | No | **Yes** |
| GEOL 103 | N/A | N/A | No | No | **Yes** |
| PHYS 100 | Yes | Yes | Unknown | No | **Yes** |
| PHYS 107 | Yes | Yes | Unknown | No | **Yes** |
| PHYS 151 | Yes | Yes | Unknown | No | **Yes** |
| PHYS 152 | Yes | Yes | Unknown | No | **Yes** |
| PHYS 180 | N/A | N/A | No | No | **Yes** |
| PHYS 181 | N/A | N/A | No | No | **Yes** |
| PHYS 182 | N/A | N/A | No | No | **Yes** |

**GBC General Education Outcomes Assessment 2023 (Social Science)**

**Submitted by:** Academic Standards and Assessment Faculty Senate Committee

**Compiled date(s): Feb – March 2023**

**Submission date: March 30, 2023**

**Review of General Education Assessments for
Gen Ed Objectives C: Human Societies and Experience**

The Academic Standards and Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for Human Societies and Experience: Structure of Societies, American Constitutions and Institutions, Humanities. (Note: Anth 102 is also included in Logical and Scientific Reasoning and narrative is included here).

**Narrative/Summary:**

General Education Assessment Plans Results for Social Science 2023

Action Plan: Generally, we are open to guidance from administration regarding how to improve assessment procedures. The Social Science Department will set up a procedure to track departmental assessment progress. (Note: There are some courses in other departments that have embedded some of the objectives below in their curriculum. In order to maintain transparency, it is recommended that an appropriate departmental review of these courses take place.)

**Logical and Scientific Reasoning**

**Section #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.

COURSES: ANTH 102

Instructors teaching this course will include a quiz or an assignment to measure student performance for each of the three objectives. Each objective will be assessed individually. Each assignment will provide quantitative data (scores) that will be compiled and used to assess student achievement on the various objectives. The benchmark for student success will be an average score of 70 percent or better on each measurement.

Professor Laurie Walsh provided data for a 2018 and 2022 critique of ANTH 102. In both reviews all objectives were met at a 70% or higher assignment score.

Action Plan: Professor Walsh did include personal observations of changes and experimentation she has already made.

**Human Societies and Experience**

**Section #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

COURSES: ANTH 101, CRJ 104, GEOG 106, PSY 101, PSY 208, SOC101, HMS 200, ECON 102, 103

Instructors teaching these courses will include a quiz or an assignment to measure student performance for each of the three objectives. Each objective will be assessed individually. Each assignment will provide quantitative data (scores) that will be compiled and used to assess student achievement on the various objectives. The benchmark for student success will be an average score of 70 percent or better on each measurement.

Professor Laurie Walsh provided critique of 2019 and 2021 ANTH 101, 2019 and 2020 GEOG 106, and 2022 SOC 101. In all reviews all objectives were met at a 70% or higher assignment score, EXCEPT in her 2019 GEOG 106 class a third of the students failed. Professor Walsh provides data that these failings resulted from failing to complete (in some cases any) assignments. Professor Walsh believes she has reasonably reminded students of the need to do school work, and believes because this is an entry level class too many students are still relying on high school study habits.

Professor Stephanie Davis provided critique of 2019 and 2021 PSY 101 and 2019 SOC 101. In all reviews all objectives were met at a 70% or higher assignment score, EXCEPT for one measurement of one objective in the 2021 PSY 101 class (she suggests deleting that tool) and in the 2019 SOC 101 class (she suggests explaining the activity better).

Professor Dave Sexton provided critique of 2020 CRJ 104. In said review all objectives were met at a 70% or higher assignment score. Professor Sexton did misunderstand the nature of class evaluations, and believed different classes were to be evaluated each year, rather than gen-ed classes evaluated each year. A correction will be implemented for the future.

Professor Brandy Nielsen provided critique of 2020 Econ 102 and 2021 Econ 103. For both courses, all objectives were met at 70% or higher assignment score. Professor Nielsen added videos in both classes to help explain more difficult concepts. She believes this helped students meet the corresponding objectives more efficiently. She will continue to monitor the exam questions.

The Gen Ed outcomes for HMS 200 were not assessed by the professor.

Action Plan: Each professor will provide more communication with students in regards to completing assignments. The Professor of HMS 200 will be encouraged to begin assessing Gen Ed outcomes.

**Human Societies and Experience**

**Section #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

COURSES: HIST 101, HIST 102, PSC 101, PSC 210

Instructors teaching these courses will include a quiz or an assignment to measure student performance for each of the three objectives. Each objective will be assessed individually. Each assignment will provide quantitative data (scores) that will be compiled and used to assess student achievement on the various objectives. The benchmark for student success will be an average score of 70 percent or better on each measurement.

Professor Foster provided critique of 2019 and 2021 HIST 101, 2019 and 2020 HIST 102. In all reviews all objectives were met at a 70% or higher assignment score, EXCEPT in his 2019 HIST 101 class two of the objectives were not met. Professor Foster detailed plans to improve learning for both objectives.

Instructor Hawkley provided critique of 2020 HIST 101. All objectives were met at a 70% or higher assignment score.

Professor Gonzales provided critique of 2019, 2020,2021 PSC 101 8 & 16 week classes. In all reviews all objectives were met at a 70% or higher assignment score, EXCEPT in 2019 where 4 of 9 objectives received failing marks. Professor Gonzales suggested changes and improvements and passing marks were achieved in subsequent years.

Instructor Steele provided statistics for PSC 210. No objectives were listed in the report. The assessment that was listed indicated that the average score was above 76%. However, there was not enough information to discern if each objective was measured individually.

Action Plan: Professors will ensure that each Gen Ed course is assessed on a regular basis. Part-time instructors who are required to assess Gen Ed courses will be advised on how to properly assess each objective.

**Human Societies and Experience**

**Section #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

COURSES: HIST 105, HIST 106, HIST 208, HIST 209

Instructors teaching these courses will include a quiz or an assignment to measure student performance for each of the three objectives. Each objective will be assessed individually. Each assignment will provide quantitative data (scores) that will be compiled and used to assess student achievement on the various objectives. The benchmark for student success will be an average score of 70 percent or better on each measurement.

Dr. Hawkley assessed HIST 105 in 2019-2020 and all objectives were met at higher than 70%

Dr. Hawkley assessed HIST 208 in 2020-2021 and in 2021-2022 and all objectives were met at higher than 70%

Dr Hawkley assessed HIST 209 in 2020-2021 and in 2021-2022 and all objectives were met at higher than 70%

No assessments were located for HIST 106, but it was only taught one time in the past three years. HIST 105 and 106 will likely no longer be taught moving forward as HIST 208 and 209 have replaced them in the rotation.

Action Plan: Dr. Hawkley is currently reviewing ways to make his assessments more specific for HIST 208 and 209.

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| **C1: Structure of Society****C1.a -** Demonstrate understanding of the processes that influence human behavior and structure of societies.**C1.b -** Demonstrate understanding of the processes that influence social stratification and/or inequality.**C1.c -** Demonstrate understanding of the methodologies used to study human social systems. |
| Course | C1.a | C1.b | C1.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| ANTH 101 | Y | Y | Y | Y | Y | **Y** |
| ANTH 201 | N/A | N/A | N/A | N/A | N/A | **N/A** |
| ANTH 202 | N/A | N/A | N/A | N/A | N/A | N/A |
| CRJ 104 | Y | Y | Y | Y | Y | **Y** |
| ECON 102 | Y | Y | Y | Y | Y | **Y** |
| ECON 103 | Y | Y | Y | Y | Y | **Y** |
| GEOG 106 | Y | Y | Y | Y | Y | **Y** |
| HMS 200 | N | N | N | N | N | **N** |
| PSY 101 | Y | Y | Y | Y | Y | **Y** |
| PSY 208 | Y | Y | Y | Y | Y | **Y** |
| SOC 101 | Y | Y | Y | Y | Y | **Y** |

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| **C2: American Constitutions and Institutions****C2.a -** Demonstrate an understanding of American constitutions and institutions and their development.**C2.b -** Demonstrate understanding of processes of social stratification and inequality in American society.**C2.c -** Demonstrate knowledge of the methods used to study American society. |
| Course | C2.a | C2.b | C2.c | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| HIST 101 | Y | Y | Y | Y | Y | **Y** |
| HIST 102 | Y | Y | Y | Y | Y | **Y** |
| PSC 101 | Y | Y | Y | Y | Y | **Y** |
| PSC 210 | N | N | N | N | N | **N** |

**Review of General Education Assessments for
Gen Ed Objectives C: Human Societies and Experience (Humanities)**

The Academic Standards and Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for Human Societies and Experience - Humanities

**Narrative/Summary:**

As per the Great Basin College 2022 catalog, the general education objectives are broken down into categories. General Education Outcome C is divided into subcategories. This report will review classes in the Humanities subcategory.

These include the following objectives:

**Humanities**

1. 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
2. Demonstrate an ability to recognize the importance of creative human expression
3. 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
4. Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Great Basin College currently does not have full-time professors for the Art, Music, or Foreign Language areas. The professors overseeing Art and Foreign Languages retired before the General Education Five-Year Assessment plan was implemented. The college has not had a full-time music professor on the staff for many years. These courses have been taught only by part-time instructors.

For these reasons, no assessment data was submitted for these courses. Traditionally, part-time faculty have not been required to assess courses.

Going forward, the Arts and Letters Department will offer training and assistance in General Education outcome assessment to our part-time instructors teaching in these disciplines and require instructors to submit course assessments. In addition, the Arts and Letters Department will work with these part-time instructors to ensure that the assessment plans accurately reflect the standards and practices of the discipline in meeting the General Education outcomes. The General Education Outcomes Assessment plans were created without the assistance of a discipline specialist, as full-time faculty members of those disciplines were not currently in employ at the time of the plan’s development.

Regarding assessment reporting for Philosophy and Humanities courses, some full-time professors in the Arts and Letters Department teach English and humanities classes, and data for these classes is provided.

The college has recently hired two full-time instructors who specialize in humanities and philosophy. Due to changes in personnel in the department, the full-time instructors teaching humanities and philosophy general education courses will review and revise reporting documents for the humanities subcategory before the next reporting cycle.

The following assessable outcomes are reflected in the data collection and evidenced in the informational tables below.

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| **C3: Humanities****C3.a -** Demonstrate understanding of the processes that influence human behavior and structure of societies.**C3.b -** Demonstrate understanding of the processes that influence social stratification and/or inequality.**C3.c -** Demonstrate understanding of the methodologies used to study human social systems.**C3.d** - Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage. |
| Course | C3.a | C3.b | C3.c | C3.d | All applicable program outcomes are assessed in report | Report includes measurement & result data | Report includes action plan for improvement, if appropriate |
| ART 160 |  |  |  |  |  |  | There is no full-time Art instructor and no data was provided. |
| ART 260 |  |  |  |  |  |  |  |
| ART 261 |  |  |  |  |  |  |  |
| ENG 203 |  |  |  |  |  |  | Need from Sam and Nick |
| ENG 223 | Y | Y | Y | Y | yes | yes | Need from me |
| FIS 100 |  |  |  |  |  |  | Need from Josh |
| FREN 111 |  |  |  |  |  |  | There is no full-time foreign language instructor and no data was provided. |
| FREN 112 |  |  |  |  |  |  |  |
| HIST 105 |  |  |  |  |  |  | Reported on form from Social Sciences |
| HIST 106 |  |  |  |  |  |  | Reported on form from Social Sciences |
| HIST 208 |  |  |  |  |  |  | Reported on form from Social Sciences |
| HIST 209 |  |  |  |  |  |  | Reported on form from Social Sciences |
| HUM 101 | Y | Y | Y | Y | yes | yes | [Supporting Documents](file:///C%3A%5CUsers%5CBentley%20HUM%20101%20Gen%20Ed%20Assessment%20Docs.zip) |
| HUM 111 |  |  |  |  |  |  | This class has not been offered for over five years. No data is available. |
| HUM 210 |  |  |  |  |  |  | This class has not been offered for over five years. No data is available. |
| MUS 121 |  |  |  |  |  |  | There is no full-time music instructor and no data was provided. |
| MUS 125 |  |  |  |  |  |  | There is no full-time music instructor and no data was provided. |
| PHIL 102 | Y | Y | Y | Y | yes | yes | [Supporting Documents](file:///C%3A%5CUsers%5CBentley%20PHIL%20102%20Gen%20Ed%20Assessment%20Docs.zip) |
| PHIL 129 |  |  |  |  |  |  | This class has not been offered for over five years. No data is available. |
| SPAN 111 |  |  |  |  |  |  | There is no full-time foreign language instructor and no data was provided. |
| SPAN 112 |  |  |  |  |  |  |  |
| SPAN 211 |  |  |  |  |  |  |  |

**Assessment Summary**

Overall, course assessment reports gathered over the past three years indicate that GBC students who complete general education courses have successfully achieved the general education outcomes.

“Appendix 1” contains course assessment reports that faculty members submitted for this report.

In the course reports, faculty are required to address their plan of action.

**Academic Standards Committee Recommendations for Next Steps**

* Departments that house general education course should review their current assessment process in order to improve their effectiveness.
* Departments should address any curriculum concerns they have identified through the assessment process that covered 2020 – 2023 and report changes to the appropriate committee.
* Because general education courses are fundamental to student success in earning associate and bachelor’s degrees, Great Basin departments that house general education courses and appropriate deans should open a dialogue to determine the best way to collect and review data and write final reports. This group should determine which committee is best qualified to assess general education outcomes and whether a general education coordinator is necessary to oversee the process.
* Relevant departments should work with deans to determine a process to ensure continuity from year to year, as committee members change, and committee chairs may not continue as members of the respective committees.
* After the above recommendations have been met, GBC should conduct a series of professional development workshops to assist faculty in understanding the necessity and importance of the assessment process and reporting, as well as developing a streamlined process for conducting assessments and submitting reports.
1. The redesign of General Education focused on the A.A. and A.S. degrees, as A.A.S. degrees, Certifications and other programs, due to governance and accreditation of outside bodies, make use of embedded general education. Additionally, these programs and degrees are reviewed independently on the program/degree level, which made the matter of assessing the A.A. and A.S. degrees a greater concern for the institution at the time of the redesign. [↑](#footnote-ref-1)