

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

August 11, 2015

1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Sonja Sibert, Amber Donnelly, Bret Murphy, Lisa Frazier, Mary Doucette, John Rice, Steve Theriault, Mardell Wilkins, DeMarynee Saili, Michelle Phay

ABSENT: Angie DeBraga Cathy Fulkerson

1. Approval of Minutes – The minutes of the President's Council meeting on June 23, 2015, were approved.
2. SGA Update – DeMarynee Saili reported that SGA is recruiting students to serve on student government. The semester planning is done. DeMarynee updated President's Council on some student concerns. Last year spring semester students who received FAFSA money did not receive the money until the end of the spring semester. Lynn Mahlberg stated the only reason she could think of for the delay in receiving funds is to make sure the student hasn't dropped the courses. Lynn will look into the matter. DeMarynee reported a few students have complained about instructors asking them to purchase books for a class and the books are not used during the semester. Mike McFarlane and President Curtis have talked to faculty about not requiring books to be purchased by the student if the book is not going to be used in the class. Mike would need to know specifics so as to resolve the issue. Should be mentioned at a senate meeting that this is something that should not be occurring. Mike said that faculty should also visit the bookstore and physically look at what is in the bookstore.
3. Faculty Senate Update – Mary Doucette brought the Faculty Senate Bylaws for review at the last meeting. President's Council recommended some changes. The FS Assessment Committee MONITORS academic program and course assessment (take out oversees) determine how long the term is for the Administrative faculty rep for President's Council. Other members of President's Council that need to be added are the Foundation Director and the Associate VP for Distance Education. President's Council does not have to approve the Faculty Senate Bylaws.

Part Time Instructor Evaluation Process was piloted this past year and things went well. Mike said the feedback has been positive. Steve Theriault reported the part time instructors appreciated the mid semester update and conversation so they can make improvements when necessary. Amber Donnelly said that it doesn't work for the nursing clinical staff. They need to use something else to evaluate them. It's only a couple of people per semester. It will be up to the nursing faculty and the dean to establish how to evaluate the nursing clinical faculty. President's Council approved. Mike McFarlane will work on some sentence structure and grammar, but the content will remain the same.

4. Classified Council Update – Michelle Phay reported with the passing of Keitha Donovan there has been talk in creating a classified scholarship in her honor. The Classified Council will create a committee to update the bylaws. The council is trying to create more activities that are more bonding and participant oriented.
5. Institutional Research Update – No report.
6. Accreditation Update – Mike McFarlane reminded that this group will be the oversight or steering committee for the accreditation process.
7. GBC Mid Cycle Evaluation Process – Mike McFarlane attended a workshop in March that gives us a basis of what the Northwest Commission on Colleges & Universities will be looking for in our report and visit in April 2016. The focus will be assessment. All assessment will be looked at including for functions and operations. Our documentation will need to be improved. The academic program assessment is where we need the most work. Linda Uhlenkott is coming back for fall to help in this area. She will be meeting with all the program areas. Assessment process will have to be documented. Mike will write the report and bring to the group for review. The three recommendations that will be addressed are the mission fulfillment, core theme planning; and institutional planning.
8. Vice President Reports
 - Business Affairs – no report.
 - Student Services – Lynn Mahlberg reported on marketing efforts. There are now magnetic GBC signs for the state vehicles that are created in-house. We are doing more online advertising on KENV-TV and EDFP websites. Enrollments are looking good at this point. Jacob Park has been doing an outstanding job with the Veteran's Resource Center and we are thankful for the expansion of their office space. Pahrump will soon have a resource room for vets, too. The financial aid visits are ongoing. More info on Title IX and training will be presented at the Welcome Back.
 - Academic Affairs – Mike McFarlane reported high school enrollment is up by 20% and some of the CTE programs are up by almost 20%. The online marketing efforts are probably helping the enrollments. The program websites are starting to get hits that can be documented. People are finding our programs with a web search. Main problem is finding instructors. The FS Evaluation committee has been working on the Faculty evaluation process with input from Mike McFarlane, Amber Donnelly and Bret Murphy. The committee has a good system to propose.
9. Dean/Director/Assoc. VP Reports
 - Continuing Ed – no report.
 - Health Science & Human Services – Amber Donnelly reported the EMT basic class is filling up. Work continues on the Paramedics program. The nursing program in Winnemucca and Pahrump has been moving forward. The Radiology program is gearing up for a grant. The Human Services program is full.
 - Business and Technology – Bret Murphy reported the diesel program has waiting list and the electrical program in Winnemucca is full. The Welding program is also full

which is a nice turnaround after last year. There is more demand for English classes and so forth. The online Instrumentation program has six students enrolled right now. This year there will be program reviews for CTE and the BAS.

- Distance Education – Lisa Frazier reported two pilot programs were run on Web Campus this past year. Smarthinking tutoring was one of the pilots. A survey conducted of students using Smarthinking tutoring said 88% of students marked it very good. Faculty can mandate that a piece of work should be seen by a tutor before submitting. You can do this now online. The tutors all have masters or PhDs. It is currently funded by the TAACCCT grant for now. The other pilot was TurnItIn plagiarism software. This software has been used for the past 1 year 7 months. In that time more than 18,000 documents have been submitted so far. Students learn how to not plagiarize. CraniumCafe is a way online that students can meet with faculty, ask questions, and be advised. CraniumCafe will be tested this next year. The only question from Mike is how to fund it. President Curtis said we would find a way to pay for it.

10. President's Report – Mark Curtis reported he is preparing his Welcome Back remarks. The most important thing that has recently happened is that Mike McFarlane got the new bachelor programs in English and Biology passed through the Academic Affairs Council. The new degrees now need full approval at the full Board of Regents meeting in September. As soon as we get Board of Regents' approval for the new bachelor degrees the white paper on GBC becoming a state college will be shopped around. If GBC becomes a state college we will have to revisit the professorial levels. Mark talked about professorial levels at universities and state colleges and it does differ quite a bit with community colleges. Workload is also another issue that will be addressed. Workload is 12 hours at state level not 15 like here. We would be increasing the fees/tuition, but it would be phased in for a number of years. For all of these changes it would be a phase in proportional to revenue. It is a decision that will not be taken lightly. Right after the September Board meeting President Curtis will schedule a meeting with the Chancellor and the chairman of the Board of Regents to go over the proposal line for line. Then he will present it to faculty for them to digest and have input.

11. Miscellaneous

President Curtis welcomed new members of President's Council: Lisa Frazier, Assoc. VP for Distance Education and Gregory Brorby, Director of the Foundation.

There were three recommendations received from the 2011 Year One Self Study Report. Response to recommendations 1 and 3 are required for the 2016 report:

Recommendation One: The panel recommends that the GBC clarify institutional accomplishments or outcomes that represent an acceptable threshold of mission fulfillment (Standard 1.A.2).

- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Recommendation Three: The panel recommends that GBC clarify the objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes (Standard 1.B.2).

- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

There were three recommendations from the 2013 Year Seven Self Study Report, all of which require a response in the 2016 report:

Recommendation One: Mission Fulfillment

While the College has done excellent work to revise the conceptual framework that provides improved congruence between its mission and core themes, the Committee recommends that the College continue this work by developing a definition of Mission Fulfillment that identifies achievement at an acceptable threshold in measurable terms. (Standard 1.A.2)

- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Recommendation Two: Core Theme Planning

The Committee recommends that the College continue to refine its success indicators for improved alignment with core theme objectives so that subsequent planning, assessment, and

improvement activities are meaningfully developed over the seven-year cycle. (1.B.2; 3.B; 4.A; 4.B)

- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

3.B – Core Theme Planning

- 3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A – Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

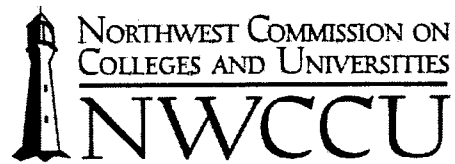
4.B – Improvement

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Recommendation Three: Institutional Planning

The College is encouraged to continue progress in its formal planning processes to improve stability and predictability for multiple scenarios. The Committee recommends that the College continue to align strategic planning with current environmental trends to ensure sustainability. (3.A.1; 3.A.3; 5.B.3)

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.



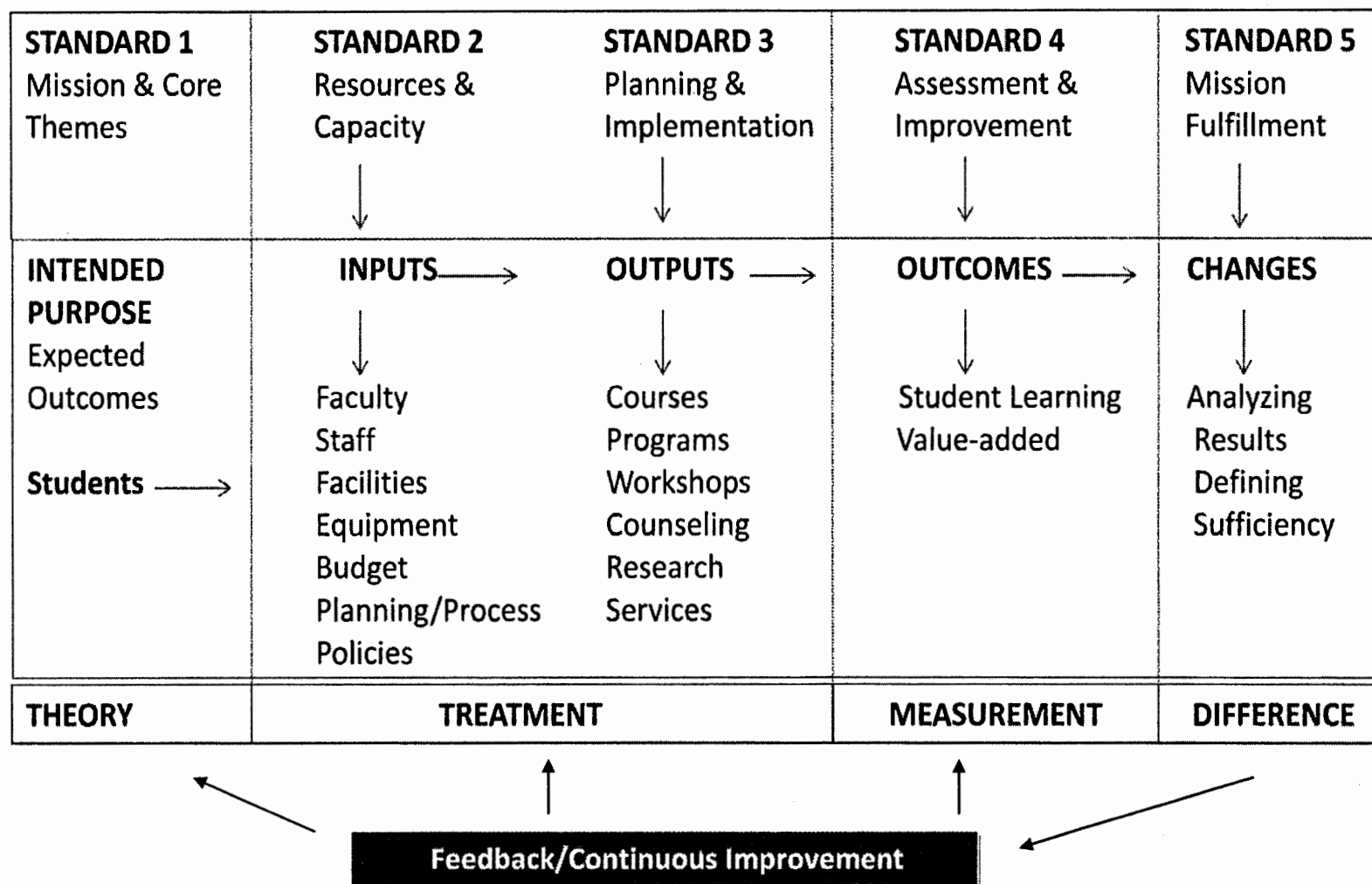
The Mid-Cycle Evaluation Workshop

DoubleTree Seattle Airport Hotel & Conference Center

March 11th, 2015

8:00 a.m. – 3:00 p.m.

ACCREDITATION LOGIC MODEL



The Mid-Cycle Evaluation will focus on the following necessary institutional conditions:

- Having an intended mission statement defined in terms sufficiently pragmatic to guide institutional process and to provide a logical connection to the analysis of institutional outcomes and ultimately assess mission fulfillment
- Having programs and courses, including essential learning goals, defined in terms sufficiently pragmatic to guide institutional process and to provide a logical connection to the analysis of student learning outcomes and ultimately assess mission fulfillment
- Having learning outcome indicators that efficiently demonstrate the achievement of intended outcomes
- Having a valid, systematic procedure or methodology used to gather evidence of outcomes achievement over time
- Having thoughtful analysis comparing outcomes to institutional intention
- Having a communication process that feeds back assessment results to be used for continuous institutional improvement
- Having sufficient evidence to demonstrate how institutional assessment is used to meet the requirements of Standard Five



Guidelines for the Preparation of the Mid-Cycle Self-Evaluation Report

Purpose and Process

Conducted in the third year of the seven year cycle, the Mid-Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. It is intended to be a formative and collegial evaluation with the institution in conversation with the evaluators.

Guidelines Overview

The Mid-Cycle Self-Evaluation (MCE) includes institutional self-evaluation on its assessment efforts at both the macro and micro level. Macro refers to an overview of the entire process of assessment for mission fulfillment at the institution. Micro refers to providing representative examples of the details of the assessment process. Thus, the MCE will include three parts; Part I: Overview of entire assessment plan; Part II: Representative examples of assessment process from beginning to end; and Part III: Evaluative overview in the light of Parts I and II.

Part I: Overview of Institutional Assessment Plan

Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).

As you analyze your assessment plan please respond to the following questions:

- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?
- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

Part II:

The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are "closing the loop" on student learning assessment.

As you provide these examples please include analysis in regard to the following questions:

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?

- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?

Part III:

In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:

- Moving forward to the Year Seven what will you need to do?

★ No response to Eligibility Requirements is necessary.

★ If responses to Recommendations have been requested to accompany the Mid Cycle Evaluation please include these in a separate document.

Process

1. There will be a 1 ½ day onsite visit of two evaluators. The visit will be collaborative and formative.
2. The self-evaluation report will be due 4-5 weeks prior to the visit.
 - The body of the report should be approximately 10-15 pages in length
 - Examples of assessment can be appendices to the report but should be concise
3. Evaluators will coordinate with the ALO to determine who will be involved in the campus process. The visit should include senior leadership including the President and those involved in the process.
4. The evaluators will have a closing formative conversation with the institution to share their findings.
5. The Board of Commissioners will review the Self-Evaluation and the Peer Evaluation and determine whether the Self-Evaluation is acceptable or unacceptable.

Report Layout

1. Use letter size portrait orientation (8½" wide by 11" high) with 1" margins on all sides.
2. Use 11- or 12-point type face for the body of the report. Larger fonts may be used for major headings which should be in bold print face and double spaced from the text. Do not use script or italic as the primary font.
3. Number all pages (except Title page and Table of Contents page).
4. Title page to include:
 - a. Title of Self-Evaluation Report
 - b. Name of Institution
 - c. Date Submitted
5. Table of Contents
6. Single space text in the body of the report.

Publication of Report

Print Version

1. Except for the front and back covers of bound reports, use WHITE 20 pound paper.
2. Other than the Title Page and Table of Contents page, print on BOTH SIDES of the paper.
3. Staple the report in the upper left corner

Electronic Version

1. Provide the body of the self-evaluation report as a single Windows-compatible Adobe Acrobat file. If included, appendixes may be sent as a single Adobe Acrobat file. *Non-Acrobat files and multi-file documents may be returned.* The file should be emailed to: reports@nwccu.org.

Submission of the Report

Submit the following to the Commission Office:

1. Five (5) printed copies of the self-evaluation report;
2. One (1) electronic copy of the self-evaluation report; (either by email or on electronic media) and
3. One (1) copy of the institution's catalog.

Submit the following to each evaluator:

1. One printed copy of the self-evaluation report;
2. One electronic copy of the self-evaluation report (may be negotiated if evaluators prefer electronic versions only)

Please contact the Commission Office at 425-558-4224 if you have questions on these guidelines.

Rubric for Evaluating Outcomes Assessment Plan and Progress

Criterion	Initial	Emerging	Developed	Highly Developed
Assessment Planning	No formal plan	Relies on short-term planning	Clear multi-year plan	Clear multi-year plan with several years of implementation
Assessable Outcomes	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	Outcomes describe demonstration of student learning. Outcomes used for improvement.
Assessment Implementation	Not clear that assessment data is collected	Evidence collected Faculty have discussed relevant criteria for reviewing	Evidence is collected and faculty use relevant criteria	Evidence collected, criteria determined and faculty discuss multiple sets of data. Data is used.
Alignment	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	Clear alignment between curriculum and outcomes	Curriculum, grading and support services are aligned with outcomes
Annual Feedback on Assessment Efforts	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and clear institutional support.
Results are Used	Results for outcomes are collected but not discussed.	Results collected, discussed but not used.	Results collected, discussed and used.	Results collected, discussed, used and evidence to confirm that changes lead to improved learning
Planning and Budgeting	Outcomes not integrated into planning and budget	Attempts at aligning outcomes and planning and budget	Alignment of outcomes and planning and budget occurs informally	Alignment of outcomes and planning is systematic and intentional

Validity (data)

Reliability (data)



Standards for Accreditation

(revised 2010)

The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, and Standards Two, Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement.

Design and Function

The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill its mission, assess its ability to monitor its environment, and adapt and sustain itself as a viable institution.

Structure

Each of the five Standards for Accreditation is designated by a number and title (e.g., Standard One - Mission, Core Themes, and Expectations), and is further defined by *elements* of the standard, which are designated by the number of the standard followed by the letter of the element (e.g., 1.A Mission). The *criteria* for evaluation more specifically define the elements and are identified by the number of the standard, followed by the letter of the standard element, followed by the number of the criterion (e.g., 1.A.1). Each standard is introduced by a narrative summary intended only to provide direction, not to be addressed as a criterion.

Standard One - Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A Mission

- 1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.
- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

1.B Core Themes

- 1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.
- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Standard Two – Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

2.A Governance

- 2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.
- 2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.
- 2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Governing Board

- 2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

- 2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Standard Three - Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

3.A Institutional Planning

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.
- 3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

3.B Core Theme Planning

- 3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Standard Four – Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B Improvement

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

5.A Mission Fulfillment

- 5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
- 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

5.B Adaptation and Sustainability

- 5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.
- 5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.
- 5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.



POLICY AND PROCEDURE

Title:	PART-TIME INSTRUCTOR PERFORMANCE REVIEW
Policy No.:	5.25
Department:	Academic Affairs
Contact:	Vice-President for Academic Affairs

Policy

Because of instructional funding requirements, community colleges rely upon part-time instructors for a substantial portion of instruction. The importance of these faculty is particularly true for smaller colleges and for colleges serving a large geographic area, like GBC. Part-time instructors provide much more diversity in GBC's offerings than would be possible with full-time faculty only. Many GBC part-time instructors have a long, valued history in teaching for the college and representing the college in their communities.

Following Northwest Commission on Colleges and Universities accreditation requirements, all part-time instructors faculty will be evaluated the first semester and every 5th year thereafter or as deemed necessary.

The performance review process has been developed to mentor and develop part-time instructors to encourage and improve teaching strategies by providing feedback from full-time teaching faculty. Completion of the process described here does not provide any assurances of continued employment beyond those stated in individual letters of appointments.

Position Description – Part-time Instructor

Part-time instructors at GBC are assigned to teach specific courses, on an as-needed basis, as determined by academic departments. All part-time instructors are required to prepare clear course syllabi that include the learning outcomes of the course and other specifications of Great Basin College, manage their courses in an effective manner in line with GBC guidelines, and assess their students in accordance with the stated objectives of the course.

All part-time instructors must adhere to all GBC policies and guidelines in the delivery of course material and in the assessment of students and the classes being taught. Responsibilities may vary with department and specific courses, and the requirements of the departments must be followed. General responsibilities include the following:

- Create a course syllabus that addresses the requirements of the college and the department for each class taught; syllabus must be complete and available when the class is first open to the students.
- Communicate clearly the expectations of students at the beginning of each class taught.
- Engage students in meaningful and valuable educational experiences.
- Maintain complete and accurate records of student achievements and grades.
- Provide students with the appropriate course rating survey that is to be completed and submitted to the appropriate GBC staff personnel.
- Submit final grades for each class by the specified date.
- Adhere to all requirements for student privacy (FERPA).
- Adhere to all established timelines for instruction.
- Utilize the student records system and the GBC email system effectively.
- Communicate regularly with affiliated department in the required formats.

Procedures

For new part-time instructors, performance reviews are required the 1st semester of instruction and every 5th year thereafter.

1. The Department Chair will be notified of which part-time instructors are subject to performance review by October 1 (fall semester) or February 1 (spring semester).
2. Department Chair or designee will notify part-time instructor of the performance review process and schedule observation. Observations must be completed by November 30 (fall semester) or April 30 (spring semester).
3. Part-time instructor will provide syllabus and requested course materials to Department Chair or designee before scheduled observation. If the course is an online course, permission must be granted by the part-time instructor for Department Chair or designee to access course as a Teaching Assistant.
4. Department Chair or designee will complete the "Observation" and "Instructional Design" components of the Part-time Instructor Performance Review form during the semester of observation.
5. It is **strongly recommended** that the Department Chair or designee provide informal feedback to the part-time instructor following the observation. This can be an informal meeting or can be completed via email.

REVIEW PROCEDURES TO BE COMPLETED SEMESTER FOLLOWING OBSERVATION:

Department Chair or designee will complete the "Instructional Management and Coordination" and "Department Chair or Designee Review" during this time. After the formal conference, the Part-time instructor will complete "Part-time Instructor Comments" and return the form to Department Chair or designee. **Department Chair or designee must complete the entire review process and submit to the Vice President of Academic Affairs by March 1 (fall review) or October 1 (spring review).**

1. Department Chair or designee ensures that grades were entered in the required timeframe with the student records system.
2. Department Chair or designee reviews student ratings (IDEA form) and enters scores for both the raw and adjusted scores from the Summary Evaluation grid on the front page of the IDEA Diagnostic Form Report.
3. Department Chair or designee determines overall performance review rating, based on the definitions below.
4. The Department Chair or designee holds a formal conference for performance review with part-time instructor to review form and student ratings.
5. Part-time instructor provides comments and signs the performance review form.
6. Department chair or designee reviews part-time instructor comments, addresses them as necessary and forwards the form to the Vice President for Academic Affairs for review and signature. Performance review process must be completed by March 1 (fall semester) or October 1 (spring semester).

Definitions of performance review categories:

Satisfactory: The instructor knows the subject matter and presents it in an understandable and orderly manner. Instructor meets expectations of part-time instructor job description.

Unsatisfactory: The instructor has an academic understanding of the subject field, but has difficulty translating that understanding into an effective classroom presentation. Does not meet the expectations of the part-time instructor job description.

Revised by Faculty Senate:

Last PC revision:

Contact the assistant to the president for any questions, corrections, or additions.

Complete review process due to VPAA by March 1 (fall review) or October 1 (spring review)

Course(s): _____

Yes	No	N/A
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Date of observation: _____

Course/Class presentation is well organized			
Uses multiple techniques to present material			
Uses ongoing feedback and review techniques to ensure student understanding			
Course materials support the course/class learning outcomes			
Presents material as identified in the learning outcomes/objectives			
Demonstrates relevant teaching strategies			

Learning activities provide opportunities for interaction for active learning			
Learning activities promote the achievement of the stated learning outcomes			
Etiquette expectations for course communication are adhered to for class discussions, email, peer and instructor interactions, etc.			
Responds to student questions and challenges			

Syllabus has all the applicable elements in GBC Syllabus Guidelines			
Syllabus contains the learning outcomes and measurements			
Syllabus contains method of instruction			
Syllabus contains grading criteria			
Syllabus contains general education criteria (if applicable)			
Syllabus is available at beginning of course			

Instructional and course materials are relevant			
Instructional and course materials meet learning outcomes			
Assessment tools measure learning outcomes			

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INSTRUCTIONAL MANAGEMENT AND COORDINATION (completed semester following observation)

Record and maintain complete and accurate records of student grading and achievement

Students provided IDEA form or approved class rating survey

Final grades submitted and approved by required date using student records system

Adheres to all GBC and NSHE policies and procedures

Adheres to all established timelines for instruction

Responds to college related email

Communicates and cooperates with affiliated department

DEPARTMENT CHAIR OR DESIGNEE REVIEW (completed semester following observation)

_____ IDEA Raw Score _____ IDEA Adjusted Score or Alternative Student Rating Form

Overall Performance Review Rating: **Satisfactory** **Unsatisfactory****Department Chair or designee comments:****PART-TIME INSTRUCTOR COMMENTS (completed during/after formal conference)****Reflect upon your strengths and weaknesses:****How can GBC help you with your teaching?****Provide other comments, as necessary:**

Part-time Instructor Signature: _____

Date: _____

Dept. Chair or designee Signature: _____

Date: _____

VPAA Signature: _____

Date: _____