**Great Basin College Assessment Committee Summary Report on Course Assessments for 2011-2012**

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

Committee Composition, 2012-2013:

Susanne Bentley, Dave Douglas, David Elleffson, Jonathan Foster (Co-Chair), Cherie Jacques, Rick Mackey (Co-Chair), Laura Pike, Kathy Fulkerson (Ex-Officio)

**Introduction:**

Great Basin College’s Institutional Assessment Policy and Procedure (Policy No. 2.3), as implemented for the 2011-2012 academic year required that each member of the Great Basin College faculty assess one course that the faculty member taught during the spring or fall semester. The course assessment form required that faculty members assessed each learner outcome listed in their syllabi, provide results of their assessment, and provide a plan of action if outcomes were not achieved.[[1]](#footnote-1) Also, if courses taught were General Education courses, faculty members were to include assessment of the college’s General Education outcomes. The following report provides data and observations on this initial round of course assessments and recommendations for future assessments and the assessment process.

**Rate of Participation:**

For the 2011-2012 academic year, 83 percent of all faculty members submitted course assessment forms. On a departmental basis, faculty participation rates were as follows:

|  |  |
| --- | --- |
| **Department** | **Percentage of Full Time Faculty Who Submitted Course Assessments for 2011-2012**  |
| Business | 67 percent |
| Career and Technical | 60 percent |
| Computer Technologies | 83 percent |
| English | 80 percent |
| Fine Arts and Humanities | 100 percent |
| Health Sciences | 100 percent |
| Math | 80 percent |
| Science | 83 percent |
| Social Science | 100 percent |
| Teacher Education | 100 percent |

**Courses Assessed:**

For the 2011-2012 academic year, Great Basin College faculty submitted completed assessment forms for the following courses:

|  |  |
| --- | --- |
| **Department** | **Courses Assessed, 2011-2012** |
| Business | ECON 102 |
|  | MGT 283 |
| Career and Technical | IT 220  |
|  | WELD 110 |
|  | WELD 210 |
| Computer Technologies  | CIT 203 |
|  | GRC 119 |
|  | IS 101 |
|  | SUR 450  |
| English | ENG 102 |
|  | ENG 261 |
|  | ENG 333 |
| Fine Arts and Humanities | ART 100 |
|  | THTR 102 |
|  | THTR 105 |
|  | SPAN 111 |
| Health Sciences | HMS 105 |
|  | HMS 200 |
|  | HMS 250 |
|  | NURS 257 |
|  | NURS 258 |
|  | NURS 261 |
|  | NURS 338 |
|  | NURS 436 |
|  | RAD 225 |
| Math | MATH 095 |
|  | MATH 120 |
|  | MATH 127 |
|  | MATH 128 |
|  | INT 359 |
| Science | AMS 320 |
|  | BIOL 223 |
|  | BIOL 224 |
|  | CHEM 100 |
|  | GEOG 103 |
|  | NRES 241  |
| Social Sciences | ANTH 102 |
|  | PSC 101 |
|  | SOC 101 |
|  | SOC 276 |
| Teacher Education | ECE 190 |
|  | EDRL 437 |
|  | EDU 250 EDRL 437 |

**Review of Assessments:**

The Assessment Committee developed the following rubric for assessing Course Assessment Reports submitted for the 2011-2012 academic year:

|  |  |
| --- | --- |
| **KEY - 2 points = completely fulfilled; 1 point = partially complete; 0 points = missing** |  |
| Course | All Outcomes in the Syllabus are Assessed in the Report | Report includes measurement and result information | Report includes an action plan for improvement, if appropriate | **Total Points** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

(score of 4 or better is considered satisfactory)

By applying the preceding rubric to all Course Assessment Forms submitted, the Assessment Committee formulated the following observations:

* 44 percent of submitted forms obtained a perfect score of 6
* 10 percent submitted forms obtained an unsatisfactory score of 3 or below
* 90 percent of forms submitted fell within the satisfactory range of 4 to 6 points.

In reviewing the completed assessment forms and relevant syllabi, committee members noted that several faculty members did not assess all outcomes listed in their syllabi. Also, some assessment forms for general education courses failed to include information on general education outcomes in their assessments. In regard to measurements and results, many faculty did not include criteria for achievement regarding their assessment data. A few failed to provide action plans or provided generally vague and standard action plans for all outcomes assessed.

**Action Taken and Recommendations:**

The Assessment Committee is generally pleased with the results of course assessments for the 2011-2012 academic year. However, room for improvement remains in the course assessment process. Over the course of the 2012-2013, year, the Assessment Committee addressed several apparent issues in an attempt to streamline the process and improve the quality of course assessments. Specifically, the committee revised both the course assessment form and the instructions for completing the course assessment forms. Major revisions to the course assessment form included the addition of a “Criterion for Achievement” heading under “Assessment Measures” and a “Criterion Met: Yes or No” heading under “Assessment Results.” The text “If this is a GenEd class, include the appropriate GenEd objectives” was also added to the form’s “Class/Course Outcomes” column.

In terms of improving the quality of future course assessments and increasing rates of participation, the Assessment Committee offers the following recommendations:

* Increase awareness that faculty members must assess all outcomes listed on a syllabus
* Increase awareness that faculty members must include general education outcomes if the course being assessed is a general education course
* Increase awareness that college policy requires faculty members to submit course assessments
* Develop a “best practices” set of guidelines for course assessment and completion of the course assessment form
* Consult with departments on developing manageable system for attaining course assessments from adjunct instructors
* Clarify if classes or courses are being assessed on the five year rotation.
* If courses, rather than classes are the subject of assessment then consult with departments regarding the implementation of common core objectives for sections of the same course taught by different faculty members

1. Assessment policy for academic year 2012-2013 and thereafter requires faculty members assess one course taught fall and spring semester of each year. [↑](#footnote-ref-1)