



**Great Basin College (GBC)
General Education Assessment Report**

**Submitted by
the GBC Academic Standards Committee-2025**

Table of Contents

Table of Contents	1
<u>Committee Members</u>	2
Introduction, Background, and Methodology	
<u>Introduction</u>	3
<u>History, Timing</u> and <u>Evidence of Student Learning</u>	3-4
<u>Year 5 General Education Assessment Review and Recommendations</u> Assessment Reports by Outcome	5-8
<u>Challenges</u> During Reporting Period	9
<u>Gen Ed Assessment Report Outcome A</u> (Arts and Letters)	10-14
<u>Gen Ed Assessment Report Outcome B</u> (Math and Science)	15-19
<u>Gen Ed Assessment Report Outcome C</u> (Social Science-Humanities)	20-28
<u>Gen Ed Assessment Report Outcome D</u> (Technological Proficiency)	29-30

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2024-2025**

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General Education Assessment Plan

Introduction

It is the goal of the faculty of Great Basin College (GBC) that student who obtain an associate or bachelor's degree from this institution have obtained the following skills through the General Education Program:

- A. Communications and Expression
 - 1. Written Communication
 - 2. Oral Communication
 - 3. Evidence-Based Communications
 - 4. Fine Arts
- B. Logical and Scientific Reasoning
 - 1. Mathematical Reasoning
 - 2. Scientific Reasoning
 - 3. Scientific Data Interpretation
- C. Human Societies and Experience
 - 1. Structure of Societies
 - 2. American Constitutions and Institutions
 - 3. Humanities
- D. Technological Proficiency

This report is the fifth-year summary the General Education Assessment Plan. The intent of this report is to present the GBC 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 2024.

History

In the 2017-2018 Academic Year, Great Basin College approved a redesigned General Education Program for the A.A. and A.S. degrees¹, a project prompted by faculty investigation into the general education process. 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 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. Departmental 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

Evidence of Student Learning

Individual faculty and departments determine the precise methods of assessment within their courses utilizing measures that meet the criteria set in the Assessment Guidelines of GBC's institutional **General Education Five-Year Assessment Plan**, including observable demonstrations of student learning, applying appropriate general education outcomes, and containing quantifiable data. The methodology of assessment must be explained in each academic department's **General Education Assessment Plan**, and be interpretable in the report submitted by each department for the **GBC General Education Assessment Plan Year 5 Program Review** by parties outside of the discipline, such as administrators, Faculty Senate committee members, and accreditors. Departments and their faculty members determine the benchmarks for each class.

Year 5 General Education Learning Outcome Assessment Review

Submitted by: Academic Standards and Assessment Faculty Senate Committee

Compiled: Spring 2025 - Fall 2025

Submission: October 2025

Information Submitted by:
Yvonne Naungayan, Academic Standards and Assessment Committee Chair-2025/26
Daniel Murphree, Academic Standards and Assessment Committee Chair-2024/25
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Laurie Walsh-Social Sciences
Denise Padilla-Education
Brandy Nielson-Business
Madison Arbillaga-Computer Technologies

Narrative/Summary-Assessment Process

The general education assessment is broken down into categories based on the general education objectives as stated in the Great Basin College catalog. An effective educational assessment process must include an explicit plan for assessing each learning outcome that explains the process and methods used to determine achievement of those outcomes. These assessment plans must include clearly denoted criteria for success, a specific timeline for assessment cycles, and an action plan for how the information is gathered in the assessment process and how it will be used to modify and improve instruction going forward. To this end, assessment plans submitted by departments that instruct general education courses were reviewed by the Academic Standards and Assessment Committee using the following criteria:

1. All courses listed as general education in the Great Basin College Catalog are included in the departmental assessment plan.
2. The General Education Outcomes listed for each course in the departmental assessment plan are the ones associated with those courses in the Great Basin College course catalog.

3. The departmental assessment plan includes a timeline for how often each course will be assessed, based on the 5-year General Education Assessment Cycle.
4. The criteria the department uses to determine if each General Education Objective is met and clearly denoted in the departmental assessment plan.
5. The instrument used to assess the General Education Objectives for each general education course is clearly defined in the departmental assessment plan.
6. The method used to determine student achievement of the General Education Objectives based on the assessment instrument is clearly explained in the departmental assessment plan.
7. The departmental assessment plan includes a description of how action plans are created from the information learned in each assessment cycle.

This report will provide recommendations on how to improve our current process and facilitate closing the loop between faculty and administration in the assessment process. These recommendations will focus on how we might better streamline the current process and which stakeholders will be responsible for each step in the process, and will highlight missing information that is needed in the next cycle of the assessment.

Recommendations

1. All departments submit a General Education Assessment Plan based on a report template available on the [General Education Committee website](#) and/or a checklist that is created and provided by the Academic Standards and Assessment Committee and approved by the General Education Committee that includes at minimum these sections:
 - All **General Education student learning outcomes** that courses in that department are required to include in their coursework.
 - A list of all of the **department's courses** that include General Education requirements.
 - Defined **student success criteria** for General Education learning outcomes.
 - Defined, specified **instruments for measuring** General Education learning outcome achievement.
 - Defined, **specified method/approach** to how General Education learning outcomes are assessed.
 - Defined, specified **timeline** for the assessment cycle for each General Education course.
 - Defined, specified **description of how the information is gathered** from the departments.
 - Description of **how the Assessment Plan will be used for continuous improvement** of student achievement of General Education learning outcomes (closing the loop).

2. There is a gap between the course learning outcomes (CLOs) listed for AAS/BAS courses and the General Education Objectives as specified in the GBC Catalog. This needs to be addressed with documentation of course-level to program-level learning outcomes mapping/cross-walking, which is the responsibility of each department under the leadership/advisement of each respective academic dean.
3. The committee recommends Academic Affairs conduct professional development for academic department chairs regarding the specific process/procedures that instructors and department chairs should follow each academic year, including timelines and specifics regarding the data/information required for institutional assessment purposes.
4. In accordance with the NWCCU Ad-Hoc Report recommendation for Standard 1.B.3 regarding allocating necessary resources, benchmarking with other institutions (such as peer institutions and/or comparable NSHE institutions) to determine additional full-time or part-time staffing needs for appropriately managing the assessment process would help with continuous improvement in this area. This position or positions could fall under either Academic Affairs or Institutional Research and Effectiveness. The responsibility for benchmarking research and decisions regarding the specific role(s) would reside with Academic Affairs and GBC Administration.
5. The committee recommends each department review the current catalog as a quality check to ensure the catalog lists all courses that are aligned to each General Education objective. For example, for AA programs, the catalog lists “Any transferable course 200-level ENG or 100- or 200-level AM, ART, FIS, FREN, GRC, JOUR, MUS, PHIL, SPAN, THTR” as General Education courses for Humanities and Fine Arts that meet Human Societies and Experience General Education requirements. The departments need to determine if this generalization in the catalog satisfies their need for individual course names/numbers to be specifically listed in their department’s General Assessment Plan, particularly for providing guidance to faculty members regarding which courses need to be assessed for BOTH program assessment AND for General Education assessment, as they have different outcomes (program outcomes AND General Education objectives).
6. Recommend we align all the terminology across the campus, such as “objectives” vs. “outcomes”.

General Education Assessment Plans by Department

			Gen Ed Assessment Plan Includes:					
Department	Plan Submitted for:	Course Assessment Frequency	Gen Ed Outcomes listed based on GBC Catalog	ALL departmental Gen Ed courses included in Assessment Schedule	Defined Criteria for Success	Learning Outcome measurement instrument(s) defined	Learning Outcome assessment student achievement defined	Description of How Action Plans will be developed
English	English submitted two Gen Ed Assessment Guidelines and Procedures by Gen Ed course							
	ENG 100 ENG 101		Yes		No	No	No	No
	ENG 102		Yes	No	No	Yes	Yes	No
	English did not include assessment plans for all of the Gen Ed English courses (see p.4)							
Humanities & Fine Arts	No Submission							
Social Sciences			Yes		Yes	Not specified	No	Yes
Math	All Math Gen Ed Courses		No	No (see p.7 part II)	Yes	Yes (need artifacts: Question pools)	Yes	Yes
Science			No	Yes*	Yes	Yes	Yes	Yes
Education	EDU 214		A course Assessment for Fall 2023 submitted; no Gen Ed Assessment Plan submitted					
Business	BUS 110, MGT 283	2	No**	Yes	Yes	Yes	Yes	Yes
Business	Econ 102, Econ 103	2	Yes	Yes	Yes	Yes	Yes	Yes
Computer Technologies	IS 101, CS 135, GRC 119, CIT 129	Varies	Yes	Yes	Yes	Yes	Yes	Yes
HSHS	No Submission							
CTE	No Submission							

* Missing GEOG 106 and GEOL 132 in the GEN ED 3-year assessment plan - Science Assessments document

** The GBC Catalog does not list specific GenEd Outcomes associated with AAS and BAS courses, therefore the GenEd Assessment Plan does not have a point of reference for these courses. Instead, the submitted report includes the course level outcomes (CLOs) that should be mapped to specific General Education Objectives

Challenges during the Reporting Period

When the original assessment plan was written, the General Education Committee was 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. Due to Covid the reporting for year 1 and 2 were delayed but caught up in year 3.

GBC General Education Outcomes Assessment: Objective A

Submitted by: Academic Standards and Assessment Faculty Senate Committee

Compiled date(s): February - 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 catalog, the general education objectives are separated 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 who 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 divided 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 ENG 100, 101, 102 Assessment Procedures Outcome 1 and 3 Support Documents.zip First-year English Assessment Plans
ENG 101						data not provided See ENG 100 above

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

						<u>Supporting Documents</u> (Com/Theater Assessment Report Narrative)
THTR 102						
THTR 221						

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

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. <u>See narrative</u>
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						<u>Supporting Documents (rubric)</u>
THTR 105	Y	Y	Y	Y	Y	Y <u>supporting documents (narrative)</u> <u>Additional Documents (performance rubric)</u>
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: Objective B

(Math and Science)

Submitted by: Academic Standards and Assessment Faculty Senate Committee

Compiled date(s): February - 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 to help 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 as thorough as possible under the given circumstances but did not include information on how it was determined if the benchmarks were met nor the compiled data from the different courses used to assess the different general education outcomes. The outcomes in this section were not reported individually. The department stated that they were planning to instruct 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.

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

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

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: Objective C

(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 Plan Results for Social Science

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 included 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 the 2019 GEOG 106 class for which 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 schoolwork, 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 regarding 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.

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

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 and Humanities.

Narrative/Summary:

As per the Great Basin College catalog, the general education objectives are separated 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

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

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.

Action Plan: 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.

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 Susanne
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
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
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							

GBC General Education Outcomes Assessment 2024

(Technological Proficiency)

Submitted by: Academic Standards and Assessment Faculty Senate Committee

Review of General Education Assessments for Gen Ed Objective D1: Technological Proficiency

The Academic Standards and Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for Technological Proficiency. This section was compiled by committee member Daniel Murphree using a common form designed by Yvonne Naungayan.

Narrative/Summary: Data were submitted by the Business, Computer Technologies and Teacher Education departments, consisting primarily of information provided in course assessments completed during the current General Education assessment cycle.

Action Plan: Departments will continue collecting and reviewing course (CLO) and general education (ILO) learning outcomes data to analyze students' demonstrated achievement of outcomes. Instructors will continue to use this data to inform changes in student assignments and assessments both during and after the course duration, as part of continuous course and program improvement.

Outcome D: Technological Proficiency

D1: Technological Proficiency D1.a - Analyze a problem and identify and define the technology requirements appropriate to its solution. D1.b - Describe professional, ethical, legal, security, and social issues and responsibilities for technology users. D1.c - Develop skills to continuously learn fundamentals of existing and new technology.						
Course	D1.a	D1.b	D1.c	All applicable program outcomes are assessed in report	Report includes measurement & result data	Report includes action plan for improvement, if appropriate
CIT 129	Yes	Yes	Yes	Yes	Yes	Yes
CS 135	Yes	Yes	Yes	Yes	Yes	Yes
EDU 214	Yes	Yes	Yes	Yes	Yes	Yes
GIS 109	Yes	Yes	Yes	Yes	Yes	Yes
GRC 119	Yes	Yes	Yes	Yes	Yes	Yes
IS 101	Yes	Yes	Yes	Yes	Yes	Yes