

Great Basin College Assessment Committee Summary Report on Course Assessments for 2012-2013

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

Committee Composition, 2013-2014:

Marcus Babaoye (Ex-Officio), Darius Cooper, Frank Daniels, Dave Douglas, Jonathan Foster (Co-Chair), Rick Mackey (Co-Chair), Laura Pike

Introduction:

Great Basin College faculty complete and submit course assessment forms for one course taught in the fall semester and one course taught in the spring semester for the 2012-2013 academic year required that each full-time member of the faculty submit two course assessments for the 2012-2013 academic year.

Faculty Submitting Two Course Assessments for 2012-2013

| Discipline | 2012-2013 | 2011-2012 |
|--------------------------|-------------|-------------|
| Business | 67 percent | 100 percent |
| Career and Technical | 60 percent | 83 percent |
| Computer Technologies | 83 percent | 100 percent |
| English | 80 percent | 100 percent |
| Fine Arts and Humanities | 100 percent | 100 percent |
| Health Sciences | 100 percent | 100 percent |
| Math | 80 percent | 100 percent |
| Science | 83 percent | 86 percent |
| Social Science | 100 percent | 100 percent |
| Teacher Education | 100 percent | 100 percent |

¹ For academic year 2011-2012 full time faculty members were required to assess one course for the year. Beginning with academic year 2012-2013, GBQ policy required full time faculty members to assess one course taught in the fall semester and one course taught in the spring semester.

Courses Assessed:

The following table lists all courses assessed during academic years 2011-2012 (the first year of required course assessment) and 2012-2013.

| Department | Courses Assessed 2011-2012 | Courses Assessed 2012-2013 |
|----------------------|----------------------------|----------------------------|
| Business | ECON102 | ACC203 |
| | MGT283 | BUS102 |
| | | BUS107 |
| | | ECON103 |
| | | ECON307 |
| | | FIN310 |
| | | MGT283 |
| Career and Technical | IT220 | DT100 |

THTR105

PHIL101MUS101

| | | |
|------------------|--------|--------|
| | | PSY460 |
| | | SW250 |
| | | SW321 |
| TeacherEducation | ECØ90 | ECØ27 |
| | EDR437 | ECØ51 |

| | | |
|----------------|---------|-----------------|
| Hyslop,Larry | CIT203 | |
| JaquesCherie | RAD225 | NURS40,RAD115 |
| Jensen,Joseph | | DT100,DT105 |
| Johnston,Heidi | NURS57 | NURS73,NURS15 |
| Kampf,Richard | | MATH181,MATH182 |
| Kelly,Dwaine | | ELM131 |
| Licht,John | WELD110 | WELD160,WELD260 |

Review of Assessments:

The Assessment Committee utilized the following rubric to assess Course Assessment Reports submitted for the 2012-2013 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 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

(scores of 4 or better of a possible 6 with no score of 0 in any one category are considered satisfactory)

As assessed by the committee's application of the preceding rubric to all Course Assessment Forms submitted for academic year 2012-2013, 92 percent of the completed assessments were deemed satisfactory. This is an improvement of 2 percent over the previous year's 90 percent submission rate.

Action Taken and Recommendations:

The Assessment Committee is satisfied with the results of course assessments for the 2012-2013 academic year. Submission rates for completed assessment forms increased significantly from the previous year. Eight of ten departments had a 100 percent assessment submission rate for 2012-2013. This is compared to four of ten departments with a 100 percent assessment submission rate for 2011-2012. No department participation rates decreased for 2012-2013. Individual department participation rates increased by as much as 23 percent over rates for 2011-2012. Overall, faculty submission of completed course assessment forms increased from 83 percent for 2011-2012 to 94.6 percent for 2012-2013. This significant increase in assessment form submission rate indicates that faculty are aware of assessment requirements and have embraced the process to a greater degree.

The quality of completed assessments also indicates increased faculty awareness of assessment requirements. For the most part, faculty successfully completed course assessment forms. As indicated above, the committee deemed 92 percent of the submitted forms as satisfactory or better.

With increased faculty participation rates and improved quality of assessments, it should become possible to draw conclusions from assessments concerning strengths and weaknesses of current instruction. For example, one might find that students are consistently failing to meet learner outcomes relative to the development of certain skills. This could provide useful in determining areas of instruction that deserve more emphasis or support.

Although participation rates improved and quality of assessments remained strong, there is room for improvement in course assessment process. One area of improvement exists in regard to the timely submission of completed assessment forms. As the following chart indicates, a significant number of faculty submitted their assessments well after the evaluation completion deadline:

| | | 7/22/13 | 7/25/13 | 8/2/13 | 8/23/13 |
|--------|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
| | # Faculty | Two Assessments Received | Two Assessments Received | Two Assessments Received | Two Assessments Received |
| BUS | 4 | 1 | 4 | 4 | 4 |
| CT | 5 | 4 | 4 | 5 | 5 |
| CTE | 12 | 2 | 2 | 8 | 10 |
| ENG | 5 | 1 | 1 | 5 | 5 |
| FA&H | 2 | 2 | 2 | 2 | 2 |
| HSCI | 7 | 5 | 7 | 7 | 7 |
| MATH | 5 | 5 | 5 | 5 | 5 |
| SCI | 7 | 3 | 3 | 6 | 6 |
| SOGSCI | 7 | 7 | 7 | 7 | 7 |
| TED | 2 | 2 | 2 | 2 | 2 |
| | 56 | 32 | 37 | 51 | 53 |
| | | 57% | 66% | 91% | 95% |

In reviewing the completed assessment forms and relevant syllabi, committee members also noted that several faculty members did not assess all outcomes listed in their syllabi. This was also the case for the 2011-2012 assessments. Also, as with 2011-2012, a few faculty members failed to provide action plans or provided generally vague and standard action plans for all outcomes assessed. The continuation of these issues indicates a need for increased emphasis on these aspects of the course assessment process.

Another issue noted by the Assessment Committee was in relation to the assessment of

Members of the GBC Faculty Senate approved the revision/addition by vote at the April meeting.

In terms of improving the quality of future course assessments, and timeliness of course assessment from submissions the Assessment Committee offers the following recommendations:

- Increase awareness of the need to include supporting data to for assessment conclusions.
- Emphasize the need to include meaningful action plans regarding assessments where outcomes' criteria for success are not met.
- More education and emphasis needed on the development of measurable outcomes.
- Increase awareness of the need to assess all outcomes listed on syllabus.
- Increase awareness of necessity of including criterion for achievement on forms.
- Increase awareness that faculty members must assess all outcomes listed on a syllabus.
- Streamline process for submission of completed assessment forms and increase awareness of this process.
- Clarify if sections or courses are being assessed on the five-year rotation and adjust process accordingly. If course-based assessment is the desired method, this would include consulting with departments regarding the implementation of common outcomes for sections of the same course taught by different faculty members. It would also require consideration and discussion of the implications of course-based assessment for the faculty evaluation process, as the assessment process would necessarily become collaborative rather than individual.