

# GREAT BASIN COLLEGE

## INSTITUTIONAL ASSESSMENT PLAN, 2015 – 2020

### INTRODUCTION

This plan defines how Great Basin College assesses its mission, operations, and programs at all levels. Every aspect of the college must be assessed on an ongoing basis to achieve and document a continuous cycle of improvement. Each college function's mission, outcomes and assessment must support effective college performance and fulfillment of the college mission.

Six categories of assessment are identified in this plan, including how they are completed and documented. From roughly broadest to most detailed levels, these are as follows:

1. College Mission
2. Institutional Core Themes
3. Institutional Strategic Plan
4. Operations
5. Academic Programs
6. Courses

### ASSESSMENT CATEGORIES

This section of the Assessment Plan describes the responsibility, frequency, criteria, maintenance, and archiving of the various categories of assessment within the college. Together these define and document how well GBC performs as a college and ultimately how it fulfills its mission.

#### 1. Mission Fulfillment

*Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.*

The GBC mission was approved by the Nevada System of Higher Education (NSHE) Board of Regents on December 2, 2011. This was included in the Year One self-study report to NWCCU in March, 2014. The Year One report contains the GBC criteria for mission fulfillment in Appendix A. Mission fulfillment is defined in terms of performance in individual criteria within seven mission elements, including Serve Rural Nevada, University Transfer, Workforce Development, Partnerships, Developmental Education, Community Service, and Student Support. Mission fulfillment is defined as meeting the minimum of at least 85% of the indicated measurements and expectations.

Responsible Parties:

- President's Council
- Director of Institutional Research and Effectiveness

Cycle:

- All criteria are evaluated and recorded each year during the period of July to September

- A brief written summary accompanies the annual review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports to NWCCU, a full report documents the state of mission fulfilment in comparison to stated expectations

Maintenance:

- Criteria evaluations are recorded and maintained on a scorecard by the Director of IRE
- Annual evaluations of criteria are reviewed by PC and summaries and reports written by President are recorded with scorecards

## 2. Core Themes

The GBC Core Themes, approved by the NSHE Board of Regents on March 6, 2014, were presented in the Year One report to NWCCU. The three GBC Core Themes are these:

1. **Provide Student Enrichment**
2. **Build Bridges and Create Partnerships**
3. **Serve Rural Nevada**

Three objectives are established for each core theme, and indicators for evaluating performance of each objective are identified. The Core Theme objectives and indicators are provided in Appendix C of the Year One report, and the initial values for the indicators are in Appendix D. These are the baseline for assessment of Core Theme performance going forward, and are attached to this Plan.

The GBC Core Themes and indicators are also presented in the *Strategic Plan, 2014-2021* in Appendices B and C. Appendix C includes assignments of responsibility for each indicator. These are also attached to this Plan.

Responsible Parties:

- As assigned in Appendix C, *Strategic Plan, 2014-2021*
- Assisted by the office of IRE

Cycle:

- Each criteria shall be evaluated and recorded on the dates indicated in *Strategic Plan, 2014-2021*, Appendix C
- A brief summary of overall performance on all Core Themes is written each year to accompany the review of the criteria, with comments and recommendations for action based on the observations
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of Core Theme completion in comparison to stated expectations

Maintenance:

- Criteria evaluations shall be recorded and maintained in the TracDat document management system by the office of IRE
- Annual evaluations of criteria shall be reviewed by PC; summaries and reports written by the Accreditation Liaison Officer are recorded in TracDat

## 3. Strategic Plan

*Strategic Plan, 2014-2021*, was created in the spring of 2014 and approved by the NSHE Board of Regents on June 5, 2014. Planning identified within the document centers on the GBC Mission, Core Themes, and Core Theme Objectives as defined in the Year One report submitted to NWCCU. In addition, this plan presents the GBC vision for the future with its Vision Statement:

*While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.*

This statement explains the direction GBC seeks as an institution.

In large, assessment of the GBC Strategic Plan is completed in the assessment of its Core Themes as stated in assessment category 2 above. The only further assessment required is to assess progress toward the GBC vision.

Responsible Parties:

- President's Council

Cycle:

- A brief summary accompanies an annual review of progress on the college vision, with comments and recommendations for action based on the review
- The responsible party identifies and reports annually on strategic initiatives intended to move the plan forward
- Prior to the Mid-Cycle Evaluation and the Year Seven reports, a full report is written on the state of the Vision Statement in comparison to expectations

Maintenance:

- Annual reports are written by President, reviewed by PC, and recorded in the President's office

#### **4. Operations**

There are many operations ongoing within GBC that are fundamental to effective and efficient delivery of academic programs and otherwise assure the functioning of the college and achieving its mission. Examples of these operations are Admissions and Records, Human Resources, and Library. The performance of all operations is assessed in a regular and ongoing manner to assure continued excellence. Each operation must assess from the perspective of its operational mission and its expected outcomes to achieve this mission. Documented measurements for each outcome shall be used in the ongoing assessment of the operational outcomes.

Responsible Parties:

- Director, Coordinator, or other person with primary oversight of an operation

Cycle:

- At a minimum, each operation assesses at least some portion of its function each year
- All outcomes of the operation must be assessed at least once every five years and a five-year assessment plan is reported annually

Maintenance:

- The individual responsible for the operation shall also be responsible for assuring that annual assessments are reported and made available for entering into TracDat
- Outcomes, methods and criteria for assessing, and assessment results are reported to IRE annually; the office of IRE shall enter the information into TracDat
- All individuals working within an operation must be willing to participate in the input required for assessment of the operation and to make improvement as a result of those assessments

#### **5. Academic Programs**

Academic programs within GBC are generally associated with degrees or certificates. Expected learning outcomes for each program shall be stated in the college catalog with the program requirements. Documented

measurements for each outcome shall be used in the ongoing assessment of the program outcomes. Academic programs are those associated with instruction, and as such, General Education and Developmental Education are treated as academic programs.

Responsible Parties:

- Program supervisor, coordinator, department chair, or other designated lead faculty of the program is responsible; if no single individual has such a designation, it is the responsibility of all those teaching within the program
- The program committee, if one exists, shall assist in program assessment

Cycle:

- At a minimum, each program shall have at least some portion of its outcomes assessed each year
- All outcomes of the program must be assessed at least once every five years
- A complete program review shall be written as per the GBC program review policy every five years on a schedule maintained in the office of Academic Affairs

Maintenance:

- Outcomes, methods and criteria for assessment, and assessments results are reported to IRE annually; the office of IRE enters the information into TracDat
- The individual responsible for the program shall also be responsible for assuring that an annual assessment report is created and made available for entering into TracDat
- All individuals teaching courses required of a program must participate with the input required for creating assessments of the program and in making improvements as a result of those assessments
- A current curriculum map for each program must be maintained, entered into TracDat by the office of IRE

## 6. Courses

All GBC credit-bearing courses must on a regular basis be assessed based on their expected student learning outcomes. Student learning outcomes shall be stated clearly in the syllabus of each class, together with the mechanism for measuring the attainment of the outcomes. Each course with the same prefix and number must have essentially the same core outcomes for every class taught, regardless of instructor, site or modality of delivery. This is essential for college-wide assessment of courses and their roles within programs.

Responsible Parties and Cycles:

- Each semester, each full-time instructor is required to assess at least one class section
- Every GBC course must be assessed at least once every five years, with responsibility defined by the department in which the course exists, as reviewed by the Department Chair
- Part-time instructors must include student learning outcomes in their syllabi, but are only required to assess courses if those courses are not otherwise taught by a full-time instructor; the courses taught by part-time instructors must be assessed at least once every five years within the department

Maintenance:

- Each course assessment is attached to the annual evaluation of each faculty member
- The Assessment Committee is responsible for reviewing course assessments for completeness
- The office of IRE shall place each course assessment document into TracDat

## **GENERAL EDUCATION**

As an academic program of GBC, General Education must be assessed on an ongoing basis. General Education courses must be assessed for their general education outcomes as well as their course content outcomes. General Education outcomes are stated in the college catalog, and are included in the syllabus of every General Education course together with how they will be achieved and assessed.

The General Education Committee is charged with the oversight of General Education assessment. In this role it reviews a portion of the general education program each year and leads the five year program review as described for any academic program.

## **DEVELOPMENTAL EDUCATION**

As an academic program of GBC, Developmental Education must be assessed on an ongoing basis. Developmental Education generally falls within the disciplines of English and Mathematics, which shall be responsible for assessment within their respective disciplines. The respective department assesses at least a portion of the Developmental Education program each year and leads the five year program review as described for any academic program, this done in coordination with the administrator of the Academic Success Center.

## **ROLES OF THE ASSESSMENT COMMITTEE**

The Assessment Committee serves two primary roles. One is to have primary responsibility over course assessment, as described above. The other role is providing an avenue of faculty review in the overall assessment processes described in this document.

The Assessment Committee serves to periodically review and make recommendations relevant to the standards, educational quality, implementation, oversight, and assessment of academic programs. This committee maintains any items necessary to assess learning outcomes. The Director of Institutional Research and Effectiveness is an *ex-officio* member of this committee.

The committee shall make an annual review and report on the extent of assessment practice at GBC. It essentially assesses GBC assessment practices. It is important for this committee to be the faculty voice in developing, reviewing and refining the Institutional Assessment Plan. The committee is not responsible for performing any of the particular categories of assessment described in this plan or the assessment of any specific operation, program, or courses. The committee role is evolving as GBC continues to refine assessment practices.

The Assessment Committee, in association with the office of Institutional Research and Effectiveness and the Accreditation Liaison Officer, shall review this Institutional Accreditation Plan at least every five years to determine its effectiveness. If problems are evident before that time, these should be assessed as they are discovered and remedies recommended.