

Great Basin College

NWCCU Ad Hoc Report

Recommendation 2

Attachment B: Closing the Loop

1.March.2022



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Closing the Loop: GBC Plan for Assessment and Strategic Plan Reporting

Purpose: The purpose of this document is to outline a process and management for closing the loop on our assessment activities—including course and program assessment, along with indicators from our strategic plan.

Rationale: This annual report is essential to GBC's commitment to continuous institutional improvement; it should be completed in an orderly manner with clear, delineated responsibilities for reporting and action. This overall assessment will assign responsibilities for continuous improvement across academic and student affairs.

Responsibility: Main responsibility for assembling this annual report falls to the accreditation liaison officer (ALO) with the support of the VPASA and director of institutional research and effectiveness. The ALO will then, by necessity, be involved in the strategic planning process to assure assessable indicators.

Reporting: This report will be presented to leadership council and will help form an important institutional action plan for improvement. This report will be published annually on the GBC website so it is available to all stakeholders and decision makers. Departments will then be responsible for submitting an action plan to their respective dean along with departmental goals for the next academic year.

Report Format

This report will generally consist of a preface documenting changes and trends seen in improvement efforts. There will then be a section consisting of course assessments (organized by division and department) and a section consisting of program assessments. Indicators for the strategic plan/strategic plan metrics will then be listed with corresponding data in the order they are presented in the strategic plan. An opportunity for a discussion with potential changes for the next year will then be included, from the perspective of the ALO, before appendices with supporting data.

Course Assessment

Assessment reports for each course should be compiled and discussed within each department. Each department should then prepare a report for their dean with assessment results and action plans for each course. All departmental reports are to be included in the annual report. It is the ALO's responsibility to draft a template for departmental reports.

These plans should then become goals for the next time each course is offered. It is the supervisory responsibility of the deans to document this step. The documentation of this process is the responsibility of the dean, chair of the assessment committee, and the ALO for the annual report.

Challenges: This process must be a priority for faculty, department chairs, and deans to produce complete data. Regular course assessment is important for producing effective improvement.

Program Assessment

Program assessment, being a process that is not annual, is to be included as produced per dean expectations. The responsibility for producing this portion of the annual report is shared between program supervisors, department chairs, and deans. As the strategic enrollment management plan becomes more comprehensive to include the academic affairs side of the house, this is useful data to fit into the bigger picture.

Challenges: Aiding this process would be more clearly defining the responsibilities of department chairs. This would help to identify responsibilities for assessment, development of action plans, and fulfillment of action plans and using action plans for program improvement.

Strategic Plan Indicators

The current strategic plan

Below is a list of indicators for the objectives related to our mission statement as written in GBC's strategic plan. This is a starting point for assembling an annual report on overall institutional effectiveness. This is another pillar alongside assessment tools.

Objective 1.1: Provide educational opportunities

Objective 1.1 Indicators:

- Number and types of programs available
- Qualifications and number of full-time faculty
- Full-time/part-time faculty ratio
- Financial resources in various categories
- Student services resources
- Number and percent of students attaining educational goals
- Completion rates for courses and programs
- Persistence rates for new students
- Student satisfaction ratings from targeted questions

Rationale for Indicators: Assessing this objective involves first determining if enough and appropriate opportunities exist for students to be engaged. Then there must be adequate faculty and other student support to bring students through the programs. It must then be determined how well students perform when participating in these opportunities, and how satisfied they are with the experience.

Objective 1.2: Foster cultural awareness

Objective 1.2 Indicators:

- Demographics of GBC and the service area
- Number of students enrolled in specified general education classes
- Student satisfaction ratings from targeted questions

Rationale for Indicators: To address the cultural awareness of the service area, it is first important to know the area demographics. This indicator is to provide baseline information to help understand how cultural awareness might better be fostered. The second indicator

addresses the awareness of cultures and appreciation of the arts through achieved outcomes of general education. The third is to find student perspectives from their responses to targeted questions.

Objective 1.3: Provide curricula and programs for careers

Objective 1.3 Indicators:

- Number and type of career-directed degrees and certificates
- Job placement rates for programs
- Advancement in studies by students following degree completion

Rationale for indicators: The first indicator is to assess the range of opportunities available for people to participate in and to determine the adequacy for perceived need. Then, the willingness of employers to hire these individuals is a measure of the success of this objective. Also, students continuing studies after completing programs to enhance their abilities for advancement in their careers is a desirable outcome. Appropriate numbers and types of programs for the job opportunities available, with positive and improving measures in placement and advancement, indicate acceptable objective fulfillment.

Objective 2.1: Facilitate seamless transfer of students between high school, community college, and universities

Objective 2.1 Indicators:

- Percent of first-year students enrolling in remedial and college English and math, and success rates
- Tech Prep headcount and number of credits and courses awarded
- Dual credit headcount and FTE by high school
- Transfer headcount, both external and continuing internally at GBC
- Number of students transferring into GBC from other colleges and universities

Rationale for Indicators: The first three indicators reflect how well GBC partners with high schools to prepare future college students to their best advantage. Whether going into academic or technical programs, it is desirable that, with time, proportionately more graduating high school students are prepared at the minimum for college-level English and mathematics. Opportunities in Tech Prep and dual credit courses indicate further advancement in college readiness. The fourth indicator reflects success in preparing GBC students to move to more advanced educational levels, whether continuing at GBC or transferring externally to another institution. It is desirable that these indicators should increase through time. The last indicator reflects GBC's ability to offer programs of value as indicated by attracting students from other colleges.

Objective 2.2: Build and sustain workforce programs

Objective 2.2 Indicators:

- Number of contract training courses offered
- Employer satisfaction
- Advisory boards and program committee meetings/participation

- External investment in GBC programs
- Number of students placed in workplace settings

Rationale for Indicators: A strong measurement of successful partnerships for careers derives from the willingness of employers to engage the college in training programs and the satisfaction of employers with those trained by GBC. (The employee perspective is addressed in Theme One.) Advisory board and program committee inputs are important indicators that employers have confidence in programs. Employer investment in programs is similarly a key indicator of collaborative support. Employers assisting in clinical, practicum, internships, apprenticeship, and similar opportunities not only assist students in gaining the experience they need, they also assure themselves a pool of skilled and knowledgeable people from which to hire.

Objective 2.3: Support community needs

Objective 2.3 Indicators:

- Maintain a range of community partnerships
- Maintain a range of community events and activities and the number of participants
- Faculty participating in community service

Rationale for Indicators: The listed indicators all measure community engagement and partnership. The first addresses partnerships with community service organizations. The second addresses cultural activities. The third describes direct engagement between faculty members and their communities. Continuing or growing engagement is a positive indicator of this objective.

Objective 3.1: Provide access to education at distant locations

Objective 3.1 Indicators:

- Number of programs fully available online
- Enrollment in distance education sections (online and IAV)
- Certificate and degree completions by student location
- Retention rates by student location (fall-to-fall)
- Center and satellite site needs fulfilled by synchronous courses

Rationale for Indicators: These indicators are readily obtained, quantitative, and comparable between delivery method and location received. They indicate the access to classes and programs throughout the full service area and the relative effectiveness. Since distance and time are the primary challenges of fulfilling the GBC Mission, these numbers well indicate how GBC addresses its Mission to serve rural Nevada. Also indicated are the comparability of distance and remote instruction to that available at the main campus.

Objective 3.2: Provide resources to meet the educational needs of the service area

Objective 3.2 Indicators:

- Number of programs fully available at each center or site
- Demographics of service area population and students by site (county)
- Student satisfaction ratings by site

Rationale for Indicators: These indicators allow the college to view its resource allocation in a consistent format. There is no ultimate benchmark for these indicators except to review them for appropriateness for the individual locations. Monitoring the demographics of the service area is a guide to how we should serve our rural service area. Rural populations of the western U.S. have different characteristics than more urban areas.

Objective 3.3: Provide needed services to students at all GBC sites

Objective 3.3 Indicators:

- Availability of support services
- Satisfaction with support services
- Number and type of scheduled continuing education classes
- Number of non-class IAV sessions scheduled

Rationale for Indicators: The first indicator is a list of the basic services students need to successfully complete their education, regardless of location. There must be a determination of adequacy for these services. The other items are indications of service-area-wide inclusion.

Challenges: As currently written (the 2014–2021 strategic plan), not all indicators are assessable in a way that reflects progress on improvement. It is important for the ALO and director of institutional research and effectiveness to be involved in strategic planning in the future to ensure that indicators are effective and measurable.

Strategic Plan Metrics

As these are an NSHE mandate, and are already being reported, the strategic plan metrics, in the future, should form the categories of the GBC strategic plan. The ALO and director of institutional research and effectiveness should be involved in any discussion on adjusting these metrics and their indicators. In the future, the strategic plan and these NSHE metrics would then be aligned in the annual report.

Future Changes to This Plan

The plan for closing the loop must be reviewed and updated with the strategic plan (and/or any changes mandated by NSHE or administration) in order to produce a report that is most relevant and effective.

Conclusions

GBC is an institution with high-quality instruction, dedicated staff, and effective vision. The purpose of this plan is to document this, along with providing data in an effective format to foster change and encourage continuous improvement. The plan outlines how to demonstrate status and progress to accreditors, NSHE, and all other stakeholders.