

NWACC

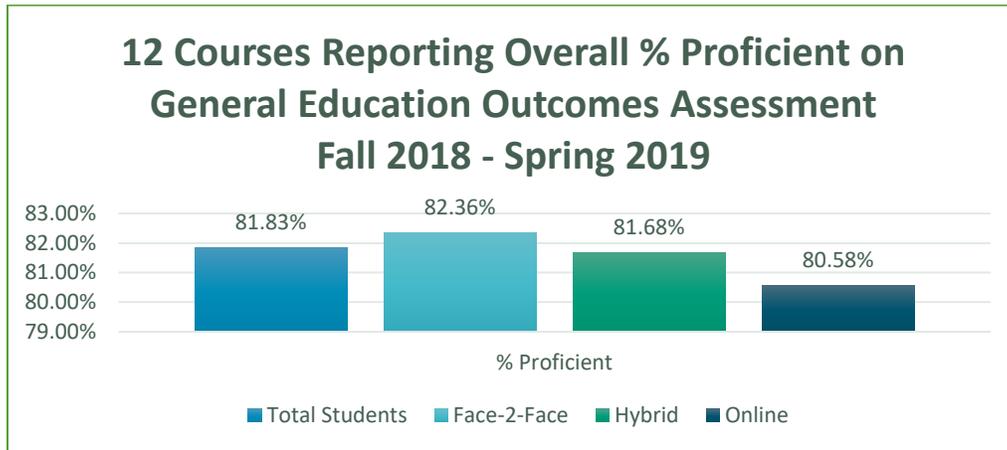
General Education Outcomes Assessment Report

Fall 2018 and Spring 2019 Data Report

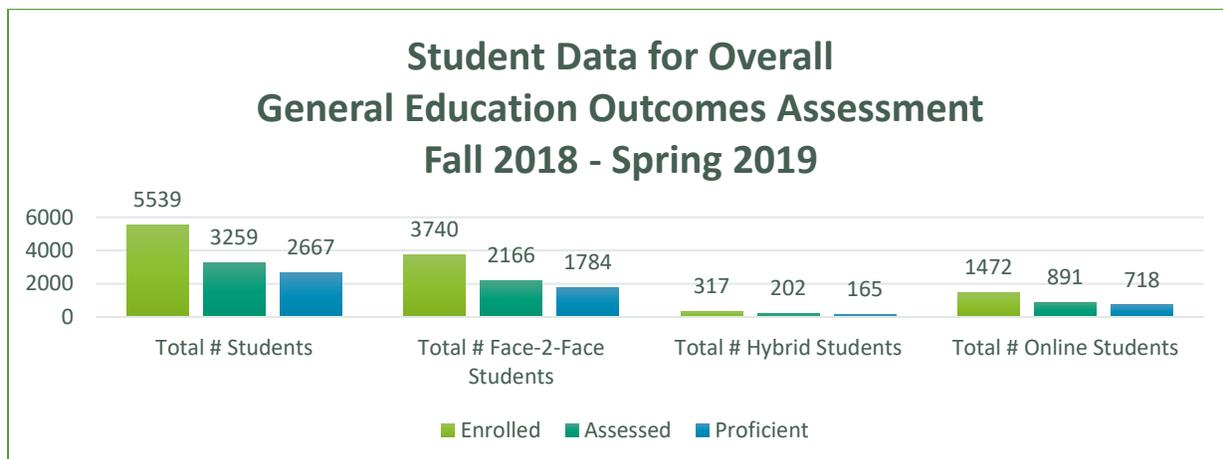
The Assessment Committee is pleased to report that of the 3259 students who participated in general education assessment, 82% were judged proficient. This represents a 13 point improvement from 2017. This percent is for 7 of the 8 general education outcomes (GEO). Due to the cycle in place for evaluating writing, no writing data was collected during this period. This report contains data and interpretation for each individual GEO. Courses reporting for Fall 2018 and/or Spring 2019 data are below:

General Education Outcome	Division	Course	Total Enrolled
Students can achieve mathematical literacy.	Science and Mathematics	CHEM 1104	163
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1003	76
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1204	1316
Students can employ a variety of sources to locate, evaluate, and use information.	Science and Mathematics	BIOL 2214	520
Students can read selections at the college level.	Social and Behavior Sciences	HIST 1033	151
Students can read selections at the college level.	Social and Behavior Sciences	HIST 2003	379
Students can use computers proficiently.	Business and Computer Information	CISQ 1103	641
Students develop effective oral communication skills.	Business and Computer Information	OSIM 1103	33
Students develop higher order thinking skills.	Science and Mathematics	BIOL 1544	738
Students develop higher order thinking skills.	Business and Computer Information	ECON 2013	257
Students develop higher order thinking skills.	Social and Behavior Sciences	PSYC 2003	852
Students gain greater awareness of cultural perspectives.	Social and Behavior Sciences	PLSC 2003	413
		Total Students Enrolled	5539

Further analysis by delivery method showed 82.36% of face-2-face students, 81.68% of hybrid students, and 80.58% of online students scored proficient. Over all, there was no significant difference in performance based on mode of delivery. The Assessment Committee would like to see a higher percentage of those enrolled assessed. To provide a sense of the abilities of incoming students, the committee will include placement test scores in future reports.

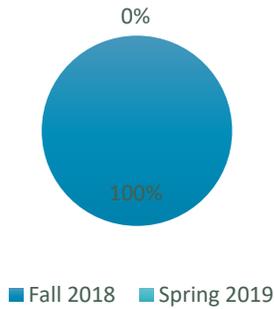


12 Courses Reporting	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	5539	3259	2667	58.84%	81.83%
Total # Face-2-Face Students	3740	2166	1784	57.91%	82.36%
Total # Hybrid Students	317	202	165	63.72%	81.68%
Total # Online Students	1472	891	718	60.53%	80.58%

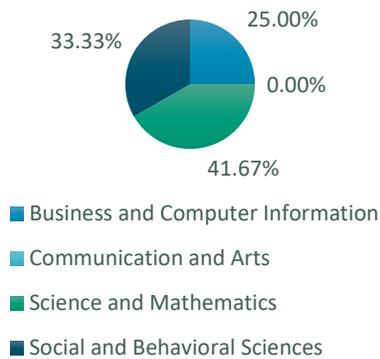


Fall 2018-Spring 2019 GEO Assessment Dashboard

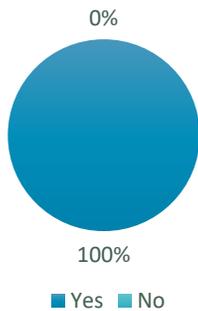
% of Courses Reporting by Semester



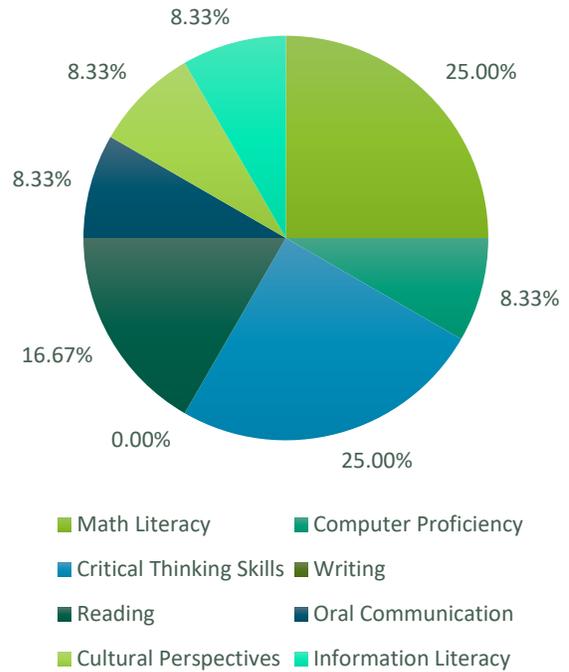
% of Courses Reporting by Division



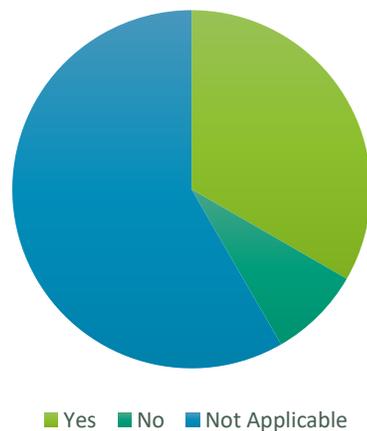
% of Courses Reporting Target Performance Met



% of Courses Reporting by General Education Outcomes



% of Courses Reporting Previously Proposed Action Plan was Successful



Overall Interpretations and recommendations:

Reporting by Semester

Because of the calendar year approach, most courses reported assessment data in the fall. Writing courses did not report this year because this was an off year in their assessment rotation. Moving forward, the Assessment Committee will be collecting data in both fall and spring for all courses that do their assessment each semester.

Reporting by Division

The Communication and Arts division did not report any general education assessment data due to a very unusual combination of factors including cycling of data collection, assessment responsibilities reassignment, and leadership change. The Assessment Committee has worked with the faculty and administrators in the C&A division to clarify and correct the reporting breakdown.

Target Performance Met

Depending on the measure, faculty have identified the minimum acceptable percent of students who perform proficiently. Ideally, there will always room for improvement, but expecting 100% improvement is unrealistic. All faculty reported being satisfied with the percent of student proficiency. In the future, the Assessment Committee will report percent proficiency as a trend.

Percent of Courses Reporting GEO

Currently, 19 courses are used for embedded GEO assessment. Generally, the Assessment Committee feels that a broader selection of courses would give a more accurate judgment on the effectiveness of GEO learning. This important need is behind the effort to update our curriculum approval process and use standard course outline as the key document that describes our courses. As the academic units update old standard course outlines, they should carefully consider and indicate the GEO each course specifically teaches or generally supports. Articulating when GEO are being taught across the curriculum will greatly aid the program coordinators and Assessment Committee in identifying courses to use in GEO assessment.

Action Plans Successful

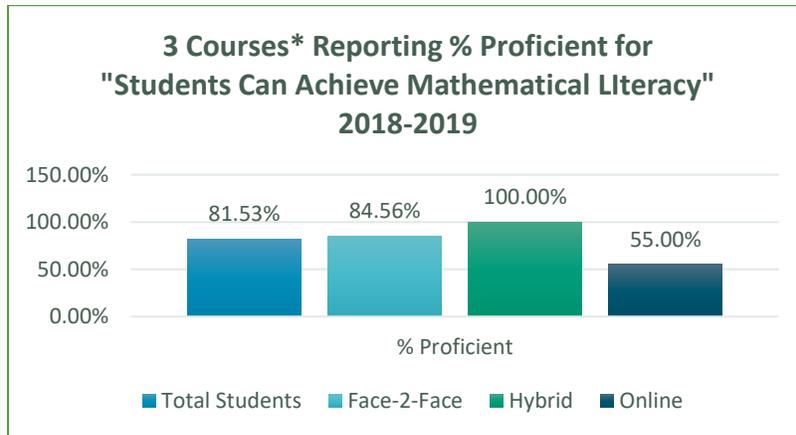
A key component of a good assessment process is using the data to improve student learning. Faculty report this is occurring. It is not expected that all attempts to improve will be successful. If student performance is satisfactory, no changes may be necessary.

Overall recommendations

Our general education outcomes were originally developed in the 1990's. The committee sees the need to reconsider the outcomes regarding their necessity, ability to be found covered in the curriculum and the expected level or performance. In particular, information literacy, computer proficiency, mathematical literacy and reading were discussed at length this year. In addition, there is an ongoing need for administrative support for collecting and storing student performance data on the college information system.

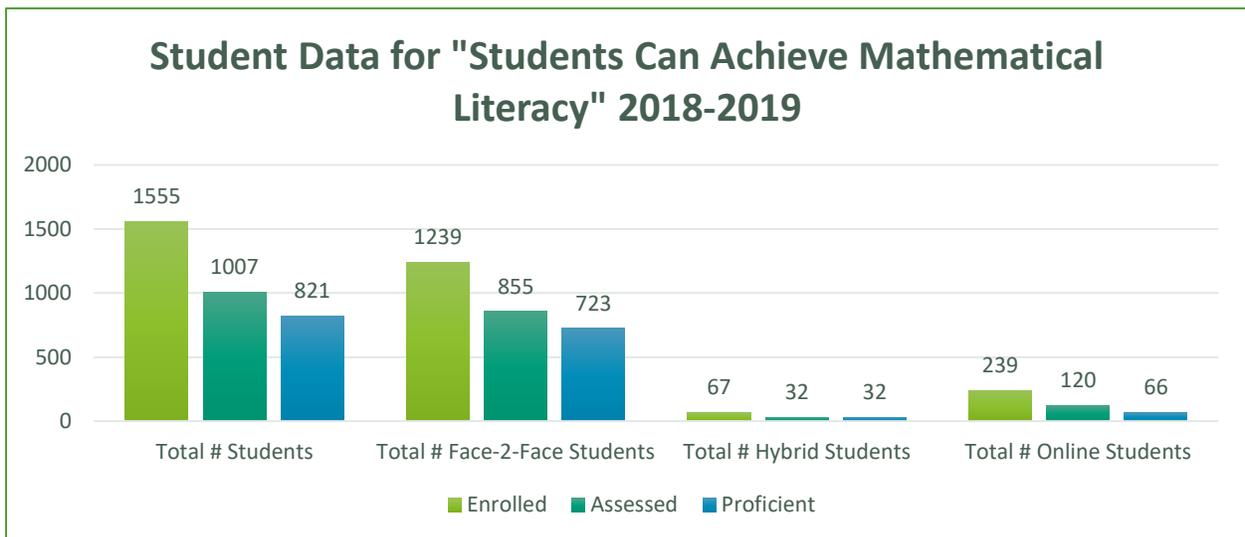
Performance detail: Students can achieve Mathematical Literacy

Of the 1007 students accessed, 821 students (or 82%) were proficient. This is a 40 point improvement from 2017. The math faculty believe that much of this improvement was due to the rotating nature of College Algebra assessment questions. Based on mode of delivery, 85% of face-2-face students, 100% of hybrid students, and 55% of online students were proficient. The math faculty are asked to look at online student performance to determine is the discrepancy an aberration or pattern. Math and Chemistry faculty are adjusting their assessment processes.



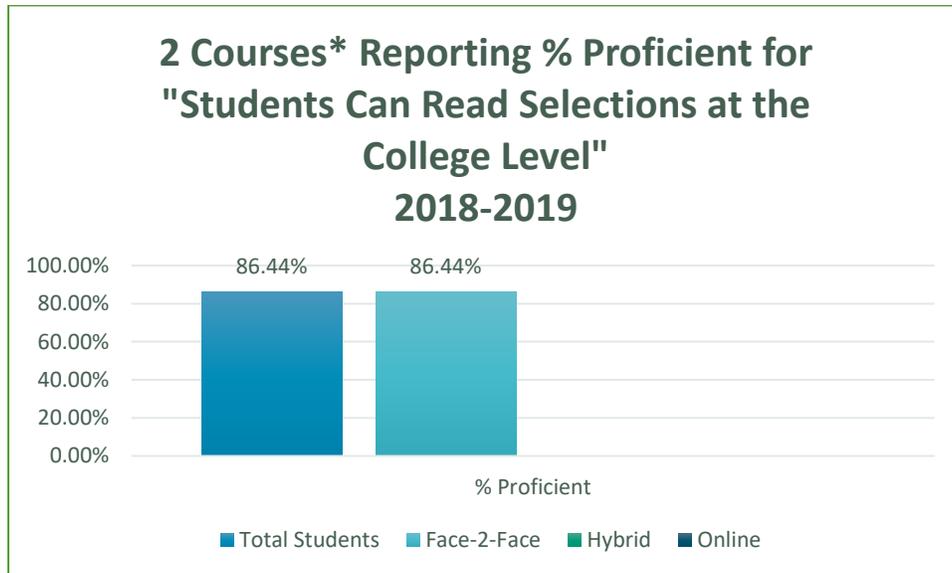
Mathematical Literacy	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	1555	1007	821	64.76%	81.53%
Total # Face-2-Face Students	1239	855	723	69.01%	84.56%
Total # Hybrid Students	67	32	32	47.76%	100.00%
Total # Online Students	239	120	66	50.21%	55.00%

*CHEM 1104, MATH 1003 & 1204



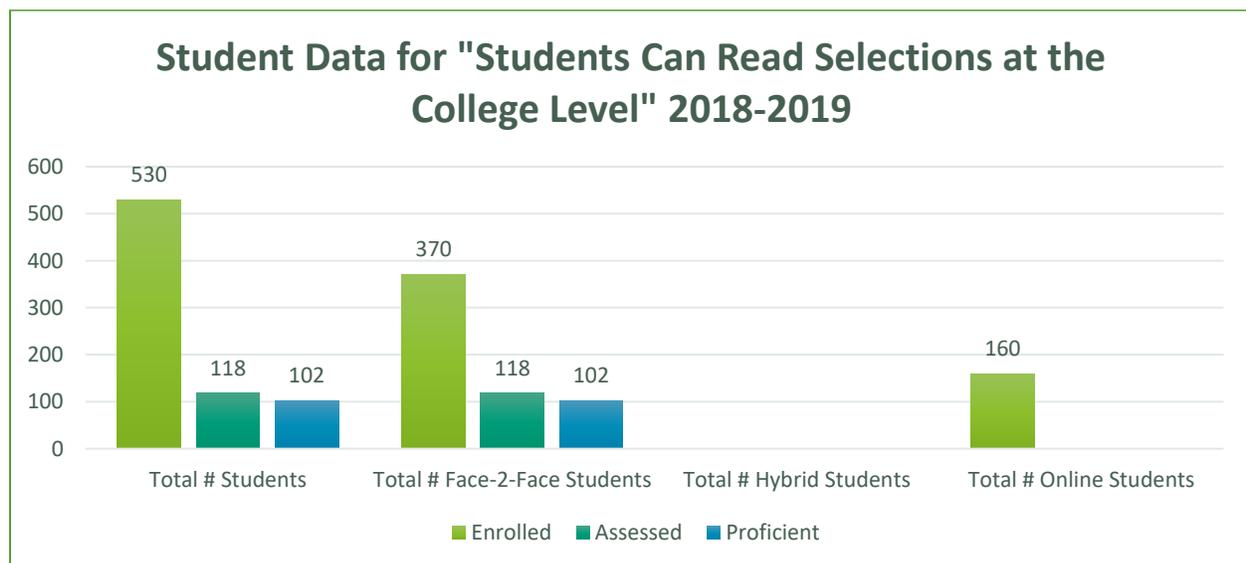
Performance detail: Students Can Read Selections at the College Level

Of the 118 students assessed, 102 (or 86%) were proficient. This is unchanged from previous semesters. Faculty should improve reporting from all sections, especially online sections.



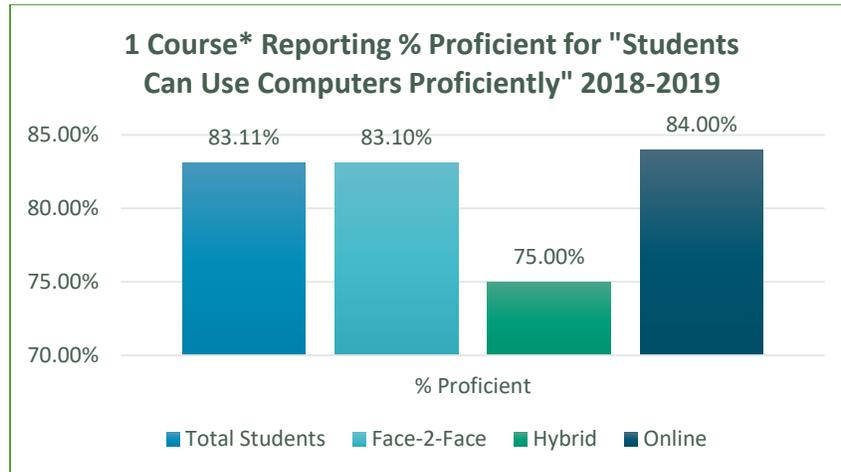
Reading	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	530	118	102	22.26%	86.44%
Total # Face-2-Face Students	370	118	102	31.89%	86.44%
Total # Hybrid Students	0	0	0	NA	NA
Total # Online Students	160	0	0	0.00%	NA

*HIST 1033, HIST 2003



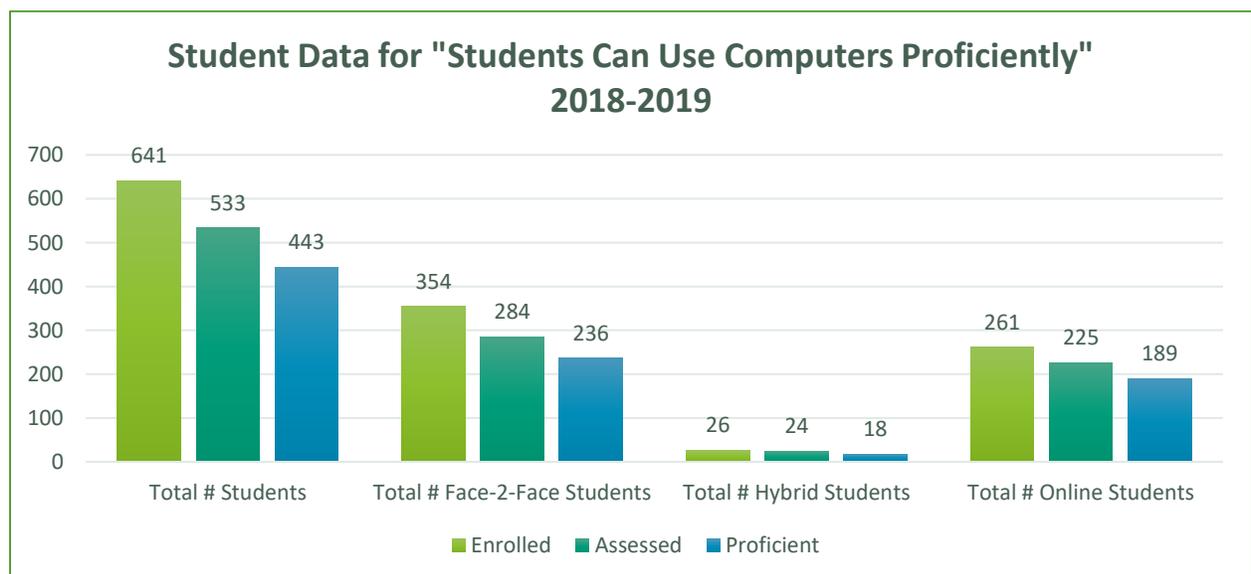
Performance detail: Students Can Use Computers Proficiently.

Of 533 students assessed, 443 (or 83.11%) were proficient. The percent improved 3 points from 2017. Online students (84% proficient) and face-2-face students (83.10% proficient) scored higher than hybrid students (75% proficient) but the small number of hybrid students makes the 75% unreliable. The committee recommends adding a question on a general education survey that asks for faculty feedback about basic word processing, spreadsheet use, and similar computer skills.



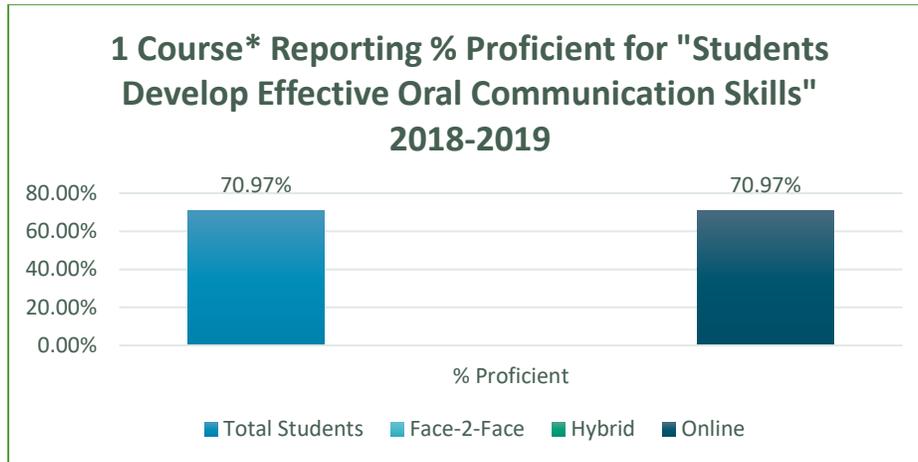
Computer Proficiency	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	641	533	443	83.15%	83.11%
Total # Face-2-Face Students	354	284	236	80.23%	83.10%
Total # Hybrid Students	26	24	18	92.31%	75.00%
Total # Online Students	261	225	189	86.21%	84.00%

*CISQ 1103



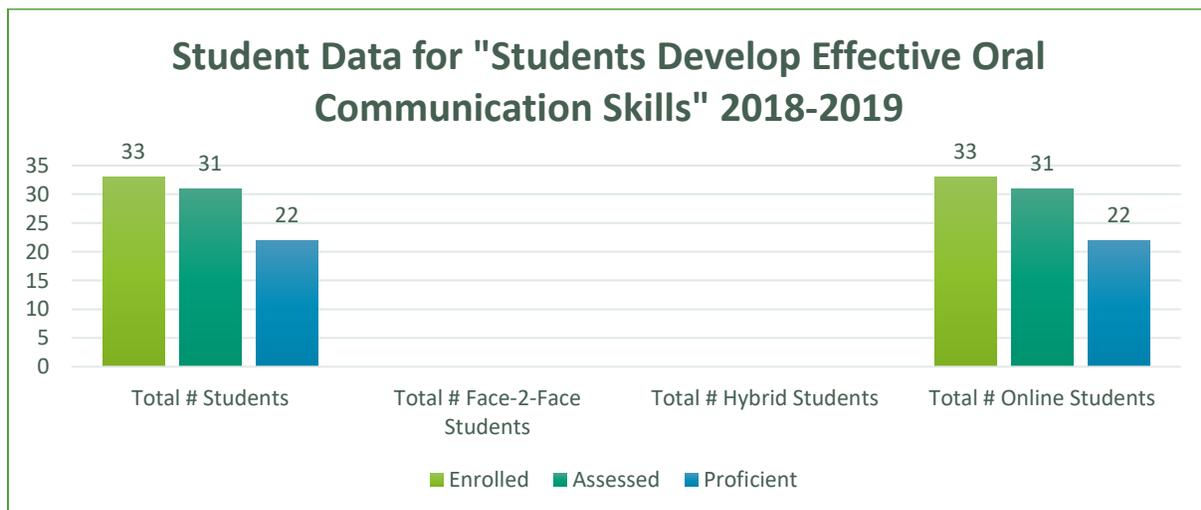
Performance detail: Students Develop Effective Oral Communication Skills.

Of the 31 students assessed, 22 (or 70.97%) scored proficient. All students assessed were in online mode of delivery. The data for COMM 1303 is absent because of organizational miscommunication. The data are insufficient to make any judgment about student performance of this outcome. The committee did express a concern about being able to identify where students learn this skill in each degree program.



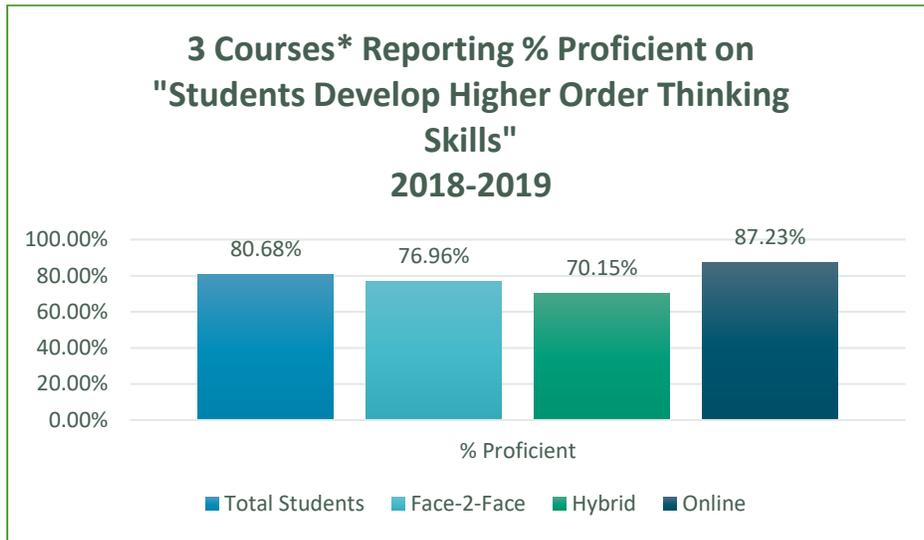
Oral Communication	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	33	31	22	93.94%	70.97%
Total # Face-2-Face Students	0	0	0	NA	NA
Total # Hybrid Students	0	0	0	NA	NA
Total # Online Students	33	31	22	93.94%	70.97%

*OSIM 1103



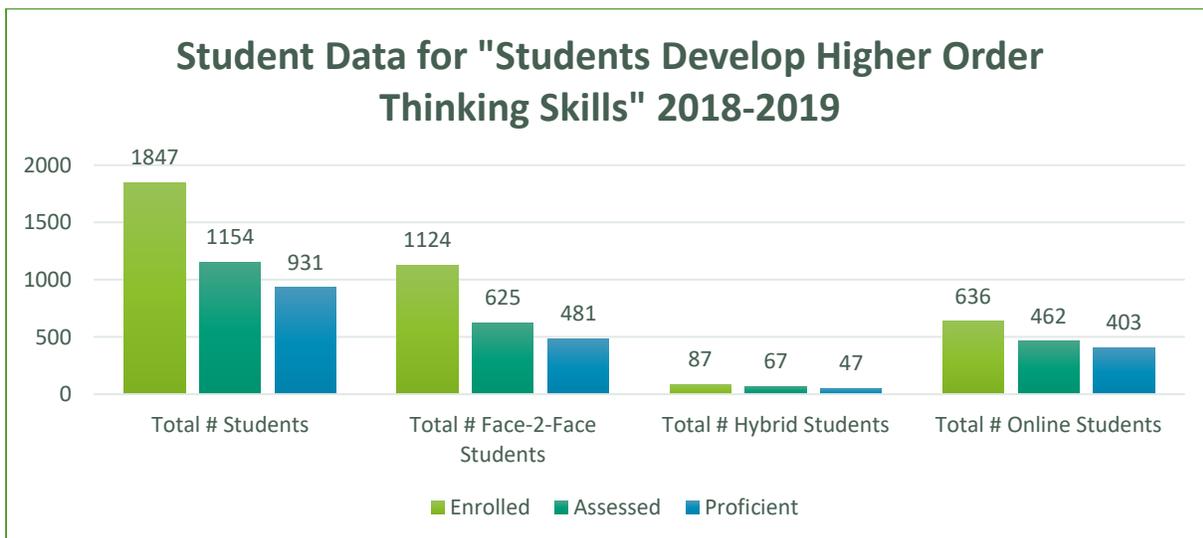
Performance detail: Students Develop Higher Order Thinking Skills.

Of the 1154 students assessed, 931 (or 80.68%) were proficient. This is up 4 points from 2017. Based on mode of delivery, online students scored the highest (87.23% proficient), followed by face-2-face students (76.96% proficient), and hybrid students (70.15% proficient). Faculty should consider if the differences in hybrid scores is a concern.



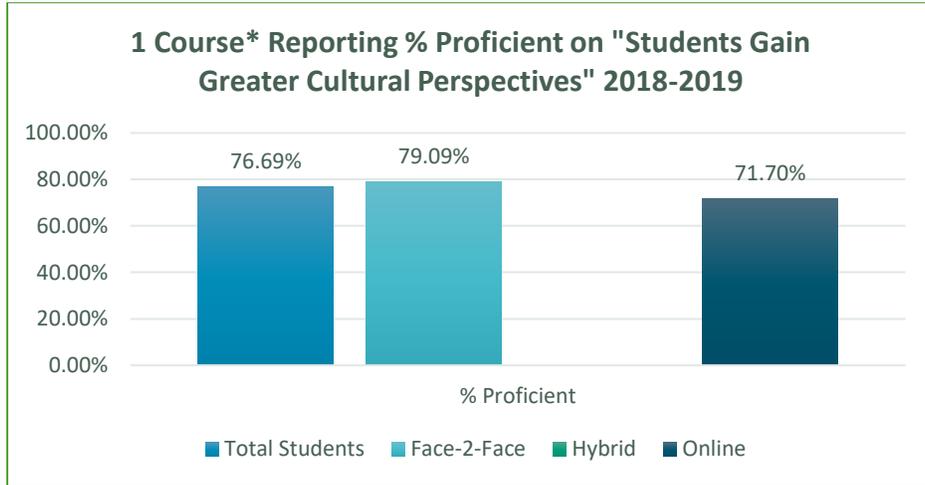
Critical Thinking	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	1847	1154	931	62.48%	80.68%
Total # Face-2-Face Students	1124	625	481	55.60%	76.96%
Total # Hybrid Students	87	67	47	77.01%	70.15%
Total # Online Students	636	462	403	72.64%	87.23%

*BIOL 1544, ECON 2013, PSYC 2003



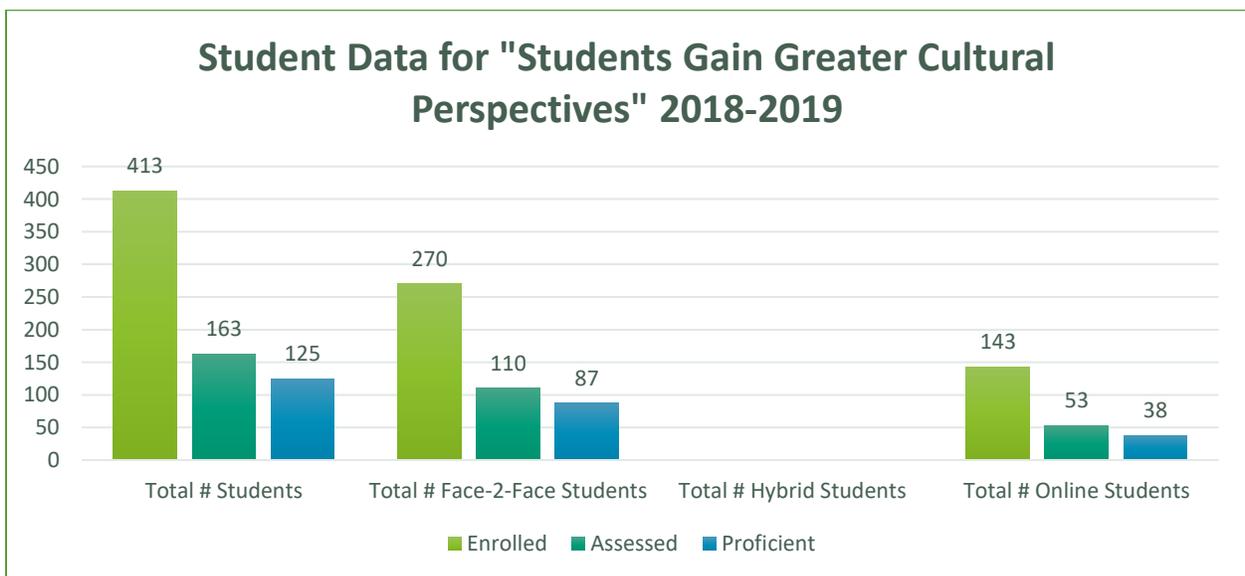
Performance detail: Students Gain Greater Cultural Awareness.

Of the 163 students assessed, 125 (or 76.69%) were proficient. This was unchanged from 2017, performance from online and face to face students changed more significantly. Based on mode of delivery, 79.09% of face-2-face students and 71.70% of online students were proficient. Faculty should strive for a greater percentage of students participating in the assessment and monitor the differences in the mode of delivery to see if there is a pattern in differences in performance.



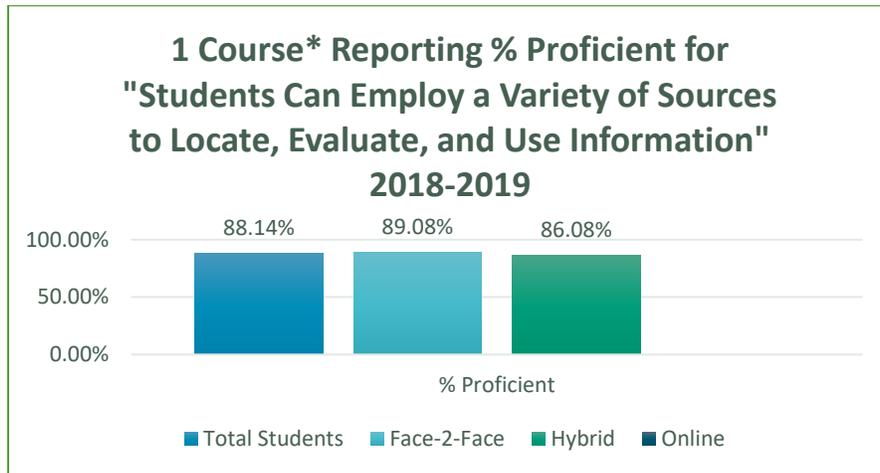
Cultural Perspectives	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	413	163	125	39.47%	76.69%
Total # Face-2-Face Students	270	110	87	40.74%	79.09%
Total # Hybrid Students	0	0	0	NA	NA
Total # Online Students	143	53	38	37.06%	71.70%

*PLSC 2003



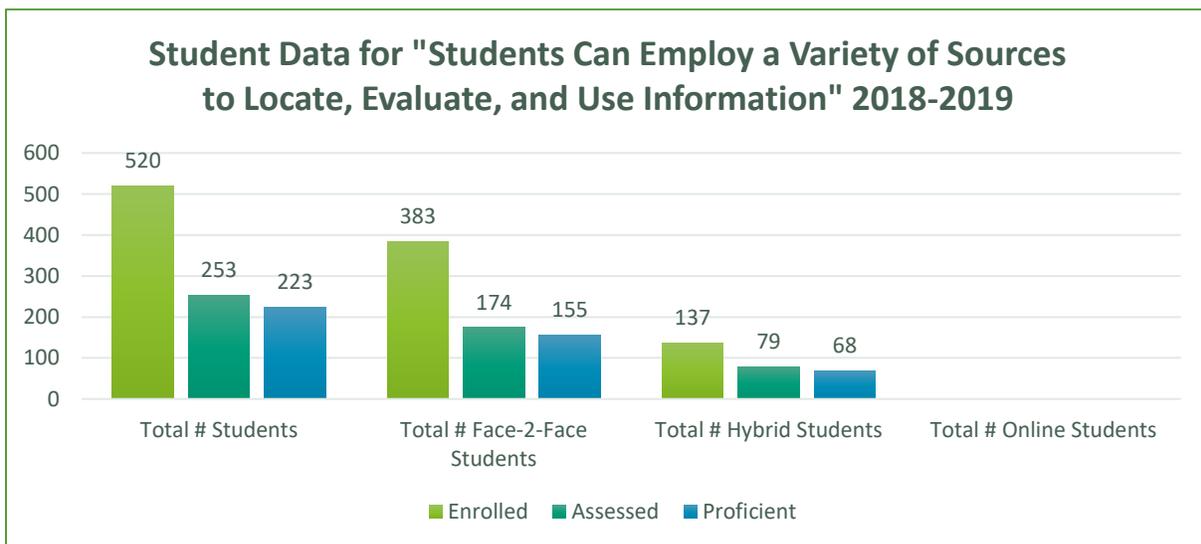
Performance detail: Students can employ a Variety of Sources to Locate, Evaluate, and Use Information.

Of the 253 students assessed, 223 (or 88.14%) performed proficiently. Based on mode of delivery, 89.08% of face-2-face and 86.08% of hybrid students performed proficiently. Faculty are asked to improve the percent assessed. This outcome that needs to be reviewed and the variety of classes that participate should be expanded. Faculty should consider including standardized measures

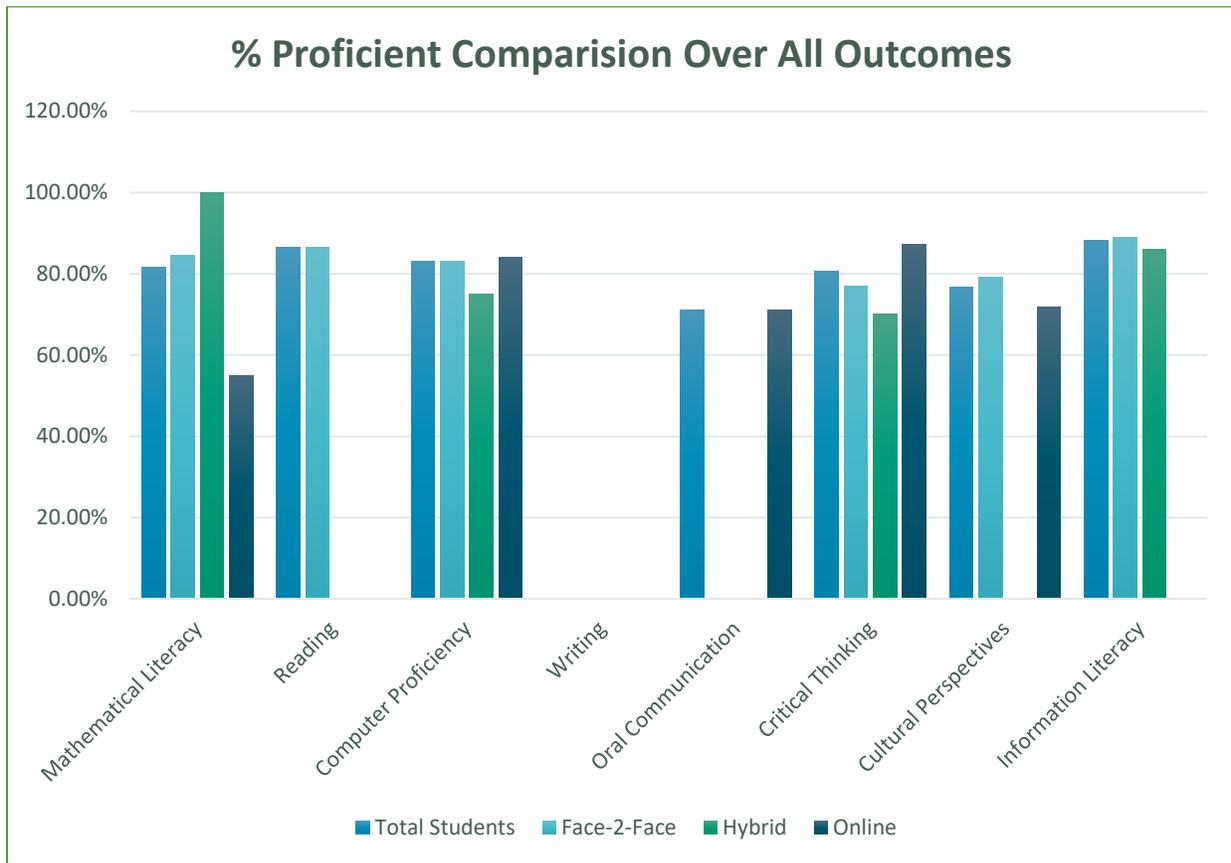


Information Literacy	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	520	253	223	48.65%	88.14%
Total # Face-2-Face Students	383	174	155	45.43%	89.08%
Total # Hybrid Students	137	79	68	57.66%	86.08%
Total # Online Students	0	0	0	NA	NA

*BIOL 2214



Summary: Performance on each General Education Outcome



Please note that writing assessment collection cycles and was scheduled to be off this year. Oral communication data was not reported due to miscommunication in the process.

% Proficient	Total Students	Face-2-Face	Hybrid	Online
Mathematical Literacy	81.53%	84.56%	100%	55.00%
Reading	86.44%	86.44%	NA	NA
Computer Proficiency	83.11%	83.10%	75.00%	84.00%
Writing	NA	NA	NA	NA
Oral Communication	70.97%	NA	NA	70.97%
Critical Thinking	80.68%	76.96%	70.15%	87.23%
Cultural Perspectives	76.69%	79.09%	NA	71.70%
Information Literacy	88.14%	89.08%	86.08%	NA