NWACC General Education Outcomes Assessment Report Fall 2019-Spring 2020
Summary

Overall

- Of the 3259 students assessed, 72% were judged proficient. This represents a 10% decline from 2018-19, but is still 3% above 2017 performance.
- Proficiency scores by mode of delivery were satisfactorily consistent.
- The percent assessed declined by 10%. Because of the increased enrollment, the actual number of students assessed declined by only 60 students this year compared to last.

2019-20 Courses Reporting	Enrolled	Assessed	Proficient	% Assessed	% Proficient
Total # Students	6531	3199	2298	49%	72%
Total # Face-to-Face	4519	2084	1524	46%	73%
Total # Hybrid	385	148	131	38%	89%
Total # Online	1627	885	643	54%	73%
2018-19 Courses Reporting					
Total # Students	5539	3259	2667	59%	82%
Total # Face-to-Face Students	3740	2166	1784	58%	82%
Total # Hybrid Students	317	202	165	64%	82%
Total # Online Students	1472	891	718	61%	81%

Target Performance Met

This year, 77% of the courses reported an adequate number of students met benchmarks. Last year, 100% reported an adequate number of students met benchmarks. This is a significant decline and corresponds to the 10% overall decline in student proficiency. One reason for the decline could be that Math proficiency dropped 40 points this year compared to last. This drop appears to be due to how the math faculty do their assessments. Each year they choose and different math skill and type of test question. The sophistication of the skill and difficulty of the questions varies significantly; therefore student performance does too. The Math faculty have plans to adjust their assessment process to help reduce the swing in student performance from year to year.
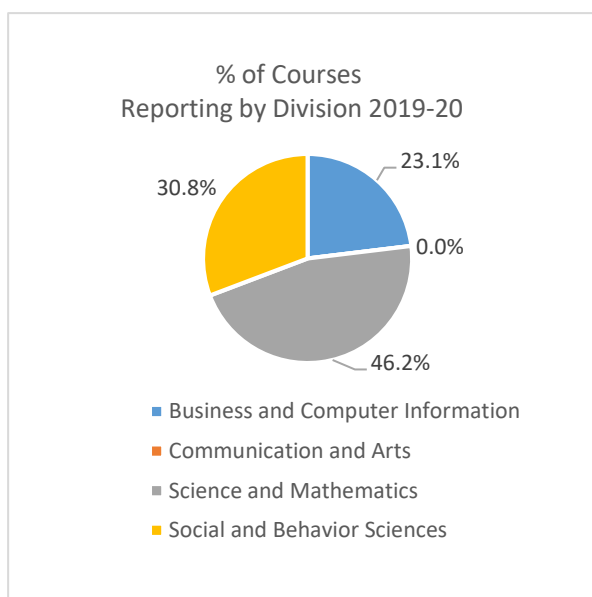
Action Plans Successful

100% of instructional adjustments reported an improvement in student performance. Using performance data to improve student learning is a primary purpose of assessment.
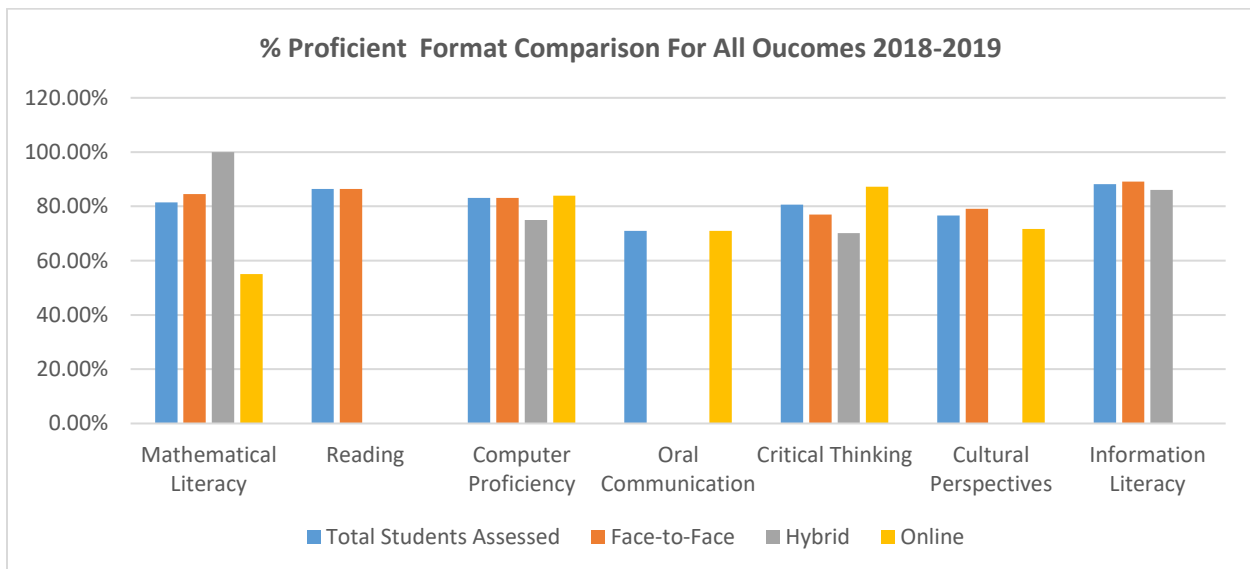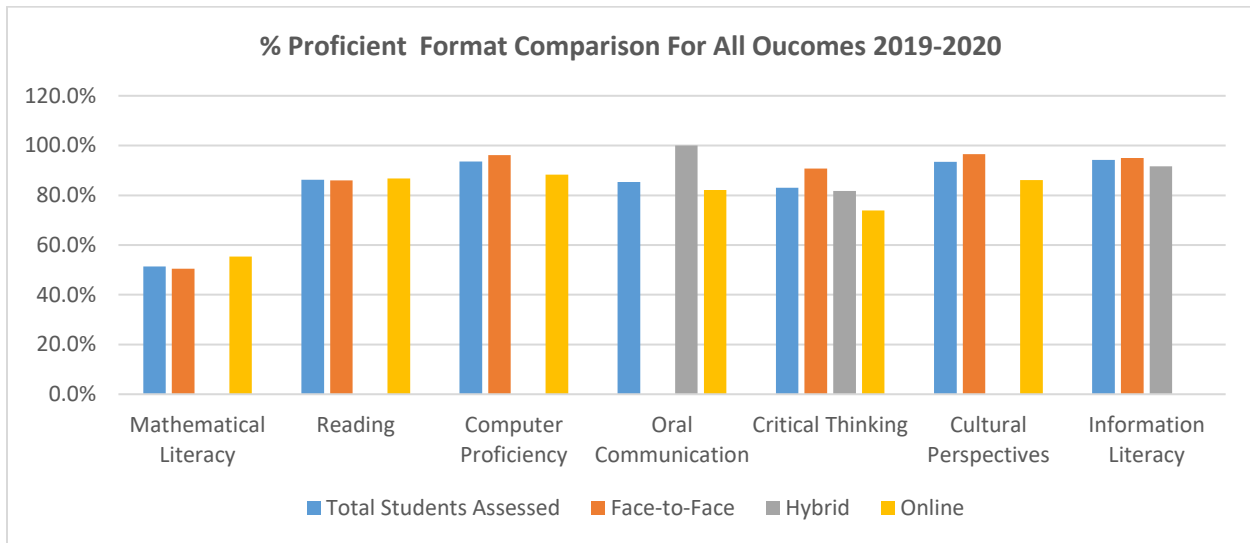
Student Performance by Outcome

General Education Outcome	Course(s)	Total Enrolled	Percent Assessed	Number Assessed	Percent Proficient	Proficiency % change from last year
Students can achieve mathematical literacy.	CHEM 1104 (149) MATH 1003 (66) MATH 1204 (1678)	1893	64%	1208	51%	Down 31
Students can employ a variety of sources to locate, evaluate, and use information.	BIOL 2214 & 2224	1103	33%	365	93%	Up 6
Students can read selections at the college level.	HIST 1033 (162) HIST 2003 (369)	558	50%	277	86%	Unchanged
Students can use computers proficiently.	CISQ 1103	566	61%	343	94%	Up 10
Students develop effective oral communication skills.	OSIM 1103	57	48%	48	85%	Up 14
Students develop higher order thinking skills.	BIOL 1544 (857) ECON 2013 (207) PSYC 2003 (858)	1924	40%	748	83%	Up 3
Students gain greater awareness of cultural perspectives.	PLSC 2003	430	28%	121	93%	Up 16
	Total Students Enrolled	6531	49%	3199	72%	Down 10

Percent of Courses Reporting GEO

For a variety of reasons, Communication and Arts courses did not contribute to this year's report, but will be contributing data for the current academic year. When data from the Communication and Arts division is included next year, these percentages will change significantly. Currently, 19 courses are used for embedded GEO assessment. Generally, the Assessment Committee feels that a broader inclusion of courses will give a more accurate judgment on the effectiveness of GEO learning. This need drives the effort to update the standard course outlines as the key document which describes our course outcomes.

% of Courses Reporting by Division 2019-20

23.1%
0.0%
46.2%
30.8%

- Business and Computer Information
- Communication and Arts
- Science and Mathematics
- Social and Behavior Sciences

Proficiency by outcome and format

% Proficient Format Comparison For All Oucomes 2019-2020

Legend: Total Students Assessed, Face-to-Face, Hybrid, Online

% Proficient Format Comparison For All Oucomes 2018-2019

Legend: Total Students Assessed, Face-to-Face, Hybrid, Online

Assessment committee conclusions and action plan

The percent of enrolled assessed needs to increase.

1. Assessment coordinators will continue encourage full participation of course faculty currently collecting GEO assessment to improve the percent assessed.

The number and type of courses where GEO performance is collected needs to expand

2. The committee will review the multi-section courses and identify opportunities to collect GEO data in more sections for information literacy, and reading.
3. The committee will explore expanding assessment to more divisions for a better representation of reading and higher order thinking skills.

4. The committee will identify computer technology courses in the AAS programs as possibilities for expanding assessment of computer proficiency.
5. The committee chair will meet with the academic deans to discuss where students learn and practice oral communication skills in the various degree plans.
6. The committee plans to identify a variety of smaller enrollment courses in Social Sciences, Arts and Humanities to provide insight across the curriculum into student growth in cultural awareness.

Our assessment process needs to consider growth/value added through the curriculum

7. To evaluate skill growth, the committee would like to identify end-of-degree program courses (capstone) particularly for degree programs with sequential curriculum. For non-sequential degree programs, the committee will explore collecting data related to student degree progress.

Faculty need tools to facilitate teaching and assessing GEO across the curriculum as well as developing shared expectations for student performance.

8. The committee will use nationally-recognized examples and campus experts to develop standard rubrics faculty can use to assess student assignments across the curriculum. Standard rubrics are helpful for uniformity in assessment of reading, oral communication, and information literacy across the curriculum.
9. Assessment coordinators are encouraged to work with faculty in their division to develop discipline-specific rubrics and incorporate tools in canvas to collect information. This process has already begun in some areas.

The annual GEO report can improve communication and metrics for evaluating student learning and our assessment process.

10. The committee will report trend data for the number assessed, percent of enrolled assessed and percent proficient. Next year the committee will collect data for additional delivery formats (traditional face-to-face, hybrid, online, remote synchronous, and face-to-face with rotation).
11. The committee sees the ongoing need for administrative support for collecting and storing student performance data on the college information system.

Some of our general education outcomes, originally written in the late 1990s, need to be updated.

12. The committee recognized to update the information literacy and computer proficiency outcomes. The committee has begun to update information literacy and will sponsor a session to gather faculty input on updating the expectations for computer proficiency.