

NWACC General Education Outcomes Assessment Report

Fall 2023 and Spring 2024 Data

General Education Outcome (GEO) measures were embedded in these courses.

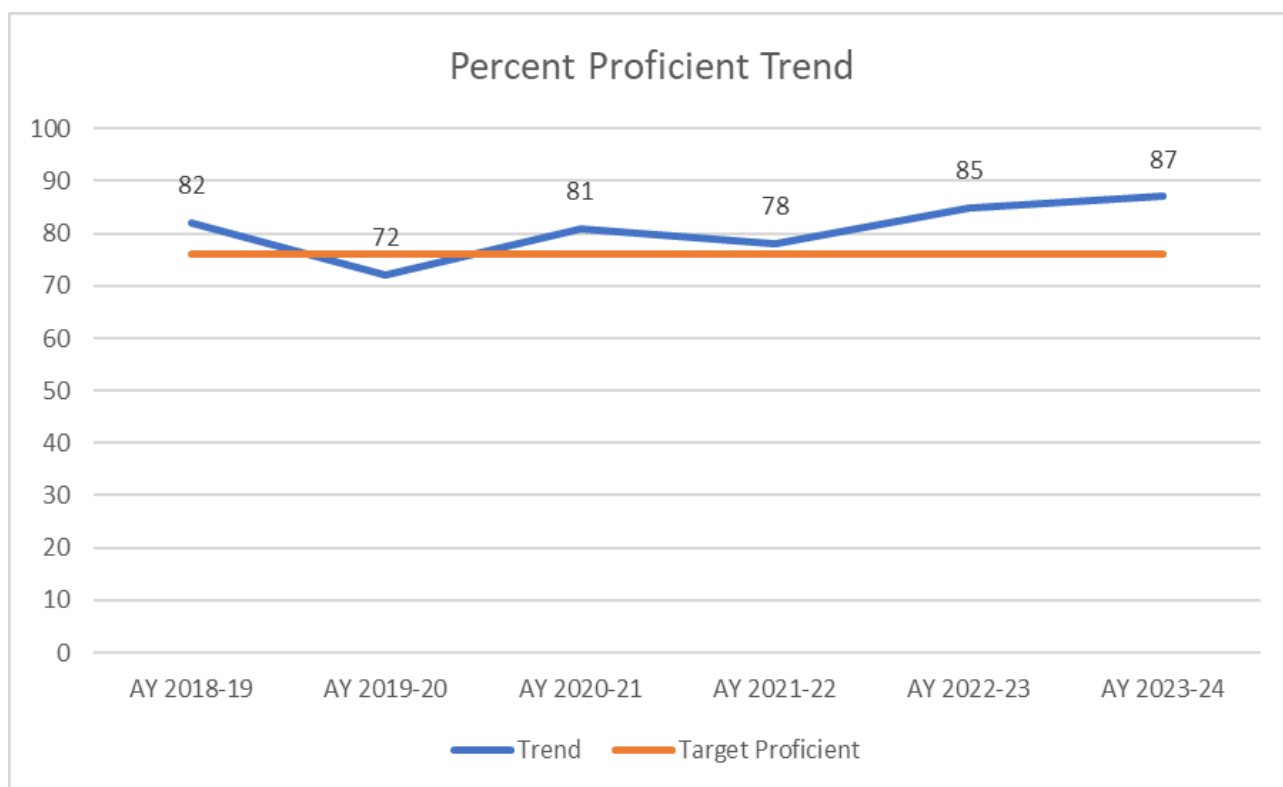
General Education Outcome	Division	Course	Enrolled
Students can achieve mathematical literacy.	Science and Mathematics	CHEM 1104	149
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1003	47
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1203	1,487
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1213	160
Students can achieve mathematical literacy.	Science and Mathematics	MATH 2053	294
Students can achieve mathematical literacy.	Business and Computer Information	ACCT 2023	100
Students can read selections at the college level.	Communication and Arts	ENGL 2213	58
Students can read selections at the college level.	Social and Behavior Sciences	HIST 2003	327
Students can read selections at the college level.	Social and Behavior Sciences	HIST 1003	99
Students can write clear, coherent, well-organized documents.	Business and Computer Information	ACCT 2023	100
Students can write clear, coherent, well- organized documents.	Communication and Arts	COMM 1003	166
Students demonstrate information literacy.	Science and Mathematics	BIOL 2214 & 2224	356
Students develop effective oral communication skills.	Communication & Arts	COMM1303	449
Students develop effective oral communication skills.	Business and Computer Information	OSIM 1103	34
Students develop higher order thinking skills.	Science and Mathematics	BIOL 1544	709
Students develop higher order thinking skills.	Social and Behavior Sciences	PSYC 2003	1,307
Students develop higher order thinking skills.	Business and Computer Information	ACCT 2023	100
Students develop higher order thinking skills.	Health Professions	HIM 1123	118

Students gain greater awareness of cultural perspectives.	Communication & Arts	ARHS 1003	162
Students gain greater awareness of cultural perspectives.	Communication & Arts	MUSI 1003	84
Students gain greater awareness of cultural perspectives.	Business and Computer Information	ACCT 2023	100
Students will demonstrate technological fluency.	Business and Computer Information	ACCT 2023	100
Students will demonstrate technological fluency.	Business and Computer Information	CISQ 1103	407
Total Enrolled			6,813

* Please note that ACCT 2023 students were used for assessing five different outcomes. The 6,813 reflects counting these students multiple times. The unduplicated number of enrolled students is 6,413.

Overall Student Performance

- Of the 6,813 students enrolled in courses that measure general education outcomes, 4,779 students were assessed (70%).
- Of the 4,779 students assessed, faculty evaluated 4,153 (87%) students proficient on the measure.
- Of the 6 courses (93 sections) with action plans, 100% reported successful improvements.



The target proficiency is 76%, indicated by the dashed line on the graph.

Sections Reporting...	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
Action Plan Successful	80%	100%	70%	86%	91%	100%

Observations and Interpretations

Proficiency demonstrates a slight increase over the academic years, and there was an excellent success rate for action plans across the 6 courses.

Students Enrolled versus Students Assessed

This year, 6,813 students were enrolled in 20 different courses with embedded General Education Outcomes (GEO) assessments. Of those enrolled, 4,779 (70%) participated in the assessment process.

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrolled	5539	6531	8758	7764	12519	6,813
Students Assessed	59%	49%	66%	64%	74%	70%

This year, 6,813 students were enrolled in 361 sections (331 unduplicated). Of those sections, 308 (85%) of those sections participated in assessment.

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Sections Offered	258	288	498	413	719	361
Sections Assessed	75%	68%	84%	80%	87%	85%

Observations and Interpretations

The decrease in enrollment this year stems from two factors: 1) ECON 2023 was not submitted to this report because of major transitions within the division's leadership and 2) ENGL 1013 and ENGL 1023 were not submitted during this cycle, as they are on an every-other-year rotation.

The number of sections participating is consistent from year to year, but its overall percentage is trending upwards.

Overall Proficiency by Instructional Delivery Format

Definitions:

- Face-to-Face—Students meet for traditional in-classroom prescheduled instruction.
- ECE—Early College Experience students (concurrently-enrolled high school students) who are taking college courses on the high school campus taught by High School Faculty.
- Remote Synchronous—Students attend class through broadcast technology during prescheduled class times.
- Hybrid—Students receive a combination of online instruction and prescheduled remote synchronous or in-classroom instruction.
- Online—Students receive asynchronous online instruction and work at their own scheduled time, meeting regular predetermined due dates.

Delivery Format	Face-to-Face	ECE	Remote Synchronous	Hybrid	Online
Percent Proficient	84%	84%	95%	89%	86%
Number Assessed	2,230	795	22	108	1,624

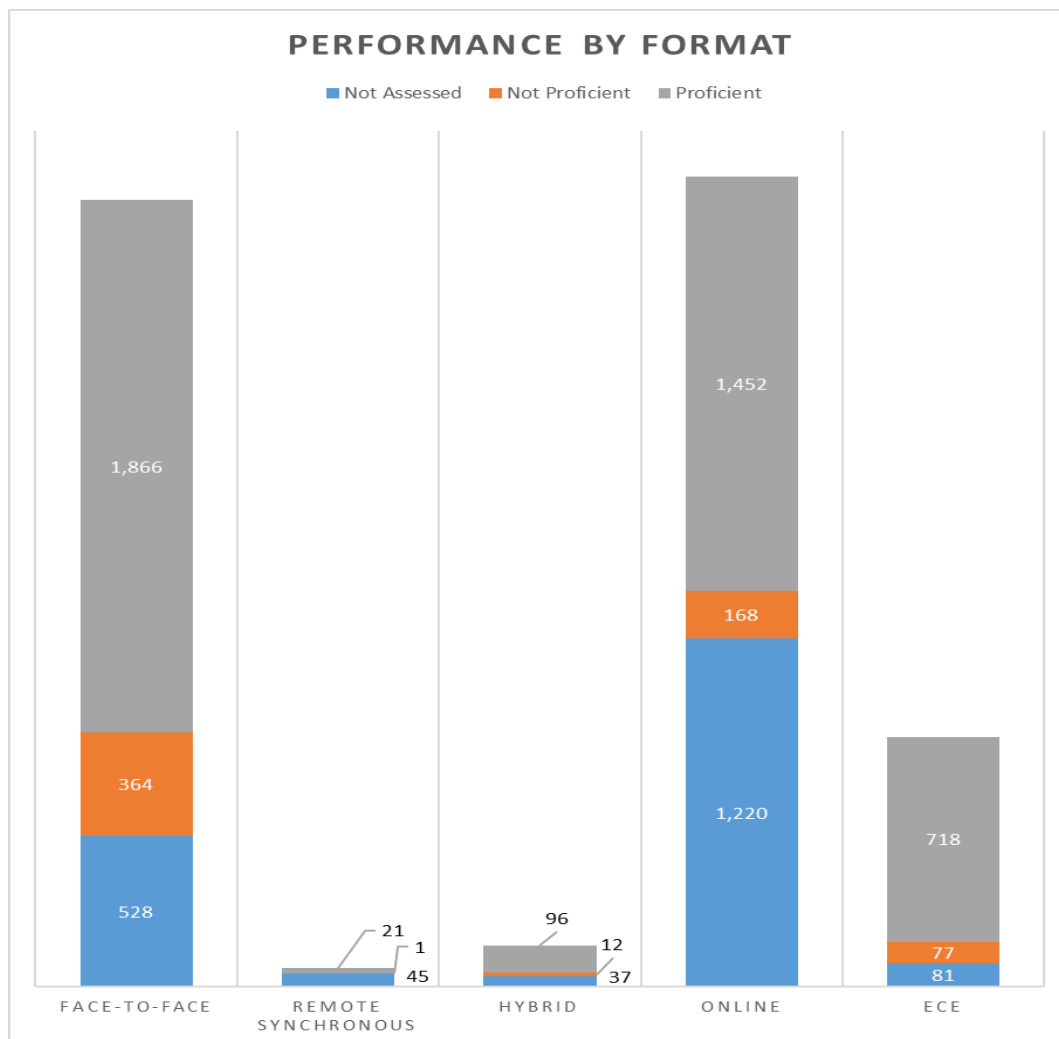
Observations and Interpretations

All modalities scored above 80%, well over the target proficiency, which is 76%. Small numbers in Remote Synchronous and Hybrid formats make it hard to draw comparisons between formats. This year is the first time ECE has been included as a format, and these students performed at a similar level as other formats.

Percent Assessed by Format

Delivery Format	Face-to Face	ECE	Remote Synchronous	Hybrid	Online
Enrolled	2,855	876	69	148	2,865
Students Assessed	2,230 81%	795 91%	22 33%	108 74%	1,624 57%

Delivery Format	Face-to-Face	ECE	Remote Synchronous	Hybrid	Online
Sections Offered	148	41	7	10	155
Sections Assessed	143 98%	41 100%	1 14%	8 80%	115 75%



NOTE: Students who fall under *not assessed* could be students who participated in the course through the census date and then withdrew or could be students who participated throughout the course but did not complete the assessment.

Observations and Interpretations

- Despite having 70% of all students assessed, there is a significantly low number of students in Online (57%) and Remote Synchronous (34%) that were assessed. In looking deeper into the data, it was noted that History and Psychology courses had the lowest participation rates. These areas are already working to address these issues.
- ECE assessed 100% of its sections, which could be due to the nature of this format within K-12 as well as the student population.
- Face-to-face assessed almost all sections (98%).
- Remote Synchronous only assessed 1 section (22 students) of the 7 sections. While 95% of these students were proficient, the small number of students does not provide adequate data to evaluate this format.

NOTE: Readers should not make judgments about Hybrid or Remote synchronous formats based on the data. The data focuses on general education outcomes as well as those courses with measures that contribute to this formal assessment. No conclusions about the effectiveness of the format in general should be drawn from this report.

Format Trends

Face-to-face

Academic Year	Number Enrolled	% Assessed	% Proficient
2018-2019	3740	58%	82%
2019-2020	4519	46%	73%
2020-2021	997	67%	82%
2021-2022	2588	65%	86%
2022-2023	6733	74%	88%
2023-2024	2,855	78%	84%

Remote Synchronous

Academic Year	Number Enrolled	% Assessed	% Proficient
2020-2021	2628	67%	76%
2021-2022	967	74%	71%
2022-2023	265	57%	86%
2023-2024	69	32%	95%

Hybrid

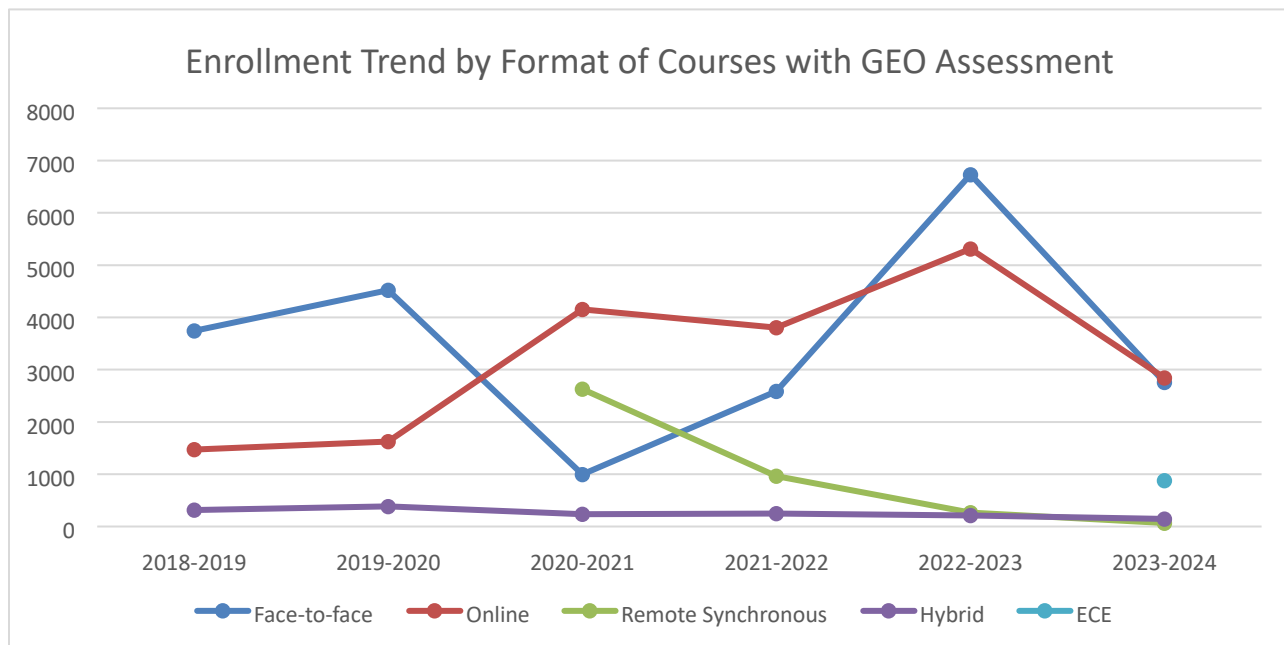
Academic Year	Number Enrolled	% Assessed	% Proficient
2018-2019	317	64%	82%
2019-2020	385	38%	89%
2020-2021	233	63%	83%
2021-2022	246	65%	92%
2022-2023	210	85%	87%
2023-2024	148	73%	89%

Online

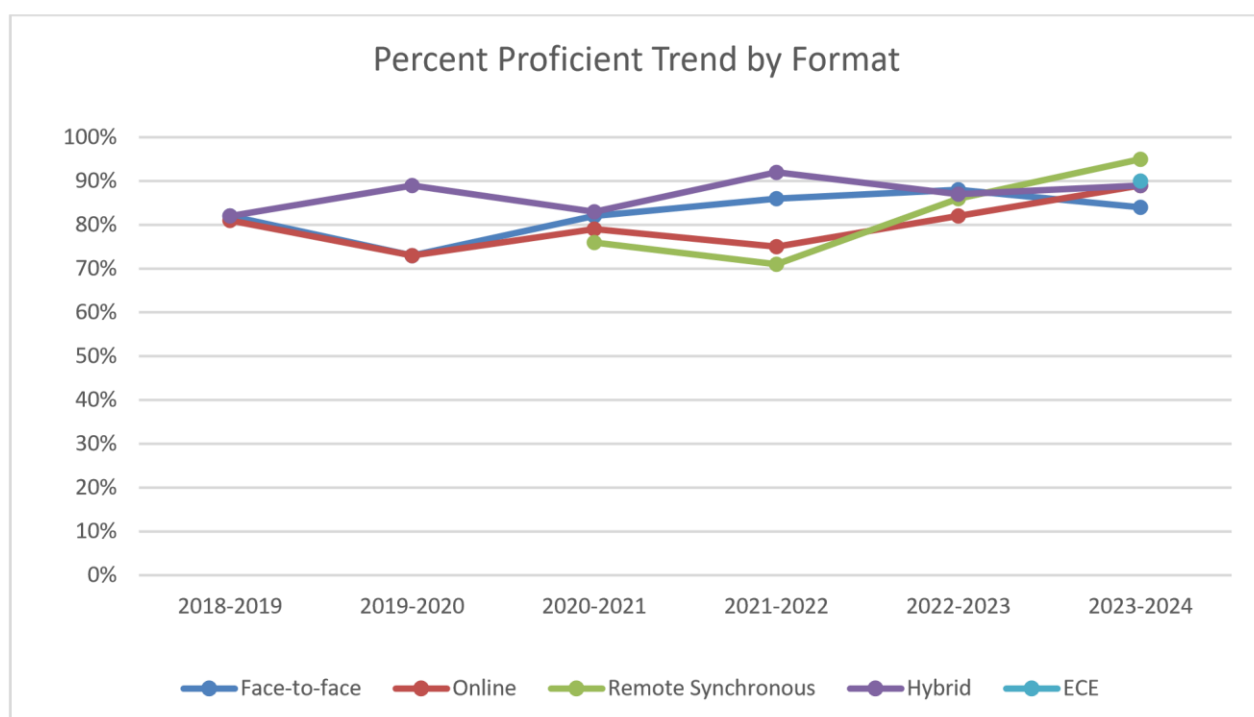
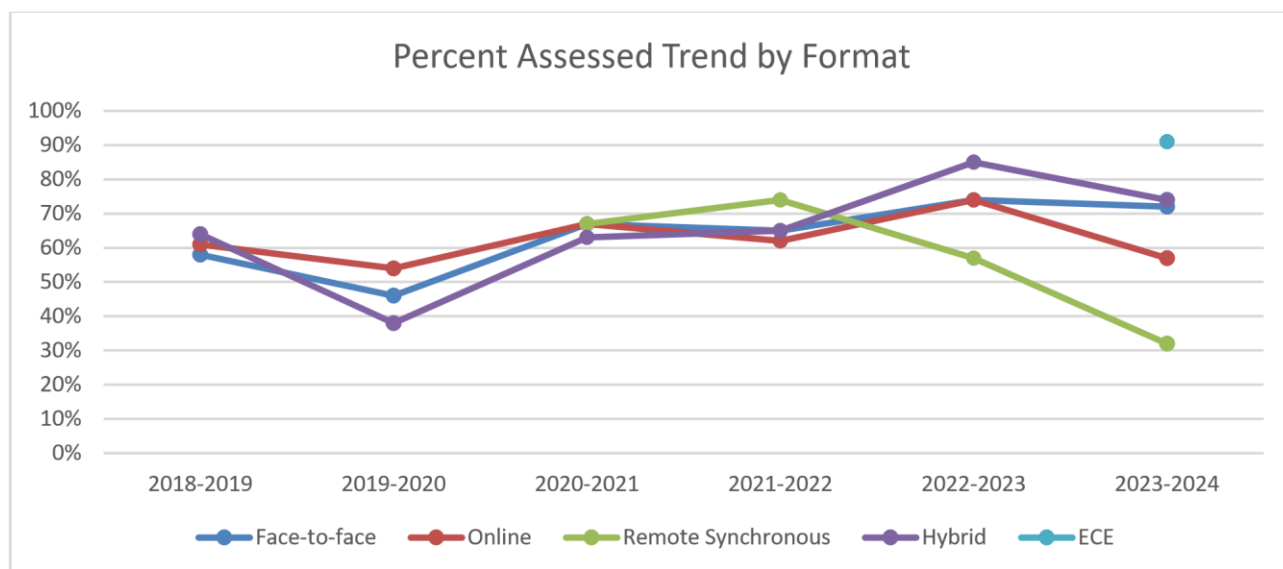
Academic Year	Number Enrolled	% Assessed	% Proficient
2018-2019	1472	61%	81%
2019-2020	1627	54%	73%
2020-2021	4152	67%	79%
2021-2022	3803	62%	75%
2022-2023	5311	74%	82%
2023-2024	2,865	57%	89%

ECE

Academic Year	Number Enrolled	% Assessed	% Proficient
2023-2024	876	91%	90%



NOTE: Pandemic adjustments were instituted in 2020-21. Remote Synchronous format was developed as a response to offering fewer face-to-face classes. While it has been offered for years, this was the first year ECE was separated as a distinct format. In previous years, ECE sections were included in the face-to-face format, so it appears this year that face-to-face sections declined.



Observations and Interpretations

- Proficiency holds rather consistently from year to year with the exception of Online being at an all-time high and Face-to-Face with a slight decrease. Online percent proficiency improved by 7% bases points this year. Face-to face declined 4 bases points. This offsets a concern noted last year due to the difference between Online and Face-to-Face. Online is trending up since the low in 2021-22, another year where students had fewer Face to-face options and may have taken Online even though it was not the preferred format.
- This is ECE's first year included in this report, and they hold a strong percentage of students assessed, making up 13% of the enrollment. Both participation and performance are strong.
- Enrollment numbers vary from last year to this year, potentially, because ECON 2023, ENGL 1013, and ENGL

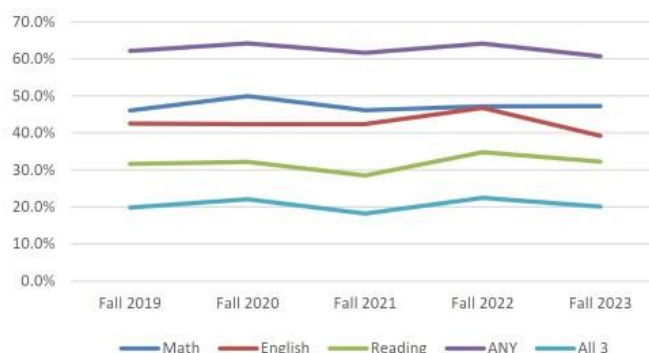
- 1023 did not report. Additionally, formats popular during the Pandemic, such as Hybrid and Remote Synchronous, are becoming less popular in these general education courses. However, this year's drop seems larger than expected.
- Remote Synchronous and Online percent assessed are below 60%, which is rather low. This year's big separation between percent assessed is a concern for Online particularly. The drop in percent assessed in Remote Synchronous is mitigated, in part, with low enrollments in this format.
- All modalities demonstrated above 80% proficient, much above the target of 76%.

Placement Scores

To provide a sense of incoming students' abilities, the placement data is included below for first-time, freshman students (FTF students).

First Time Freshmen* Requiring Developmental Course Work

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Number of First-time Students	1,790		1,314		1,297		1,413		1,546	
MATH										
Number Requiring Remediation	825	46.1%	656	49.9%	598	46.1%	667	47.2%	730	47.2%
ENGLISH										
Number Requiring Remediation	761	42.5%	557	42.4%	550	42.4%	661	46.8%	607	39.3%
READING										
Number Requiring Remediation	566	31.6%	423	32.2%	370	28.5%	492	34.8%	498	32.2%
ANY DEVELOPMENTAL PLACEMENT										
Number Requiring Remediation	1,112	62.1%	844	64.2%	799	61.6%	906	64.1%	939	60.7%
DEVELOPMENTAL PLACEMENT in 3 AREAS										
Number Requiring Remediation	355	19.8%	290	22.1%	237	18.3%	318	22.5%	310	20.1%



*First time Freshmen are students who have not attended college since high school graduation - not all were tested.

(ACT 1052) on the ACT, SAT, ASSET, COMPASS, ACCUPLACER exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

Average ACT Composite Scores

	ACT Composite Score Intervals						Total First-time Freshmen with ACT Scores	Average ACT Composite Score	Arkansas State Average for High School	US Average for High School Students
Fall Term	1 to 6	7 to 12	13 to 18	19 to 24	25 to 30	31 to 36				
NWACC Scores for First-Time Freshmen										
2019	0	18	540	629	127	*	1317	19.5	19.3	20.7
2020	0	11	411	504	104	*	1039	19.7	19.4	20.6
2021	0	*	395	497	117	11	1,028	19.8	19.0	20.3
2022	0	23	476	460	101	*	1,060	19.2	18.8	19.8
2023	0	28	447	448	126	*	1,057	19.4	18.6	19.5

Average composite scores for Arkansas and U.S. provided by ACT and is based on current year graduates taking the ACT exam.

*Less than 10 not shown

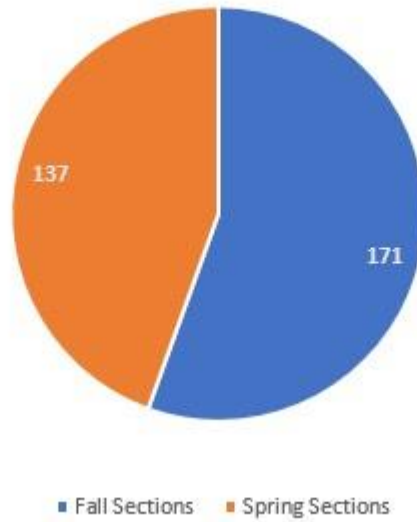
Placement Scores Observations and Interpretations

The readiness for college for this year's entering students improved in Fall 2023. The number of students requiring developmental work declined. While the Arkansas state-wide ACT average declined, NWACC student average improved. This is a welcome change in a concerning trend observed since COVID.

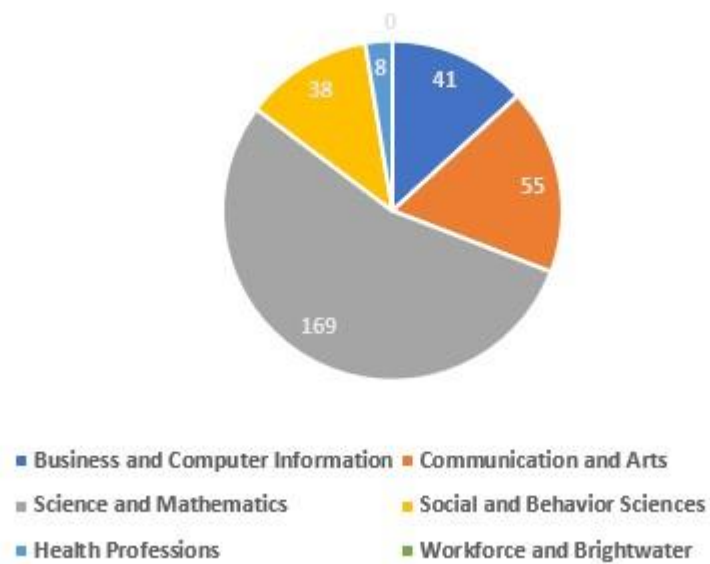
Note: The College is piloting multiple measures for placement into developmental courses. Full implementation will take place for Fall 2024 enrollments. Adjustments to the Placement Chart might account for the slight variations.

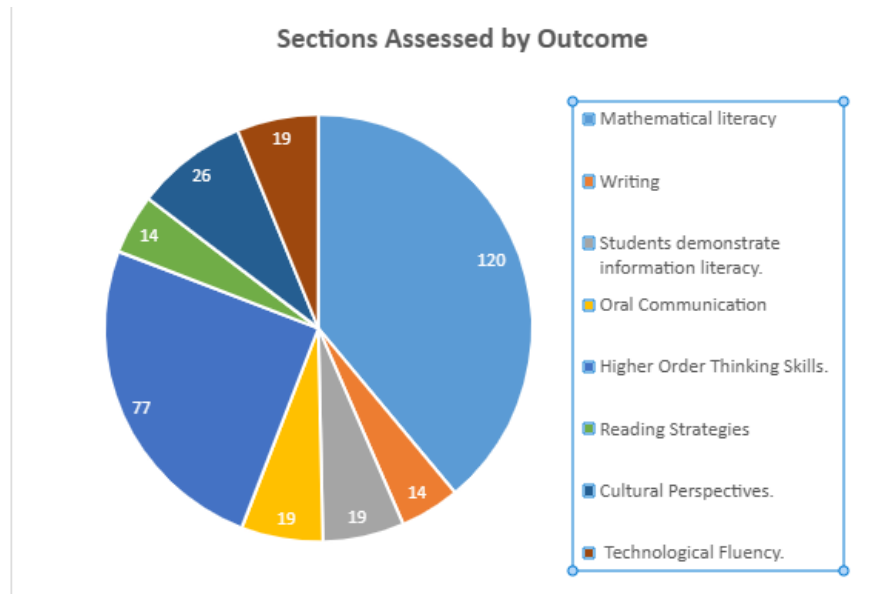
GEO Assessment Dashboard

Sections by Semester



Sections Assessed By Division

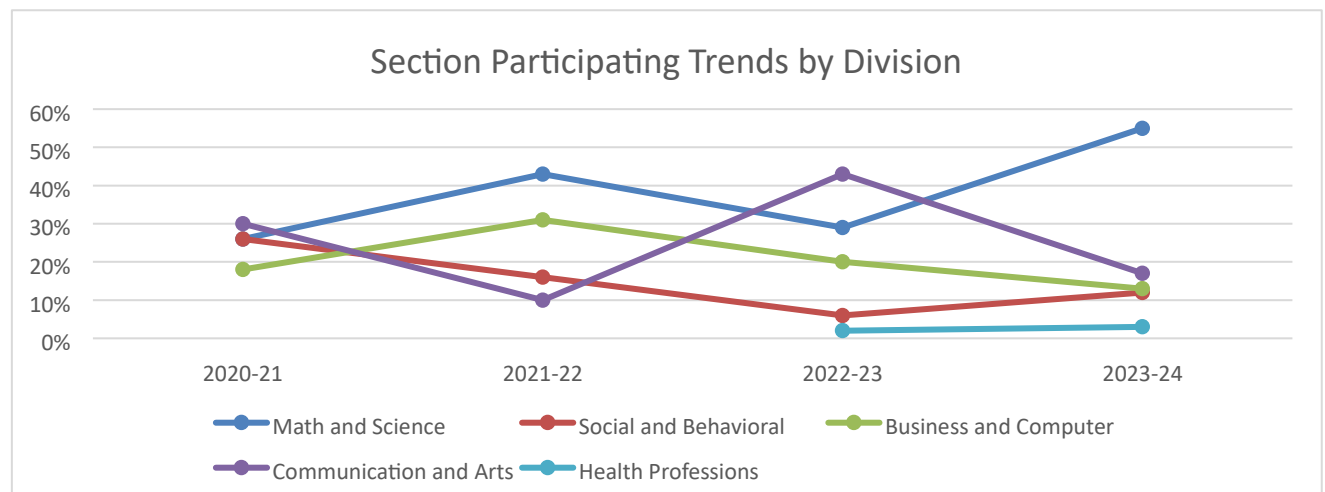




Observations and Interpretations

The number of sections reporting from the spring semester improved 10% this year. The distribution of divisions participating in assessment continues to fluctuate, due, in part, to the 2-year cycle of writing assessment.

Division	2020-21	2021-22	2022-23	2023-24
Math & Science	26%	43%	29%	55%
Social & Behavioral	26%	16%	6%	12%
Business & Computer	18%	31%	20%	13%
Communication & Arts	30%	10%	43%	17%
Health Professions			2%	3%
Workforce and Brightwater				0%



- The up and down shifts of percentages in the table are due primarily to English Composition courses collecting data on a two-year cycle. This alters the relative contributions of other divisions.
- The Math Department included two new courses in the Report: MATH 1213 and MATH 2053, which increased participation by Math & Science Division.
- The Business and Computer Information Systems Division had a major change in leadership, so ECON 2013 data was not collected in the fall semester.
- Social and Behavioral Sciences Division doubled its percentage contribution this year.
- Workforce and Brightwater Divisions have joined the Assessment Committee's membership and are beginning conversations about how to get involved with reporting for General Education Assessment.

Overall Recommendations

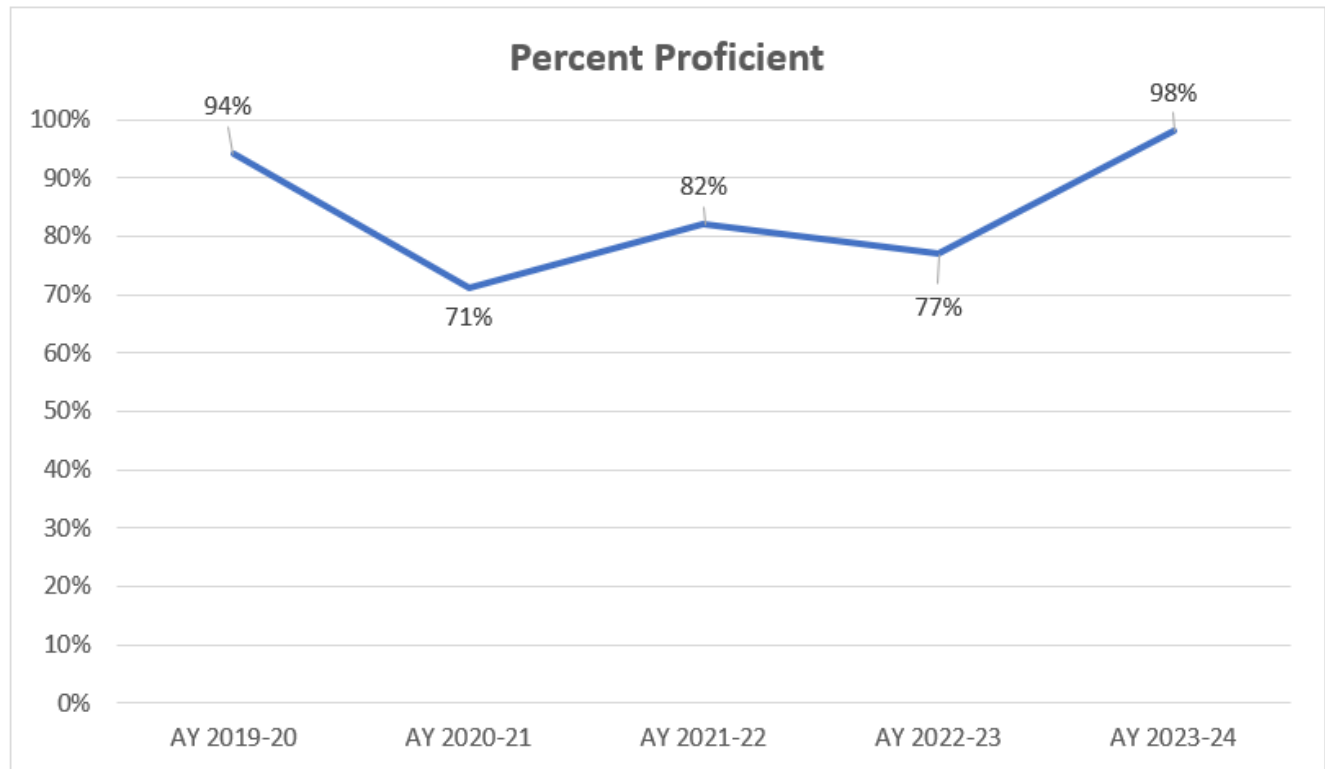
1. Seek to increase the number of sections assessing Reading, Writing, Oral Communication, Technological Fluency, and Information Literacy.
2. Encourage disciplines to explore ways to increase student and faculty participation when possible. This is especially true for Remote Synchronous and Online.
3. Support the Divisions in efforts to participate in General Education outcome assessment in a more equivalent manner.
4. Continue to share assessment success more widely to promote the value of formal learning assessment.
5. Support faculty with professional development opportunities to better understand the assessment process as well as best practices and teaching strategies for each of the outcomes.
6. Explore how to track student success with individual academic performance data and consider ways to automate this collection process and report.

Student Performance by Outcome: Deep-Dive Section

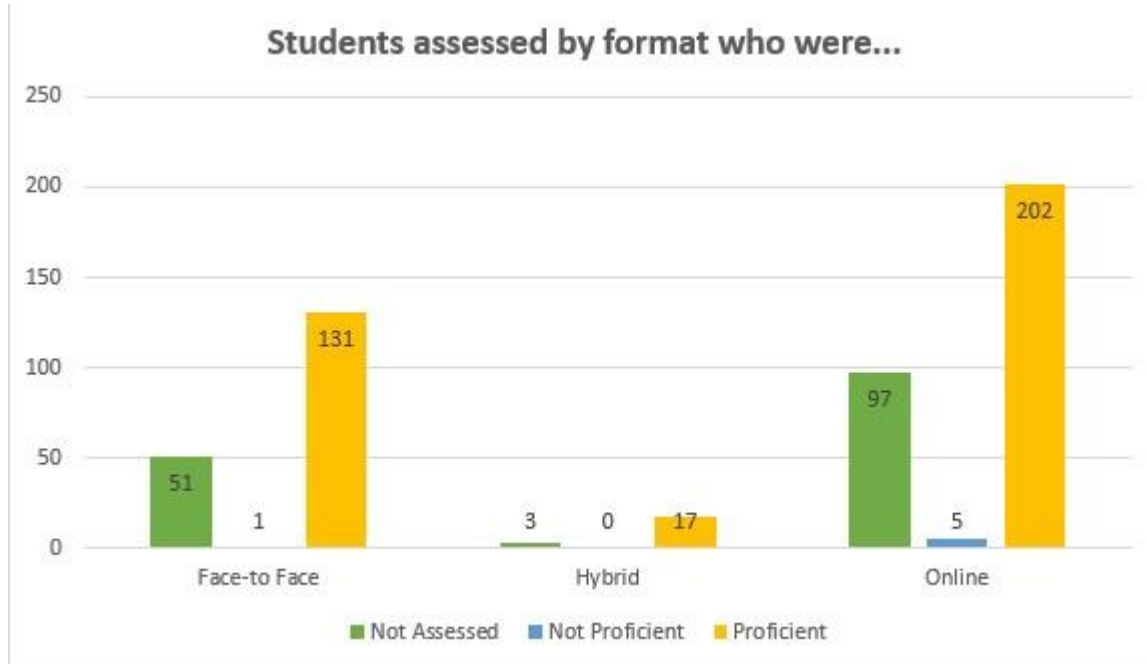
To narrow the focus of each year's report, the committee is presenting in-depth analysis of these four of the eight General Education Outcomes: Mathematical Literacy, Technological Fluency, Oral Communication and Higher Order Thinking Skills (HOTS). Next year, Information Literacy, Reading, Writing, and Cultural Perspectives will be reviewed.

Performance detail: Students will demonstrate technological fluency.

Of the 355 students assessed, 348 (98%) performed proficiently. A significant improvement over last year.



The Percent Proficient trend increased significantly from the previous year, moving from 77% to 98%.



Note: The chart above does not include ECE and Remote Synchronous because there were 0 enrollments.

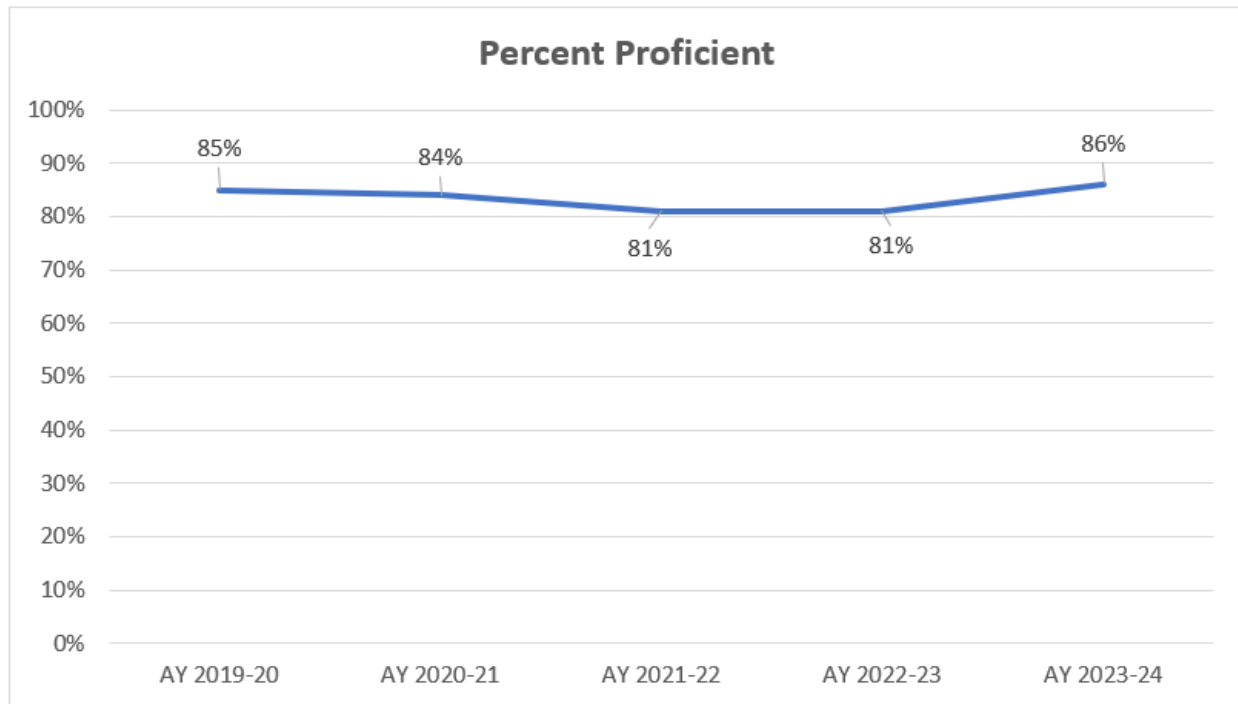
Tech Fluency 2023-24	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	507	70%	29	83%	98%
Total # Face-to-Face	183	72%	10	80%	99%
Total # Hybrid	20	85%	2	100%	100%
Total # Online	304	68%	17	83%	98%
Total # ECE	0				
Total # Remote synchronous	0				
*ACCT 2023, CISQ 1103					
Tech Fluency 2022-23	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	1293	71%	68	90%	77%
Total # Face-to-Face	438	62%	23	83%	83%
Total # Hybrid	0				
Total # Online	803	76%	42	95%	74%
Total # ECE	0				
Total # Remote synchronous	52	63%	3	100%	82%
* ACCT 2023, CISQ 1103, HIM 1123					

Observations and Interpretations

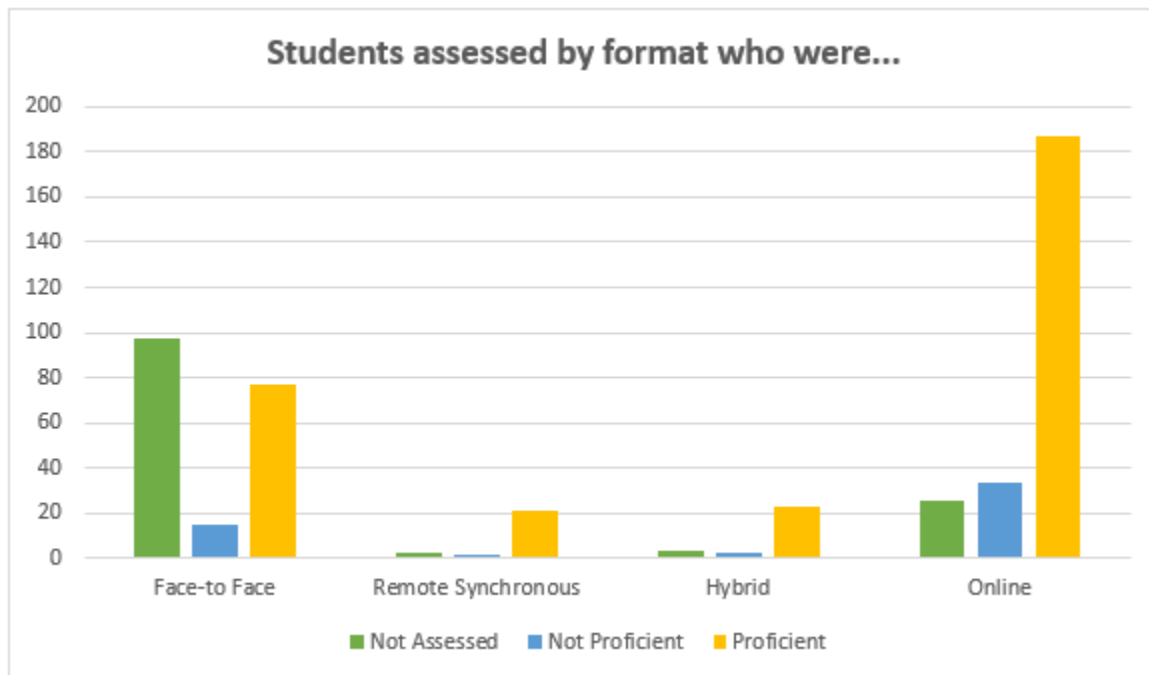
- Hybrid has 100% participation in the number of sections assessed and had a high number of students participate in assessment (85%) as well as score proficient (100%). Unfortunately, the overall number assessed declined significantly this year compared to previous years due to fewer courses and sections participating in assessment.
- Online has a lower percentage of participation (68%) due to three sections of CISQ not being assessed.
- All modalities scored exceptionally well on the assessment (98% overall) and exceeded the target.
- Based on a study completed in late 2022/early 2023, the computer Information Systems Department Chair and Program Coordinator adjusted some of the CISQ 1103 curriculum to focus in some specific areas to improve student learning. The changes included giving more time preparing and interpreting data on a spreadsheet, more time preparing Word documents, and more time understanding how to link or embed an Excel spreadsheet into Word or PowerPoint. From these adjustments, changes are showing positive trends.

Performance detail: Students develop effective oral communication skills.

Of the 359 students assessed, 309 (86%) performed proficiently, showing continuous improvement from 2022-23. About 25% fewer students were assessed this year compared to last year.



The percent proficient trend has improved from the previous year, moving from 81% to 86%.



OSIM 1103 reported only Online, so COMM 1303 was the only course reporting into the other modalities.

Note: The chart above does not include ECE because there were 0 enrollments.

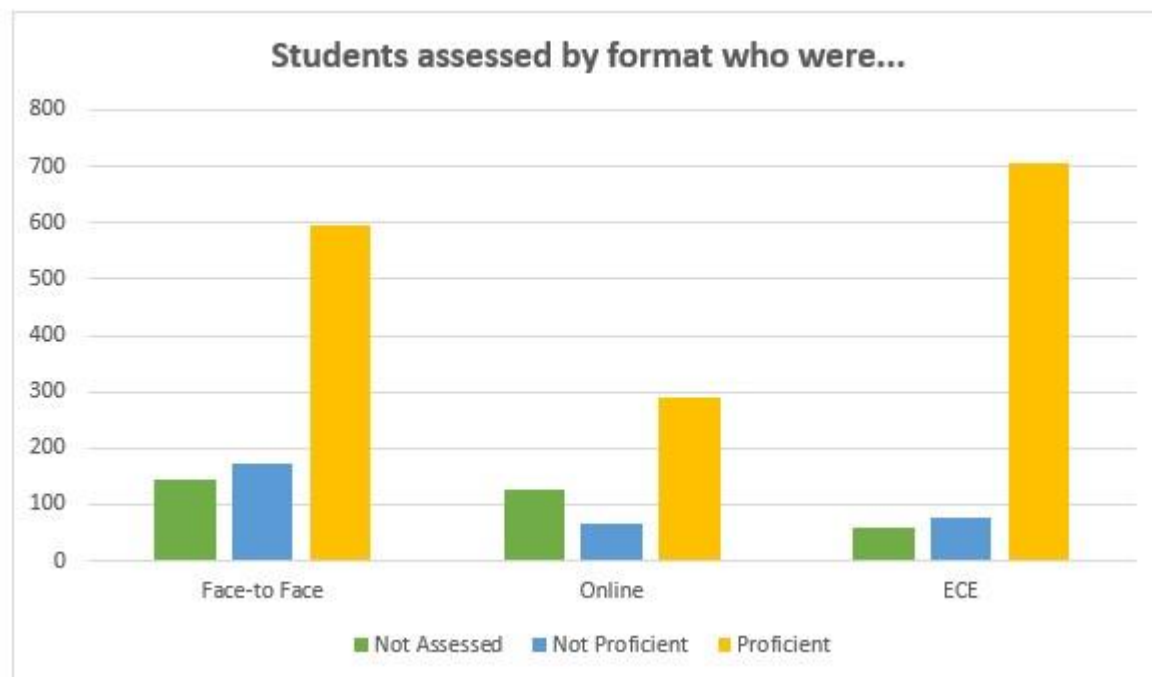
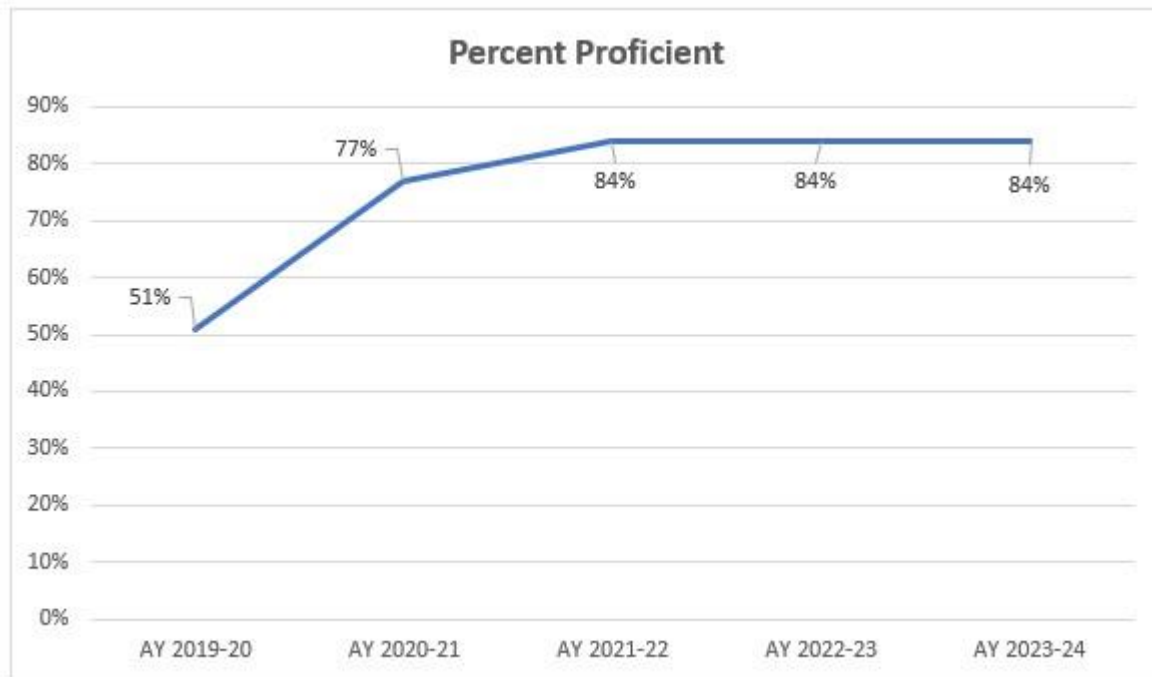
<u>Oral Comm 2023-24</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	483	68%	23	100%	86%
Total # Face-to-Face	189	42%	12	83%	84%
Total # Hybrid	28	89%	2	100%	92%
Total # Online	242	91%	8	100%	85%
Total # ECE	0		0		
Total # Remote synchronous	24	92%	1	100%	95%
COMM 1303 & OSIM 1103					
<u>Oral Comm 2022-23</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	490	98%	34	100%	81%
Total # Face-to-Face	122	98%	13	100%	59%
Total # Hybrid	0				
Total # Online	352	94%	20	100%	94%
Total # ECE	0				
Total # Remote synchronous	16	100%	1	100%	91%
COMM 1303 & OSIM 1103					

Observations and Interpretations

- Both courses produced good assessment results (86% overall proficiency) as well as each of the modalities performed well, ranging from 84-95%.
- Face-to-face increased from 59% proficient in the previous year to 84% proficient this year, and all modalities have steadily improved from their respective previous years. Public Speaking faculty attributed success with this assessment because this speech comes after the Informative Speech so that students are more comfortable giving it, especially if they have never given a speech before, and the instructors spent time building the sections of the speeches within class or online-related activities. Unfortunately, only 42% of these students were assessed; this can be attributed to the change in assessment leadership within the department. Efforts have already been made to better capture more students in the next assessment cycle.
- All modalities exceeded the target.

Performance detail: Students can achieve mathematical literacy.

The percent proficient trend is holding steady. The number of students assessed increased this year with the addition of two new math courses (MATH 1213 and MATH 2053). Developmental math courses are under review, with the aim to adjust pacing and content to better prepare students for success in the college-level courses that feed into this report. The number of students scoring proficient is good across formats as well as the ratio between assessed and not assessed.



Note: The chart above does not include Hybrid or Remote Synchronous because there were 0 enrollments.

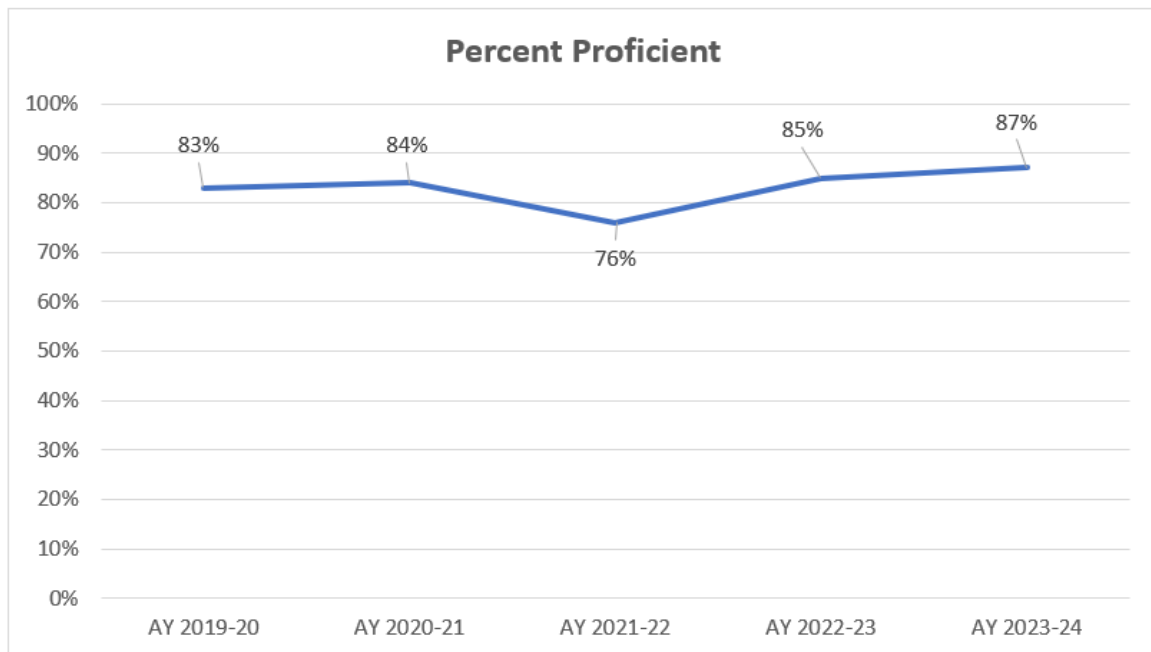
<u>Math Literacy 2023-24</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	2,237	85%	116	100%	84%
Total # Face-to-Face	913	84%	51	100%	78%
Total # Hybrid	0		0		
Total # Online	484	74%	26	100%	82%
Total # ECE	840	93%	39	100%	90%
Total # Remote synchronous	0		0		
CHEM 1104, MATH 1003, MATH 1203, MATH 1213, MATH 2053, ACCT 2023					
<u>Math Literacy 2022-23</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	2114	66%	115	96%	84%
Total # Face-to-Face	1461	67%	80	95%	86%
Total # Hybrid	7	0%			0%
Total # Online	619	66%	32	100%	80%
Total # ECE	0				
Total # Remote synchronous	27	67%	2	100%	78%
CHEM 1104, MATH 1003, MATH 1203, ACCT 2023, ECON 2023					

Observations and Interpretations

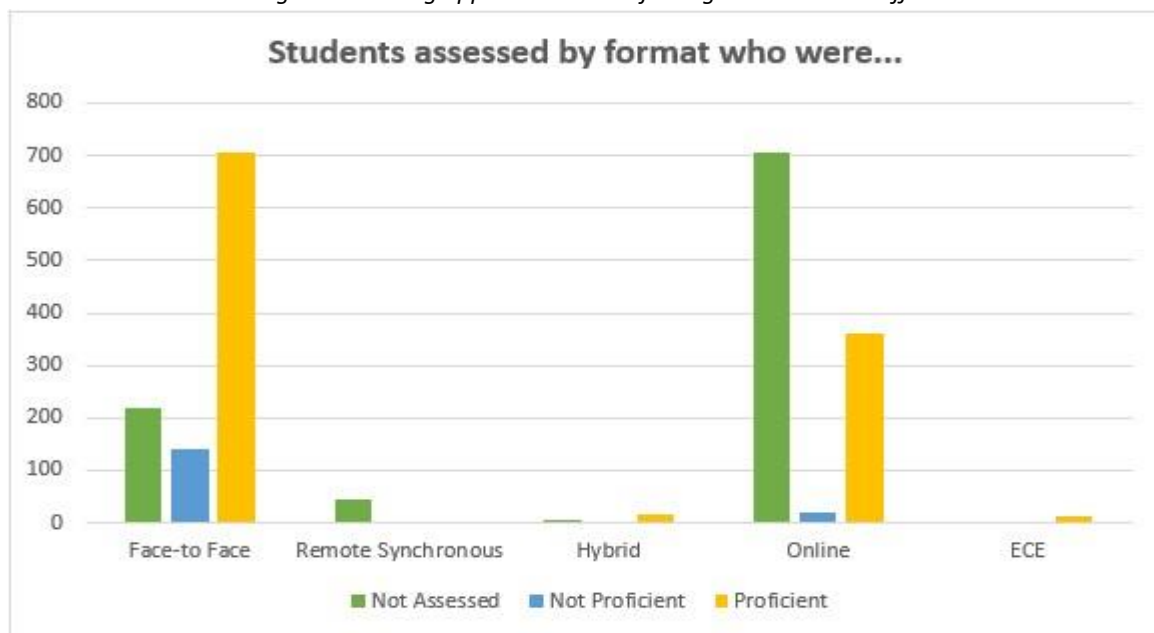
- Face-to-face decreased this year from 86% the previous year to 78% this year.
- In the upcoming year, the Math Department plans to perform a deep dive into success data across modalities, parts of term, courses, and sections.
- All modalities met or exceeded the target, which is 76%.

Performance detail: Students develop higher order thinking skills.

Of the 2,234 students assessed, 1,944 (87%) scored proficiently on the assessment. The percent proficient trend increased from the previous year. Four courses supported this outcome, and they spanned across 4 different divisions: Science and Math, Social and Behavioral Sciences, Business and Computer Information Systems, and Health Professions. This is the first year that Health Professions are reporting for this outcome. In the next cycle, Communication and Arts will also be supporting this with Introduction to Humanities; Social and Behavioral Sciences will expand to include Introduction to Philosophy.



Note from the AY 2021-22 Report concerning the dip in percentage: "Part of the explanation is due to the addition of ACCT 2023 (199 students) to the group of courses assessed. ACCT faculty attributed low scores to poor student participation. They changed the testing approach and are finding better student effort."



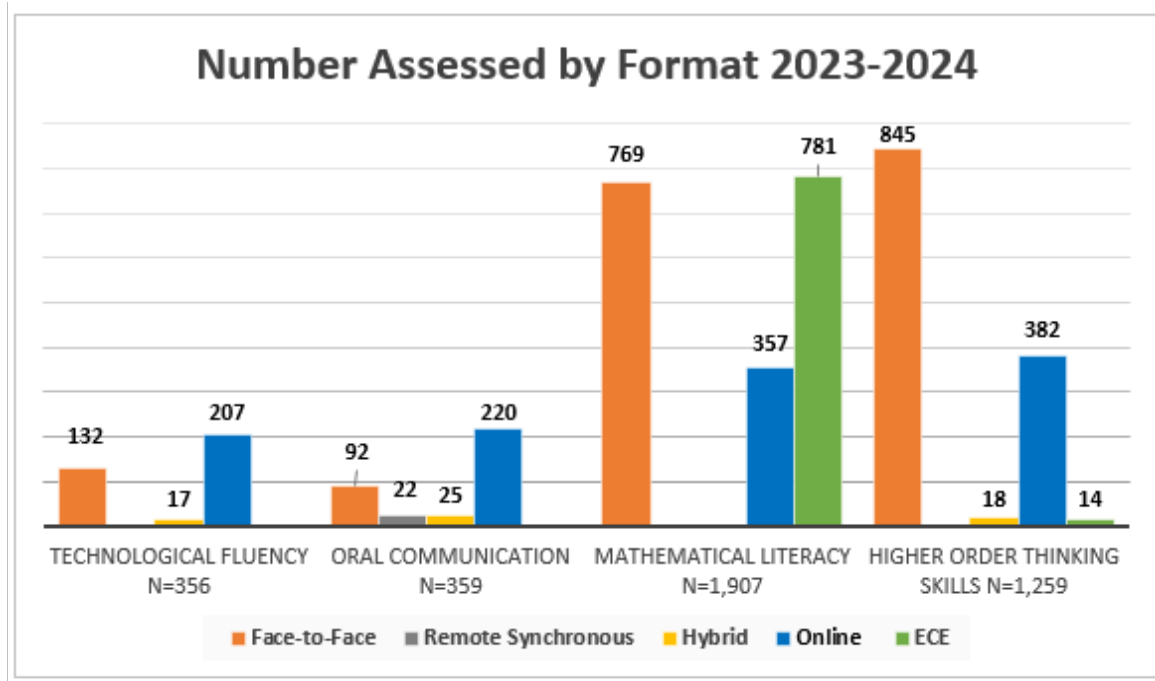
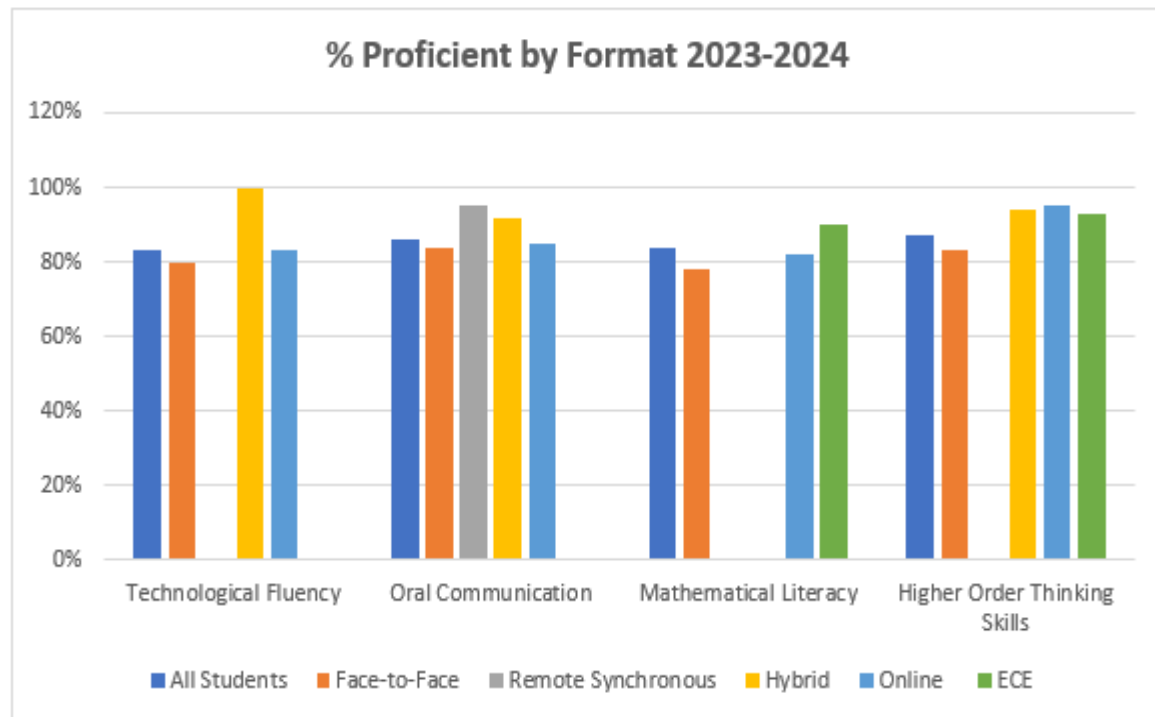
Face-to-face demonstrated a strong number of proficient students as well as ECE. Online had a significant number of students not assessed (706 students) out of the total enrollment (1,088 students).

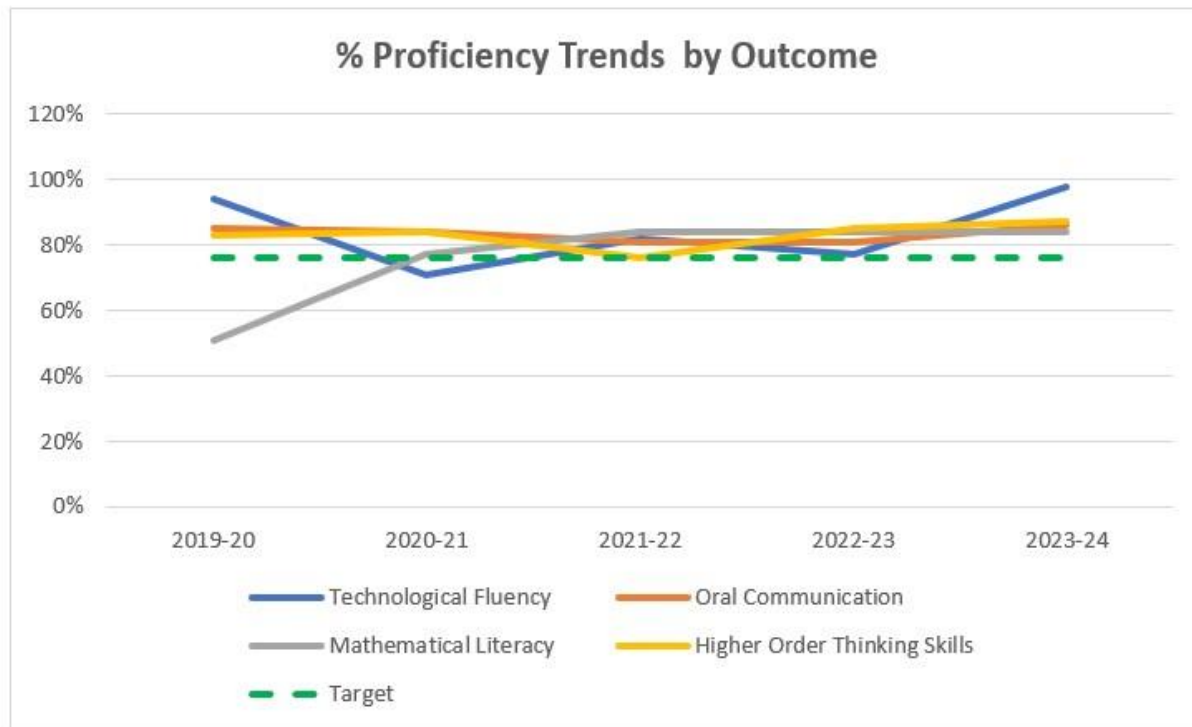
<u>Higher Order Thinking 2023-24</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	2,234	56%	107	67%	87%
Total # Face-to-Face	1,064	79%	48	98%	83%
Total # Hybrid	23	78%	1	100%	94%
Total # Online	1,088	35%	55	42%	95%
Total # ECE	14	100%	1	100%	93%
Total # Remote synchronous	45	0%	2	0%	0%
BIOL 1544, PSYC 2003, ACCT 2023, HIM 1123					
<u>Higher Order Thinking 2022-23</u>	<u>Enrolled</u>	<u>% Assessed</u>	<u>Sections</u>	<u>% Sections Assessed</u>	<u>% Proficient</u>
Total #	2,322	58%	112	79%	85%
Total # Face-to-Face	1166	61%	72	61%	85%
Total # Hybrid	29	59%	2	100%	94%
Total # Online	1072	59%	52	83%	85%
Total # ECE	0				
Total # Remote synchronous	55	0%	2	0%	
PSYC 2003, ACCT 2023, BIOL 1544					

Observations and Interpretations

- Enrollment over the years has increased, but the number of students assessed has remained low: AY 2022-2023 overall total was 58% and this year's was 56%. Even though the overall number of students assessed is low, the number of students assessed has improved in most modalities, with the exception of Online. Online went from 59% last year to 35% this year. In further analysis, there were a significant number of students not assessed within PYSC 2003 (685 students); to improve these numbers, the Social and Behavioral Sciences Division has been hosting faculty-and administrative-driven conversations focused on assessment
- Despite Online's low numbers of participation, the percent proficient increased from 85% the previous year to 95% this year. Additionally, the overall percentage and all modalities exceeded the target.
- ECE presented strong participation for its first semester being assessed; all sections and all students were assessed. Additionally, 93% scored proficient on their assessments.
- Remote Synchronous was not assessed this year, even though sections were offered.

Summary: Performance on Four General Education Outcomes by Format





Observations & Interpretations

- Student performance improved or remained steady from the previous year and across nearly all modalities. Additionally, all outcomes are above the target.
- When looking at the “% Proficient by Format 2023-2024” graph (p. 22), Face-to-Face is slightly lower than the other modalities. The Assessment Committee will continue to monitor these numbers to identify if this becomes a trend.
- When collected, Hybrid and ECE performed well on assessments.
- Some analysis and conclusions are hard to compare because of the number of courses reporting into a particular outcome. This was the case of Technological Fluency and Oral Communication as well as some modalities were not reported or had little to no enrollments to draw comparisons against. Additionally, the Business and Computer Information Systems Division had major shifts in leadership, so ECON 2013 was not collected in the fall semester.
- As noted in the narratives collected from multiple courses for Higher Order Thinking Skills, the practice of embedding librarians into the course design to support research proved an effective strategy. Expanding partnership with the Library could be extended to more areas to bolster students' research use and critical thinking skills.

Summary of Positive Findings

1. All sections who reported successful action plans meet target.
2. Overall percent proficient across all outcomes continues to exceed target and trend upwards.
3. ECE implementation was successful and demonstrated strong numbers: all sections were assessed and 91% of students were assessed.
4. The addition of the two Math courses fostered better representation of the outcome as well as the division.

5. Student performance (percent proficient) in 3 out of the 4 deep-dive outcomes this year reported improvement across all modalities; 1 out of the 4 deep-dive outcomes this year reported the same number across all modalities.
6. Higher Order Thinking Skills was reported by 4 divisions.
7. As noted last year, there was a difference between Face-to-Face and Online; however, this concern did not persist this year.
8. Assessment Coordinators and Committee Chairs have hosted divisional and college-wide trainings as well as continued to work with the help of the deans and faculty to expand and improve this report.

Recommendations/ Goals for Next Year

1. Increase the number of overall sections and students assessed goal: increase from 70% to 80%.

Action Plan:

- i Assessment Coordinators will meet with their deans and department chairs to identify courses and/or formats where students and faculty participation in GEO assessment can significantly improve and then develop a plan to improve.

2. Increase the number of courses contributing data to this report, especially for the Reading, Writing, Information Literacy, and Oral Communication outcomes.

Action Plan:

- i The Assessment Chairs will request IR to provide 2024-25 course offerings by sections and enrollment to share with Schools Assessment Coordinators. The Assessment Committee Chairs will provide a list of which under-represented outcomes are being assessed in which courses.
- ii Assessment Coordinators will identify potential courses in their areas to use to assess under-represented GEO.
- iii Assessment Coordinators meet to devise goals and strategies for adding new courses collecting performance data.
- iv Assessment Chairs (in dean's meetings) and Coordinators solicit aid and support from Deans and Department chairs for expanding course participation in GEO assessment.

3. Continue efforts to encourage equivalent divisional participation in learning assessment.

Action Plan:

- i Assessment Chairs will incorporate Communication and Arts and Social and Behavioral Sciences courses planning to assess Higher Order Thinking Skills into the data collection form.
- ii Assessment Coordinators will work with Communication and Arts and Social and Behavioral Sciences lead faculty to develop process plans to assess Higher Order Thinking Skills, putting those plans into WEAVE.
- iii Assessment Chairs will meet with Workforce and Brightwater Assessment Coordinators to identify which courses might start reporting for General Education Assessment and how a process might work.
- iv The Assessment Committee will offer support and assistance in developing School (formally Academic Division) Assessment Plans.
- v Assessment Chairs will contact co-curricular programs to introduce learning assessment and how they can contribute to General Education assessment.
- vi Ask CAO, AVPs, and Deans for support for increasing course participation in GEO assessment.

4. Continue efforts to explore the possibility of including civic engagement as one of the General Education Outcomes.

Action Plan:

- i During the Spring 2025 term, the Assessment Committee will hear findings and recommendations from the Civic Engagement Taskforce #2. The Assessment Committee will decide on Civic Engagement outcome statements for the 2025-26 College Catalog.

5. Continue efforts to promote a culture of assessment and WEAVE as a tool/ archive.

Action Plan:

- i The Assessment Committee will offer support and assistance in developing School (formally Academic Division) Assessment Plans.
- ii Ask the Accreditation and Assessment Office for a status report on plans in WEAVE.
- iii Assessment Coordinators will meet to share goals for getting School Assessment Plans into WEAVE.
- iv Communication and Arts Assessment Coordinator will share an instructional document for filling in fields in WEAVE.
- v Assessment Coordinators will encourage and facilitate all faculty coordinators to receive WEAVE training.

6. As noted in the submitted Proposed Actions, continue to support student learning by building connections to resources, such as embedded librarians.

Action Plan:

- i In annual GEO reporting, the Assessment Chairs will highlight the effectiveness of embedded librarians and promote awareness of library resources/collaboration opportunities.

7. As noted in the submitted Proposed Actions, foster faculty engagement by mentoring and training new faculty on various topics: successful teaching practices, successful formal assessments, teaching GEO skill integrated with content.

Action Plan:

- i The Assessment Committee will meet to identify priority learning assessment and General Education, identify professional development needs, and develop/proposed a plan to meet those needs.
- ii The Assessment Committee will collaborate with Faculty Professional Development, Office of Accreditation, Digital Learning, IT, CAO, and Transfer Programs AVP to support the identified training needs.
- iii Members of the Assessment Committee will host Celebrate Learning sessions on these topics this upcoming year. The Assessment Coordinators will help train faculty on how to write successful outcomes when consulting with them on Curriculum Committee submissions.
- iv The Assessment Committee will create a Sharepoint site with learning assessment resources.
- v The Assessment Committee will update the *Assessment Handbook*, posted in Policy Stat.

7. Explore how to track student success with individual academic performance data and consider ways to automate this collection process and report.

Action Plan:

- i. Assessment Chairs will meet with Math Assessment Coordinator about the feasibility of processing large data sets with Workday System.

Progress on 2022-23 GEO Report Action Plans

1. Assessment coordinators work with their coordinators, chairs, and deans to increase sections assessing Reading, Oral Communication, and Cultural Perspectives so the number of sections assessed is closer to the number of sections assessed for other outcomes.

Progress:

- i The section counts remained consistent for each of these outcomes, so further work to expand needs to continue. Additionally, the review of the Cultural Perspectives Outcomes was held off due to the request from the CAO's Office to explore adding in Civic Engagement as a ninth outcome. Campus conversation about this outcome continued this academic year.
 - ii A new process of involving the Assessment Coordinators in the curriculum approval process was implemented, which resulted in updating learning outcomes and adding GEO supported listings in over 170 courses.
2. **Assessment coordinators work with their discipline coordinators, chairs, and deans to set goals for expanding outcome assessment across the curriculum. Report these goals to the assessment committee.**

Progress:

- i Conversations with coordinators, chairs, and deans took place. A few areas were able to expand for the current and upcoming assessment cycle. However, further expansion is needed for the Reading, Writing, Information Literacy, and Oral Communication.
3. **Assessment coordinators in collaboration with department chairs, coordinators, and division deans identify and implement strategies to boost student and faculty participation in GEO assessment. This initiative is particularly critical for courses with Hybrid and Remote Synchronous formats, where current data does is insufficient for definitive evaluation.**

Progress:

- i Assessment Coordinators and Chairs identified courses for potential expansion, and those plans were shared with the CAO's office. As a result, a few new courses will be added to the General Education collection, such as MATH 1213, MATH 2053, PHIL 2003, and HUMN 1003.
4. **Assessment committee removed Rotation, a COVID Pandemic-created format, from data collection since this format is no longer offered.**

Progress:

- i The Committee removed this format from the report and shared the rationale with key stakeholders.
5. **Assessment committee added Early College Experience (ECE) sections as a format offering. ECE defined as sections taught on a high school campus by qualified high school faculty.**

Progress:

- i ECE was collected for this report, and six courses supported the collection for this assessment cycle.
6. **Representatives of the assessment committee meet with academic administrators, professional development, distance learning staff, and faculty to alert them to the difference in performance between Face-to-Face and Online. The committee continues efforts to monitor student performance in these formats.**

Progress:

- i Efforts to collaborate are being discussed by various committees that oversee these areas, even though the trend did not continue this year. However, faculty have noted that training about student learning is useful and needed.

7. **Assessment committee identify goals for equivalent division participation in learning assessment.**

Progress:

- i No specific goal/s were set for the current cycle. Division deans are supporting assessment efforts, such as hosting a Quality Day or encouraging expansion of course-level reporting across multiple departments. Further expansion is still being talked about within the divisions.

8. **The CAO, Office of Institutional Effectiveness and Strategic Planning, Professional Development staff, and Institution Effectiveness committee promote the value of formal learning assessment across the college community.**

Progress:

- i The General Education Assessment Report was shared with multiple stakeholders: CAO's Office, Faculty Senate, Faculty Business, Expanded Cabinet, Deans Meeting, and Institutional Effective and Strategic Planning Committee.

9. **Assessment coordinators promote the updated reading outcome to faculty and administrators in their areas and identify opportunities to expand courses assessing reading. Continue to do so for Technological Fluency and Information Literacy.**

Progress:

- i The Assessment Coordinators, Department Chairs and Coordinators, and Dean discussed the expansion of the Reading, Technological Fluency, and Information Literacy Outcomes.

10. **Assessment coordinators, working with Laura Cates have all GEO assessment plans entered into WEAVE by May 2024.**

Progress:

- i Nearly all of the Assessment Coordinators were trained on Weave. 67% of the courses have been submitted. With that said, several of the courses have assessment plans entered into Weave, but progress on completing those plans was disrupted by a cyber-attack at the beginning of the Fall 2024 term. At that point, most faculty did not have access to Weave to complete them, and the College regained access three months later. Currently, steps are being taken to complete those reports and continue the momentum of utilization and archiving assessment efforts.

11. **Assessment Committee chair contact co-curricular program coordinators to determine if they are collecting learning assessment data related to the general education outcomes which might be added to the annual report.**

Progress:

- i Conversations happened with EMAPCTS and the Library, but no specific plan was established to incorporate data into the annual GEO report. Spring 2025 goal for the Assessment Committee is to meet with Study Abroad, Honors, Service Learning and Dean of student affairs to clarify learning outcomes for these programs.

The findings and recommendations of this report will be shared with the following groups for information, input, and collaboration on recommendations.

- | | |
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| • CAO, Academic AVPs | • Academic Dean's Council |
| • Faculty Senate | • Expanded Cabinet (if invited) |
| • Faculty in a Business meeting | • Posted on NWACC website for all interested Stakeholders |
| • Institutional Effectiveness Committee | |