

NWACC General Education Outcomes Assessment Report Fall 2022 and Spring 2023 Data

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

General Education Outcome	Division	Course	Enrolled
Students can achieve mathematical literacy.	Science and Mathematics	CHEM 1104	313
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1003	43
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1203	1450
Students can achieve mathematical literacy.	Business and Computer Information	ACCT 2023	183
Students can achieve mathematical literacy.	Business and Computer Information	ECON 2023	125
Students can read selections at the college level.	Communication and Arts	ENGL 2213	52
Students can read selections at the college level.	Social and Behavior Sciences	HIST 1033	178
Students can read selections at the college level.	Social and Behavior Sciences	HIST 2003	673
Students can write clear, coherent, well-organized documents.	Business and Computer Information	ACCT 2023	183
Students can write clear, coherent, well-organized documents.	Business and Computer Information	ECON 2023	125
Students can write clear, coherent, well-organized documents.	Communication and Arts	COMM 1003	106
Students can write clear, coherent, well-organized documents.	Communication and Arts	ENGL 1023	1559
Students demonstrate information literacy.	Communication and Arts	ENGL 1013	1920
Students demonstrate information literacy.	Science and Mathematics	BIOL 2214 & 2224	831
Students develop effective oral communication skills.	Communication & Arts	COMM1303	425
Students develop effective oral communication skills.	Business and Computer Information	OSIM 1103	65
Students develop higher order thinking skills.	Science and Mathematics	BIOL 1544	1239
Students develop higher order thinking skills.	Social and Behavior Sciences	PSYC 2003	739
Students develop higher order thinking skills.	Business and Computer Information	ACCT 2023	183
Students develop higher order thinking skills.	Business and Computer Information	ECON 2013	161

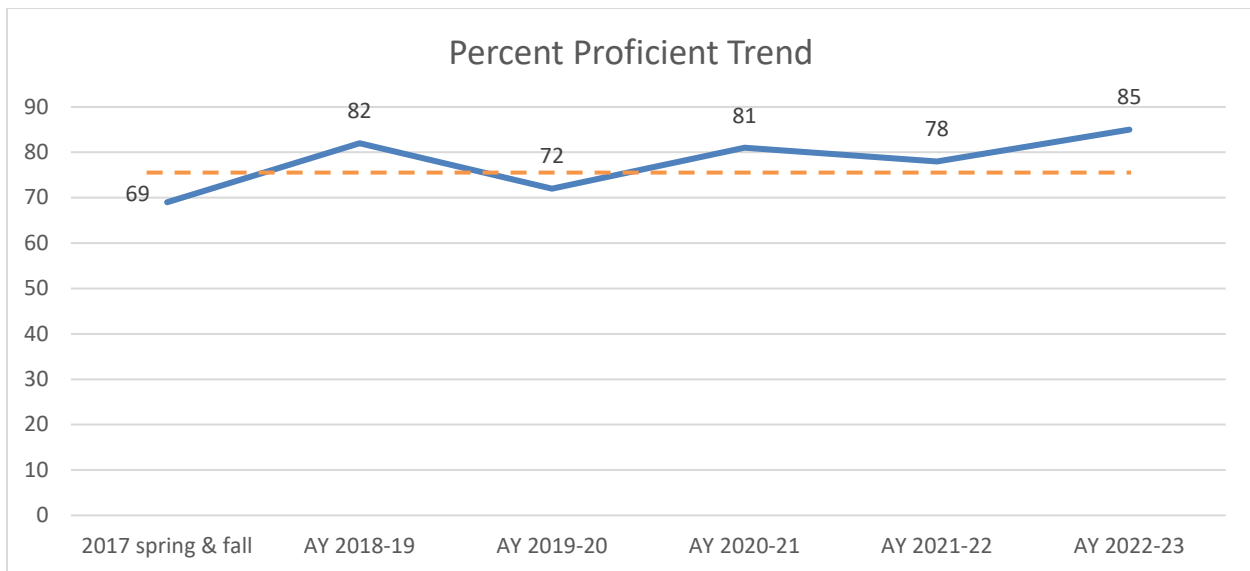
Students gain greater awareness of cultural perspectives.	Communication & Arts	ARHS 1003	269
Students gain greater awareness of cultural perspectives.	Communication & Arts	MUSI 1003	94
Students gain greater awareness of cultural perspectives.	Business and Computer Information	ACCT 2023	183
Students gain greater awareness of cultural perspectives.	Business and Computer Information	ECON 2023	125
Students will demonstrate technological fluency.	Business and Computer Information	ACCT 2023	97
Students will demonstrate technological fluency.	Business and Computer Information	CISQ 1103	1027
Students will demonstrate technological fluency.	Health Professions	HIM 1123	169
Total Enrolled			12519*

* Please note that ACCT 2023 students were used for assessing five different outcomes and ECON 2023 students for three outcomes. The 12,519 reflects counting these students multiple times. The unduplicated number of enrolled students is 11,846.

Overall Student Performance

- Of the 12,519 students enrolled in courses that measure general education outcomes, 9,249 students were assessed.
- Of the 9,249 students assessed, faculty judged 7,894 (85%) students proficient on the measure.
- Of the nine courses (343 sections) with action plans, 91% reported successful improvements.

Percent Proficiency Trends



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
Action plan successful	80%	100%	70%	86%	91%

Observations and Interpretations

The 9,249 students assessed this year was a record high. Both the percent of students scoring proficient and percent of sections with successful action plans increased this year. While the committee is satisfied with the data, seeing such improvements in light of the pandemic was not anticipated.

Students Enrolled versus Students Assessed

This year, 12,519 students were enrolled in 20 different courses with embedded General Education Outcomes (GEO) assessments. Of those enrolled, 9,249 (74%) participated in the assessment process.

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

This year, 12,519 students were enrolled in 719 sections (671 unduplicated). Of those sections, 626 (87%) of those sections participated in assessment.

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

Observations and Interpretations

There was a 10% improvement in number of students participating in assessment and a 7% increase in the number of faculty participating in assessment. There was also a significant jump in the number of students enrolled and sections offered. The increase of 4,753 students enrolled can be attributed to, including ENGL assessment data of 3,531 students. ENGL 1023 & 1013 are assessed every other year which is the process they have established in their assessment plan. In addition, ECON 2023, HIM 1123, and COMM 1003 students were included in assessment for the first time this year.

Overall Proficiency by Instructional Delivery Mode

Definitions:

- Face-to-Face—Students meet for traditional in-classroom prescheduled instruction.
- Rotation—Students are divided into groups that alternately rotate between in-classroom and broadcast (live-streamed using applications such as TEAMS or ZOOM) instruction during prescheduled class times.
- 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	Rotation	Remote Synchronous	Hybrid	Online
Percent Proficient	88%	n/a	86%	87%	82%
Number Assessed	5002	n/a	151	179	3917

Observations and Interpretations

This year the difference between formats improved. Please note that Rotation and Remote Synchronous are two formats created during the Covid-19 pandemic. As pandemic subsides, the number of sections of these formats are declining.

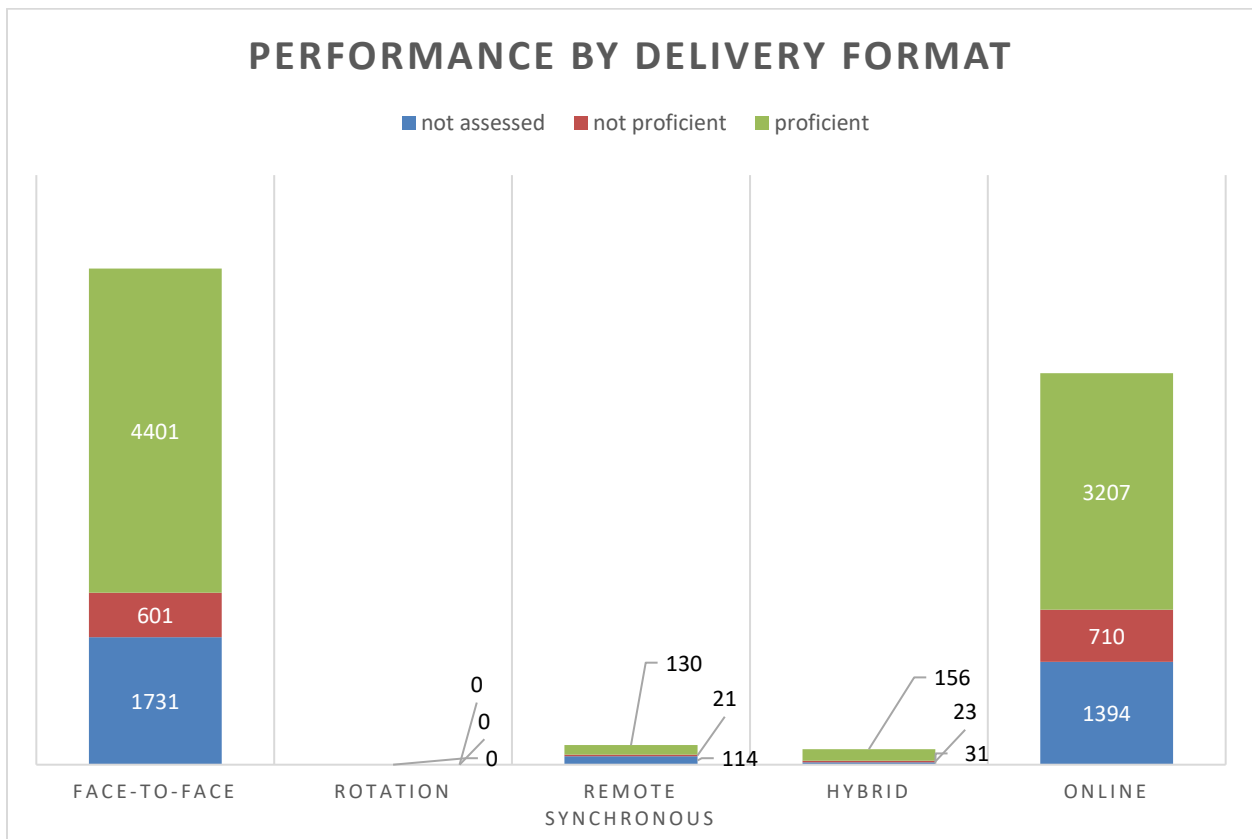
Format 2021-22	Face-to-Face	Rotation	Remote Synchronous	Hybrid	Online
Percent Proficient	86%	57%	71%	92%	75%
Number assessed	1694	51	719	160	2356

The number of students assessed in online increased greatly and the percent proficient went up from 75% to 82%, great progress. While improved, the difference between face-to-face (88%) and online (82%) is still statistically significant.

Percent Assessed by Delivery Mode

Mode	Face-to-Face	Rotation	Remote Synchronous	Hybrid	Online
Enrolled	6733	0	265	210	5311
Students Assessed	74%	n/a	57%	85%	74%

Mode	Face-to-Face	Rotation	Remote Synchronous	Hybrid	Online
Sections Offered	433	0	22	15	249
Sections Assessed	85%	n/a	86%	80%	90%



Observations and Interpretations

Student participation in assessment varied significantly by format. The large enrollment formats, face-to-face and online, were identical. For a sample size of 265 (Remote Synchronous), 151 (57%) was not quite large enough for a 95% confidence level. So the data we have may not provide an accurate sense of how Hybrid and Remote Synchronous format students are performing. The committee is encouraged to note that faculty participation (sections assessed) was similar regardless of format.

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%

Rotation

Academic Year	Number Enrolled	% Assessed	% Proficient
2020-2021	728	75%	79%
2021-2022	97	53%	57%
2022-2023	0	n/a	n/a

Remote Synchronous

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

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%

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%

Observations and Interpretations

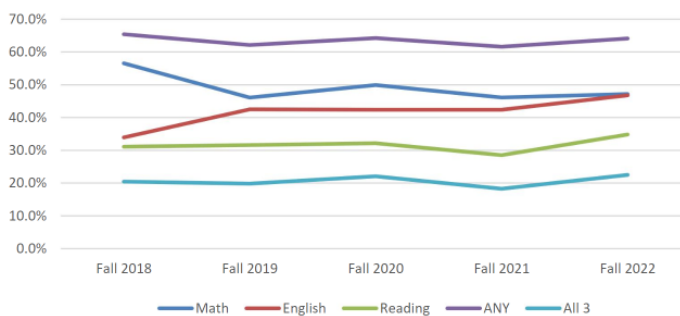
Ideally, student learning should be equivalent regardless of the format. In practice, students tend to self-select certain formats for various reasons. This non-random student grouping can lead to differences in performance. This year's data shows an improved percent proficient in all formats and an increase in percent assessed in all formats.

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 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Number of First-time Students	1,512		1,790		1,314		1,297		1,413	
MATH										
Number Requiring Remediation	855	56.5%	825	46.1%	656	49.9%	598	46.1%	667	47.2%
ENGLISH										
Number Requiring Remediation	513	33.9%	761	42.5%	557	42.4%	550	42.4%	661	46.8%
READING										
Number Requiring Remediation	470	31.1%	566	31.6%	423	32.2%	370	28.5%	492	34.8%
ANY DEVELOPMENTAL PLACEMENT										
Number Requiring Remediation	989	65.4%	1,112	62.1%	844	64.2%	799	61.6%	906	64.1%
DEVELOPMENTAL PLACEMENT in 3 AREAS										
Number Requiring Remediation	309	20.4%	355	19.8%	290	22.1%	237	18.3%	318	22.5%



Average ACT Composite Scores

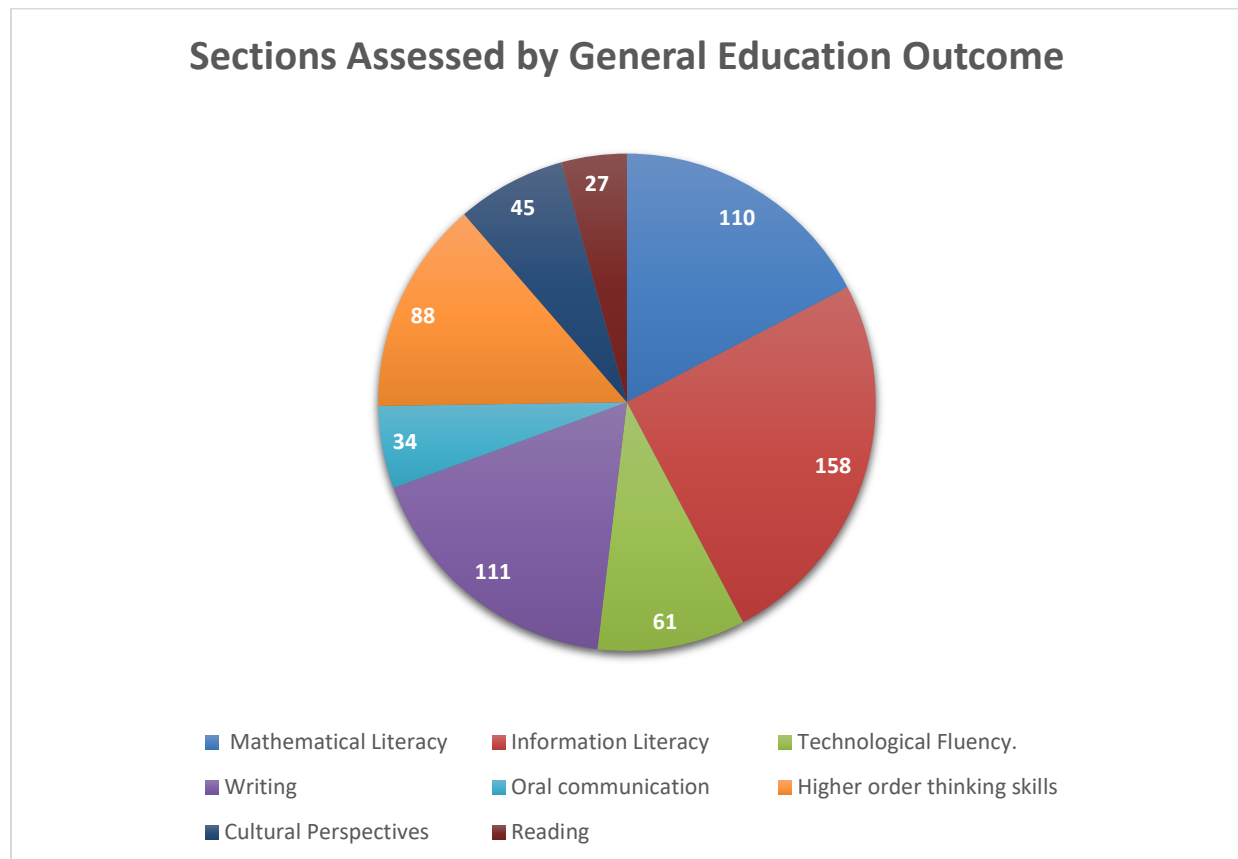
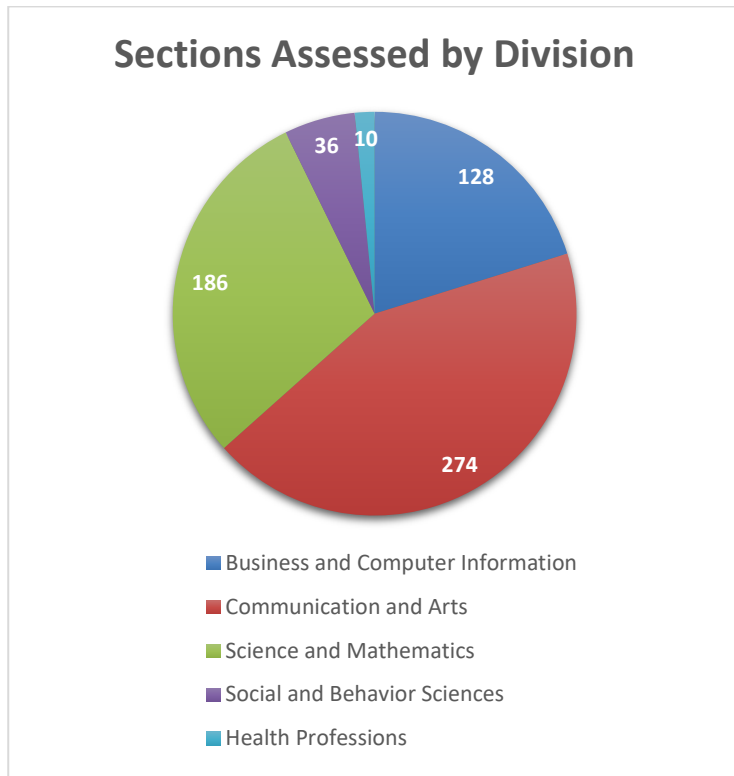
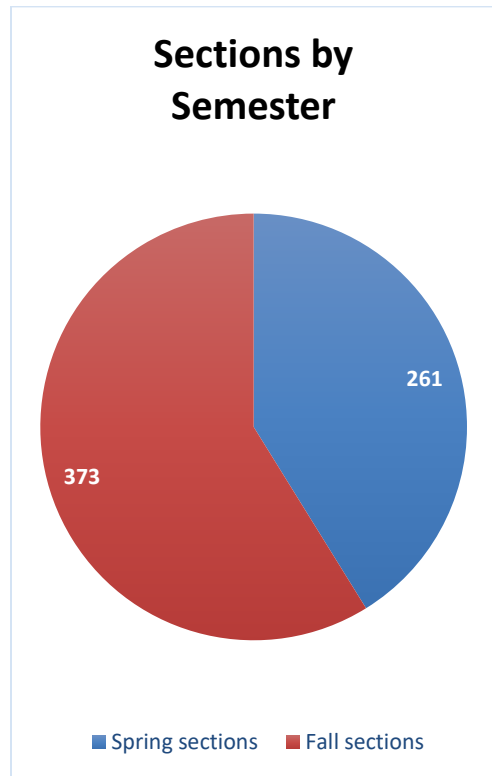
Fall Term	ACT Composite Score Intervals						Total First-time Freshmen with ACT Scores	Average ACT Composite Score	Arkansas State Average for High School	US Average for High School Students
	1 to 6	7 to 12	13 to 18	19 to 24	25 to 30	31 to 36				
NWACC Scores for First-Time Freshmen										
2018	0	10	415	551	147	13	1136	20.0	19.4	20.8
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

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

With the notable exception of math, the number of First-time freshman requiring developmental coursework is increasing. The largest increase was seen reading with a 6% jump in number of students needing remediation. ACT scores of entering students are on a decline. Could this trend be due to the Covid-19 disturbance to education that occurred over the pandemic years? Will this affect student retention and performance? Is there need for resources for these underprepared students?

GEO Assessment Dashboard



GEO Dashboard

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 change.

Division	2020-21	2021-22	2022-23
Math and Science	26%	43%	29%
Social and Behavioral	26%	16%	6%
Business and Computer	18%	31%	20%
Communication and Arts	30%	10%	43%
Health Professions			2%

With the change in the Technological Fluency outcome, Health Information Management courses can now be included in General Education assessment. The committee is pleased to see the addition of this course since all students in the Health professions programs take it. 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. Taking this into account, the contributions Math and Science, Business and Computer Information seem stable. Social and Behavioral Sciences participation appears to be declining. Part of this was due to the loss of the assessment coordinator in the division last year and shift in the assessment efforts of the political science courses.

Overall Recommendations

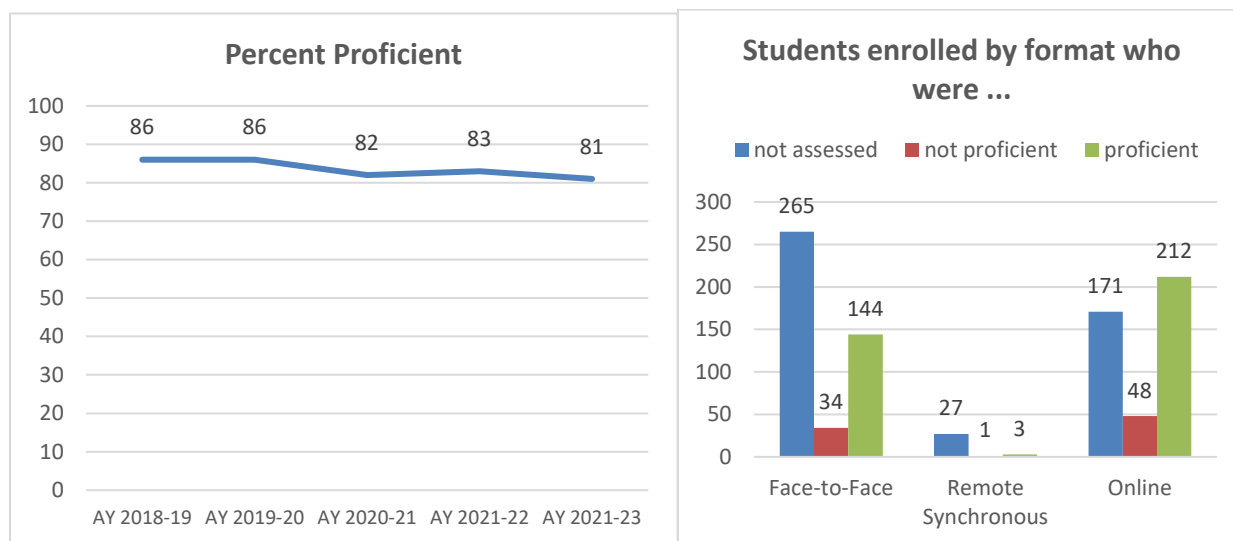
1. Seek to increase sections assessing Reading, Oral Communication and Cultural Perspectives because those are the outcomes with the fewest sections reporting data.
2. Encourage disciplines to explore ways to increase student and faculty participation where possible. This is particularly important for Hybrid and Remote Synchronous where the data was not sufficient to make a judgement about these formats.
3. Remove Rotation because this is a format no longer offered.
4. Add Early College Experience (ECE) sections as a format offering defined as courses offered on the high school campus by qualified high school faculty (not NWACC employees).
5. Alert faculty to the difference in performance between Face-to-Face and Online. Continue efforts to monitor student performance in these formats.
6. Support the divisions in efforts to participate in General Education outcome assessment in a more equivalent manner.
7. To promote the value of formal learning assessment, share assessment success more widely.

Student Performance by Outcome

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: Information Literacy, Reading, Writing, and Cultural Perspectives. Next year, Mathematical Literacy, Computer Proficiency, Oral Communication and Higher Order Thinking Skills will be reviewed.

Performance detail: Students can read selections at the college level

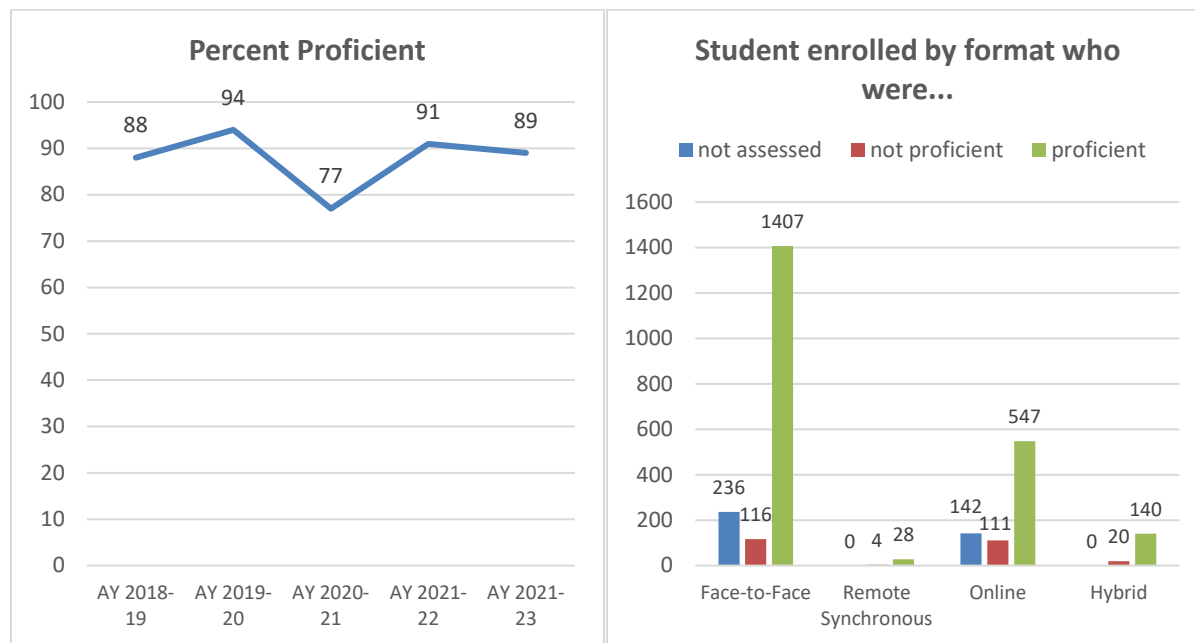
Of the 178 students assessed, 144 (or 81%) were proficient. Forty-nine percent of students enrolled were assessed, an improvement over last year (13% assessed). Adding a literature class, ENGL 2213, provided a needed expansion. Further expansion to other disciplines would give a more accurate picture of student reading across the curriculum. Since only 51% of sections participated in assessment, efforts to increase faculty participation are warranted. The Social & Behavioral Sciences Assessment Coordinator noted the need for assessment results to be shared more fully with the history faculty to improve participation. The reading outcome has been recently updated, so promoting the update can provide an opportunity to expand courses assessing reading.



Reading 2022-23	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	905	49%	53	51%	81%
Total # Face-to-Face	443	40%	28	43%	81%
Total # Hybrid	0				
Total # Online	431	60%	22	59%	82%
Total # Rotation	0				
Total # Remote synchronous	31	13%	3	67%	75%
*HIST 1033 HIST 2003 ENGL 2213					
Reading 2021-22	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	832	13%	49	16%	83%
Total # Face-to-Face	303		21	24%	82%
Total # Hybrid	0				
Total # Online	463	0%	24	0%	
Total # Rotation	0				
Total # Remote synchronous	66	75%	4	75%	83%
*HIST 1033 HIST 2003					
Reading 2020-21	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	890	16%	41	24%	82%
Total # Face-to-Face	0		0		
Total # Hybrid	8	0%	1	0%	
Total # Online	498	8%	21	14%	85%
Total # Rotation	0				
Total # Remote synchronous	384	27%	19	37%	81%
*HIST 1033 HIST 2003					

Performance detail: Students demonstrate information literacy.

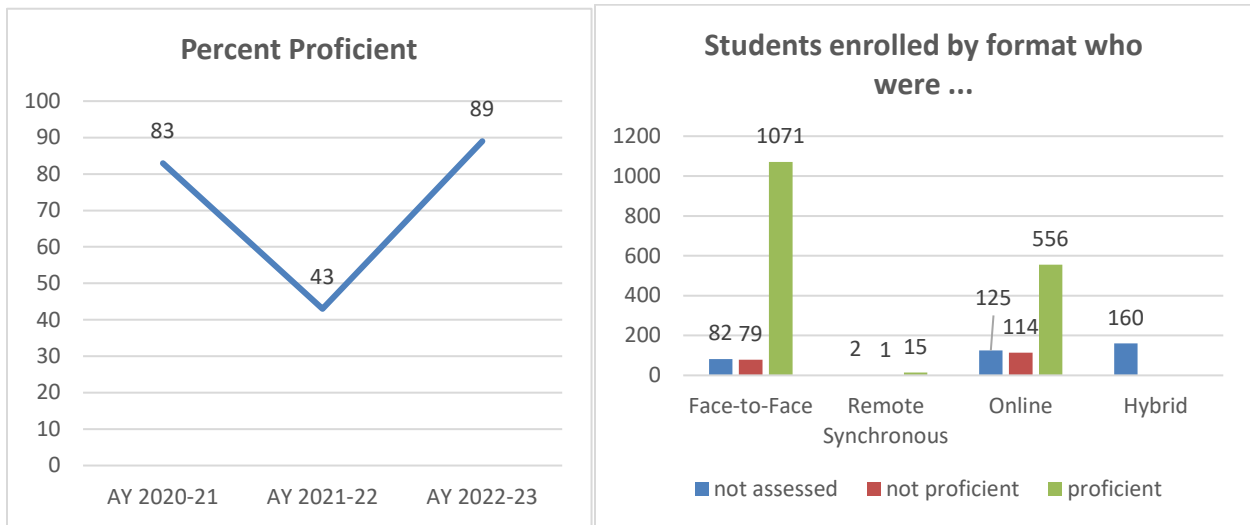
Of the 2,373 students assessed, 2,122 (89%) performed proficiently, continued improvement from 2020-21. ENGL 1013 was included this year for the first time. The percent of students assessed and sections participating improved, this year, which was one of the goals from the previous year. This outcome was updated in 2022. Assessing Information literacy needs to expand across the curriculum.



Information Literacy 2022-23	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	2751	86%	168	92%	89%
Total # Face-to-Face	1759	87%	126	91%	92%
Total # Hybrid	160	100%	10	100%	88%
Total # Online	800	82%	30	90%	83%
Total # Rotation	0		0		
Total # Remote synchronous	32	100%	2	100%	88%
BIOL 2214 & 2224 ENGL 1013					
Information Literacy 2021-22	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	889	57%	42	86%	91%
Total # Face-to-Face	354	67%	21	76%	87%
Total # Hybrid	193	66%	12	83%	95%
Total # Online	342	41%	16	63%	94%
Total # Rotation	0		0		
Total # Remote synchronous	0		0		
BIOL 2214 & 2224					
Information Literacy 2020-21	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	1603	78%	111	92%	77%
Total # Face-to-Face	521	100%	28	100%	79%
Total # Hybrid	94	45%	5	60%	86%
Total # Online	430	76%	34	88%	61%
Total # Rotation	95	38%	5	60%	69%
Total # Remote synchronous	479	88%	39	92%	70%
BIOL 2214 & 2224 ENGL 1023 DRAM 1003					

Performance detail: Students can write clear, coherent, well-organized documents, which are substantially free of errors.

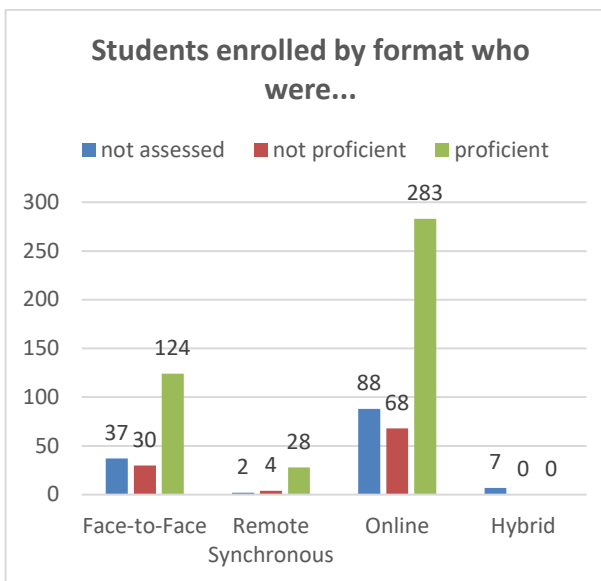
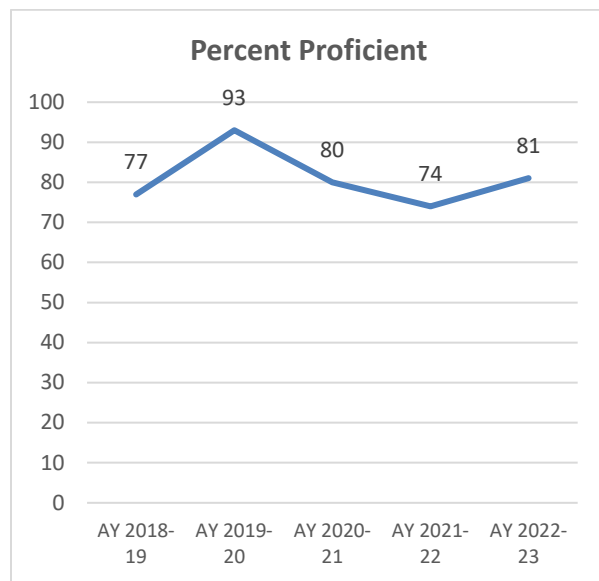
Of the 1756 students assessed, 1565 (89%) performed proficiently. The trend data must be interpreted carefully because of the changes in writing assessment over the last 3 years. Note that the courses, formats and number of students has been quite different in each of the last three years. Of note, the ACCT faculty adjusted how assessment was conducted in the last cycle. The change was successful in increasing student participation and providing a more accurate assessment. The percent proficiency improved from 43% to 73%. The committee is pleased to see four courses participating but would like to see a wider variety.



Writing 2022-23	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	2751	89%	113	98%	89%
Total # Face-to-Face	1759	93%	77	100%	93%
Total # Hybrid	16	0%	1	0%	0%
Total # Online	800	84%	31	97%	83%
Total # Rotation	0		0		
Total # Remote synchronous	32	89%	4	100%	94%
ENGL 1023 ACCT 2023 ECON 2023 COMM 1003					
Writing 2021-22	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	236	84%	13	100%	43%
Total # Face-to-Face	0		0		
Total # Hybrid	0		0		
Total # Online	158	81%	8	100%	34%
Total # Rotation	0		0		
Total # Remote synchronous	78	91%	5	100%	58%
ACCT 2023					
Writing 2020-21	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	1032	100%	80	100%	83%
Total # Face-to-Face	0				
Total # Hybrid	0				
Total # Online	1032	100%	80	100%	83%
Total # Rotation	0				
Total # Remote synchronous	0				
ENGL 1013					

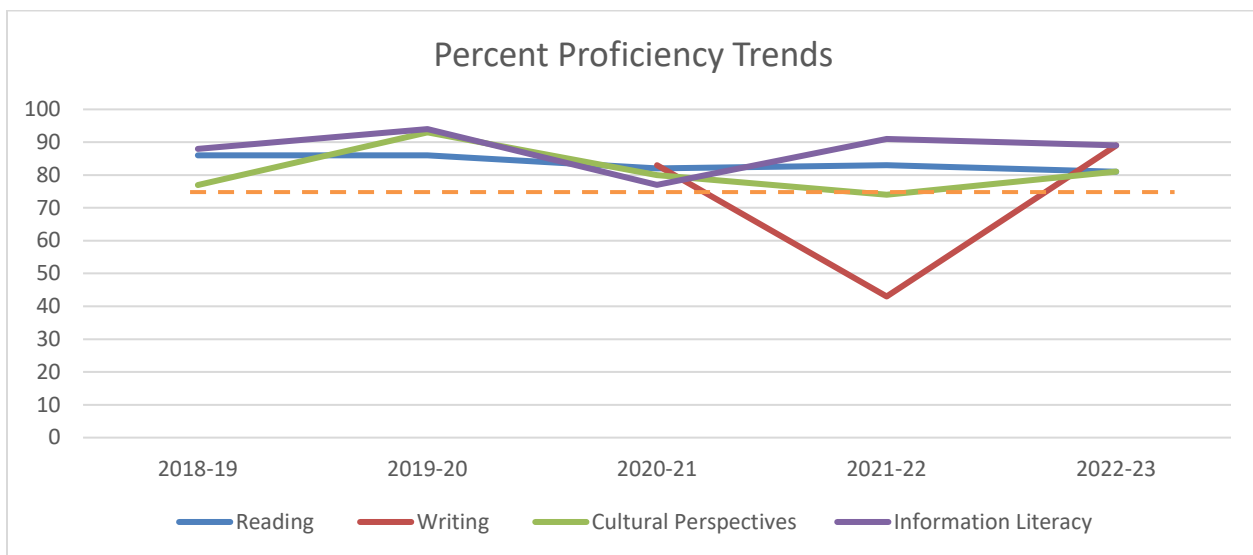
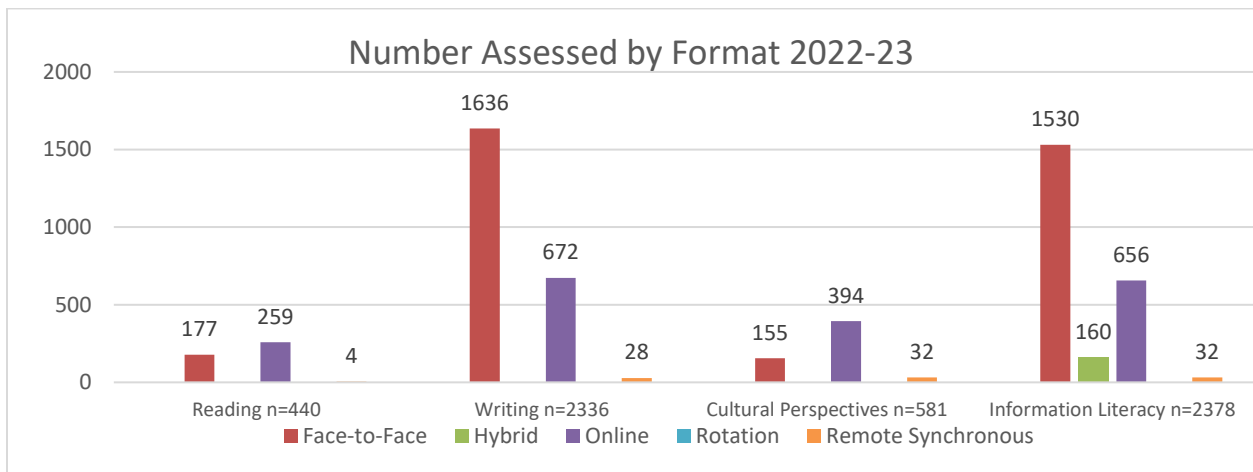
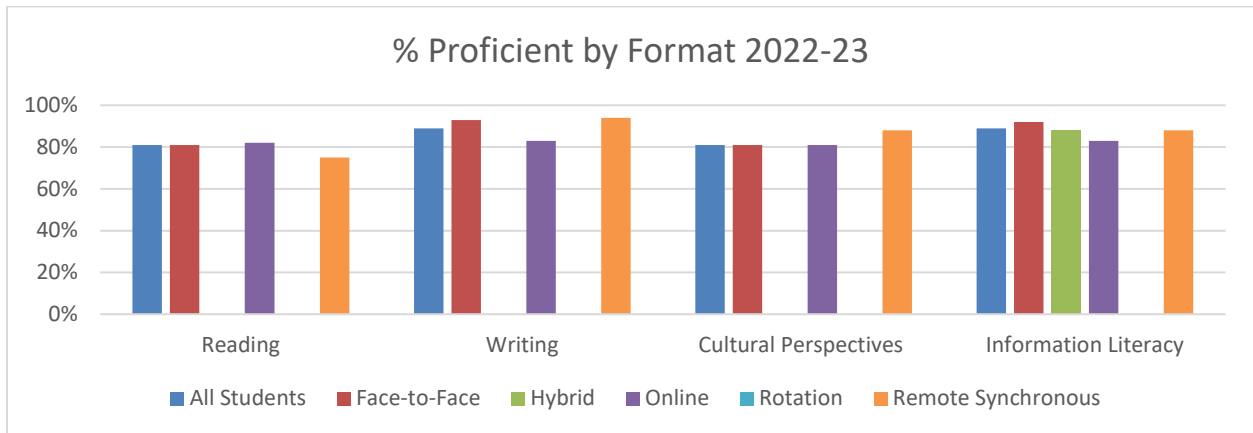
Performance detail: Students gain greater awareness of cultural perspectives.

Of the 537 students assessed, 435 (81%) were proficient. This represents improvement from 2021-22. The percent assessed was excellent. This outcome was scheduled to be re-evaluated this year, but exploring adding civic engagement became the priority. Identifying more courses that teach and assess this outcome is needed to give a better sense of student performance.



Cultural Perspectives 2022-23	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	671	80%	41	98%	81%
Total # Face-to-Face	191	81%	14	100%	81%
Total # Hybrid	7	0%	1	0%	0%
Total # Online	493	80%	20	100%	81%
Total # Rotation	0		0		
Total # Remote synchronous	34	94%	5	100%	88%
ACCT 2023, ARHS 1003, ECON 2023, MUSI 1003					
Cultural Perspectives 2021-22	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	1011	66%	58	79%	74%
Total # Face-to-Face	233	61%	19	74%	85%
Total # Hybrid	0		0		
Total # Online	675	65%	32	81%	51%
Total # Rotation	0		0		
Total # Remote synchronous	103	83%	7	86%	74%
ACCT 2023, PLSC 2003, ARHS 1003, MUSI 1003					
Cultural Perspectives 2020-21	Enrolled	% Assessed	Sections	% Sections Assessed	% Proficient
Total #	997	59%	45	71%	80%
Total # Face-to-Face	0				
Total # Hybrid	0				
Total # Online	517	50%	22	64%	77%
Total # Rotation	0				
Total # Remote synchronous	444	75%	23	78%	83%
ARHS 1003, MUSI 1003, PLSC 2003					

Summary: Performance on Four General Education Outcomes by Format



Observations & Interpretations

The target proficiency is 76%. The low writing score in 2021-22 was attributed to how the assessment instrument was administered. The measure administration was adjusted and scores improved.

Summary of Positive Findings.

1. Overall percent proficient across all outcomes continued to exceed target and improved to the highest point in six years.
2. Sections reporting successful action plans improved this year.
3. Number of students assessed for general education outcomes is the highest in six years.
4. The percent of students assessed compared to those enrolled is the highest in six years.
5. The percent of faculty participating in assessment is the highest in six years.
6. The number of sections reporting from the spring semester improved 10% this year.
7. The percent proficient in all formats and percent assessed improved in all formats.
8. The difference between student performance in face-to-Face and Online improved this year. A significant difference persists.
9. Student performance in Reading, Writing, Cultural Perspectives, and Information Literacy exceeded the target.

Recommendations

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.
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.
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.
4. Assessment committee remove Rotation from data collection since this format is no longer offered.
5. Assessment committee add Early College Experience (ECE) sections as a format offering. ECE defined as sections taught on a high school campus by qualified high school faculty.
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 continue efforts to monitor student performance in these formats.
7. Assessment committee identify goals for equivalent division participation in learning assessment.
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.
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.
10. Assessment coordinators, working with Laura Cates have all GEO assessment plans entered into WEAVE by May 2024.

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 on 2021-22 GEO report action plans: [progress in red]

1. Discontinue reporting the percent sections proficient metric. **Accomplished this year**
2. Establish the target for percent proficient at 76%. **Appears in this report and will continue going forward**
3. Expand the number of courses/sections reporting on outcomes, particularly reading and cultural outcomes. **ECON 2023 was added to Mathematical Literacy. ENGL 2213 was added to Reading. ECON 2023 & COMM 1003 were added to Writing. ECON 2013 was added to Higher Order Thinking Skills. ECON 2023 and ACCT 2023 were added to Cultural Perspectives.**
 - a. Now that the computer outcome has been updated, the committee will work to add more courses that support and assess this outcome. **HIM 1123 was added to Technological Fluency assessment**
 - b. Work with the academic deans and degree program coordinators to discuss where students learn and practice oral communication skills in the various degree plans. **Not accomplished this year**
 - c. Seek to include assessment data from co-curricular programs. **Not accomplished this year, but continues as a committee recommendation.**
4. Encourage the academic areas to make learning assessment part of the culture by formalizing their assessment processes through entering assessment plans and reports into WEAVE. **Sixteen courses have entered their general education assessment plans into WEAVE. Laura Cates, Director of Accreditation and Assessment, provided extensive training to the academic areas on WEAVE.**
5. Develop a means of evaluating student growth. **The committee discussed this recommendation, coordinators were asked to review their areas to identify course sequences that might be used to chart growth. This is a work in progress.**
6. Next year, appoint a task force to review the cultural awareness outcome. **This was postponed in order to explore elevating civic engagement to a general education outcome.**
7. Evaluate rotation of GEO outcomes reporting every other year. **Committee is satisfied, but will continue to monitor**
8. Identify benchmarks for the percent of students assessed to help set goals (2020-21 recommendation) **Plan was not accomplished but discussed in the committee.**
9. Pursue including High School-based ECE as a separate format. **Faculty will be collecting data for this format in fall 2023.**