

NWACC General Education Outcomes Assessment Report Fall 2021 and Spring 2022 Data

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

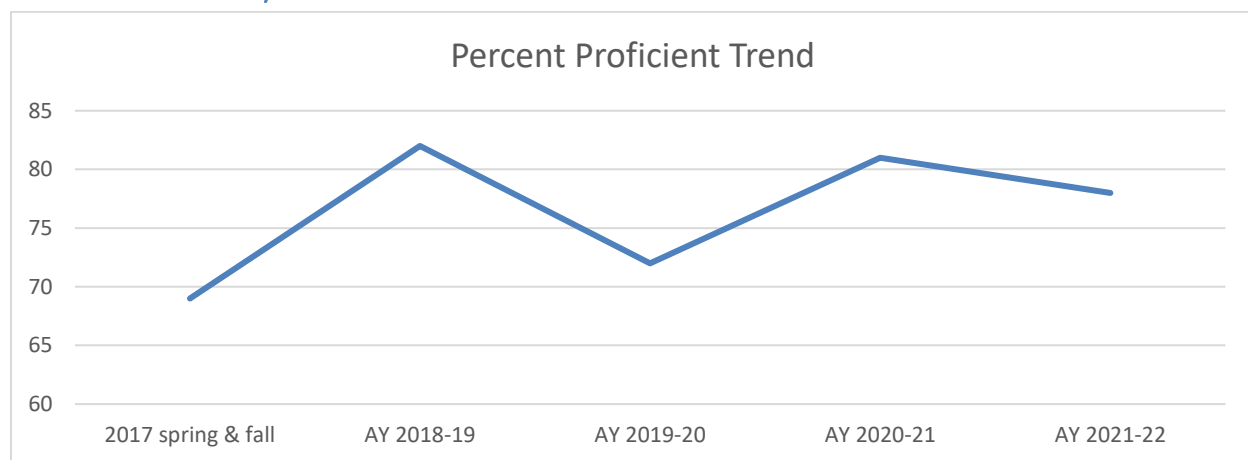
General Education Outcome	Division	Course	Enrolled
Students can achieve mathematical literacy.	Science and Mathematics	CHEM 1104	210
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1003	46
Students can achieve mathematical literacy.	Science and Mathematics	MATH 1203	1431
Students can achieve mathematical literacy.	Business and Computer Information	ACCT 2023	236
Students can employ a variety of sources to locate, evaluate, and use information.	Science and Mathematics	BIOL 2214 & 2224	889
Students can read selections at the college level.	Social and Behavior Sciences	HIST 1033	159
Students can read selections at the college level.	Social and Behavior Sciences	HIST 2003	673
Students can use computers proficiently.	Business and Computer Information	CISQ 1103	882
Students can write clear, coherent, well-organized documents.	Business and Computer Information	ACCT 2023	236
Students develop effective oral communication skills.	Communication & Arts	COMM1303	351
Students develop effective oral communication skills.	Business and Computer Information	OSIM 1103	69
Students develop higher order thinking skills.	Science and Mathematics	BIOL 1544	643
Students develop higher order thinking skills.	Social and Behavior Sciences	PSYC 2003	962
Students develop higher order thinking skills.	Business and Computer Information	ACCT 2023	236
Students gain greater awareness of cultural perspectives.	Communication & Arts	ARHS 1003	127
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	236
Students gain greater awareness of cultural perspectives.	Social and Behavior Sciences	PLSC 2003	564
		Total Enrolled	7764*

* Please note that ACCT 2023 was used for assessing 4 different outcomes. So 7,764 reflects counting these students 4 times (they took 4 different assessments). The unduplicated number of enrolled students is 7,056.

Overall Student Performance

- Of the 7764 students enrolled in courses that measure general education outcomes, 4980 students were assessed.
- Of the 4980 students assessed, faculty judged 78% of the student's proficient.
- Of the sections assessed, 80% met the target performance goals set by faculty.
- Of the sections assessed with action plans, 86% reported successful improvements.

Percent Proficiency Trends



% Sections Reporting...	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Target performance met	100%	77%	93%	80%
Previous action plan successful	80%	100%	70%	86%

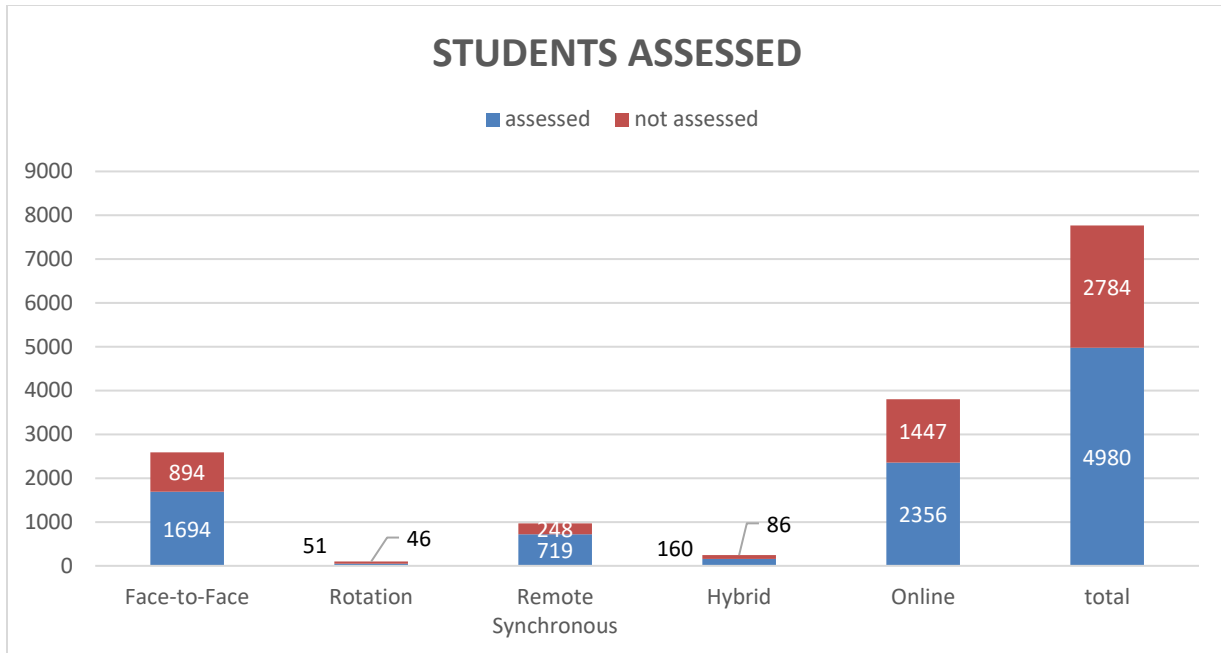
Observations and Interpretations

The percent proficient declined modestly this year. Please note the numerous sections of Composition courses, History courses and Political Science courses did not report this year, which might contribute to the changes. Also this year, ACCT 2023 data was added this year and represented a larger portion of these scores. Due to software problems, ECON courses were not included this year.

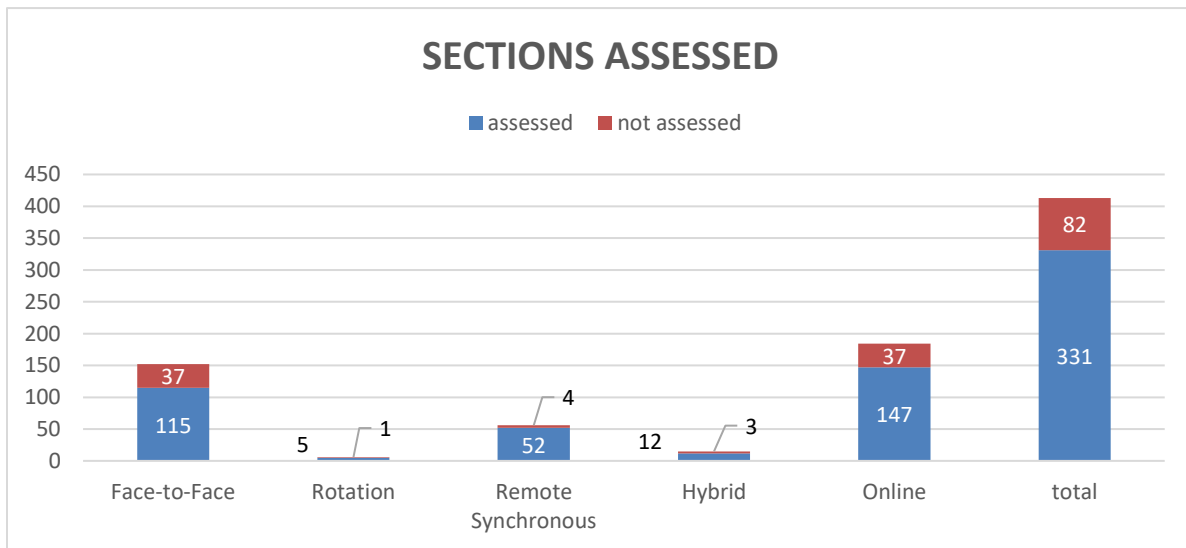
Students Enrolled versus Students Assessed

This year, 7,764 students were enrolled in 16 different courses with embedded General Education Outcomes (GEO) assessment. Of those enrolled, 4,980 (64%) participated in the assessment process.

Year	2018-19	2019-20	2020-21	2021-22
Enrolled	5,539	6,531	8,758	7,764
Percent Assessed	59%	49%	66%	64%



This year 7,764 students were enrolled in 413 different sections. Three hundred and thirty-one (80%) of those sections participated in assessment.



Observations and Interpretations

In the 2021-22 academic year, particularly in the fall, the college continued to offer a large number of remote formats compared to face-to-face. In January and February 2021, when the fall schedule was created, a very large degree of uncertainty of the severity of COVID-19 infections persisted. To mitigate the risk of having to shift from face-to-face to remote instruction, many sections continued to be offered in remote formats. Regardless of format, a very large proportion of sections participated in assessment. Overall numbers participating declined this year because Composition courses are on a 2-year cycle and data was not collected 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.

➤ While 78% of all students scored proficiently, proficiency varied by mode of instructional delivery.

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

Observations and Interpretations

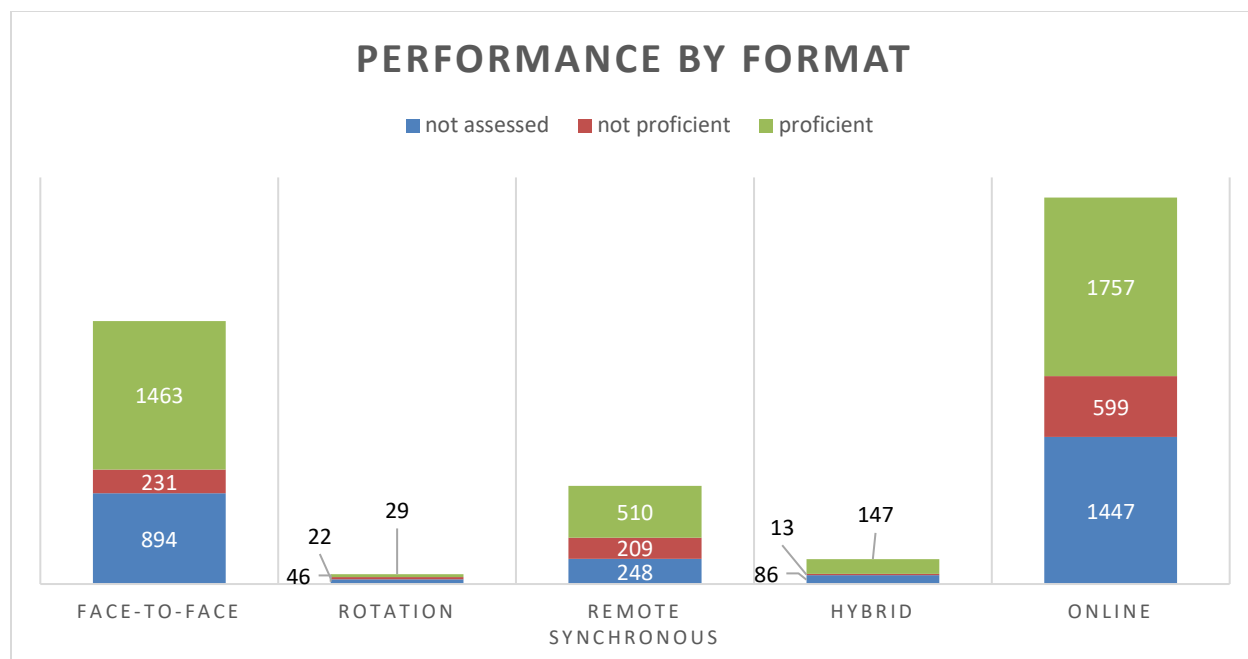
Rotation was a small number of sections limited to CHEM 1104. Only one course, Anatomy & Physiology, was reported as Hybrid and was the only course report on the Information Literacy Outcome. So, using these results as an indicator of the effectiveness of hybrid or rotation format generally is inappropriate. By comparing the three with the largest enrollments-- Face-to-Face, Remote Synchronous, and Online—the chi square analysis showed significant differences in the three groups.

Percent Assessed by Delivery Mode

Mode	Face-to-Face	Rotation	Remote Synchronous	Hybrid	Online
Percent Assessed	65%	53%	74%	65%	62%
Number Enrolled	2588	97	967	246	3803

Observations and Interpretations

The percent assessed was somewhat uniform by format and the committee felt it was adequate sample for drawing conclusions, though the number for rotation was small (51).



Trends by Instructional Delivery Format

Face-to-face format

AY	Number Enrolled	% Assessed	% Proficient
2018-2019	3740	58%	82%
2019-2020	4519	46%	73%
2020-2021	997	67%	82%
2021-2022	2588	65%	86%

Hybrid format

AY	Number Enrolled	% Assessed	% Proficient
2018-2019	317	64%	82%
2019-2020	385	38%	89%
2020-2021	233	63%	83%
2021-2022	246	65%	92%

Online format

AY	Number Enrolled	% Assessed	% Proficient
2018-2019	1472	61%	81%
2019-2020	1627	54%	73%
2020-2021	4152	67%	79%
2021-2022	3803	62%	75%

Observations and Interpretations

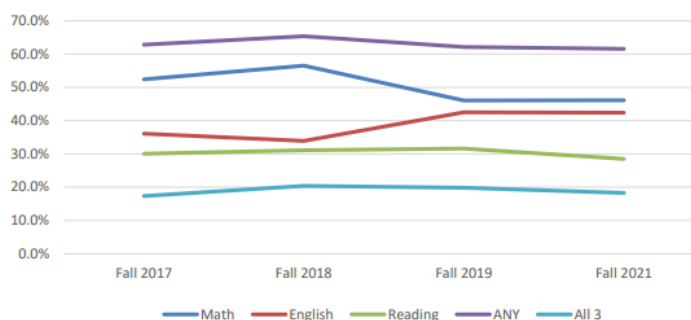
Ideally, the degree of student learning should be equivalent regardless of the format. In practice, students tend to self-select certain formats for various reasons. This non-random student grouping can lead to differences in performance. Faculty in each discipline look at their curriculum to try to address differences in performance. Note that BIOL 2214 and 2224, both science courses with labs were the only courses in the study using the Hybrid format. These two courses may not be representative of all Hybrid courses.

Placement Scores

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

First Time Freshmen* Requiring Developmental Course Work

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Number of First-time Students	1,417		1,512		1,790		1,314		1,297	
MATH										
Number Requiring Remediation	743	52.4%	855	56.5%	825	46.1%	656	49.9%	598	46.1%
ENGLISH										
Number Requiring Remediation	511	36.1%	513	33.9%	761	42.5%	557	42.4%	550	42.4%
READING										
Number Requiring Remediation	426	30.1%	470	31.1%	566	31.6%	423	32.2%	370	28.5%
ANY DEVELOPMENTAL PLACEMENT										
Number Requiring Remediation	890	62.8%	989	65.4%	1,112	62.1%	844	64.2%	799	61.6%
DEVELOPMENTAL PLACEMENT in 3 AREAS										
Number Requiring Remediation	246	17.4%	309	20.4%	355	19.8%	290	22.1%	237	18.3%



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

2019-Began using new test, Accuplacer-Next Generation

2017 - New testing standards

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

⁽¹⁾ NWACC required score on MATH placement was raised to ACT-21 and COMPASS-65

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										
2016	0	*	326	528	108	*	975	20.0	20.2	20.8
2017	0	*	338	565	106	*	1020	20.1	19.4	21
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	20.8
2021	0	*	395	497	117	11	1,028	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

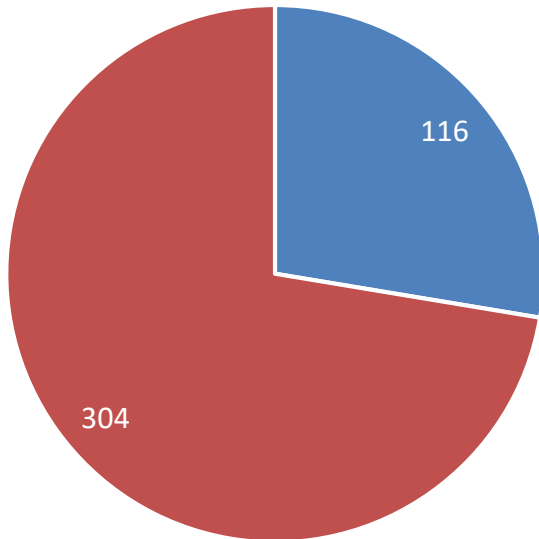
Placement Scores Observations and Interpretations

ACT scores of entering students remained substantially unchanged.

GEO Assessment Dashboard

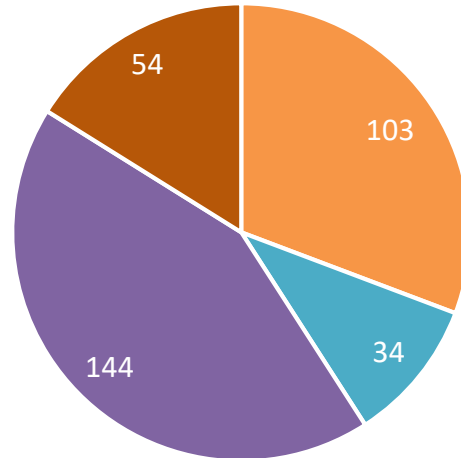
Sections by Semester

■ Spring sections ■ Fall sections

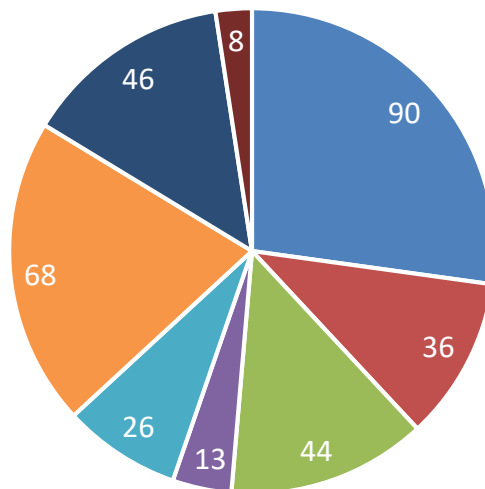


Sections Assessed by Division

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



Sections Assessed by Outcome



■ Mathematical Literacy ■ Information Literacy ■ Computer Proficiency
 ■ Writing ■ Oral communication ■ Higher order thinking skills
 ■ Cultural Perspectives ■ Reading

GEO Dashboard

Observations and Interpretations

The majority of data collection comes during the fall semester. This is consistent with past years.

This year the distribution of divisions participating in assessment shifted significantly.

Division	2020-21	2021-22
Math and Science	26%	43%
Social and Behavioral	26%	16%
Business and Computer	18%	31%
Communication and Arts	30%	10%

The shift shown in the table is due to English Composition courses not reporting this years. They are on a two year cycle and this was a non-reporting year. Last year they represented a large percentage of students, so not including them decreased Communication and Arts and gave an appearance in increase in the other divisions. In addition, accounting courses were added to those assessed this year. That addition increased the percentage for the Business and Computer division.

Overall recommendations

1. Discontinue reporting the percent sections metric because it is based on a calculation assumption that may not be correct.
2. Establish a target for percent proficient at 76%. For Fall 2019 to Fall 2022, the ABC rate for courses part of the GEO assessment process was 76%. The committee felt this criteria was appropriate for setting the target expectation.
3. Expand the number of courses/sections reporting on outcomes, particularly reading and cultural outcomes.

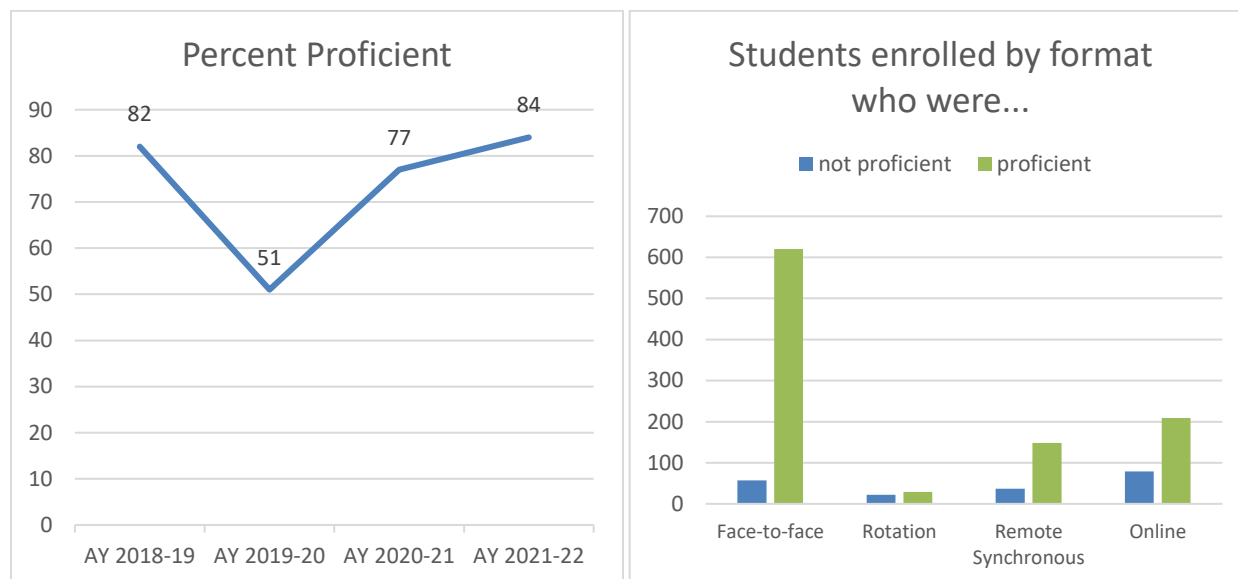
Student Performance by Outcome

To narrow the focus of each year's report, the committee is presenting in-depth analysis of only four of the eight General Education Outcomes: Mathematical Literacy, Computer Proficiency, Oral Communication and Higher Order Thinking Skills. Next year, the four other outcomes will be reviewed: Information Literacy, Reading, Writing, and Cultural Perspectives.

Performance detail: Students can achieve Mathematical Literacy

Of the 1,201 students accessed, 1,006 students (or 84%) were proficient. This is a 7-point improvement from last year. In College Algebra (MATH 1203), 92 % of students assessed met the performance target, which is largely responsible for the improvement. The faculty felt it was difficult to draw valid conclusions from this data because pandemic restriction prevented in-person, uniform exam proctoring.

Rotation was limited to CHEM 1104; faculty are evaluating why this group performed so poorly. Rotation is a format likely to be abandoned in future semesters.

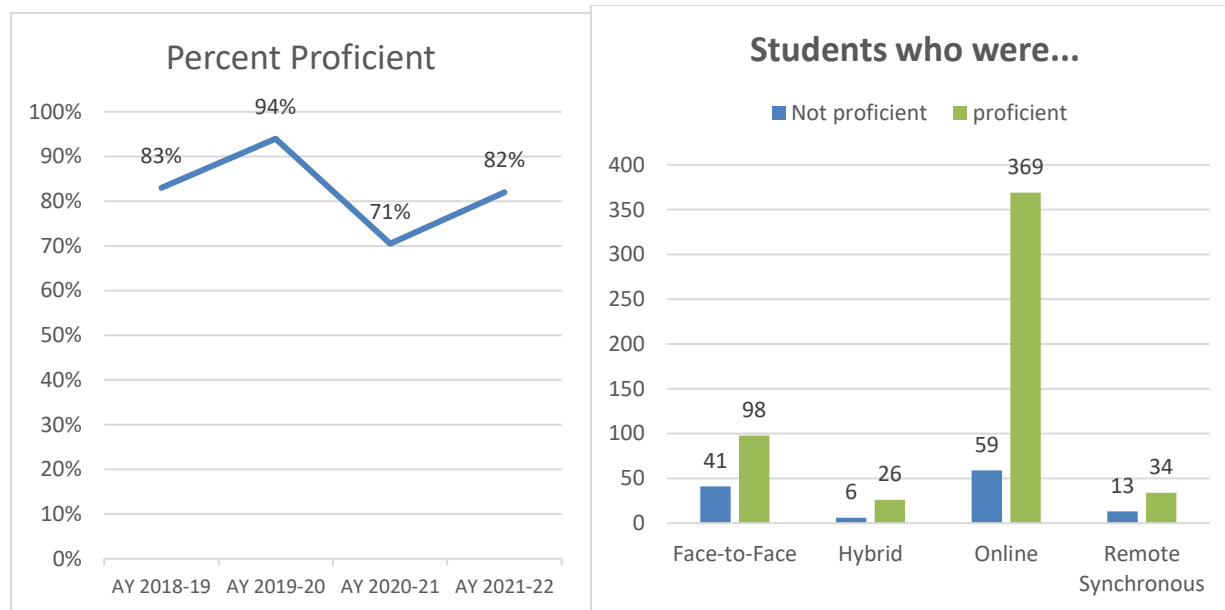


Mathematical Literacy 2021-22	Enrolled	% Assessed	% Proficient
Total # Students	1802	67%	84%
Total # Face-to-Face	916	74%	92%
Total # Online	466	62%	73%
Total # Rotation	97	53%	57%
Total # Remote synchronous	323	57%	80%
*CHEM 1104, MATH 1003,1203/R, ACCT 2023			

Mathematical Literacy 2020-21	Enrolled	% Assessed	% Proficient
Total # Students	1676	69%	77%
Total # Face-to-Face	60	100%	92%
Total # Online	314	61%	75%
Total # Rotation	564	84%	79%
Total # Remote synchronous	738	59%	73%
*CHEM 1104, MATH 1003,1203/R			

Performance detail: Students Can Use Computers Proficiently.

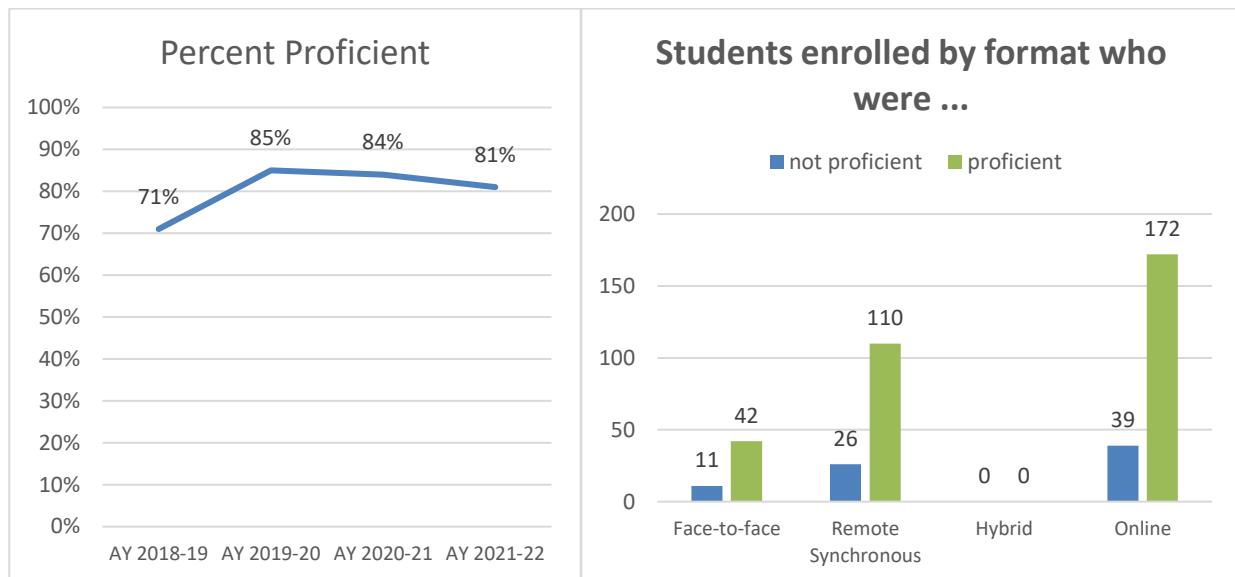
Of the 884 students enrolled, 646 (73%) were assessed (94% of sections). Of those assessed, 527 (82%) were proficient. This is an 11-point improvement from last year. The students met the target performance benchmark for the assessment. It should be noted that online students performed better than students in other formats. Faculty are looking into reasons for the differences with the intent at offering more face-to-face sections in the future.



Computer Proficiency 2021-22	Enrolled	% Assessed	% Proficient
Total # Students	884	73%	82%
Total # Face-to-Face	175	79%	71%
Total # Hybrid	41	78%	81%
Total # Online	602	71%	86%
Total # Remote Synchronous	64	73%	72%
CISQ 1103			
Computer Proficiency 2020-21	Enrolled	% Assessed	% Proficient
Total # Students	864	74%	73%
Total # Face-to-Face	0		
Total # Hybrid	107	81%	80%
Total # Online	474	74%	76%
Total # Remote synchronous	283	72%	66%
CISQ 1103			

Performance detail: Students Develop Effective Oral Communication Skills.

Of the 420 students enrolled, 400 (95%) were assessed. Of those assessed, 324 (81%) were proficient, a slight decline from last year. Percent assessed and percent proficient continue to meet the performance benchmarks set by faculty.

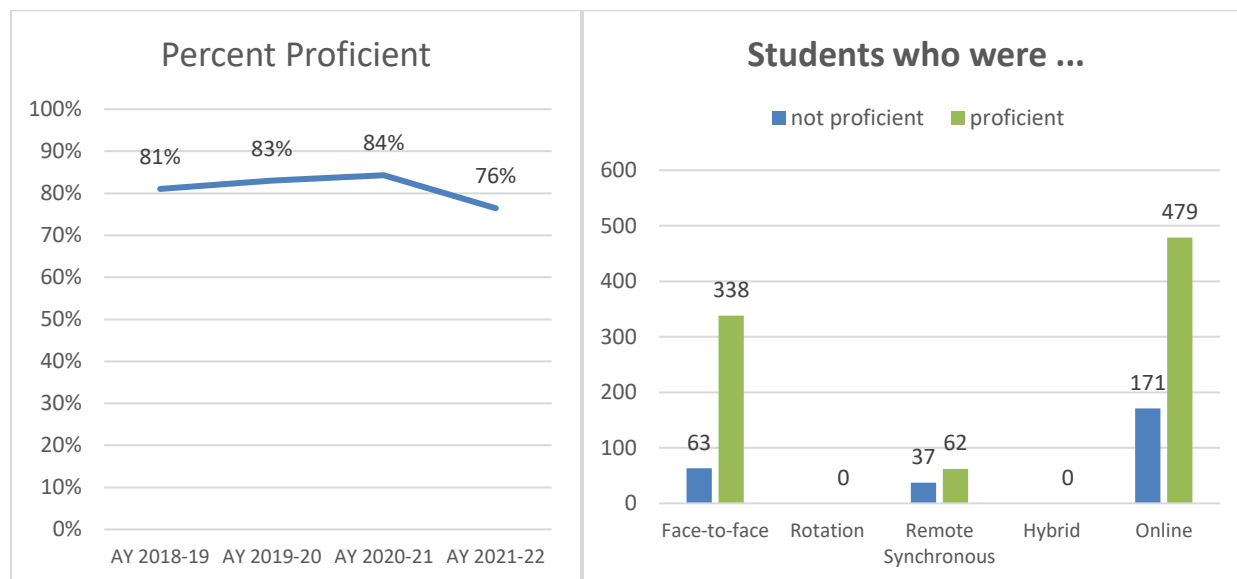


Oral Communcation 2021-22	Enrolled	% Assessed	% Proficient
Total # Students	420	95%	81%
Total # Face-to-Face	53	100%	79%
Total # Hybrid	12	0%	
Total # Online	219	96%	82%
Total # Remote synchronous	136	100%	81%
OSIM 1103; COMM 1303			

Oral Communcation 2020-21	Enrolled	% Assessed	% Proficient
Total # Students	400	99%	84%
Total # Face-to-Face	0		
Total # Hybrid	12	100%	92%
Total # Online	244	98%	83%
Total # Remote synchronous	145	100%	84%
OSIM 1103; COMM 1303			

Performance detail: Students Develop Higher Order Thinking Skills.

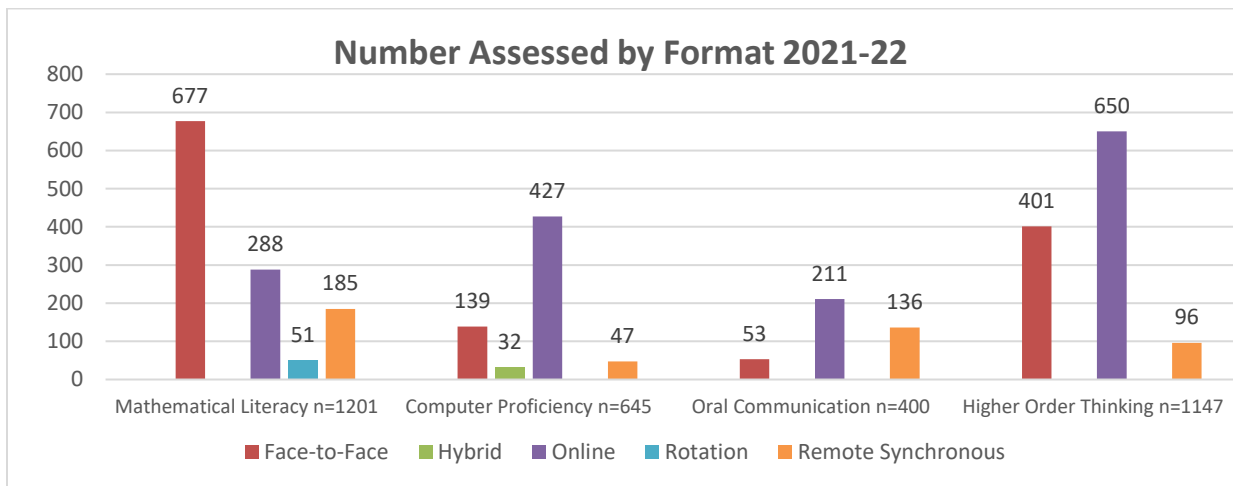
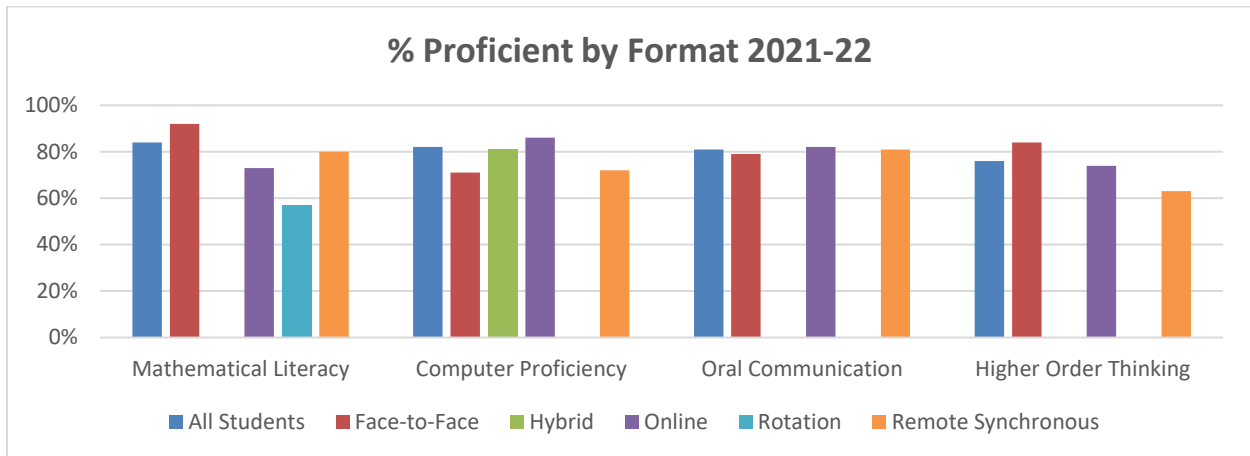
Of the 1571 students enrolled, assessed, 1150 (73%) were assessed. The percentage assessed improved significantly from 46% last year. Of those assessed, 879 (76%) were proficient, a decline from last year. Part of the explanation is due to the addition of ACCT 2023 (199 students) to the group of courses assessed. These students were also exclusively in remote formats. The ACCT students did not meet their target this year. Looking at BIOL and PYSY students, the percent proficient only dropped to 83%. ACCT faculty attributed low scores to poor student participation. They changed the testing approach and are finding better student effort.



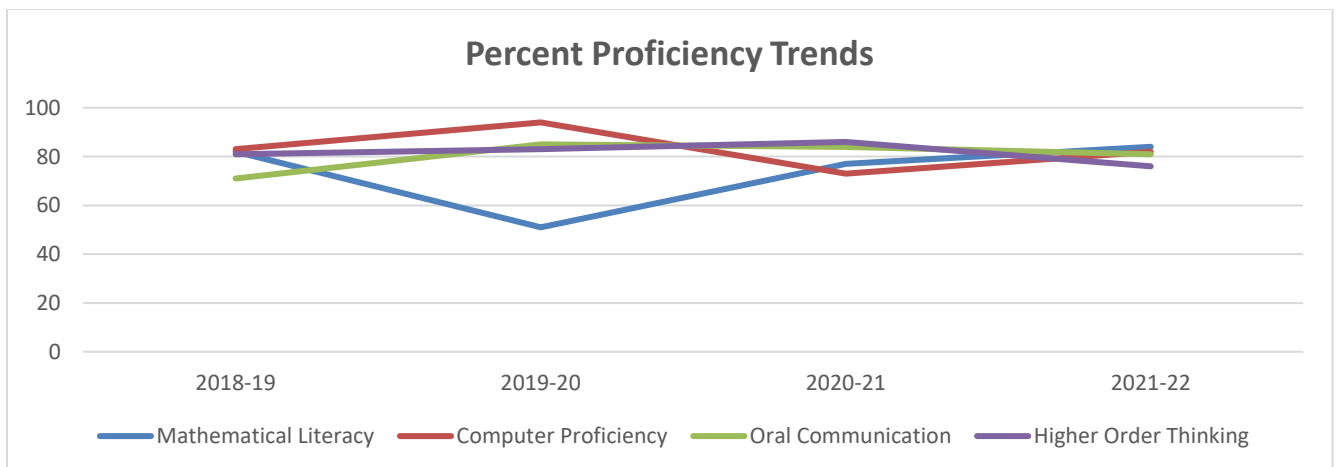
Higher Order Thinking 2021-22	Enrolled	% Assessed	% Proficient
Total # Students	1571	73%	76%
Total # Face-to-Face	554	72%	84%
Total # Hybrid	0		
Total # Online	793	82%	74%
Total # Rotation	0		
Total # Remote synchronous	161	61%	63%
BIOL 1544; PSYC 2003; ACCT 2023			

Higher Order Thinking 2020-21	Enrolled	% Assessed	% Proficient
Total # Students	1296	46%	86%
Total # Face-to-Face	416	20%	98%
Total # Hybrid	13	62%	88%
Total # Online	643	52%	87%
Total # Rotation	69	51%	89%
Total # Remote synchronous	155	83%	84%
BIOL 1544; PSYC 2003			

Summary: Performance on Four General Education Outcomes by Format



Difference in student performance by format seems to be significant in Mathematical Literacy, Computer Proficiency, and Higher Order Thinking. Note that smaller numbers assessed may not provide as accurate a sense of student performance as larger numbers. Some formats may decline or be eliminated as we move out of the pandemic.



The committee was pleased to see student performance was maintained through the pandemic disruption. The 2019-20 decline in math reflects the change in the type of math outcome assessed. The math faculty have changed the assessment process to address the variations.

Summary of recommended actions from 2021-22 data.

1. Discontinue reporting the percent sections proficient metric.
2. Establish the target for percent proficient at 76%.
3. Expand the number of courses/sections reporting on outcomes, particularly reading and cultural outcomes.
 - a. Now that the computer outcome has been updated, the committee will work to add more courses that support and assess this outcome.
 - 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.
 - c. Seek to include assessment data from co-curricular programs
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.
5. Develop a means of evaluating student growth.
6. Next year, appoint a task force to review the cultural awareness outcome.
7. Evaluate rotation of GEO outcomes reporting every other year.
8. Identify benchmarks for the percent of students assessed to help set goals (2020-21 recommendation)
9. Pursue including High School-based ECE as a separate format.

Progress on 2020-21 GEO report action plans: [progress in red]

1. Review the reading outcome followed by cultural perspectives as the next priority.
Appointed a reading review team
2. Identify and disseminate common rubrics for information literacy, writing, oral communication, and reading (this is an unaccomplished recommendation from last year). **The committee has developed a faculty handbook which can house the rubrics along with other information regarding learning assessment.**
3. Develop a means of assessing student growth in general education learning from entry to exit. One approach to pursue is categorizing the formal assessments into 3 categories- entry level, intermediate level and exit level. **Assessment coordinators are working to identify sequential courses in there areas as candidates for a growth in general education pilot study.**
4. Explore professional development opportunities to help faculty learn the process and utility of learning assessment.
Initiated the evaluation of ACUE professional development in teaching. A faculty cohort is participating this academic year. The committee also developed a handbook for use as a faculty resource. Assessment coordinators are giving input on WEAVE training for fall.