STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Arts and Sciences	**Andrew Stephan, Dean of Arts and Sciences**
Degree Program(s)/Major(s)/Certificate(s) **AA General, AS General, AS Biology, AS Premedical Professional, AS Chemistry, AS Physics, AS Mathematics, AS Mathematics – Pre-actuarial, AA English, AAS Technical Communication, AA Communication, AA Psychology, AA Applied Sociology, AS Education, AAS Early Childhood Education, AAS Early Childhood Education-Infant Toddler, AAS Early Childhood Education-Intervention Specialist, , American Sign Language One-Year Certificate, American Sign Language CEC, Infant Toddler Certificate (CEC), Grant Writing CEC, Technical Communications CEC, Early Childhood Administrator CEC**	**Academic Year (20xx/20xx)** **2017/2018**

The annual assessment summary report assists the College in documenting assessment progress and provides department chairs with assessment data needed to complete their academic program review. Department chairs will summarize information for the courses assessed in their department during the academic year. Chairs will forward their department summary report to their dean by June 8. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 29. The Provost will prepare an Academic Affairs' assessment report by July 27.

1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.

In the Arts and Sciences division a total of 41 courses were assessed this year with two of those courses being reassessed from the prior year. Out of 41 assessments no courses will need to be reassessed next year except for BIO121 which needed to be reassessed from the previous year.

Reassessed Courses

Both courses which were reassessed achieved a 70% or greater on the reassessment. The first, COM227 Intercultural Communication, had a study guide and test reviews implemented and achieved an 86% in GLO1 which was the category deficient the previous year. The second course, BIO242 Cell & Molecular Biology, the department implemented a structured project timeline with clear milestones for various aspects of the project for GLO1. For GLO2, as part of the milestones, students submitted a list of resources they used for their project and an outline of what they were doing and/or discussing. Feedback provided by the instructor allowed the students to make the necessary changes to their projects and/or reports. For GLO4, feedback provided at each milestone helped students to sharpen their critical thinking skills and provided them an opportunity to improve their work prior to the final submission. Finally, for GLO6, completion of the milestones demonstrated a student's adherence to their responsibilities not only to the course, but also to the scientific community. All GLOs in the reassessment were above 70%. BIO121 was supposed to be reassessed this cycle but will be reassessed during the next cycle.

Assessed Courses

In the Math and Sciences area, which includes Mathematics, Chemistry, Physics, Biology, Pre-Medical Professional, and Biotechnology, a total of 6 courses were assessed and one reassessed. In the biological sciences area, 6 courses were assessed. Of the 6, all had GLO percentages above 70%. In Chemistry and Physics, a total of three courses were assessed all achieving above 70%. In Mathematics, two courses were assessed all achieving above 70%.

In the Education and Social Sciences department, which includes Applied Sociology, Psychology, Education, Early Childhood Education, and American Sign Language, a total of thirteen courses were assessed with no need for reassessment. Five of these courses lie within the AA General degree.

In the English and Modern Languages department, nine courses were assessed all achieving above 70%. Due to the inability to run or assess CHN100 and CHN200 have been retired.

Lastly, in the Communications, Humanities, and Reading department, 6 courses were assessed with one class, Intercultural Communication (COM227) being reassessed from the previous cycle. All achieved above 70%.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 40/ 178 = 22% (ex. 8/45=18%)

Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year. Re-assessed courses should not be included in this section. Report re-assessed courses in 1b below. (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	57 FT	53 Adjunct		
Modality:	91 F2F	2 W2	42 W3	3 W4
Campus:	88 Main	17 Satellite	12 College Credit Plus	3 Early College
Time:	81 Day	15 Evening	0 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 2/178 = 1% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	2 FT	0 Adjunct		
Modality:	2 F2F	0 W2	0 W3	0 W4
Campus:	2 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	2 Day	0 Evening	0 Weekend	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 23/23 = 100% (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 6/6 = 100% (**To be completed by Deans ONLY)** (ex. 4/4=100%)

2. List the evaluation methods used to evaluate the GLOs and PLOs. Refer to examples on the course assessment templates and in the assessment handbook available on *mystarkstate*.		
General Learning Outcomes (GLOs)		Program Learning Outcomes (PLOs)
		NA for academic year, 2010-2011
		NA for academic year, 2011-2012
Attendance/participation	Observations/reports	Comprehensive Capstone Examination
Autobiography	Oral examinations/presentations	Provide Community Learning Experiences
Capstone Courses	Performance-based assessments	Apply problem solving skills using mathematical and physical reasoning, including applying the scientific method.
Presentations	Portfolio development, revision and assessment	Work professionally within a group in a laboratory setting
Case Studies	Practicum visitation, evaluation, portfolio design	Write technical reports at a level appropriate for a scientific audience.
Examinations/Quizzes	Presentations/Speeches - Oral/demonstrative	Master Portfolio development skills
Cooperating Teacher evaluations	Progress reports	Gain knowledge/confidence while speaking
Research Assignments	Rubrics	Master writing skills
Digital Platform Writing	Social Media / Web Page / Blog projects	Understand different types of media
Discussions (Graded)	Student Assessments	Follow rubrics
Essays - Individual/Collaborative	Workshops	Gain knowledge/competence through research.
Exhibitions/demonstrations	Writing/Editing Workshops	Master Written/Oral Communication Skills
Film appreciation/evaluation	Writing/Journaling	Analyze different audiences in various contexts through informal and formal writing.
Group/Collaborative projects	Written/oral Communication	Demonstrate familiarity with research methods.
Homework	Film critique	Identify historical contexts and current issues in literary and/or writing studies.
Surveys	Learning Center visits	Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.
Journals	Charla	Community Learning Experience reports
Lab Experiments/Notebook	La Mini Presentacio	Practicum site visitation evaluation
Lab practicals/reports	Entrevista la Professora	Practicum activity plan evaluation
		Cooperating Teacher evaluation
		Practicum portfolio
		Demonstrate proficiency in solving problems which represent the essence of the mathematical sciences.
		Demonstrate proficiency in using technology to solve problems, promote understanding, and investigate mathematical topics

3. Include evidence of students achieving or not achieving the learning outcomes. List each course assessed and re-assessed with the GLOs for each course including the complete data and percentages.

Course Assessed or Reassessed	GLO1: Effective Communication			GLO2: Quantitative Literacy			GLO3: Information Literacy			GLO4: Critical Thinking			GLO5: Global & Diversity Awareness			GLO6: Civic, Professional, & Ethical Responsibility		
ASL122	37	39	95%				35	39	90%	35	39	90%	34	39	87%	158	195	81%
BIO101	455	578	79%				229	248	92%									
BIO 141	84	89	93%	75	93	82%	78	81	98%	83	89	94%	39	42	93%	44	47	94%
BIO142	37	43	93%	118	134	88%	124	140	93%	150	170	88%	100	131	80%	59	66	90%
BIO241	8	8	100%	7	8	87.50%	6	8	75%	7	8	87.50%	7	8	87.50%	8	8	100%
CST121	15	15	100%	15	15	100%	15	15	100%	15	15	100%						
SCI273	5	6	83%	5	6	83%	6	6	100%	5	6	83%	6	6	100%	6	6	100%
BIO242	11	14	79%	12	14	86%	12	14	86%	6	7	86%	6	7	86%	12	14	86%
CHM105	134	166	81%	134	166	81%	97	126	78%	134	166	81%	20	44	45%	20	44	45%
CHM205	60	65	92%	60	65	92%	60	65	92%	46	51	90%	10	13	77%	10	13	77%
CHM243	27	28	97%	13	14	93%	13	14	93%	28	28	100%						
CHM244	11	12	92%	10	12	83.30%	11	12	92%	10	12	83.30%						
PHY221	13	16	82%	50	62	81%	24	30	80%	50	62	81%						
PHY222	13	15	86%	39	45	86%	25	30	83%	39	45	86%						
COM227	6	7	86%															
PHL122	523	568	92%				317	334	94%	317	334	94%	176	194	90%	305	326	94%
HIS122	321	360	89%				373	439	85%	346	367	94%	119	124	96%	423	437	97%
HIS121	1271	1514	84%				468	599	78%	238	283	84%	222	255	87%	279	331	84%
HIS221	44	46	96%				41	46	89%	39	46	85%	38	46	83%	38	46	83%
HIS222	54	74	73%				60	76	79%	95	108	88%	31	36	86%	54	68	79%
EDU122	56	57	98%				34	38	89%	33	38	87%				19	19	100%
EDU124	216	225	96%				216	225	96%	144	150	96%	144	150	96%	144	150	96%
EDU223	237	276	86%				121	132	92%	82	87	94%	237	276	86%	237	276	86%
EDU225	437	441	99%				437	441	99%	437	441	99%	388	392	99%	241	245	98%
EDU230	13	14	93%				6	7	85%	38	42	90%	38	42	90%	38	42	90%
ENG011	49	52	94%				33	52	63%	45	52	87%	48	49	98%	45	52	87%
ENG233	36	43	84%				36	43	84%	37	43	86%	36	43	84%	35	43	81%
ENG234	27	44	61%				30	44	68%	39	44	89%	35	44	80%	38	44	86%
ENG236	33	40	83%				19	25	76%	23	25	92%	20	24	83%	20	24	83%
ENG237	31	33	94%				14	17	82%	16	17	94%	16	17	94%	16	17	94%
ENG235	8	9	89%				7	9	78%	7	9	78%	8	8	100%	7	9	78%

(3. Continued.)

ENG239	21	21	100%				21	21	100%	21	21	100%	21	21	100%	20	21	95%
ENG240	5	6	83%				6	6	100%	4	4	100%	4	4	100%	6	6	100%
ENG241	5	5	100%				5	5	100%	5	5	100%	3	3	100%	5	5	100%
SPN200	190	198	96%				117	120	96%	58	59	98%	58	59	100%	115	119	97%
MTH223	53	64	83%	53	64	83%	53	64	83%	53	64	83%						
MTH224	24	30	80%	24	30	80%	24	30	80%	24	30	80%						
PSY121	615	713	86%				624	703	89%	624	698	89%	589	699	85%	644	737	87%
PSY220	30	38	79%				45	47	96%	32	42	76%	25	33	76%	21	25	84%
SOC121	207	228	91%				206	226	91%	179	208	86%	198	214	93%	185	203	91%
SOC122	10	11	91%				10	11	91%	8	11	73%						
SOC221	8	8	100%				6	6	100%	5	5	100%	7	8	88%	10	10	100%
SOC229	7	7	100%				7	7	100%	7	7	100%	7	7	100%	7	7	100%
PSC121	141	171	82%				111	139	80%	137	171	80%	146	171	85%	154	171	90%
	5588	6397	89%	615	728	86.22%	4182	4740	88%	3701	4109	89%	2836	3209	89%	3423	3826	89%

A & S TOTALS	5588/6397 **89%**	615/728 **86%**	4182/4740 **88%**	3701/4109 **89%**	2836/3209 **89%**	3423/3826 **89%**

4. Outline and summarize the action plans that have been developed to improve student learning based on the evidence for this year.

Overall, no action plans need to be developed for Arts and Sciences based on course assessment as each GLO is well above the 70% threshold. However, each department continues to improve course material and pedagogy especially in areas where single assessments generated less than the 70% mark. Through other assessments, it's been determined that the retirement of Biotechnology and the Sustainable Agriculture courses is needed to better serve the students. Those courses will not be included in next year's cycle. Other changes include the shifting of the Political Science courses to the Health and Human Services Division to align with the Government Studies program. Finally, a number of changes have been made to the Education courses to stay current with TAG requirements. These will be in effect during the next cycle. The division is also continuing it's investigation in retention and success equity gaps in developmental education and have fully put in effect co-requisite remediation for both College Composition and Statistics.

Outside of the curriculum, the Arts and Sciences division continues to stay very active in student clubs which adds a very rich learning experience for our students. The faculty members work very close with the students and this medium provides additional application of course concepts and material which are put in practice. Examples include the Education Honor Society Kappa Delta Pi, Ski and Snowboarding club, Tri Beta Biological Honor Society, the Chemistry Club, the Between the Covers reading club, Pre-medical Professional club, the Biology Honors Society, Stark Raving Writers, the Physics and Astronomy club, Future Speakers, American Sign Language Club, the Mathematics Honors Society Mu Alpha Theta, STEM day, Education day and the Psychology Honors Society Psi Beta (which runs the Stark State Students Serving Students food pantry).

5. What steps did you take to ensure shared responsibility from faculty/staff/students/advisory boards/etc. for student learning and assessment of student learning?

The GLOs and evaluation methods used to assess courses were discussed at division leadership, department, coordinator, and advisory board meetings. The meetings included discussions on the connection between GLOs and course learning objectives through specific assignments as well as higher level conversations on assessment. This resulted in shared responsibility for assessment. The department chairs required that the faculty members complete the forms themselves and followed up with those faculty members who did not complete the forms with accuracy. Corrections were made by the individual instructors when errors occurred. The coordinators worked with the department chairs to collect the data for each course and worked closely with instructors throughout the year to ensure comprehension of the process. Outside of direct assessment, all faculty are involved in course development, course material development (such as lab manuals), and many are involved in the numerous student clubs housed within the Arts and Sciences division.

6. Identify the steps you plan to take to improve the effectiveness of the efforts to assess and improve student learning for next year.

Steps for Improvement	Resource(s) Needed
Encourage faculty members to attend professional development events including but not limited to internal events.	Professional development dollars and in-house events such as JOLT, retreat, Best Practices, etc.
Continue to provide a strong tutoring foundation in sciences, math, and writing as well as the other major courses in the division.	Learning Center personnel and faculty utilizing a single office hour per week.
Continue to work on OTM and TAG courses to assure common outcomes across the state	OTM coordinator and faculty course development
Incorporate TAG (Transfer Assurance Guide) changes, if and when they are determined for relevant programs	Ohio Department of Higher Education, Ohio Two-Year Coalition of Early Childhood Education Programs
Work on co-requisite remediation strategies	Faculty
Track enrollment data for programs	Data reports
Annual Program Review and Appendix I	Dean/Department Chairs
Program development and course articulation	Dean/Department Chairs
Monitor delivery of courses via College Credit Plus	Department chairs, Coordinators
Continue to hold Advisory Committee Meetings	Department Chairs, Faculty
On-going discussions of course assessment and student success at department meetings and advisory committees	Faculty, advisory board members, meeting space
Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies	FT Faculty
Review Assessment: GLO / PLO evaluation criteria/method	Faculty involvement – additional meeting and work time
Prepare for state program evaluations	Faculty outside the department with expertise to help train, advise, guide

6. Identify the steps you plan to take to improve the effectiveness of the efforts to assess and improve student learning for next year. *(Continued.)*	
Monitor success of grading rubrics.	Faculty involvement and interaction – department meeting time
Plan active learning educational opportunities in the Science Learning Center and expand Supplemental Instruction and provide workshops on topics students find especially difficult.	Faculty involvement and interaction – department meeting time
Expand peer mentoring in open labs and in faculty lab courses.	Faculty involvement and interaction – department meeting time
Review the outcomes of faculty's student success goals (addressed on Performance Evaluations). Work with faculty to map out what they need in order to accomplish their goals.	Focus group meetings to review the results when rubrics were used.
Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	Faculty
For improvement in all classes, encourage instructors to attend professional development opportunities offered both on campus and through outside resources when funding is available.	Faculty, professional development, BRIDGE
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	Meeting time
Continue "Best Practices" workshops geared towards mathematics instructors. These should be held regularly each semester.	Best practices workshops and volunteers
Discuss course assessment frequently during department meetings.	Meeting time
Expand course/faculty mentors and continue supporting adjunct faculty ensuring consistency of teaching methods and assessment strategies	Stipends for attendees.
On-going discussions of course assessment and student success at department meetings and advisory committees	Meeting time
Conduct professional development meeting with full time, adjuncts, and dual credit instructors	Meeting time
Continue to review curriculum, textbooks and lab manuals and communicate with faculty from other institutions for ideas.	Faculty
Continue assessment training for both full time faculty and adjuncts, including dual credit.	Meeting time
Discuss learning outcomes, assignments, and methods of delivery during department meetings.	Meeting time