



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Arts and Sciences	Chair/Dean Andrew Stephan
Degree Program(s)/Major(s)/Certificate(s) AS Biology, AS Premedical Professional, AAS Biotechnology, AS Chemistry, AS Physics, AS Mathematics, AS Mathematics – Preactuarial, AS General, AA English Composition, AA English Literature, 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, Early Childhood Administrator CEC, American Sign Language One-Year Certificate, American Sign Language CEC, Infant Toddler Certificate (CEC), Grant Writing CEC, Biotechnology CEC	Academic Year (20xx/20xx) 2016-2017
<p>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 10. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 1. The Provost will prepare an Academic Affairs' assessment report by July 29.</p>	
<p>1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.</p>	
<p>In the Arts and Sciences division a total of 65 courses were assessed this year with three of those courses being reassessed from the prior year. Out of 65 assessments two will need to be reassessed next cycle.</p> <p>In the Math and Sciences area, which includes Mathematics, Chemistry, Physics, Biology, Pre-Medical Professional, and Biotechnology, a total of 22 courses were assessed and one reassessed. In the biological sciences area, 13 courses were assessed. Of the 13, Anatomy and Physiology I (BIO121) and Cell & Molecular Biology (BIO242) will need to be reassessed. For BIO121, outcomes were below 70% for GLO3 and for Cell & Molecular Biology (BIO242), GLO's below 70% were 1 Effective Communication, 2 Information Literacy, 4 Critical Thinking, and 6 Civic, Professional Responsibility. In the Math area, a total of four courses were assessed and all were above 70%. Similarly, in Chemistry and Physics, a total of three courses were assessed all achieving above 70%.</p> <p>In the Education and Social Sciences department, a total of thirteen courses were assessed with no need for reassessment. Five of these courses lie within the AA General degree.</p> <p>In the English and Modern Languages department, ten courses were assessed all achieving above 70%. The department is still unable to run nor assess CHN100 and CHN200 due to low enrollment in the courses.</p> <p>In the Communications, Humanities, and Reading department, 13 courses were assessed with one class Intercultural Communication (COM227) falling <u>below the 70% threshold in GLO 1. This course will be reassessed next year.</u></p>	

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 62/173 = 36%
(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:	102 FT	97 Adjunct		
Modality:	653 F2F	20 W2	59 W3	4 W4
Campus:	461 Main	191 Satellite	22 College Credit Plus	12 Early College
Time:	502 Day	122 Evening	28 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 3/173 = 2% (ex. 8/45 = 18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	2 FT	2 Adjunct		
Modality:	9 F2F	1 W2	0 W3	0 W4
Campus:	10 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	7 Day	2 Evening	1 Weekend	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates = 23/24 = 96% (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)
• Attendance/participation	• News Article	• Master Written/Oral Communication Skills
• Autobiography	• Observations/reports	• Provide Community Learning Experiences
• Capstone Courses	• Oral examinations/presentations	• Perform Critical/Creative Thinking Skills
• Capstone Presentations/Examinations	• Performance-based assessments	• Obtain Intercultural knowledge/competence
• Case Studies	• Portfolio development, revision and assessment	• Master Skills for lifelong learning
• Civic knowledge/engagement	• Practicum visitation, evaluation, portfolio design	• Master Portfolio development skills
• Cooperating Teacher evaluations	• Presentations/Speeches - Oral/demonstrative	• Gain knowledge/confidence while speaking
• Critical and Creative Thinking	• Progress reports	• Master writing skills

• Digital Platform Writing	• Quizzes, Exams and Tests / Comprehensive	• Understand different types of media
• Discussions (Graded)	• Research Assignments	• Follow rubrics
• Essays - Individual/Collaborative	• Rubrics	• Gain knowledge/competence through research.
• Exhibitions/demonstrations	• Skills for lifelong learning	• Master Written/Oral Communication Skills
• Film appreciation/evaluation	• Social Media / Web Page / Blog projects	
• Group/Collaborative projects	• Speech	
• Homework	• Student Assessments	
• Intercultural knowledge/competence	• Surveys	
• Journals	• Workshops	
• Lab Experiments/Notebook	• Writing/Editing Workshops	
• Lab practicals/reports	• Writing/Journaling	
• Learning Center visits	• Written/oral Communication	

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		
ASL121	108	114	95%				37	38	97%	90	95	95%	90	95	95%	37	38	97%
ASL124	82	91	90%				10	13	76%	82	91	90%	45	52	87%	56	65	86%
BIO121 (Spring 18)	104	132	78%	108	135	80%	95	141	67%	90	121	74%						
BIO122 (Spring 17)	223	247	90%	187	247	75%	258	300	84%	269	312	85%				89	91	98%
BIO123 (Fall 16)	101	108	91%	124	130	95%	104	107	96%	102	106	97%						
BIO125 (Fall 16)	625	767	81%				625	767	81%									
BIO126 (Fall 16)	504	523	97%	322	371	87%	335	368	91%	330	339	97%	371	414	89%	183	186	98%
BIO127 (Spring 17)	103	143	72%	115	139	83%	103	143	72%	121	141	83%	118	143	83%	113	143	79%
BIO128 (Spring 17)	22	23	96%				21	23	91%	21	23	91%	21	23	91%	19	22	86%
BIO130 (Fall 16)	44	45	98%				42	45	93%	36	45	80%	39	48	87%	38	45	84%
BIO221 (Fall 16)				85	107	79%												
BIO242 (Spring 18)	13	18	73%	14	18	78%	13	18	73%	6	9	67%	7	9	78%	13	18	73%
CHM241	35	36	97%	35	36	97%	35	36	97%	35	36	97%				9	9	100%
CHM242	33	35	94%	33	35	94%	14	14	100%	33	35	94%				14	14	100%
COM121 (Spring 17)	1241	1460	85%				1139	1286	89%	874	987	89%	1008	1207	84%	645	711	90%
COM122 (Fall 16)	411	443	94%							297	319	93%	240	248	96%	262	296	88%
COM123 (Fall 16)	304	327	93%				48	52	92%	304	327	93%	170	180	94%	146	154	95%
COM125 (Fall 16)	250	276	90%							250	276	90%	250	276	90%	73	75	97%
COM126 (Spring 17)	20	20	100%				47	52	90%	10	10	100%	47	52	90%	47	52	90%
COM223 (Fall 16)	191	228	84%							191	228	84%				197	249	79%
COM225 (Spring 17)	113	119	94%							113	119	94%	113	119	94%	113	119	94%
COM227 (Fall 16)	16	26	61%							7	9	77%	9	9	100%	7	8	88%
COM228 (Fall 16)	18	18	100%				17	18	94%	8	9	89%	38	45	84%	38	45	84%
COM229 (Spring 17)	9	10	90%				8	10	80%	10	10	100%	8	10	80%	9	10	90%
CST121 (Spring 17)	12	12	100%	12	12	100%	12	12	100%	12	12	100%						
ECO141 (Fall 16)	8	8	100%	7	8	88%	3	4	75%	8	8	100%	3	4	75%	8	8	100%
EDU123	48	51	94%				91	105	87%	60	70	86%				53	54	98%
EDU126	29	32	91%	46	46	100%	32	32	100%	25	30	83%	28	31	90%	43	45	96%
EDU128	166	168	99%				152	154	99%	152	154	99%	152	154	99%	166	168	99%
EDU129	134	140	96%				134	140	96%	134	140	96%	134	140	96%	134	140	96%
EDU224	56	66	85%	42	42	100%	22	23	96%	44	44	100%	48	49	98%	45	45	100%
EDU227	64	64	100%				38	38	100%	26	26	100%	26	26	100%			

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. *(Continued)*.

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		
ENG010	97	105	92%							97	105	92%	98	105	93%	75	105	71%
ENG124	272	286	95%				242	275	88%	262	270	97%	260	274	95%	249	271	92%
ENG125	60	63	95%				27	28	97%	44	46	96%	27	28	96%	27	27	100%
ENG126	166	173	96%				36	37	97%	36	37	97%	36	37	97%	36	37	97%
ENG227	89	97	92%				31	32	97%	73	78	94%	54	64	84%	41	50	82%
ENG228	75	79	95%				75	79	95%	75	79	95%	75	79	95%	75	79	95%
ENG229	16	16	100%	3	3	100%	6	6	100%	11	11	100%	6	6	100%	6	6	100%
ENG231	218	233	94%				197	207	95%	219	233	94%	226	234	97%	217	233	93%
ENG232	24	24	100%				8	8	100%	16	18	89%	8	8	100%	12	12	100%
ENG238	10	10	100%				10	10	100%	10	10	100%	10	10	100%	10	10	100%
IDS101 (Spring 17)	67	79	85%				214	259	83%	31	35	89%						
IDS102 (Spring 17)	676	879	77%				1605	1725	93%	180	186	97%						
IDS115 (Spring 17)	173	174	99%	38	40	95%	78	84	83%	126	136	93%	54	56	96%	136	136	100%
PHY101	67	71	94%	199	214	93%	136	142	96%	199	214	93%						
PSY121	1028	1202	86%				768	869	88%	1013	1157	88%	952	1083	88%	909	1031	88%
PSY122	14	15	93%				12	15	80%	12	15	80%	14	15	93%	12	15	80%
PSY123	278	391	71%				190	206	92%	271	295	92%	265	293	90%	127	147	86%
PSY124	33	39	87%				28	31	90%	35	39	90%	33	46	72%	30	36	83%
PSY220	83	88	94%				62	65	95%	67	85	79%	56	62	90%	65	66	98%
PSY221	87	88	99%				81	87	93%	75	88	85%	72	85	85%	68	84	81%
PSY222	69	70	99%				62	63	98%	132	158	84%	59	68	87%	61	68	90%
SCI273 (Spring 17)	37	37	100%	31	31	100%	37	37	100%	43	43	100%	18	18	100%	18	18	100%
SOC222	22	22	100%				20	22	90%	24	24	100%	19	19	100%	19	19	100%
SOC225	158	169	93%				142	161	88%	136	160	85%	147	168	88%	149	168	89%
SOC228	3	3	100%				3	3	100%				2	3	67%			

8909	10163	92%	1401	1614	91%	7505	8390	91%	6927	7653	91%	5456	6095	91%	4899	5428	92%
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A&S TOTALS	8909/10163 92%			1401/1614 91%			7505/8390 91%			6927/7653 88%			5456/6095 91%			4899/5428 92%		
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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 needed to be developed for Arts and Sciences. However, each department continues to improve course material and pedagogy.

Outside of the curriculum, the Arts and Sciences division is and plans 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 Stark State Readers, 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, and the Psychology Honors Society Psi Beta (which runs the Stark State Students Serving Students food pantry). The division is also investigating retention and success equity gaps in developmental education.

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
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