## STARK STATE COLLEGE
## ASSESSMENT SUMMARY REPORT

| Department/Division<br>**Business and Information Technology Division** | Chair/Dean<br>**Dan Fuline/René Eneix** |
|---|---|
| Degree Program(s)/Major(s)/Certificate(s)<br>**Accounting and Finance:**<br>Accounting – Corporate Major, Accounting – CPA Major, Bookkeeping One-Year Certificate, Computer-Integrated Accounting – One-Year Certificate, Enrolled Agent – One-Year Certificate, Fundamental Payroll – One-Year Certificate, Accounting – Tax Major, Accounting – Computer Information Major, Accounting Services for Health Administration Major, Banking Associate – One-Year Certificate, Accounting – Forensic Accounting Major, Corporate Finance<br>**Administrative Services and Office Applications:**<br>Administrative Office Professional (majors + 1-year), Legal Assisting (+ 1-year), Judicial Court Reporting, Training and Development<br>**Computer Science and Information Systems:**<br>Computer Engineering, Computer Science (including Video Game and Mobile Application Development Major), Computer Programming and Database (including Geographic Information Systems major and 1-year Database Systems Certificate), Management Information Systems (Including Help Desk and Medical Informatics majors, and 1-year Computer Maintenance and Desktop Support Certificate), Web Design and Development (including Web Design major and 1-year Web Design Certificate) and all associated CECs.<br>**Information Security and Digital Media:**<br>Computer Graphic Arts, Computer Graphic Arts-Digital Photography Option, Computer Network Administration and Security Technology, Computer Network Administration and Security Technology-Cisco Network Administration Option, Computer Network Administration and Security Technology-Unix/Linux Database Administration Option, Digital Video Media Technology, 3D Motion Graphics Technology, Homeland Security Information Technology, Cyber Security and Computer Forensics Technology,  Music Production and Engineering Technology<br>**Management and Marketing:**<br>Business Management, Business Management-Health Services Major, Business Management – Finance Major, Business Management-Human Resources Major, Business Management-Kent State University-BBA Major, Business Management-Sports Management Major, Marketing and Sales Management, Business Management-Gaming Management Major, Entrepreneurship (Career Enhancement Certificate), Entrepreneurship (One Year Certificate), Business Management-Entrepreneurship Major. | Academic Year (20xx/20xx)<br>**2016/2017** |

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.

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

During the 2016-2017 AY, the five departments began the new three-year cycle of course assessment (GLOs). Any achievement level for any evaluation method that fell below the 70% minimum college standard was reassessed during spring 17 or will be reassessed in a future semester during this three-year cycle (FA16-SP19). A total of 56 courses were assessed and 2 courses were re-assessed. Fulltime faculty members continue to work closely with those faculty (full-time and adjunct) who teach sections of the courses they coordinate/facilitate/lead to provide direction and gain feedback on assignments/assessments. Faculty will evaluate and implement plans for improvement as stated on the course assessment forms. Improvements will be monitored by the respective department chairs overseeing the course/program.

The BIT Division (five departments) assessed 56 courses and reassessed 2 courses during the 2016-2017 AY.
- Effective Communication (GLO1): Four classes fell below the 70% threshold and will be reassessed.
- Quantitative Literacy (GLO2): Five classes fell below the 70% threshold and will be reassessed.
- Information Literacy (GLO3): Three classes fell below the 70% threshold and will be reassessed.
- Critical Thinking (GLO4): Five classes fell below the 70% threshold and will be reassessed.
- Global and Diversity Awareness (GLO5): One class fell below the 70% threshold and will be reassessed.
- Civic, Professional, and Ethical Responsibility (GLO6): Two classes fell below the 70% threshold and will be reassessed.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = **56/246 = 23.5%** (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: | 24 FT | 21 Adjunct | | |
|---|---|---|---|---|
| Modality: | 49 F2F | 5 W2 | 36 W3 | 4 W4 |
| Campus: | 64 Main | 3 Satellite | 1 College Credit Plus | 4 Early College |
| Time: | 55 Day | 12 Evening | 0 Weekend | |

1b. Courses re-assessed/total number of eligible courses in your department or division = **2/246 = .8%** (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: | 5 F2F | 0 W2 | 3 W3 | 0 W4 |
| Campus: | 5 Main | 0 Satellite | 0 College Credit Plus | 0 Early College |
| Time: | 4 Day | 1 Evening | 0 Weekend | |

| 1c. | Programs, options, certificates affected by assessment/eligible programs, majors, certificates= **47/54 = 87%** (ex. 1/3=33%) |
| 1d. | Departments participating in assessment/eligible departments= **5/5 = 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) |
|---|---|---|
| Chapter Tests and Exams | Effective Communication (GLO1)<br>Quantitative Literacy (GLO2)<br>Information Literacy (GLO3)<br>Critical Thinking (GLO4)<br>Global and Diversity Awareness (GLO5)<br>Civic, Professional, and Ethical Responsibility (GLO6) | PLO's are being reviewed and updated in all departments in the BIT division all programs and one-year certificates for the 2013-2016 three-year cycle. The departments will again review the PLOs during the 2016-2019 cycle to ensure alignment. |
| Quizzes | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Research Projects | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016

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|---|---|---|
| Case Studies and Briefs | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Discussion Forums | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Team Research Paper | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| In-Class Team Presentations | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Online Assignments | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy | |

| | | |
|---|---|---|
| | (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Peer Evaluations | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Written Reports | Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global and Diversity Awareness (GLO5); Civic, Professional, and Ethical Responsibility (GLO6) | |
| Production progress checks | Effective Communication (GLO1)<br>Information Literacy (GLO3)<br>Critical Thinking (GLO4)<br>Civic, Professional, and Ethical Responsibility (GLO6) | |
| Presentation | Effective Communication (GLO1)<br>Global and Diversity Awareness (GLO5)<br>Civic, Professional, and Ethical Responsibility (GLO6) | |
| Capstone Projects | Effective Communication (GLO1) | |

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|---|---|---|
| | Quantitative Literacy (GLO2) Information Literacy (GLO3) Critical Thinking (GLO4) Global and Diversity Awareness (GLO5) Civic, Professional, and Ethical Responsibility (GLO6) | |
| Logistics/Critical Thinking exercises | Effective Communication (GLO1) Quantitative Literacy (GLO2) Information Literacy (GLO3) Critical Thinking (GLO4) Global and Diversity Awareness (GLO5) Civic, Professional, and Ethical Responsibility (GLO6) | |
| Negotiation exercises | Global and Diversity Awareness (GLO5) | |
| Strategy Formulation and Decision Making exercises | Effective Communication (GLO1) Quantitative Literacy (GLO2) Information Literacy (GLO3) Critical Thinking (GLO4) Global and Diversity Awareness (GLO5) Civic, Professional, and Ethical Responsibility (GLO6) | |

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 Re-Assessed | GLO1: Effective Communication | GLO2: Quantitative Literacy | GLO3: Information Literacy | GLO4: Critical Thinking | GLO5: Global & Diversity Awareness | GLO6: Civic, Professional, & Ethical Responsibility |
|---|---|---|---|---|---|---|
| 58 | 5508/6227 = 88.45% | 4265/5063 = 84.24% | 2683/3019 = 88.87% | 6259/7271 = 86.08% | 1737/2007 = 86.55% | 2930/3394 = 86.33% |

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

A variety of planned improvements have been identified to improve student learning and will be implemented in the next academic year for all five departments in the Business and Information Technology Division.

Below is a sample of each unique department's student learning improvement plan:
- Provide additional study guides in Blackboard
- Introduce live "study" chats for web courses
- Reevaluate and/or re-write test for validity of questions
- Update and improve audio lectures for web courses in addition to written lecture notes
- Incorporate virtual flashcards into web courses
- Reinforce key concepts from prior accounting classes to improve student learning outcomes
- Continue offering and increase the number of in-person review sessions for online students
- Increase the use of video-based learning within W3 sections
- Instructors with assessment methods that fall below the minimum requirement will place more emphasis on the key concepts contained in the applicable sections of the course
- Analyze and revise the timing or method of assessment
- Incorporate pre and post tests
- Increase group work (i.e. discussion, team projects)
- Improve grading rubrics
- Reevaluate study guides and review exercises
- Reevaluate online exercise and discussion forum topics

Each department continually reviews and monitors each course and program to ensure student learning outcomes are achieved. In addition to improvement plans for the various methods of evaluation, improvement strategies for course sequencing/alignment, tutoring, advising, communication, training of faculty, and early intervention are discussed, reviewed, updated and/or implemented.

**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 assessment process is a shared process for each department in the BIT division. Each department has established processes in place for assessment of student learning outcomes and continuous improvement.

All SLO, GLOS, PLOS, Assessment Summary Reports, and APRs are discussed at various department meetings throughout the academic year. Department chairs and faculty work together during the year to ensure shared responsibility for assessing student learning. Fulltime faculty members mentor adjunct faculty teaching courses they coordinate. Fulltime faculty monitor all material including for courses they coordinate including syllabi, Blackboard master courses, and all methods of evaluation to ensure learning objectives are met.

All faculty members throughout the five departments are responsible for assessing all courses during the three-year assessment cycle and re-assessing any evaluation methods that fall below the minimum standard.

The assessment process is monitored by the department chairs. Advisory board members are updated on the assessment process at the department advisory board meetings which occur in fall and spring semester.

**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 |
|---|---|
| Discuss Assessment in Department Staff Meetings | N/A |
| Discuss Assessment in Advisory Board Meetings | N/A |
| Review all syllabi at the beginning of each semester to ensure alignment of GLOs with course objectives and methods of evaluation | N/A |
| Continued mentoring of Adjunct faculty by Fulltime faculty | N/A |
| Enhance Assessment training for all faculty, including Adjuncts | N/A |
| Add additional review of material covered in previous courses | N/A |
| Creation of new homework assignments and revisions to existing homework assignments | N/A |

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|---|---|
| Continued assessment training, including Academic Program Review training for all faculty, including Adjuncts | N/A |
| Communicate assessment process to students | N/A |
| Conduct department "best practice" meetings (including adjunct and college credit plus instructors each semester) | NA |
| Development of course coordinator checklist and duties to ensure the methods of evaluation align with the GLOs. | NA |
| Continue to development master courses for key courses in the department. This is continually updated each semester. | NA |
| Monitor a newly developed advising guideline to ensure proper placement of students. | NA |
| Blackboard/BANNER training | E-Learning/SSC Instructional and videos available. Note: Adjuncts who are required to take Bb training will be paid for 6 hours of an estimated 6 hours of training. |
| Software Updates/New Purchases | funds allocated for the purchase of upgrades and new licenses – improvements to lab hardware and keeping current with all software |
| Implement technology in the classroom where possible to increase student success | potential funds for purchasing these tools - improvements to labs, hardware, and software relating to cutting-edge technologies |
| Professional Development Training | Based on budget allocation |
| Instructional Equipment and software | Budget funds allocated for purchasing equipment and software |
| Class Observation | NA |
| Cross departmental faculty forum meetings | NA |