STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Engineering Technologies & Information Technologies	**Donald Ball**
Degree Program(s)/Options(s)/Certificates(s)	**Academic Year (20xx/20xx)**
	2014-2015

Engineering Department:

Civil ET, Civil ET – Architectural Major, Civil ET – Construction Management Major, Electrical ET, Electrical ET – Electro Mechanical Major, Electronic ET, Mechanical ET, Mechanical ET – Fuel Cell Major, Design ET, Fuel Cell One Year Certificate, Pre-Engineering Mechanical Engineering, Pre-Engineering Electrical Engineering, Pre-Engineering Civil Engineering

Industrial Technologies Department:

2 Yr. Degrees: Applied Industrial, Environmental Health & Safety, HVAC, Industrial Process Operation, Automation & Robotics. Petroleum Technology – Pipeline Technician, Instrumentation and Electronics Technician, Industrial Mechanics Technology, and Production Technician. One Yr. Cert: Oil & Gas Heavy Ind. Mechanic, Industrial Process Operation, Elect. Maintenance, Automation & Robotics, Predictive/Preventative Maintenance, CNC, Sustainable/Alternative Energy, Welding, Wind Turbine, HVAC, Environmental Health & Safety

Administrative Services and Office Applications (ASOA) Department:

Administrative Office Professional (including Management Major and Virtual Office Professional Major and one-year AOT Certificate), Legal Assisting (including one-year Legal Assisting Certificate), Judicial Reporting and Captioning (including Captioning Major, Realtime Transcription Major, and Scopist Major)

Information Security and Digital Media (ISDM) Department:

Computer Graphic Arts (including Digital Photography Major), Computer Network Administration and Security Technology (including Unix/Linux Database Administration Major and CISCO Major), Digital Video Media Technology, 3D Motion Graphics Technology, Homeland Security Information Technology, Cyber Security and Computer Forensics, Music Production and Engineering ***Computer Science and Information Systems (CSIS) Department:*** 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. ***Automotive Technology Department:*** **A**utomotive Technology 2250 / GM ASEP 2251 Certificates: 1-Year Automotive 2256 / Comprehensive Automotive Technology 2257 / ASE Test Preparation 2258 / Automotive Aftermarket Vehicle Modifications 2259 / Automotive Detailing 2260 / Automotive Maintenance and Light Repair 2261 / Automotive Transmission and Driveline 2262 / CAT Lift Truck 2263 / Honda PACT 2264 / Toyota T-TEN 2266, 2267, & 2268	

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 14. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 7. The Provost will prepare an Academic Affairs' assessment report by July 31.

1. Summary of milestones
    a. Courses assessed/total number of eligible courses in your department or division =264/547 = 48% (ex. 8/45=18%)
    *****Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year.***

(Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been assessed. If not applicable, indicate with an NA.)

Faculty:	36 FT	70 Adjunct		
Modality:	180 F2F	8 W2	23 W3	4 W4
Campus:	135 Main	62 Satellite	8 Dual Enrollment	0 Early College
Time:	156 Day	52 Evening	1 Weekend	

b. Courses re-assessed during this past academic year = 19

*****Report number of courses as re-assessed only if they fell below the college minimum standard of 70% OVERALL.***

(Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been re-assessed. If not applicable, indicate with an NA.)

Faculty:	11 FT	9 Adjunct		
Modality:	32 F2F	0 W2	6 W3	0 W4
Campus:	11 Main	27 Satellite	0 Dual Enrollment	0 Early College
Time:	30 Day	8 Evening	0 Weekend	

c. Programs, options, certificates affected by assessment/eligible programs, options, certificates= 75/81 = 93% (ex. 1/3=33%)

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

2. Provide a brief summary of the previous year's data that was collected related to the outcomes and the plans for improvement implemented. Did the plans for improvement implemented assist the department in achieving the goals?

During the 2014-2015 AY the ETIT Division continued to review course content and assessments for the fall 2013 – spring 2016 assessment cycle. Any achievement level for any evaluation method that fell below the 70% minimum college standard was reassessed during the fall 2014/spring 2015 AY. Courses that have evaluation methods with achievement levels below the minimum standard will continue to be re-assessed each semester and plans for improvement implemented until those achievement levels are above the 70%.

Engineering:

During the 2014-2015 AY the ET department continued to review course content and assessments for the FA13-SP16 assessment cycle. No improvement strategies were needed this round because all evaluations had a rating above 70%.

Industrial:

The oil and gas programming is new to Stark State College – fall 2013. Nineteen courses were assessed in this area. Six courses have been identified for reassessment. Additional means of student evaluation and attendance will be implemented.

ASOA:

During the 2014-2015 AY the ASOA department continued to review course content and assessments for the FA13-SP16 assessment cycle. Any achievement level for any evaluation method that fell below the 70% minimum college standard was reassessed during the fall 14/spring 15 AY (7 total courses reassessed/11 sections). Faculty continue to implement plans for improvement as stated on the course assessment form during the re-assessment semester. Some current course objectives were revised, new textbooks and technology have been considered, and general learning outcomes have been reviewed. While some of the plans for improvement during the re-assessment of the course in FA14/SP14 still fell below the minimum standard (3 of 7 will need reassessed) , faculty have reported additional or different plans for improvement to be implemented in FA15/SP16. In addition, course coordinators will work more closely with those faculty (full-time, part-time, & dual enrollment) who teach sections of courses they coordinate to provide direction and gain feedback on assignments/assessments. Those courses that have evaluation methods with achievement levels below the minimum standard will continue to be re-assessed each semester and plans for improvement implemented until those achievement levels are above the 70%. Beginning in fall 2015, ASOA department faculty will begin discussion and review of these specific courses that continue to have low achievement levels for potential re-design of content and/or evaluation methods to assist this department in achieving and supporting student success.

Five ASOA full-time faculty participated in the assessment of courses for this past academic year; two adjunct also participated in this process. Three full-time faculty and two adjunct faculty participated in the re-assessment of AOT226 – Excel, AOT239 – Legal Transcription, IRT131 – Legal Term, AOT130 – Editing, Proofreading, and Lang. Skills, IRT121 – Realtime Theory I, IRT122 – Realtime Theory II, and AOT132 - Records Management. **Note:** 3 of the 7 reassessed will need to be assessed in the 2015-2016 AY.

CSIS:

This academic year, in the fall, the CSIS Department evaluated CIS121, CIS124, CIS125, CSE221, CSE227, and GIS123. For Spring, the CSIS Department added CIS222, CSE224, GIS231, GIS232, and GIS234.

For the first academic year in this academic cycle, in the fall, the CSIS Department evaluated CIS221, CPD121, CPD221, CPD222, CSE222, CSE229, CSE230, CSE231, CSE236, SGE121, WDD224, WDD225, WDD226, and WDD227. For Spring, the CSIS Department added CIS122, CIS123, CIS126, CIS223, CPD122, CPD223, CPD224, CPD225, CSE233, WDD122, WDD125, WDD221, WDD222, WDD223, WDD228, WDD229 to the list of accessed courses.

For the courses assessed during the 2014-2015 academic year, 100% of these assessments and student outcome measures fell above the 70% minimum standard for achievement levels. Improvements from the prior assessment period 2010-2013 were made which included revisions

to exam, labs, lecture materials, learning tools (i.e. books), redesigned ANGEL master templates (in conjunction with e-learning), course coordination assignments of faculty and reduction of hours in programs (60-63) as well as course retirements. Continual assessment of outcomes pertaining to student success and engagement will be measured with improvements made where student achievement falls below the 70% standard. **Continuous improvement is always considered by my department and Angel environments, books and software are always enhanced to improve student success.**

As of this report, the CSIS department has completed assessment of approximately 39 courses. Considering course retirements and additions, the department has completed around 39/60 = 65%.

ISDM:

No courses to be reassessed.
For Fall 2014 we assessed the following courses: IMT250, IMT121, IMT129, IMT135, IMT239, CFS275, NET220, NET266, NET121, NET254, IMT223, IMT237, IMT265 and IMT268.
For Spring 2015 we assessed the following courses: IMT134, NET120, CFS175, IMT247, IMT230, IMT253

Automotive:

During the 2014-2015 school year the Automotive and Transportation Department assessed the Comprehensive and ASEP second year courses. The first five Toyota T-TEN Regional Program courses were assessed. Also, many of the CAT Lift Truck, Honda PACT, and Detailing program courses were assessed. The automotive department instructors continue to make themselves available to students outside of class time to review topics that students have struggled with in class. PowerPoint presentations are made available to the students through the Angel Learning Management System. Practice tests have been developed and placed on Angel for students who would like to take advantage of them. We have also put more emphasis on hands-on competency based final assessments being used throughout the courses, but specifically during the final examinations.

3. 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)
Written Products (including submitted drawings)	Written products essays	Capstone Projects
Cap Stone Experience	Homework/Fingerdrills	NA for academic year, 2014-2015
Oral Presentation	Accuracy Dictations	Revision of content in technical courses, especially in those courses where the achievement level in the skill is below 70% based on comprehensive final exam or internship

		score of 2 or below. These are primarily for the six reassessed courses in the Oil and Gas Programming area.
Juried Review and Performance	Discussions	PLOs are being reviewed/updated for all AOP for the 2013-2016 three-year cycle
Exams	Lesson Evaluations Quizzes	PLOs are being reviewed/updated for all JRC for the 2013-2016 three-year cycle
Homework	Lesson Transcriptions Quizzes	PLOs are being reviewed/updated for all LA for the 2013-2016 three-year cycle
Class participation	Chapter Lab Work	Submitted Computer Engineering APR (Fall 2014)
Attendance	Research Project	Submitted Computer Science and Engineering APR (Fall 2013)
Essays	Online Research Assignments	Submitted Web Design and Development APR (Spring 2014)
Written products	In Class Activities	APRs included a review of the SLOs and PLOs for student success and were revised when needed
Performance based assessments	Weekly Projects	Revised Capstone course which is in all CSIS programs
Lab Exercises	SAM Training	NA for academic year, 2014-2015
Quizzes	Simulation Findings Tests	Standardized Testing (ASE Test)
Chapter Exercises	Portfolio	Performance Based Assessment
Chapter Practice	Hand on Projects	Follow-Up Studies
Chapter Tests	Effective Communication	
Unit Exams	Information Literacy, Critical Thinking	
Short Writing Assignments	Global and Diversity Awarness, Critical THinking, Civic, Professional and Ethical Responsability	
Dictation Writing Assignments	Practice Test	
Chapter File Work	Quizzes and Assessments	
Self-Studies	Writing Homework	
Short Answer Assignments	Final	
Case Study	Projects	
Article Analysis	Completion of CBT, WBT, and IDL Assignments	
Career Project		
Simulations		

Legal Writing		
Discussion Postings		
Class Assignments		
Participation		
Final Exams		
Final Projects		
Final Presentations		
FInal Research Papers		
Attendance		
Final Research Paper		
Discussion Forums		
Tests		
Chapter Homework		
Situation Testing		
Lab Assignments		

4. What evidence do you have that students achieved or did not achieve the learning outcomes? (Please include evidence of students achieving the learning outcomes.)

Dean Comments:

As evidenced on the course assessment/re-assessment forms for the assessed 2014-2015 courses, faculty reported all achievement levels for all evaluation methods in courses. The percentage of General Learning Outcomes are listed below broken out by department and course. The minimum college standard of 70% or higher was utilized for the achievement level.

Engineering Department:

The GLOs that were identified on the master syllabus for each course that was assessed were reviewed for accuracy. The course objectives were then identified to support the GLOs. All evaluation methods used to measure and evaluate student success of each GLO were also identified. Based on this information, the level of achievement for each evaluation method was reported, using the number of students earning a 70% or higher out of the total number of students who completed the evaluation tool AND who completed the course. If the achievement level fell below the 70% minimum college-wide standard, planned improvements were identified to improve student learning in that GLO.

Industrial Technologies Department:

Successful completion of the course materials with a 70% or more. Internship feedback, job placement, and retention after graduation.

ASOA:

As evidenced on the course assessment/re-assessment forms, faculty reported all achievement levels for all evaluation methods in the courses. The minimum college standard of 70% or higher was used for the achievement level.

Faculty also reviewed the course objectives as they aligned with the specified general learning outcomes for those courses that were assessed. Each specified general learning outcome was supported by at least one course objective, and each course objective was supported by at least one evaluation method.

For the courses assessed this past academic year, 3.80% (29/763) of the achievement levels for the evaluation methods fell below the minimum standard of 70% (96.2% were above the minimum standard).

For the seven courses (AOT226 – Excel, AOT239 – Legal Transcription, IRT131 – Legal Term, AOT130 – Editing, Proofreading, and Lang. Skills, IRT121 – Realtime Theory I, IRT122 – Realtime Theory II, and AOT132 - Records Management) re-assessed this past academic year, 2.91% (13/446) of the achievement levels for the evaluation methods fell below the minimum standard of 70% (97.09% were above the minimum standard). Only three of the seven of the courses will need to be reassessed as they still have some methods of evaluation falling below the

70% minimum standard. Coordinators of these courses will mentor faculty teaching these courses and continue to monitor the achievement levels of these methods of evaluation and implement additional or different plans for improvement to promote student success.

It is also important to note that four additional classes will need reassessed based on the fall 2014/spring 2015 assessment process (IRT240 – Short Writing Techniques, AOT128 – Publisher, AOT237 – Legal Office Applications, and AOT121 – Keyboarding/Formatting). A total of seven courses (3 previously assessed and 4 newly assessed) will need reassessed. These reassessments have been documented on the department's Course Assessment Timeline Matrix.

CSIS:

The courses which were assessed in the 2014-2015 academic year demonstrated a level of at least 70% of the students taking each assessment tool and scoring 70% or above. Additional courses were added to the assessment process during the fall semester and in the spring semester from the original plan with the department completing over 65% of the course evaluations. The department also submitted an APR for Computer Engineering program. This included evaluations of the associated SLOs and PLOs.

Using the Master and Class Syllabi as a template and incorporating any needed revisions to the GLOs, the department reviewed the course objectives/outcomes and assessments for areas of improvement. All evaluation methods and grade compositions were evaluated to consider areas where deviation from the course templates was made. Any deviations were noted and the department will be taking corrective actions by supplying a template for each of the courses and all faculty will be instructed to utilize the template. Based on the GLOs and the feedback from faculty on the GLO forms, the level of achievement was evaluated to determine assignments/assessment methods which fell below the acceptable 70% range. Where the assessment/assignment fell below the 70% consideration was made to determine improvements to the assessment item/method. All actions were taken to improve student success and supply more engaged learning for students. Action plans which are already in place were evaluated and revised in Fall 2014 and Spring 2015 to continuously improve student outcomes and effectiveness of assessments.

ISDM:

Fall 2014 assessed IMT250, IMT121, IMT129, IMT135, IMT239, CFS275, NET220, NET266, NET121, NET254, IMT223, IMT237, IMT265, IMT268, Spring 2015: IMT134, NET120, CFS175, IMT247, IMT230, IMT253

The GLOs that were identified on the master syllabus for each course that was assessed were reviewed for accuracy. The course objectives were then identified to support the GLOs. All evaluation methods used to measure and evaluate student success of each GLO were also identified. Based on this information, the level of achievement for each evaluation method was reported, using the number of students earning a 70% or higher out of the total number of students who completed the evaluation tool AND who completed the course. If the

achievement level fell below the 70% minimum college-wide standard, planned improvements were identified to improve student learning in that GLO.

Automotive:

Students are evaluated on test scores, homework assignment, and laboratory activities. Those results are reviewed during the assessment process. There is also feedback from the Automotive Department Advisory Committee members during the spring and fall advisory meetings.

The following detailed information gives information on the GLOs covered in each course and the relative passing percentage of that GLO by the students. In general, the GLOs were identified on the Master Syllabus for each of the courses assessed and were reviewed for accuracy. The course objectives were identified and measurements were created to show support for each GLO.

Engineering Technologies Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Course ID	Assessed or Reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
CET121	Assessed	79%	83%	79%	72%	N/A	N/A
CET123	Assessed	100%	100%	100%	100%	100%	100%
CET225	Assessed	86%	71%	100%	86%	86%	86%
CET226	Assessed	100%	100%	100%	100%	100%	100%
CET227	Assessed	100%	95%	90%	100%	100%	100%
CET228	Assessed	100%	100%	100%	100%	100%	100%
CET236	Assessed	100%	100%	100%	100%	100%	100%
CET237	Assessed	87%	87%	87%	87%	N/A	N/A
CET238	Assessed	100%	100%	100%	100%	100%	100%
DET121	Assessed	100%	100%	100%	100%	N/A	N/A

EET123	Assessed	100%	100%	80%	100%	N/A	100%
EET126	Assessed	100%	90%	90%	90%	N/A	N/A
EET128	Assessed	N/A	88%	88%	88%	N/A	N/A
EET126	Assessed	N/A	92%	92%	92%	N/A	N/A
EET227	Assessed	92%	92%	92%	92%	N/A	N/A
EET228	Assessed	100%	80%	80%	80%	N/A	N/A
EET232	Assessed	93%	93%	93%	93%	N/A	93%
EET233	Assessed	83%	83%	83%	83%	N/A	N/A
EET235	Assessed	100%	100%	100%	100%	100%	100%
EET243	Assessed	100%	100%	100%	100%	N/A	100%
EET262	Assessed	100%	100%	100%	100%	N/A	100%
MET124	Assessed	87%	84%	87%	87%	N/A	N/A
MET221	Assessed	88%	88%	88%	88%	N/A	N/A
MET223	Assessed	99%	99%	99%	99%	N/A	N/A
MET229	Assessed	100%	83%	83%	83%	83%	83%
MET230	Assessed	100%	100%	100%	100%	100%	100%
MET231	Assessed	100%	100%	100%	100%	100%	100%
MET232	Assessed	100%	100%	100%	100%	100%	100%

Industrial Technologies Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Course ID	Assessed or Reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
ARL239	Assessed	100	100	n/a	100	n/a	n/a

ARL234	Assessed	100	100	n/a	100	n/a	n/a	
ENV121	Assessed	100	n/a	90	90	90	80	
ENV124	Assessed	84	n/a	84	85	n/a	81	
ENV163	Assessed	100	98	n/a	91	n/a	n/a	
ENV221	Assessed	100	100	100	100	100	100	
ENV231	Assessed	97	n/a	n/a	95	n/a	100	
EST130	Assessed	100	88	n/a	100	n/a	100	
HVC123	Assessed	100	100	100	100	n/a	100	
HVC223	Assessed	100	100	100	100	n/a	100	
HVC224	Assessed	100	100	100	100	n/a	100	
HVC226	Assessed	100	100	100	100	n/a	100	
IET228	Assessed	91	91	100	91	n/a	n/a	
IET270	Assessed	78	89	100	78	78	78	
MST121	Assessed	91	91	91	91	n/a	n/a	
MST127	Assessed	81	n/a	100	100	n/a	100	
MST128	Assessed	100	n/a	100	85.5	n/a	n/a	
MST134	Assessed	100	95	n/a	100	n/a	n/a	
MST221	Assessed	75	89	67	73	67	n/a	

PET141	Assessed	80	80	80	80	n/a	80	
PET142	Assessed	80	80	80	80	n/a	n/a	
ARL234	Assessed	100	100	n/a	100	n/a	n/a	
ENV 121	Assessed	100	n/a	90	90	90	90	
ENV221	Assessed	100	100	100	100	100	100	
ENV225	Assessed	100	93	95	100	n/a	100	
ENV226	Assessed	98	75	100	96	n/a	100	
ENV231	Assessed	97	n/a	n/a	95	n/a	100	
ENV236	Assessed	90	n/a	100	95	n/a	100	
EST130	Assessed	100	88	n/a	100	n/a	100	
HVC123	Assessed	100	100	100	100	n/a	100	
HVC223	Assessed	100	100	100	100	n/a	100	
HVC224	Assessed	100	100	100	100	n/a	100	
HVC226	Assessed	100	100	100	100	n/a	100	
HVC238	Assessed	94	94	94	94	n/a	94	
IET270	Assessed	78	89	100	78	78	78	
MST121	Assessed	91	91	91	91	n/a	n/a	
MST127	Assessed	81	n/a	100	100	n/a	100	

MST128	Assessed	100	n/a	100	85.5	n/a	n/a
MST134	Assessed	100	95	n/a	100	n/a	n/a
MST221	Assessed	75	89	67	73	67	n/a
PET101	Assessed	78.6	78.6	78.6	78.6	78.6	78.6
PET101	Assessed	78.6	78.6	78.6	78.6	78.6	78.6
PET102	Assessed	100	100	100	100	n/a	n/a
PET131	Assessed	82	82	82	82	n/a	n/a
PET102	Assessed	100	100	100	100	n/a	n/a
PET132	Assessed	93.33	n/a	93.33	93.33	n/a	100
PET135	Assessed	75	75	75	75	n/a	n/a

Automotive & Transportation Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Course ID	Assessed/Reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
AUT132	Assessed	100%	100%	94%	94%	100%	100%
AUT133	Assessed	100%	100%	83%	83%	100%	100%

AUT134	Assessed	100%	100%	100%	100%	100%	100%
AUT171	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT172	Assessed	100%	100%	100%	100%	N/A	N/A
AUT173	Assessed	100%	100%	100%	100%	N/A	N/A
AUT174	Assessed	100%	100%	100%	100%	N/A	N/A
AUT175	Assessed	100%	100%	100%	100%	N/A	N/A
AUT181	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT182	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT183	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT184	Assessed	100%	100%	100%	100%	N/A	N/A
AUT185	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT186	Assessed	100%	N/A	100%	100%	N/A	N/A
AUT187	Assessed	100%	100%	100%	100%	N/A	N/A
AUT188	Assessed	100%	100%	100%	100%	N/A	N/A
AUT189	Assessed	100%	100%	100%	100%	N/A	N/A
AUT221	Assessed	100%	100%	100%	100%	N/A	100%
AUT222	Assessed	100%	100%	100%	100%	N/A	100%
AUT223	Assessed	100%	100%	100%	100%	N/A	100%

AUT227	Assessed	90%	90%	90%	90%	N/A	87%
AUT234	Assessed	85%	85%	85%	85%	N/A	90%
AUT271	Assessed	100%	100%	100%	100%	N/A	N/A
AUT273	Assessed	100%	100%	100%	100%	N/A	N/A
AUT277	Assessed	100%	N/A	100%	100%	N/A	N/A
TOY101	Assessed	100%	100%	100%	100%	N/A	100%
TOY102	Reassessed	100%	100%	100%	100%	N/A	N/A
TOY103	Reassessed	100%	100%	100%	100%	N/A	N/A
TOY201	Reassessed	100%	100%	100%	100%	N/A	N/A
TOY202	Reassessed	100%	100%	100%	100%	N/A	N/A
AUT121	Reassessed	100%	100%	84%	84%	N/A	100%
AUT122	Reassessed	100%	100%	83%	65%	100%	100%
AUT123	Reassessed	100%	100%	81%	62%	N/A	100%
AUT124	Reassessed	100%	100%	89%	79%	N/A	100%
AUT125	Reassessed	93%	93%	97%	100%	N/A	93%
AUT126	Reassessed	93%	93%	92%	91%	N/A	93%

Administrative Services and Office Applications Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Course ID	Assessed/Reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
AOT239	Reassessed	97%	N/A	97%	97%	N/A	N/A
IRT131	Reassessed	100%	N/A	100%	97%	100%	100%
AOT130	Reassessed	97%	N/A	100%	93%	N/A	100%
AOT226	Reassessed	95%	95%	95%	95%	N/A	95%
IRT121	Reassessed	100%	100%	100%	100%	N/A	100%
IRT232	Assessed	100%	N/A	100%	100%	100%	100%
IRT240	Assessed	77%	77%	77%	77%	N/A	100%
AOT127	Assessed	100%	N/A	100%	100%	N/A	100%
AOT132	Reassessed	100%	100%	100%	100%	100%	100%
AOT232	Assessed	100%	100%	100%	100%	100%	100%
AOT236	Assessed	100%	100%	100%	100%	N/A	100%
AOT237	Assessed	96%	100%	100%	96%	100%	100%
AOT121	Assessed	94%	N/A	97%	96%	N/A	88%
AOT128	Assessed	93%	N/A	92%	92%	N/A	90%
IRT122	Reassessed	100%	100%	100%	100%	N/A	100%
IRT129	Assessed	100%	100%	100%	100%	100%	100%
IRT130	Assessed	100%	100%	100%	100%	100%	100%
IRT128	Assessed	100%	100%	100%	100%	100%	100%

Information Security and Digital Media Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Course ID	Assessed/Reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
IMT223	Assessed	70%	80%	80%	80%	80%	80%

IMT237	Assessed	70%	80%	80%	80%	80%	80%	
IMT242	Assessed	80%	84%	84%	93%	84%	100%	
IMT265	Assessed	87%	100%	100%	100%	100%	80%	
IMT268	Assessed	75%	87%	94%	87%	75%	87%	
CFS275	Assessed	100%	100%	100%	100%	100%	100%	
NET266	Assessed	83%	83%	83%	83%	N/A	N/A	
NET254	Assessed	N/A	100%	90%	100%	N/A	N/A	
NET121	Assessed	76%	82%	100%	85%	N/A	N/A	
NET220	Assessed	100%	100%	100%	100%	100%	100%	
IMT260	Assessed	80%	N/A	89%	100%	N/A	85%	
IMT121	Assessed	100%	N/A	100%	100%	N/A	100%	
IMT129	Assessed	100%	N/A	73%	90%	90%	80%	
IMT135	Assessed	95%	87%	90%	100%	N/A	N/A	
IMT239	Assessed	100%	100%	100%	100%	N/A	N/A	
IMT 134	Assessed	92%	N/A	92%	92%	N/A	N/A	
IMT230	Assessed	100%	100%	100%	100%	100%	100%	
IMT247	Assessed	86%	91%	89%	89%	N/A	N/A	
IMT253	Assessed	92%	N/A	100%	100%	N/A	N/A	
CFS175	Assessed	81%	84%	81%	81%	N/A	100%	

NET120	Assessed	85%	N/A	75%	75%	85%	75%
IMT250	Assessed	80%	N/A	87%	80%	N/A	N/A

Computer Science and Information Systems Department:

Class	Status	GLO 1	GLO 2	GLO 3	GLO 4	GLO 5
Course ID	Assessed or reassessed	Effective Communication	Quantitative Literacy	Information Literacy	Critical Thinking	Global and Diversity Awareness
CIS222	Assessed	100%	100%	100%	100%	100%
CSE224	Assessed	85%	85%	83%	88%	N/A
GIS231	Assessed	96%	96%	96%	96%	96%
GIS232	Assessed	93%	95%	94%	95%	94%
GIS234	Assessed	88%	87%	85%	80%	80%
CSE221	Assessed	100%	100%	100%	100%	N/A
CIS125	Assessed	100%	100%	100%	100%	N/A
GIS123	Assessed	98%	98%	98%	98%	93%
CSE227	Assessed	94%	94%	98%	99%	N/A
CIS124	Assessed	100%	100%	100%	100%	N/A
CIS121	Assessed	85%	85%	85%	85%	N/A

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

Dean Comments:
A variety of planned and innovative improvements have been identified by several departments as indicated below. For the courses that will need to be reassessed a variety of planned improvements were identified.

Engineering Department:

No improvement strategies were needed this round because all evaluations had a rating above 70%.

Industrial Technologies Department:

Will strive to make attendance a larger portion of overall grade. Will explore other methods of assessing student outcomes than just exams and homework such as class exercises.

ASOA:

A variety of planned improvements have been identified: add study guides, live "study" chats for web courses, additional review of material, re-evaluation of test for validity of questions, revising/adding audio lectures, formula review/practice, and virtual flashcards.

CSIS:

For the courses that were assessed during the 2014-2015 academic year, a variety of planned improvements were identified. These included adding videos, revision of timing or method of assessment, pre and post tests or assessments, increasing group work (i.e. discussions, team projects), improving announcements and other communications in ANGEL delivered courses, increased emphasis on attendance and in-class assignments, improved/reenforced emphasis on instructions, revisions to grading scales for assignment categories and grading criteria (increased/improved Rubrics), review of pre-requisites for first level courses (this will improve the level of skills students enter the courses with as well as allow for the improvement/increased quality in the evaluated courses), more emphasis on tutoring and early intervention, increased writing assignments, increased presentations, increased team interaction/group work, review/revision of audio and video lectures/tutorials/etc, reevaluation of alignment of materials (this also included more conformity of faculty to utilizing the course templates that are supplied), and revision/adjustment of course outcomes/objectives.

ISDM:

No improvement strategies were needed this year because all evaluations had a rating above 70%.

Automotive:

The focus points for the 2015-2016 school year are:

- Review automotive courses and determine if the students are getting that hands-on practical lab experience needed to be successful in the course and ultimately in the workplace
- Review automotive courses to determine if practical lab activities are properly distributed throughout the curriculum
- Review test banks to confirm accuracy and to determine if they are accurately assessing student knowledge

Review assessment methods to determine if the hands-on competency are being properly assessed to best determine students skills upon completing units, courses, and ultimately the program.

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

Dean Comments:

At the beginning of Fall 2014 semester, Dept. Chairs were instructed to assure that their faculty evaluate their course/courses assessment and to review their plans for improvement that they identified on the course assessment forms from previous semesters/cycle. They were also instructed to re-assess any method of evaluation that fell below the minimum standard and report the achievement level at the end of Fall 2014 semester. They were instructed to mentor and instruct any adjuncts that were teaching a course that needed to be assessed or reassessed during the 2014-2015 AY. Assessment of additional courses and re-assessment of necessary courses will occur during the next academic year.

Engineering Department:

The faculty that completed these evaluations coordinate these courses. They were instructed to include additional feedback if an adjunct or full time faculty taught the same course considering different modalities, different campuses, and different times the course was being offered. Throughout this process, I met with faculty to ensure accuracy and validity of the data being reported. Any identified planned improvements will be discussed during advisory committee meetings and program meetings.

Industrial Technologies Department:

Class assessments are reviewed by the coordinator, staff, and faculty. Results are shared with the advisory council.

ASOA:

At the beginning of Fall 2014 semester, full-time faculty were instructed to evaluate their Fall 2014 and Spring 2015 course/courses assessment and to review their plans for improvement that they identified on the course assessment forms from previous semesters/cycle. They were also instructed to re-assess any method of evaluation that fell below the minimum standard and report the achievement level at the end of Fall 2014 semester. They were instructed to mentor and instruct any adjuncts that were teaching a course that needed to be assessed or reassessed during the 2014-2015 AY. Finally, they were asked to review their coordinated courses and log courses to be evaluated in the department's Course Assessment Timeline Matrix to ensure all courses in each program are assessed during the new 3-year cycle. All three advisory boards were informed of this process and what courses were being assessed. A department meeting will be scheduled prior to Fall 2015 semester to discuss the planned improvements that faculty recommended, how those planned improvements will be implemented in Fall 2015 and Spring 2016 semester, and the possible plans for revision of course content or methods of evaluation for those courses where the methods of evaluation after re-assessment still fell below the minimum standard. Assessment of additional courses and re-assessment of necessary courses will occur during the next academic year.

CSIS:

Using the biweekly meetings and department meetings, discussion and interaction was used to select courses which were appropriate for evaluation during the assessment cycle. Faculty selected the courses for Fall 2014 and for Spring 2015. They conducted all the evaluation of course outcomes/objectives and developed the GLO forms. The fulltime faculty also evaluated (reevaluated) their ANGEL templates for these courses to see where potential improvements may be necessary (prior to this assessment) utilizing the standards supplied by the E-Learning Department. Throughout the process, I met with the fulltime faculty to discuss the process and the implications of this continuous improvement process. All faculty were included in the assessment in order that the department would be better positioned to evaluate satellites, e-learning, and other factors for variation. In meetings with fulltime faculty they gave me the GLO forms which they completed with the general learning outcome mapping and assignment designations.

ISDM:

The faculty that completed these evaluations coordinate these courses. They were instructed to include additional feedback if an adjunct or full time faculty taught the same course considering different modalities, different campuses, and different times the course was being offered. Throughout this process, I met with faculty to ensure accuracy and validity of the data being reported. Meetings with faculty will be scheduled prior to fall semester to discuss and plan recommend improvments. During our department meetings implementation plans based on the recomandations will be also discussed. Implementation plans will be taking effect during Fall 2015 sememster.

Automotive:

Communication. The department meets on a regular basis to discuss course material, lab activities, tool and equipment needs, assessment data, and student challenges. Twice a year the department holds advisory meetings in which dealership service managers, parts managers,

independent shop owners, technicians, etc. attend. The advisory board makes recommendations on curriculum and program changes base on the performance that they see from current students, graduates, and also based on new needs that are seen in industry.

7. 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
Establish an attendance sheet that goes to the Case Manager.	N/A
Create class assignments so grade is not determined mainly by exams.	N/A
Review of ALL syllabi by course coordinators to ensure alignment of GLOs with course objectives and methods of evaluation	NA
Review of ALL syllabi at the beginning of each semester to ensure consistency in methods of evaluations	NA
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
All web courses are being reviewed through e-StarkState based on a Quality Matters rubric. QMd AOT132 during the 14-15 AY.	NA
Monitor a newly developed advising guideline to ensure proper placement of students.	NA
Biweekly department meeting	NA
Fall and spring advisory board meetings	NA
ANGEL/BANNER training	E-Learning/SSC Instructional and videos available, Determination of a new CMS
Software Updates/New Purchases	funds allocated for the purchase of upgrades and new licenses – improvements to lab hardware and keeping current with all software
Revision of assessments/assignments	NA

Research additional/best practices of student engagement	NA
Revisions to General Learning Outcomes	NA
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
Department Meetings	N/A
Advisory Committee Meetings	N/A
Instructional Equipment	Budget funds allocated for purchasing equipment and software
Professional Development Training	Budget funds allocated for purchasing equipment and software
Addition course objectives to support the GLO's	N/A
Include the assessment progress reports and updates on the agenda for department meetings.	N/A
Include assessment progress reports and updates on the agenda for fall and spring advisory committee meetings.	N/A
Match identified needs and concerns to continuous improvement initiatives.	N/A
Work with faculty subject matter experts to review the curriculum delivery and assessment	N/A
Include the assessment progress reports and updates on the agenda for department meetings.	N/A