



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Education, Liberal Arts, and Mathematics Division	Chair/Dean Andrew Stephan, Dean																		
Degree Program(s)/Options(s)/Certificates(s) AA-General, 5 joint AA degrees with KSU, AA-Communication, AA-Psychology, AA-English Composition, AA-English Literature, AA-Criminal Justice/Corrections, AA-Criminal Justice/Law Enforcement, AAS-Technical Communications, AAS-Paralegal Studies, AS-Mathematics, AS-Mathematics/Pre-actuarial, AS-Education, AAS-Early Childhood Education, AAS-Early Childhood Education/Infant Toddler, AAS-Early Childhood Education/Specialist Major, Early Childhood Administrator, American Sign Language one-year, Criminal Justice / Homeland Defense one-year, Law Enforcement Academy one-year, Law Enforcement Academy CEC, Technical Communications CEC, Grant Writing CEC, Health Communication CEC, American Sign Language CEC	Academic Year (20xx/20xx) 2013-2014																		
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 = 39/128 = 30% (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:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">59 FT</td> <td style="width: 33%;">60 Adjunct</td> <td style="width: 34%;"></td> </tr> <tr> <td>Modality: 101 F2F</td> <td>1 W2</td> <td>26 W3</td> </tr> <tr> <td>Campus: 107 Main</td> <td>19 Satellite</td> <td>2 Dual Enrollment</td> </tr> <tr> <td>Time: 109 Day</td> <td>18 Evening</td> <td>1 Weekend</td> </tr> <tr> <td></td> <td></td> <td>0 W4</td> </tr> <tr> <td></td> <td></td> <td>0 Early College</td> </tr> </table>	59 FT	60 Adjunct		Modality: 101 F2F	1 W2	26 W3	Campus: 107 Main	19 Satellite	2 Dual Enrollment	Time: 109 Day	18 Evening	1 Weekend			0 W4			0 Early College
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b. Courses re-assessed during this past academic year = 1 **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:	1 FT	0 Adjunct		
Modality:	1 F2F	0 W2	0 W3	0 W4
Campus:	1 Main	0 Satellite	0 Dual Enrollment	0 Early College
Time:	1 Day	0 Evening	0 Weekend	

c. Programs, options, certificates affected by assessment/eligible programs, options, certificates= 24/29 = 83% (ex. 1/3=33%)

a. Departments participating in assessment/eligible departments= 5/5 = 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?

Only one course was reassessed from the previous year in the Education, Liberal Arts, and Mathematics Division. This course was Sex, Gender, and Culture (COM225). This course again achieved below 70% on Exam 1 and Exam 2. English and Modern Languages had two courses (ENG232 and ENG237) in the previous year that achieved less than 70% and thus needed reassessment. ENG232 did not run during the Spring 2014 semester due to low enrollment. This course will be reassessed during the Spring 2015 year pending enrollment. ENG 237 was not reassessed during the 2013-2014 year due to lack of data. This course will also be reassessed during the Spring 2015 year.

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)
Debates	Application Exercises	Reflective Culture Assignment
Individual and Group Presentations	Reading Sheets	Written Assignments
Individual and Group Projects	Feminine Critic Paper	Presentations
Case Analysis	Dossier	Comprehensive Capstone Examination
In- Class Activities & Exercises	Discussion Board Postings	Exams and Quizzes
Critiques/Responses	Discussions	Labs
Quizzes and Exams	Scripts	Research Assignments
Homework and Out-of-class assignments	Portfolios	Various Essay Assignments

Journal Assignments	Article Reviews	Portfolios, Practicum Portfolios, and Resumes
Letters	Research Proposal/Projects	Speeches
Video Evaluation/Project	Writing Workshops	Presentation Outline
Research Papers/Term Papers	Movie/Video Analysis	In-class activities
Essays	Literature Review	Journal Assignments
Class Facilitations	Oral Examinations	Cooperating Teacher Evaluation
Rubrics	Exhibitions/Demonstrations	Practicum Site Visit and Activity Plan Evaluation
Capstone Experiences		

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.)

The Education, Liberal Arts, and Mathematics Division assessed/re-assessed 39 courses in the 2013/2014 academic year. These courses were: Business Communication (ENG230), Grant Writing (ENGH229), Technical Editing and Layout (ENG125), Technical Grammar and Style (ENG126), Health Information Writing (ENG221), Introduction to Shakespeare (ENG235), Introduction to Creative Writing (ENG238), Major Modern Writers (ENG241), Film Appreciation (ENG239), Sex, Gender, and Culture (COM225), Nonverbal Communication (COM228), Interpersonal Communication (COM122), Small Group Communication (COM123), Interviewing I (COM223), Organizational Communication (COM226), Persuasion (COM229), Intercultural Communication (COM227), Linear Algebra (MTH226), Analytic Geometry and Calculus III (MTH225), General Psychology (PSY121), Psychology of Adjustment (PSY122), Human Growth and Development (PSY123), Cultural Diversity (SOC225), Social Problems (SOC221), Introduction to Gerontology (GER121), Psychosocial Aspects of Aging (GER122), and Political Science (PSC121), Introduction to Deaf Culture and Community (ASL121), American Sign Language I (ASL122), Introduction to Criminal Justice (CJS121), Criminal Law in the U.S. (CJS222), Health and Nutrition (EDU123), Responsive Infant/Toddler Environments (EDU128), Relationship Development for Infants/Toddlers (EDU129), Creative Materials and Guided Play (EDU222), Early Childhood Practicum and Seminar (EDU227), Introduction to Paralegal Studies (PLS121), Civil Litigation (PLS122), and Legal Ethics (PLS123).

For the 2013/2014 academic year, faculty carefully reviewed the GLOs identified on the master syllabus for accuracy. Course objectives that support the GLOs were also identified. The raw numbers and percentages of students were then reported and calculated for each section of the course assessed/re-assessed. The sections were then summarized to create a course summary. Course summaries for each of the 39 courses assessed/re-assessed were used to identify areas where the General Learning Outcomes were achieved and areas where improvement was needed. If 70% or more of the class achieved below the 70% College standard, plans for improvement were identified.

All of the above listed courses achieved above the 70% benchmark except for Sex, Gender, and Culture (COM225), Nonverbal Communication (COM228), American Sign Language I (ASL122), and Health and Nutrition (EDU123). Regarding COM225 and COM228, the first two exams fell below the 70% threshold. In EDU123, the journal article/summary critique fell below the 70%. ASL122 had two assignments, quiz 5 and video log 2, which were below the benchmark. For each of the courses needing re-assessment, plans for improvement have been identified and

they will be re-assessed during the 2014/2015 year. The two English courses, ENG232 and ENG237, which needed to be re-assessed this year, will also be re-assessed during the 2014/2015 year utilizing the plans for improvement identified during the last assessment year.

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

Plans for improvement in COM225 and COM228 include redesigning both exam 1 and exam 2 as well as an exploration by the department in active learning strategies and other testing methods to improve student success. For EDU123, additional time is being allotted in the course to equip students with knowledge of the digital library. The faculty felt that unfamiliarity with the library causes students to be unsuccessful in accessing journals needed for the assignment. Regarding ASL122, the activities will be modified to provide students more time and opportunity for the students to watch each signed section and respond. In ENG232, students earned 58%, in the previous year, on the Critiques/Responses assignments throughout the semester. Plans for improvement include sequencing the course differently to better align the assignments with learning outcomes. In the ENG237 face-to-face section from the previous year, students earned 34% on the quizzes. Plans for improvement include emphasizing the importance of attendance and stressing the importance of the quizzes as assessment tools in the course. These courses will be reassessed in the coming year.

Though the other courses assessed met the required benchmark, many of the program personnel continue to improve courses as they teach. For example, although the Criminal Justice-Law Enforcement had no courses which fell below 70%, the lowest area of achievement is in self-defense courses. To try and accommodate for this, the academy commander has increased physical training exercises and has worked with Kent State Stark to utilize their exercise facilities outside of class time. In the American Sign Language courses, faculty collaborated to write a grant proposal, which was accepted, in order to increase technology in all courses. This technology will provide students the ability to create a video portfolio for assessment which will be very beneficial to sign language courses. The Education faculty have been partnering with faculty from the University of Toledo on a grant which provides faculty numerous resources; many of which are evidenced based strategies for increasing student success on certain topics.

The departments continue to mentor instructors to ensure consistency in the courses offered and the assessment process completed. This is true as well with the new departments that have been added to the division. Many of the departments are now utilizing tabs in Angel to share teaching assignments, rubrics, etc.

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?

The GLOs and effective evaluation methods used to assess courses were discussed at department meetings. The meetings included discussions on the connection between GLOs and course learning objectives through specific assignments. 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.

The topic of assessment was discussed at the Leadership Team (department chairs and dean) meetings. Questions were answered and areas of improvement were noted.

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
Discuss learning outcomes, assignments, and methods of delivery during department meetings.	
Continue assessment training for both full time faculty and adjuncts, including dual credit.	
Encourage faculty to attend professional development activities including JOLT, Focus Day, retreat, and Best Practices series.	
Continue to review curriculum and textbooks and communicate with faculty from other institutions for ideas.	
Discuss best practices and delivery methods during department meetings to improve student learning through instructor knowledge.	
Develop "Best Practices" workshops geared towards mathematics instructors. These should be held regularly each semester.	
Create a culture where courses are assessed regularly and discuss course assessment frequently during department meetings and advisory board meetings.	
Conduct professional development meeting with full time, adjuncts, and dual credit instructors with book rep to discuss resources and teaching ideas.	
Implement assessment grant project in ASL.	
Continue to utilize course mentors to ensure consistency of teaching strategies and assessment procedures.	
Continue to work with and utilize existing grants such as Completion by Design to learn best practices from national partners as well as other Completion by Design schools.	

Continue to utilize the Ohio Association of Community Colleges Student Success Center to learn and share best practices from national partners as well as state partners.	
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