



## STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division <b>Education, Liberal Arts, and Mathematics</b>	Chair/Dean <b>Andrew Stephan, Dean</b>
Degree Program(s)/Options(s)/Certificates(s) <b>AA-General, AA-Communication, AA-Sociology, 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 CEC, American Sign Language one-year, Law Enforcement Academy one-year, Law Enforcement Academy CEC, Technical Communications CEC, Grant Writing CEC, American Sign Language CEC</b>	Academic Year (20xx/20xx) <b>2014/2015</b>
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.	
<b>1. Summary of milestones</b>	
a. Courses assessed/total number of eligible courses in your department or division = $41/120 = 34\%$ (ex. $8/45=18\%$ ) <b>**Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year.</b> (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:      82 FT                      59 Adjunct	
Modality:    151 F2F                      8 W2                      47 W3                      NA W4	
Campus:     154 Main                      35 Satellite                      5 Dual Enrollment                      0 Early College	
Time:         134 Day                      22 Evening                      0 Weekend	
b. Courses re-assessed during this past academic year = 0 <b>**Report number of courses as re-assessed only if they fell below the college minimum standard of 70% OVERALL.</b> (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:	FT	Adjunct		
Modality:	F2F	W2	W3	W4
Campus:	Main	Satellite	Dual Enrollment	Early College
Time:	Day	Evening	Weekend	
c. Programs, options, certificates affected by assessment/eligible programs, options, certificates= 23/23 = 100% (ex. 1/3=33%)				
d. Departments participating in assessment/eligible departments= 4/4 = 100% <b>(To be completed by Deans ONLY)</b> (ex. 4/4=100%)				
<b>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?</b>				
<p>Courses assessed in the ELM Division this academic year were: Policing (CJS124), Corrections (CJS129), Criminal Justice Practicum (CJS227), Family Law (PLS222), Paralegal Studies Practicum (PLS227), Industrial/Organizational Psychology (PSY124), Social Psychology (PSY220), Abnormal Psychology (PSY221), Psychological Aspects of Therapy (PSY222), Introduction to Gerontology (GER121), Psychological Aspects of Aging (GER122), Sociology (SOC121), Social Problems (SOC221), Writing for Media (ENG227), Writing for the Web (ENG228), American Literature: Colonial to 1865 (ENG236), Women's Literature (ENG240), Intro to Academic Writing (ENG010), Academic Writing (ENG011), College Composition (ENG124), College Composition II (ENG231), Curriculum Design and Instruction (EDU122), Children with Physical Exceptions (EDU125), Community and Family Based Programs (EDU223), The Exceptional Child (EDU225), Infant Toddler Curriculum (EDU124), Educational Technology (EDU126), Early Childhood Program Administration (EDU224), Children with Socioemotional Exceptions (EDU230), American Sign Language II (ASL124), American Sign Language III (ASL221), Ethics (PHL122), US History I – to 1877 (HIS121), US History II – from 1877 (HIS122), World Civilization to 17<sup>th</sup> Century (HIS221), World Civilization from 17<sup>th</sup> Century (HIS222), Effective Speaking (COM121), Student Success Skills (SSC101), Technical Comprehension (IDS101), College Success Skills (IDS115), Industrial Mathematics (MTH107).</p> <p>Out of the 41 courses assessed during the FA14/SP15 academic year, two will need to be reassessed as GLOs mastery within the courses did not achieve 70% in all categories. Specifically, ENG240 was below the 70% threshold in GLO3 50%, GLO5 67%, and GLO6 50% while ENG011 was below the threshold in GLO1 59%, GLO3 54%, GLO4 47%, GLO5 63%, and GLO6 47%. For ENG240, the class ran with only 6 students as an independent study, so when the course runs again, we plan to begin classes with quizzes to jump start discussions, add journals to the curriculum to encourage discussion points, and increase the frequency of open book quizzes to ensure effective reading of the literature for the course. For ENG011, we plan to implement changes to the course beginning summer 2015. We are modifying the Progress Report assignment for each part of the semester; the Progress Reports are the only assignments students submit in the course – grades are based on Reports, attendance, and participation.</p> <p>Another two courses, American Literature: 1965 to Present (ENG237) and Scriptwriting (ENG232), were scheduled for reassessment this past year but failed to be reassessed. Neither were reassessed due to a combination of low enrollment and implementation of changes to the courses. ENG237 will be assessed FA2015 and ENG232 will be reassessed.</p>				



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 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.

Criminal Justice

CJS124: GLO 1 96%, GLO4 91%, GLO5 96%, GLO6 96%,

CJS129: GLO 1 96%, GLO3 100%, GLO4 81.5%, GLO5 95.5%, GLO6 91%

CJS227: GLO 1 98%, GLO2 87.5%, GLO3 96%, GLO4 98%, GLO5 88%, GLO6 100%

PLS222: GLO 1 88%, GLO4 88%, GLO6 88%

PLS227: GLO 1 100%, GLO2 100%, GLO3 100%, GLO4 100%, GLO5 100%, GLO6 100%

Psychology

PSY124: GLO 1, 78.5% GLO3, 72.5% GLO4, 77.5% GLO5, 70.5% GLO6, 71%

PSY220: GLO 1, 90% GLO3, 79% GLO4, 82.5% GLO5, 86.5% GLO6, 95%

PSY221: GLO 1, 100% GLO3, 94% GLO4, 86% GLO5, 93% GLO6, 95%

PSY222: GLO 1, 94.5% GLO3, 97.5% GLO4, 93.5% GLO5, 94% GLO6, 94%

Sociology

GER121: GLO1, 87.5% GLO3, 93% GLO4, 82% GLO5, 84.5% GLO6, 79%

GER122: GLO1, 80.5% GLO3, 86.5% GLO4, 89.5% GLO5, 79.5% GLO6, 78%

SOC121: GLO1, 83% GLO3, 86% GLO4, 87% GLO5, 91% GLO6, 94%

SOC221: GLO1, 100% GLO3, 79% GLO4, 78% GLO5, 100% GLO6, 100%

English

ENG227: GLO1 83%, GLO3 92%, GLO4 75%, GLO5 100%, GLO6 100%

ENG228: GLO1 84%, GLO3 95%, GLO4 89%, GLO6 95%

ENG236: GLO1 91%, GLO3 89%, GLO4 79%, GLO5 90%, GLO6 90%

ENG240: GLO1 100%, GLO3 50%, GLO4 83%, GLO5 67%, GLO6 50%

ENG010: GLO1 73%, GLO4 72%, GLO5 72%, GLO6 71%

ENG011: GLO1 59%, GLO3 54%, GLO4 47%, GLO5 63%, GLO6 47%

ENG124: GLO1 89%, GLO3 77%, GLO4 81%, GLO5 87%, GLO6 93%

ENG231: GLO1 94%, GLO3 90%, GLO4 94%, GLO5 97%, GLO6 91%

EDU

EDU122: GLO 1, 96% GLO3, 93% GLO4, 96% GLO6, 100%  
EDU124: GLO 1, 95% GLO3, 95% GLO4, 95% GLO5, 95% GLO6, 95%  
EDU125: GLO 1, 98% GLO3, 97% GLO4, 98% GLO5, 98% GLO6, 100%  
EDU126: GLO 1, 94% GLO2, 100% GLO3, 98% GLO4, 87% GLO5, 98% GLO6, 95%  
EDU223: GLO 1, 89% GLO3, 86% GLO4, 91% GLO5, 95% GLO6, 89%  
EDU224: GLO 1, 86% GLO2, 100% GLO3, 91% GLO4, 98% GLO5, 96% GLO6, 94%  
EDU225: GLO 1, 100% GLO2, 100% GLO3, 100% GLO4, 100% GLO5, 100% GLO6, 100%  
EDU230: GLO 1, 100% GLO3, 100% GLO4, 98% GLO5, 98% GLO6, 98%

ASL

ASL124: GLO1, 100% GLO4, 100% GLO5, 100%  
ASL221: GLO1, 100% GLO4, 100% GLO5, 100% GLO6, 100%

COM

SSC101: GLO1 96%, GLO2 94%, GLO3 99%, GLO4 92%, GLO5 98%, GLO6 99%  
COM121: GLO1 81%, GLO3 91%, GLO4 91%, GLO5 89%, GLO6 83%  
HIS221: GLO1 82%, GLO3 82%, GLO4 91%, GLO5 100%, GLO6 82%  
HIS222: GLO1 70%, GLO3 81%, GLO4 93%, GLO5 73%, GLO6 73%  
PHL122: GLO1 86%, GLO3 78%, GLO4 88%, GLO5 88%, GLO6 91%  
IDS115: GLO1 96%, GLO2 94%, GLO3 93%, GLO4 95%, GLO5 91%, GLO6 96%  
IDS101: GLO1 91%, GLO3 89%, GLO4 93%,  
HIS122: GLO1 96%, GLO3 89%, GLO4 89%, GLO5 99%, GLO6 95%  
HIS121: GLO1 92%, GLO3 82%, GLO4 92%, GLO5 98%, GLO6 84%

MTH

MTH107: GLO1 86%, GLO2 84%, GLO3 84%, GLO4 82%

5. 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 Communication, Humanities, and Reading; Education and Social Sciences; and Mathematics. However, each department continues to improve course material and pedagogy. For the English and Modern Language department, the following plan has been developed.

ENG

For ENG240, the class ran with only 6 students as an independent study, so when the course runs again, the English and Modern Languages department plans to begin classes with quizzes to jump start discussions, add journals to the curriculum to encourage discussion points, and increase the frequency of open book quizzes to ensure effective reading of the literature for the course.

For ENG011, the English and Modern Languages department plans to implement changes to the course beginning summer 2015. They are modifying the Progress Report assignment for each part of the semester; the Progress Reports are the only assignments students submit in the course – grades are based on Reports, attendance, and participation.

EDU

For education, though overall the 70% threshold was reached, it was noticed in two sections that students did score below 70%. Specifically, in EDU223, two assignments under GLO1 were reported as 67% and 40% achievement levels. Course changes to improve student learning in this GLO include reminders for students to use rubrics provided for assignment prior to submission of the assignment, a sample resource page, and encouragement to utilize the campus writing center. In EDU126, two assignments under GLO4 were reported as 56% and 66% achievement levels. These achievement levels were a result of students not completing the assignment by the due date. Course changes to improve student learning in this GLO include more frequent communication of due dates and time allotted for discussion boards.

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 division leadership, department, coordinator, and advisory board meetings. In Education, the faculty received a grant through the University of Toledo to work on revising curriculum. 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.

The division has numerous student clubs in which faculty members work very close. This provides additional application of course concepts and material which are put in practice. Examples include the Education Honor Society, Stark Raving Writers, Future Speakers, Criminal Justice

Student Club, American Sign Language Club (which interacts heavily with the community), the annual mathematics competition for high schools, STEM day, and the Psychology Honors Society Psi Beta.

**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
Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies	FT Faculty
On-going discussions of course assessment and student success at department meetings and advisory committees	Faculty, advisory board members, meeting space
Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	FT 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.	FT Faculty
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	FT Faculty
Reassess courses ENG240 and ENG011 with the improvements to curriculum and instructional methods.	FT Faculty
Incorporate TAG (Transfer Assurance Guide) changes, if and when they are determined for relevant programs	Ohio Board of Regents, Ohio Two-Year Coalition of Early Childhood Education Programs, ASL faculty
Continue to review suggestions provided by the grant funded "Partner Project" and implement as appropriate	University of Toledo faculty as lead researchers of the grant; Department Chair as liaison between SSC faculty and researchers
Continue quarterly ASL faculty meetings	Faculty
Implement strategies that resulted from assessment grant	Faculty, materials purchased under the grant (camcorders, memory cards)
Encourage faculty to attend professional development activities including JOLT, Focus Day, retreat, Best Practices series, professional conferences and join professional organizations.	
Continue best practices workshops geared toward mathematics instructors	Faculty, stipends for attendees
continue to create a culture where courses are regularly assessed	Faculty

Articulate new courses with other higher education institutions	Faculty and other institutions
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