STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Engineering Technologies Division	**Dr. Donald M. Ball**
Degree Program(s)/Major(s)/Certificate(s)	**Academic Year (20xx/20xx)**
Engineering Technology 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, Electric Power Utility **Industrial Technology Department:** Applied Industrial, Environmental Health & Safety, HVAC, Industrial Process Operation, Automation and 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 **Automotive and Transportation Department:** Automotive Technology AAS, GM ASEP AAS, One Year Certificate Automotive, Comprehensive Automotive Cert, ASE Test Prep Cert, Automotive Aftermarket Vehicle Modification, Automotive Detailing, Automotive Maintenance and Light Repair, Automotive Transmission & Driveline, CAT Lift Truck, Honda PACT, Toyota T-TEN, Toyota T-TEN Electrical, Manual Transmission, HVAC, Toyota T-TEN Engine Repair, Engine Control, Automatic Transmission, Toyota T-TEN Electrical, Brakes, Steering & Suspension	**2018/2019**

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 7. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 28. The Provost will prepare an Academic Affairs' assessment report by July 26.

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 2018-2019 AY the ET Division continued to review course content and assessments for the fall 2017 – spring 2020 assessment cycle. Any achievement level for any evaluation method that fell below the 70% minimum college standard was reassessed during the fall 2018/spring 2019 AY. All of the courses that were assessed this academic year met the 70% or above GLO outcomes.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 88/ 198 = 44% (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	28 Adjunct		
Modality:	109 F2F	2 W2	4 W3	0 W4
Campus:	57 Main	58 Satellite	0 College Credit Plus	0 Early College
Time:	75 Day	40 Evening	0 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 0/76 = 0% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

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

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 33/48 = 69% (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 3/3 = 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)
Exam	Quiz	
Test	Homework	
Quizzes and Exams	Effective Communication – GLO1; Quantitative Literacy – GLO2; Information Literacy – GLO3; Critical Thinking – GLO4; Civic, Professional, and Ethical Responsibility – GLO6	Demonstrate knowledge of theory and practice acquired through lectures, demonstrations, and laboratory practice
Attendance and Participation	Civic, Professional, and Ethical Responsibility - GLO6	Demonstrate and practice good work/employment habits
Homework Assignments	Effective Communication - GLO1; Quantitative Literacy - GLO2; Information Literacy - GLO3; Critical Thinking - GLO4	Demonstrate learned knowledge and practice
Performance Based Assessments (Lab Assignments	Effective Communication - GLO1; Quantitative Literacy - GLO2; Critical Thinking - GLO4; Civic, Professional and Ethical Responsibility - GLO6	Working Effectively in Teams Demonstrate safety and skill set being developed
Written Products (including submittal of drawings)	Effective Communication - GLO1; Information Literacy - GLO3; Critical Thinking - GLO4; Civic, Professional, and Ethical Responsibility - GLO6	Demonstrate proficiency in drawing interpretation, utilization, and implementation
Oral Presentation	Effective Communication – GLO1; Information Literacy – GLO3; Critical Thinking – GLO4	Hands on activities via oral presentations and/or successful demonstrations of learned skill sets.
Capstone Experience	Effective Communication – GLO1; Quantitative Literacy – GLO2; Critical Thinking – GLO4; Civic, Professional, and Ethical Responsibility – GLO6	Troubleshooting (heating and cooling) applications. Completion of 3G and 6G welding examinations respectively.

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
TOTAL	**1,042/1,108=94%**	**895/948=94%**	**1,111/1,179=94%**	**1,089/1,156=94%**	**78/85=92%**	**588/625=94%**

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 by several departments as indicated below. For the courses that will need to be reassessed a variety of planned improvements were identified.

Below is a sample of each unique department's student learning improvement plan:

- Only nine courses were assessed in the 2017-2018 school year. Forty-eight were assessments were completed this year in an effort to better evaluate the Industrial Technology coursework. Next year the remaining courses will need to be evaluated for the three-year cycle.
- Based on current student outcomes, there is no plan to reassess these particular courses. Courses will continue to be reassessed on a regular basis for continuous improvement purposes.
- No improvement strategies were needed this round because all evaluations had a rating above 70%.

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?

At the beginning of Fall 2018 semester, Department 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 2017 semester. They were instructed to mentor and instruct any adjuncts that were teaching a course that needed to be assessed or reassessed during the 2018-2019 AY. Assessment of additional courses and re-assessment of necessary courses will occur during the next academic year.

All Master and Class syllabi are housed on the "H" drive for easy access to full and part time faculty. One-on-one sit down mentoring is available for full-time and part-time faculty to assure full understanding and compliance with the required assessment form completion. This aides in accurate reporting. Advisory committees meet annually to discuss course offerings and any proposed changes. Student attendance is documented to help ensure student success through mentor/faculty interaction with students.

Department specific:

- Faculty have been implementing hands on testing procedures to better evaluate student comprehension.
- Faculty have been participating in focus groups to evaluate and rearrange classroom activities for better student engagement.
- New availabilities to online training have given instructors different opportunities to seek student involvement.
- The automotive advisory committee meets twice a year and has been involved in decision-making opportunities as well as our accreditation process.
- Full time faculty have continued to mentor adjunct faculty in the assessment process and implementation.

- Course assessment instructions and reminders are given to both fulltime and adjunct faculty each semester.
- All Master and Class syllabi are housed on the "G" drive for easy access to full and part time faculty.
- One-on-one sit down mentoring is available for fulltime and adjunct faculty to assure full understanding and compliance with the required assessment form completion. This aides in accurate reporting.
- Advisory committees meet annually to discuss course offerings and any proposed changes.
- Documented student attendance to help ensure student success through mentor/faculty interaction with students.

- 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.

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
Lab Book review and update	Focus Groups/Curriculum Meetings
PowerPoint review and update	Focus Groups/Curriculum Meetings
Update the LMS system w/ Blackboard	Focus Groups/Curriculum Meetings

Tool and equipment needs assessment	Focus Groups/Curriculum Meetings
Currently, the courses assessed this academic year are on track for student successes being reflected in the data.	N/A
Review the outcomes of faculty's student success goals (addressed on Performance Evaluations).	Meet with faculty throughout the year to review the progress they are making on their goals and assess if additional resources are needed.
Encourage faculty attendance at Best Practices workshops and professional development opportunities.	Funding for off-campus professional development opportunities.
Track enrollment and retention data to measure the effectiveness of action plans from current and past assessment periods.	Access to reports in ARGOS.
Make tutoring available for students taking ET courses	Qualified Tutors