STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Arts and Sciences	**Andrew Stephan, Dean of Arts and Sciences**
Degree Program(s)/Major(s)/Certificate(s) **AA General, AS General, AS Biology, AS Premedical Professional, AS Chemistry, AS Physics, AS Mathematics, AS Mathematics – Pre-actuarial, AA English, AAS Technical Communication, AA Communication, AA Psychology, AA Applied Sociology, AS Education, AAS Early Childhood Education, American Sign Language One-Year Certificate, American Sign Language CEC, Grant Writing CEC, Professional Writing CEC**	**Academic Year (20xx/20xx)** **2022/2023**

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 8. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 29. The Provost will prepare an Academic Affairs' assessment report by July 27.

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

In the Arts and Sciences division, a total of 73 courses were assessed during the 2022/2023 year and one course was reassessed from the previous year. Please note that some of the courses are in multiple programs so the individual numbers described in the summary will not add to total.

Assessed Courses

Overall, 43 of the courses assessed or reassessed reside in the Associate of Science – General and 41 are in the Associate of Arts – General.

In Mathematics, the focus was on developmental education and a total of 7 corequisite courses were assessed with no need for reassessment. In the sciences, which includes AS General, Chemistry, Physics, Biology, and Pre-Medical Professional, a total of 14 courses were assessed with no need for reassessment). Six courses were assessed in Biology and Pre-Medical Professional, all of which met the 70% threshold. Eight courses were evaluated in Chemistry and Physics with no need for reassessment.

In the liberal arts, which includes Communication, English, Technical Communications, Grant Writing, and Professional Writing, a total of 28 courses were assessed. All but four achieved above 70%. Twelve assessed were English, three of which will be reassessed in the FA23 semester due to thresholds not being met (ENG233, ENG237, ENG240). For Psychology and Sociology, 6 courses were assessed, all meeting the 70% threshold. 10 courses in Communications and History were assessed with one (COM123), needing reassessed in FA23.

A total of 8 language courses were assessed this past year, 2 Spanish courses and 4 American Sign Language courses. SPN100 will need to be reassessed in FA23. For Education, twelve courses were assessed, all meeting the required threshold.

Finally, SSC101, IDS101, IDS102, and IDS115 were assessed all meeting the necessary threshold.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 73/145 = 50% (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:	119 FT	171 Adjunct			
Modality:	268 F2F	66 W2	326 W3	6 W4	
Campus:	148 Main	89 Satellite	95 College Credit Plus	37 Early College	317 Online
Time:	261 Day	25 Evening	5 Weekend	326 Online	

1b. Courses re-assessed/total number of eligible courses in your department or division = 0/145 = 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	0 Online
Time:	0 Day	0 Evening	0 Weekend	0 Online	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 19/19 = 100% (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)
Written exams, oral exams, lab practicals, quizzes (multiple choice, matching, short answer, essay, includes proper spelling)	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Students will develop knowledge and competency of basic laboratory techniques and equipment usage. • Work safely & effectively in a diverse group of peers to solve problems & interact productively. • Define problems clearly, develop testable hypothesis, design & execute appropriate experiments, analyze data, & draw appropriate conclusions. Demonstrate knowledge of basic safety, analytical, & technical skills in the laboratory

		• Demonstrate general familiarity with the following areas in chemistry: analytical, inorganic, organic, & physical, & an ability employ critical thinking, & perform quantitative calculations with an understanding of the concepts • Understand how culture influences the communication process • Demonstrate knowledge of communication theory through critical inquiry.
Comprehensive final exams, National Exams (ACS)	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking	• Students will develop knowledge and competency of basic laboratory techniques and equipment usage. • Demonstrate general familiarity with the following areas in chemistry: analytical, inorganic, organic, & physical, & an ability employ critical thinking, & perform quantitative calculations with an understanding of the concepts
Written Lab Reports	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility	• Properly document their work and present it in notebook entries and lab reports • Work safely & effectively in a diverse group of peers to solve problems & interact productively.
Seminar Presentations / Presentations	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility	• Demonstrate knowledge of communication theory through critical inquiry.
Laboratory Notebook	GLO1: Effective Communication GLO2: Quantitative Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility	• Properly document their work and present it in notebook entries and lab reports • Work safely & effectively in a diverse group of peers to solve problems & interact productively.
Essays, Research Paper, Collaborative Essay, Reader Response	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness	• Understand how culture influences the communication process • Demonstrate knowledge of communication theory through critical inquiry. • Demonstrate familiarity with research methods.

	GLO6: Civic, Professional and Ethical Responsibility	• Identify historical contexts and current issues in literary and/or writing studies. • Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own. • Assess the ways in which literature and language have contributed to new knowledge in the humanities and other disciplines. • Analyze different audiences in various contexts through informal and formal writing. Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own. • Demonstrate familiarity with research methods. • Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.
Research Project	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO6: Civic, Professional and Ethical Responsibility	
Homework	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy	
Journals	GLO1: Effective Communication GLO4: Critical Thinking GLO5: Global Diversity and Awareness	
Laboratory Experiments	GLO2: Quantitative Literacy	• Students will develop knowledge and competency of basic laboratory techniques and equipment usage.
Exhibitions/Projects and Demonstrations	GLO2: Quantitative Literacy GLO4: Critical Thinking	• The ability to retrieve information efficiently & effectively by searching the chemical literature, to evaluate technical articles critically, & to manage many types of chemical information. Be able to present information in an organized manner using clear visual representations of complex data sets.

Research Proposals	GLO3: Information Literacy GLO4: Critical Thinking	• Analyze different audiences in various contexts through informal and formal writing. • Demonstrate familiarity with research methods.
Case Studies	GLO4: Critical Thinking	
Capstone experiences	GLO4: Critical Thinking	• Students will develop knowledge and competency of basic laboratory techniques and equipment usage. • Scientific thinking and critical analysis will be stressed ('thinking like a scientist') • The ability to retrieve information efficiently & effectively by searching the chemical literature, to evaluate technical articles critically, & to manage many types of chemical information. Be able to present information in an organized manner using clear visual representations of complex data sets. • Demonstrate an understanding of how genetics, environment and personal choices impact age-related changes throughout the lifespan. • Demonstrate knowledge of the basic terms, theories, and concepts of human behavior. • Describe an understanding of the historical and cultural viewpoints as well as current thinking and research on abnormal human behavior and its treatment. • Students will demonstrate an understanding of various theories related to human interactions in the areas of personal relationships, work settings, and social influence.
Discussion	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Understand how culture influences the communication process • Analyze different audiences in various contexts through informal and formal writing. • Assess the ways in which literature and language have contributed to new knowledge in the humanities and other disciplines. • Identify historical contexts and current issues in literary and/or writing studies. • Demonstrate familiarity with research methods.

		• Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.
Projects/Group Projects	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Analyze different audiences in various contexts through informal and formal writing. • Demonstrate familiarity with research methods. • Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.
Reports	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Analyze different audiences in various contexts through informal and formal writing. • Demonstrate familiarity with research methods. • Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.
Portfolios	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Research the information needs of readers, users, and decision makers of technology. • Design documents using both text and graphics appropriate for a variety of workplace readers in national and international settings. • Evaluate the effectiveness of technical documents in various online and print media. • Prepare for employment as technical communicators. • Demonstrate familiarity with research methods.
Practicum site visitation evaluation		• Apply content knowledge in early childhood learning environments. • Create learning environments that promote growth and development and achievement for all children. • Know and apply instructional strategies to promote children's learning and meet the needs and interests of all students.

		• Collaborate and communicate with children, families, and other educators, administrators and the community to support children's learning. • Construct and use varied assessments to inform instruction, evaluate, and ensure child learning in Pre-Kindergarten learning environments. • Demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. • Apply content knowledge in early childhood learning environments including integrated classrooms and Head Start.
Practicum activity plan evaluation		• Apply content knowledge in early childhood learning environments. Apply content knowledge in early childhood learning environments. • Create learning environments that promote growth and development and achievement for all children. • Know and apply instructional strategies to promote children's learning and meet the needs and interests of all students. • Apply content knowledge in early childhood learning environments including integrated classrooms and Head Start.
Cooperating Teacher evaluation		• Apply content knowledge in early childhood learning environments. Apply content knowledge in early childhood learning environments. • Create learning environments that promote growth and development and achievement for all children. • Know and apply instructional strategies to promote children's learning and meet the needs and interests of all students. • Collaborate and communicate with children, families, and other educators, administrators and the community to support children's learning.

		• Demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
Practicum portfolio		• Construct and use varied assessments to inform instruction, evaluate, and ensure child learning in Pre-Kindergarten learning environments.
Workshops	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Analyze different audiences in various contexts through informal and formal writing. Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.

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 Reassessed	GLO1: Effective Communication			GLO2: Quantitative Literacy			GLO3: Information Literacy			GLO4: Critical Thinking			GLO5: Global & Diversity Awareness			GLO6: Civic, Professional, & Ethical Responsibility		
	Pass	Attempt	%	Pass	Attempt	%	Pass	Attempt	%	Pass	Attempt	%	Pass	Attempt	%	Pass	Attempt	%
COM121	2293	2514	91	NA	NA	NA	1837	1999	92	1945	2091	93	1894	2076	91	1945	2091	93
COM122	511	613	83	NA	NA	NA	NA	NA	NA	1235	1434	86	768	883	86	1208	1381	87
COM123	17	30	56	NA	NA	NA	29	29	100	29	29	100	10	10	100	29	30	97
COM125	120	136	88	NA	NA	NA	NA	NA	NA	99	112	88	99	112	88	27	29	93
COM126	142	160	89	NA	NA	NA	49	54	91	191	214	89	142	160	89	116	133	87
SSC101	777	827	94	849	879	97	863	904	95	759	832	91	863	906	95	891	944	94
IDS101	29	32	90	NA	NA	NA	54	64	84	14	16	88	NA	NA	NA	NA	NA	NA
IDS102	154	170	91	NA	NA	NA	1113	1179	94	77	106	73	NA	NA	NA	NA	NA	NA
IDS115	95	96	99	87	91	96	91	93	98	92	94	98	97	98	99	92	98	94
HIS121	730	809	90	NA	NA	NA	986	1060	93	1031	1149	90	656	731	90	490	588	83
HIS122	2424	2855	85	NA	NA	NA	3930	4303	91	4235	4711	90	2684	3110	86	2489	2835	88
HIS221	316	352	90	NA	NA	NA	329	369	90	255	285	89	268	302	89	198	218	91
HIS222	152	187	81	NA	NA	NA	170	206	83	135	169	80	135	169	80	110	143	77
PHL122	5021	5300	95	NA	NA	NA	1669	3980	92	4084	4225	97	2408	2638	91	2063	2146	96
ASL121	15	15	100	NA	NA	NA	14	15	93	15	15	100	15	15	100	15	15	100
ASl122	33	37	89	NA	NA	NA	31	34	91	33	37	89	35	37	95	131	147	89
ASL123	25	25	100	NA	NA	NA	26	26	100	26	26	100	20	20	100	17	17	100
ASL124	37	38	97	NA	NA	NA	36	38	95	36	38	95	36	38	95	36	38	95
ASL221	7	7	100	NA	NA	NA	7	7	100	7	7	100	7	7	100	7	7	100
ASL222	1	1	100	NA	NA	NA	1	1	100	1	1	100	1	1	100	1	1	100
EDU126	86	98	88	90	97	93	90	98	92	59	61	97	83	97	86	59	61	97
EDU130	910	1035	88	NA	NA	NA	421	482	87	421	482	87	495	577	86	495	577	86
EDU225	59	69	85	NA	NA	NA	60	69	87	79	92	86	58	69	84	19	23	83
EDU229	96	103	93	59	66	89	101	108	94	96	103	93	96	103	93	96	103	93
EDU121	70	74	95	NA	NA	NA	63	67	94	63	67	94	51	54	94	64	67	95
EDU122	36	38	95	NA	NA	NA	24	26	92	22	25	88	23	25	92	22	23	96
EDU123	84	84	100	NA	NA	NA	42	42	100	28	28	100	77	77	100	84	84	100
EDU131	230	238	97	NA	NA	NA	230	238	97	62	68	91	33	35	94	78	81	96
EDU221	26	26	100	NA	NA	NA	23	23	100	36	37	97	11	13	85	9	10	100

EDU223	84	84	100	NA	NA	NA	42	42	100	28	28	100	77	77	100	84	84	100
EDU227	40	40	100	5	5	100	20	20	100	20	20	100	15	15	100	15	15	100
EDU228	102	104	98	NA	NA	NA	62	63	98	59	60	98	70	72	97	25	26	96
ENG124	1522	1650	92	NA	NA	NA	655	725	90	676	695	97	675	700	96	1820	1915	95
ENG228	10	12	83	NA	NA	NA	5	6	83	15	18	83	NA	NA	NA	15	17	88
ENG229	20	20	100	5	5	100	10	10	100	15	15	100	10	10	100	10	10	100
ENG233	9	11	82	NA	NA	NA	6	11	55	8	11	73	7	11	64	9	11	82
ENG237	15	17	88	NA	NA	NA	13	17	77	15	17	88	10	17	60	17	17	100
ENG239	14	19	73	NA	NA	NA	17	19	98	18	19	94	18	19	94	14	19	73
SPN100	91	140	65	NA	NA	NA	24	28	86	125	140	89	124	140	89	48	56	86
ENG125	24	24	100	NA	NA	NA	11	11	100	18	18	100	11	11	100	12	12	100
ENG126	44	44	100	NA	NA	NA	9	9	100	9	9	100	10	10	100	10	10	100
ENG232	25	25	100	NA	NA	NA	5	5	100	40	40	100	4	5	80	5	5	100
ENG235	5	5	100	NA	NA	NA	5	5	100	5	5	100	5	5	100	5	5	100
ENG238	20	20	100	NA	NA	NA	5	5	100	25	25	100	5	5	100	5	5	100
ENG240	35	48	73	NA	NA	NA	16	24	67	74	96	77	74	96	77	74	96	77
SPN200	270	304	89	NA	NA	NA	178	188	95	48	60	80	103	108	95	65	72	90
MTH005	7	7	100	7	7	100	7	7	100	7	7	100	NA	NA	NA	NA	NA	NA
MTH007	4	4	100	4	4	100	4	4	100	4	4	100	NA	NA	NA	NA	NA	NA
MTH021	127	127	100	127	127	100	127	127	100	127	127	100	NA	NA	NA	NA	NA	NA
MTH022	75	75	100	75	75	100	75	75	100	75	75	100	NA	NA	NA	NA	NA	NA
MTH023	42	42	100	42	42	100	42	42	100	42	42	100	NA	NA	NA	NA	NA	NA
MTH024	62	62	100	62	62	100	62	62	100	62	62	100	NA	NA	NA	NA	NA	NA
MTH025	34	34	100	34	34	100	34	34	100	34	34	100	NA	NA	NA	NA	NA	NA
PSY124	38	38	100	NA	NA	NA	34	38	89	37	38	97	37	38	97	37	38	97
PSY221	48	53	91	NA	NA	NA	44	50	88	42	53	79	46	51	90	46	50	92
PSY222	31	35	89	NA	NA	NA	33	35	94	33	35	94	33	35	94	32	35	91
PSY229	27	28	96	25	28	89	38	38	84	26	28	93	35	38	92	34	38	89
SOC225	312	334	93	NA	NA	NA	158	223	71	262	278	94	387	413	94	251	269	93
SOC222	38	48	79	NA	NA	NA	40	48	83	41	48	85	41	48	85	18	24	75
CHM100	14	15	93	14	16	97	14	16	97	14	16	97	13	13	100	15	16	94
CHM101	31	38	82	25	35	72	25	35	72	25	35	72	NA	NA	NA	NA	NA	NA
CHM105	58	64	91	63	65	97	58	65	90	55	61	90	55	65	85	57	63	90
CHM123	45	46	98	37	45	82	38	45	84	45	46	98	NA	NA	NA	NA	NA	NA
CHM241	22	24	92	22	24	92	21	24	87	21	24	87	NA	NA	NA	22	24	92
PHY121	16	17	94	13	17	76	13	17	76	13	17	76	NA	NA	NA	NA	NA	NA
PHY221	11	13	85	11	13	85	11	13	85	11	13	85	NA	NA	NA	NA	NA	NA

PHY222	8	8	100	8	8	100	8	8	100	8	8	100	NA	NA	NA	NA	NA	NA
BIO123	58	59	98	55	59	93	58	59	98	54	59	92	NA	NA	NA	NA	NA	NA
BIO125	122	145	84	NA	NA	NA	122	145	84	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIO126	121	125	96	121	125	96	121	125	97	121	125	96	120	125	95	120	125	95
BIO128	22	23	96	NA	NA	NA	20	23	87	20	22	91	18	21	86	20	23	87
BIO130	47	51	92	NA	NA	NA	45	50	90	44	50	88	47	50	94	47	51	92
BIO222	13	14	93	12	14	88	13	14	93	14	15	98	13	14	93	NA	NA	NA

A & S TOTALS	18259/20065 = 91%	1852/1943 = 95%	14637/18124 = 81%	17600/19152 = 81%	13128/14575= 90%	13723/15021 = 91%

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

Overall, all assessed courses, except COM123, ENG233, ENG237, ENG240, and SPN100 achieved the 70% threshold in GLO1, GLO2, GLO3, GLO4, and GLO5 where applicable. In all other courses, the Arts and Sciences division remained well above the threshold in each GLO. One course (COM123) was reassessed within the assessment period, yet still fell below the threshold in one of the GLO categories. The course will be reassessed in the coming year. Biology courses were due to be reassessed from the prior year. These courses (BIO101 and BIO121) were put on hold due to the possible Ohio SSS grant that will require much work to be done and to possible changes due to the OT36 submissions. Last assessment cycle, an issue that the division was facing was the OT36 re-submission and the timeline. Currently, the division is on track to submit all courses on time. This resubmission of all OT36 courses, though very time consuming, has allowed faculty to review and update the courses as they are submitted. As mentioned, another possible opportunity that would affect the sciences is the Ohio Strong Start to Science grant which is currently being investigated by the state. This grant aims to assist students in both entering and passing entry level STEM courses.

Within Chemistry, Physics, and Biology, no courses fell below the 70% mark. However, faculty noted that there seems to be a misalignment of course content with exam content in the new CHM123 course and changes will be made to improve alignment. Also, faculty in the sciences noted that homework grades in the physics courses seem to have declined and they are unsure of the reason. The department will monitor these results and plans have been put in place to increase collaboration with the Science Learning Center in Biology, Chemistry, and Physics. In the spirit of continuous improvement, updated lab manuals were created in multiple science courses and the textbook for Medical Terminology was updated since the last assessment based on instructor feedback and work to prepare materials. Online formats for science courses have also been reviewed and updated.

Faculty will be reassessing the courses (ENG233, ENG237, ENG240, COM123 and SPN100) that had a GLO that fell below 70%. Some of the planned interventions are mandating Writing Center and Digital Library sessions for certain assignments, updating the Audiolog assignments for the Spanish course, and clarifying instructions for the students. Syllabi clarity and updating continues to be a priority.

Though the remaining courses assessed achieved the 70% threshold, the division is continuing to work with high DFW courses and hopes to leverage Title III funding to assist in lowering DFW gaps between populations of students. Other initiatives are the Ohio Strong Start to Sciences grant, continual ACUE training, and faculty led in-house professional development.

The Arts and Sciences division houses three learning centers and two lab tutoring programs that serve many in the college. The learning centers consist of the Math Learning Center, Science Learning Center, and Writing Center and the labs consist of the Anatomy and Physiology Open Lab and the English Language Learner Lab. Over the past year, these learning centers and labs were successful in continuing to help students by offering online tutoring and showed an increase in usage percentage which was reported on the College Completion plan. The centers continue to use best practices in helping students and have continued to offer online platforms to assist the growing number of online students. All of these services are provided for at Stark State Akron.

Outside of the academic curriculum, the Arts and Sciences division continues to stay very active in student clubs which adds a very rich learning experience for our students. The faculty members work very close with the students and this medium provides additional application of course concepts and material which are put in practice. In this past year, the clubs have started to reconvene and become active after the pandemic. However, many remain low enrolled and less active. Examples of clubs in the Arts and Sciences division include the Education Honor Society Kappa Delta Pi, Ski and Snowboarding club, Tri Beta Biological Honor Society, the Chemistry Club, the Between the Covers reading club, Pre-medical Professional club, the Biology Honors Society, Stark Raving Writers, the Physics and Astronomy club, Future Speakers, American Sign Language Club, the Mathematics Honors Society Mu Alpha Theta, STEM day, and Education day.

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 GLOs and evaluation methods used to assess courses were discussed at division leadership, department, CCP, and advisory board meetings. The meetings included discussions on the connection between GLOs and course learning objectives through specific assignments as well as higher level conversations on assessment. When adjuncts are involved, discussions and training, by a coordinator, mentor, or department chair, occur to make sure they have an understanding of the process. 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. Outside of direct assessment, all faculty are involved in course development, course material development ,and many are involved in the numerous student clubs housed within the Arts and Sciences division.

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
Conducted professional development meeting with full time, adjuncts, and dual credit instructors to discuss resources and teaching ideas.	Additional training/review of assessment for current and new instructors.
Continue to review curriculum and textbooks and communicate with faculty from other institutions for ideas.	Faculty
Continue assessment training for both full time faculty and adjuncts, including dual credit.	Meeting time
Discuss learning outcomes, assignments, and methods of delivery during department meetings.	Meeting time
Review Master Syllabi and GLO's	None. FT faculty will review.

Implement Active Learning	None. FT faculty will develop
Professional Development for adjunct faculty	Create material in Blackboard. Design startup week sessions.
Assign Course Mentors to oversee courses	NA
Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	NA
For improvement in all classes, instructors are encouraged to attend professional development opportunities offered both on campus and through outside resources when funding is available.	NA
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	NA
Encourage faculty members to attend professional development events including but not limited to internal events.	Professional development dollars and in-house online events such as JOLT, retreat, Best Practices, and numerous speakers, etc.
Continue to provide a strong tutoring foundation in sciences, math, and writing as well as the other major courses in the division.	Learning Center personnel and faculty utilizing a single office hour per week.
Continue to work on OT36 and TAG courses to assure common outcomes across the state	OT36 coordinator and faculty course development
Incorporate TAG (Transfer Assurance Guide) changes, if and when they are determined for relevant programs	Ohio Department of Higher Education, Ohio Two-Year Coalition of Early Childhood Education Programs
Continue to create new and improve current co-requisite remediation courses	English and math Faculty
Track enrollment data for programs	Data reports
Track equity outcomes in courses and programs	Data reports
Annual Program Review and Appendix I	Dean/Department Chairs
Program development and course articulation	Dean/Department Chairs
Monitor delivery of courses via College Credit Plus	Department chairs, Coordinators
Continue to hold Advisory Committee Meetings	Department Chairs, Faculty
On-going discussions of course assessment and student success at department meetings and advisory committees	Faculty, advisory board members, meeting space
Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies	FT Faculty
Review Assessment: GLO / PLO evaluation criteria/method	Faculty involvement – additional meeting and work time

Monitor success of grading rubrics.	Faculty involvement and interaction – department meeting time
Plan active learning educational opportunities in the Science Learning Center and expand Supplemental Instruction and provide workshops on topics students find especially difficult.	Faculty involvement and interaction – department meeting time
Review the outcomes of faculty's student success goals (addressed on Performance Evaluations). Work with faculty to map out what they need in order to accomplish their goals.	Department Chairs, faculty, meetings to review the results when rubrics were used.
Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	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.	Faculty, professional development, BRIDGE
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	Meeting time
Continue "Best Practices" workshops geared towards mathematics instructors. These should be held regularly each semester.	Best practices workshops and volunteers
Discuss course assessment frequently during department meetings.	Meeting time
Expand course/faculty mentors and continue supporting adjunct faculty ensuring consistency of teaching methods and assessment strategies	Grants for attendee stipends.
On-going discussions of course assessment and student success at department meetings and advisory committees	Meeting time
Conduct professional development meeting with full time, adjuncts, and dual credit instructors	Meeting time
Continue to review curriculum, textbooks and lab manuals and communicate with faculty from other institutions for ideas.	Faculty
Continue assessment training for both full time faculty and adjuncts, including dual credit.	Meeting time
Discuss learning outcomes, assignments, and methods of delivery during department meetings.	Meeting time