Stark State College
Academic Affairs Assessment
Annual Summary Report
2023-2024

Introduction

The annual assessment summary report assists the College in documenting assessment progress by providing:

1. the faculty with the data needed to assess course and program quality, including student learning outcomes, and to complete academic program review and accreditation requirements
2. the departments with the data needed for evaluation and continuous improvement to meet quality standards, accreditation requirements, and student success initiatives
3. the divisions with data needed toward strategic alignment of human, fiscal, and physical resources to support our mission of student success

This summary report and the steps listed below are based on the College's formal assessment process as required by the Higher Learning Commission (HLC).

1. Summary of milestones

Under the current assessment process, the College has participated in twenty-eight semesters of course assessment, twenty-seven semesters of course re-assessment, review of Program Learning Outcomes (PLOs) for each program/major/certificate, and implementation of Student Learning Outcomes (SLOs) for the general education courses and technical/concentration courses for each program/major/certificate. Academic program review continued in this academic year as well. This year, the General Education Purpose Statement, General Education Learning Outcomes, and Student Learning Outcomes were updated.

The number of courses assessed varied from division to division with all divisions (100%) participating in the assessment process. Table 1 shows the number of courses assessed with the number of programs/majors/ certificates affected by assessment and departments participating in course assessment. Table 2 illustrates the number of courses that were re-assessed during AY2023-2024. The courses in Table 2 did not achieve the minimum College standard of 70% achievement of learning outcomes during the initial assessment or were voluntarily identified by faculty to be re-assessed based on the course not meeting the 70% minimum standard in one or more methods of evaluation.

Table 1: COURSE ASSESSMENT FALL 2023 – SPRING 2024			
	Arts and Sciences	Business, Engineering & Information Technologies	Health and Public Services
Courses Assessed this year	25/155=16%	207/545=38%	164/296=55%
Programs/ majors/certificates affected by courses assessed this year	19/19=100%	109/139=78%	26/34=76%
Departments participating in course assessment this year	5/5=100%	7/7=100%	6/7=86%

Table 2: COURSE RE-ASSESSMENT FROM FALL 2022– SPRING 2023			
	Arts and Sciences	Business, Engineering & Information Technologies	Health and Public Services
Courses reassessed during this academic year	5	2	1

2. Summary of previous year's data and plans for improvement

The assessment process continued in Fall 2023 and Spring 2024 with faculty following their departmental timeline for assessment of courses. (See Table 3). Courses that fell below the 70% College minimum standard of student achievement during the previous assessment period were re-assessed.

Table 3: Summary of Data*	
Number of courses assessed, Fall 2023-Spring 2024	396/996=40%
Number of programs/majors/certificates affected by course assessment	154/192=80%
Departments participating in course assessment, Fall 2023-Spring 2024	18/19 = 95%
Number of courses re-assessed, Fall 2023-Spring 2024	8/8 = 100%

The following factors may reflect the variations in the total number of courses from the previous assessment period to this assessment period: addition of new courses, inactivation of courses and/or reorganization of divisions and departments.

3. Evaluation methods used

The methods used to evaluate the General Learning Outcomes (GLOs) include the following:

- Application exercises
- Article reviews
- Capstone assignments and experiences
- Care plans
- Case studies/analyses – oral and written
- Chapter exercises
- Clinical practice, simulations, observations and evaluations
- Computer documentation
- Cooperating teacher evaluations
- Critical thinking exercises
- Data Analysis
- Diet analysis
- Discussion forums, postings and blogs
- Documents (keyboarding)
- Drug calculations
- Electronic documentation
- Exams, essays, quizzes, and national exams
- Exhibits, projects and demonstrations
- Group or individual projects/presentations
- Homework assignments
- Juried review and performance
- In-class activities and exercises
- Interpretation of data
- Instructional development plan
- Interdisciplinary simulation scenarios
- Lab exercises, reports, journals, practical tests, notebooks and experiments
- Legal research and case studies
- National exams
- Online assignments
- Participation
- Patient scenarios
- Peer evaluations
- Physiological assessments of patients
- Portfolio/Dossier development and assessments
- Practice documents (keyboarding)
- Practicums and evaluations
- Prescriptive analysis
- Presentation outlines, oral presentations, and seminar presentations
- Problem solving requiring multiple steps and interdisciplinary skills
- Production evaluation and progress checks

- Physiological assessments
- Professional court reporter mentor discussions
- Quantitative lab determinations
- Rapid scene assessment
- Realtime coach steno writing
- Research papers, assignments, proposals and projects
- Scene analysis
- Volunteer hours
- Web-based assignments
- Workshop assessment
- Writing workshops and assessment
- Written assignments including homework, essays, products, reports, journals, and drawings

4. Evidence of students achieving the learning outcomes (charts, graphs, etc.)

During AY2023-2024, each department continued to review, revise, and/or develop their Program Learning Outcomes (PLOs). Each department continues to maintain all course assessment/re-assessment reports and annual assessment summary reports. The summary reports by departments provide evidence of students achieving the GLOs. The divisions collate the assessment summary report for their respective departments. The Provost and Chief Academic Officer prepares this report illustrating college-wide evidence of students achieving the learning outcomes. The PLOs and SLOs are dependent on each program/major/certificate and are not listed in this report; they are maintained within each department.

The faculty members follow a process for assessment and communication of GLOs. They review the GLOs, identified on the master syllabus for each course; next, they identify the course objectives to support the GLOs and align them with each course objective as evidenced on each master syllabus. They review and revise, as necessary, evaluation methods used to measure and evaluate student success of each GLO, and align the GLOs with each evaluation method as evidenced on each class syllabus. If several sections of the same course are being taught, a representative sample (to include both full-time and adjunct faculty, each type of modality, College Credit Plus [dual enrollment], campus location, and times the course is offered) of the course sections are assessed and then summarized to create a course assessment summary. Based on this information, the level of achievement for each assessment measure is reported using the number of students achieving a 70% or higher on the student learning outcome out of the total number of students who completed the assessment and who completed the course. If the overall achievement level of the GLO falls below the 70% minimum college-wide standard, the department identifies planned improvements to improve student learning in the respective GLO and to improve overall student success. For these courses, the departments implement the planned improvements in the course(s) during the next time the course(s) is taught; and then the course(s) is re-assessed.

The table below summarizes the percentage of students in all academic divisions who, college-wide, demonstrated proficiency in each General Learning Outcome for AY2023-2024. As demonstrated on the table, 94% of the students assessed or reassessed this academic year demonstrated proficiency in *Effective Communication*, 92% demonstrated proficiency in *Quantitative Literacy*, 95% demonstrated proficiency in *Information Literacy Skills*, 94% demonstrated proficiency in *Critical Thinking Skills*, 94% demonstrated proficiency in *Global and Diversity Awareness*, and 95% demonstrated proficiency in

Civic, Professional, and Ethical Responsibility. Based on the results of the data obtained, the majority of students at Stark State College demonstrated proficiency in each of our GLOs. Compared to last year, the percentage of students demonstrating proficiency in each GLO improved. Strategies to address and maintain proficiency in the GLOs are described below.

GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6
Effective Communication	Quantitative Literacy	Information Literacy Skills	Critical Thinking Skills	Global and Diversity Awareness	Civic, Professional, and Ethical Responsibility
94%	92%	95%	94%	94%	95%

5. Summary of action plans developed to enhance student learning based on gathered evidence

In academic year 2022-23, most courses overall met the College's minimum standard for student achievement of 70% or greater. While the assessment process requires departments to identify planned improvements for those courses that do NOT meet the minimum achievement, many faculty members reported planned improvements in their methods of evaluation even when the course met the minimum standard. Listed below are the various planned improvements as identified by faculty:

- Additional formula review/practice and addition of virtual flashcards
- Additional pre-reading activities
- Additional clarification of assignments
- Advance partnership with Disability Support Services to address accessibility needs of students
- Analyze methods and timing of assessments
- Assessing the validity of questions
- Communicate with faculty from other departments, divisions, and colleges about best practices
- Emphasize key concepts
- Emphasize importance of formal tutoring sessions
- Evaluate assignments and exams to ensure the key concepts are being practiced and explained
- Expand group assignments and team-based, active learning
- Expand video-based and audio-based learning in online courses
- Incorporate accreditation standards into assessment plans
- Implement revisions to study guides, within course management system (Blackboard)
- Implement supplemental instruction for courses with high DFW rates identified in the Title III grant
- Improve pre/post-test assessment continually
- Increase co-curricular application of learning outcomes
- Increase number of faculty members training by ACUE for effective delivery of online courses
- Increase review sessions in online courses

- Increase use of Starfish software and referral flags for students to student services
- Mandatory Writing Center visits
- Promote the use of our tutoring centers and other support services, including A&P open lab and ELL lab
- Provide additional study guides
- Provide appropriate support materials on Blackboard and use resources from publishers
- Provide directions on how to complete online assignments
- Re-assignment, re-organization, and facilitation of assignments to utilize strengths of our faculty
- Re-evaluate study guides, review exercises, and discussion forum topics
- Redesign courses to meet Ohio Department of Higher Education OT36 requirements
- Reinforce key concepts from prior classes to improve student learning outcomes
- Review high DFW courses for areas of improvement
- Review the GLO's, PLO's, and SLO's as well as review the methods of evaluation in courses
- Revise and adjust assessment methods in courses that fall below the threshold
- Revise exams, skill evaluations, and faculty calibration exercises
- Revise rubrics to provide more detailed evaluation criteria

6. Steps taken to ensure shared responsibility by faculty, staff, students and advisory boards/committees for student learning and assessment of student learning

The assessment process continued with course assessment/re-assessment and Academic Program Review training provided to faculty, department chairs, and deans during scheduled group meetings throughout the year. We also provided individual training on completion of the course assessment/re-assessment template for any faculty member or department.

The academic division deans continue to put assessment as an agenda item for divisional, departmental, CCP, and advisory board/committee meetings. Career programs hold advisory board/committee meetings to share information and ideas about the state of the program, and discuss avenues for improvement with the committee members. Department chairs frequently met with their faculty to ensure accuracy and validity of the data being reported.

Assessment is discussed at Academic Affairs Council (academic deans and Provost & Chief Academic Officer) meetings. The Provost & Chief Academic Officer, along with the respective dean, discusses changes in any academic course. The Curriculum Committee, a shared governance standing committee of the College, reviews the master and course syllabi template formats for curriculum submissions as part of continuous improvement for the assessment process, including alignment of GLOs with course objectives. The Provost's Office communicates any revisions on either template with the faculty members and ensures posting of the updated templates to mySSC portal in a timely manner. The Assessment Council, consisting of faculty and staff, is an operational committee. A charge of this committee is to review academic and co-curricular assessment.

The GLO alignment with the course objectives and the methods of evaluation reflected on the master and class syllabi informs students of learning outcomes and the assessment of student learning; the syllabi must be available to every student on the first day of class per college policy (SSC Policy & Procedures Manual, Section 3357:15-13-35). All course syllabi are shared resources within each

department and division.

A representative sample of courses taught by both full-time and adjunct faculty members and offered in different modalities, including different times, different campuses, and College Credit Plus (dual enrollment) and Early College High School, ensures shared responsibility for student learning and the assessment of student learning. Departments and divisions hold meetings to ensure accuracy and validity of the data being reported. Some divisions openly engage adjunct faculty members by holding open meetings regarding the course assessment process, which also enhances shared responsibility for assessment of student learning. Some departments assign courses to full-time faculty members to coordinate, including College Credit Plus (dual enrollment) and Early College High School. These course coordinators assist the department chairs with the assessment process for their courses and assist with communication to adjunct faculty members.

Table 4 illustrates division representation of faculty participating in course assessment, types of course modalities assessed, campus locations of courses assessed, College Credit Plus (dual enrollment)/Early College High School, and time of course offering. (Some faculty assessed more than one course or course section; therefore, the faculty numbers reported on the divisional assessment summary reports are duplicated headcount.) In support of continuous improvement, online was listed separately as a campus to better reflect assessment of face-to-face and online courses.

Full-time faculty members continued to mentor adjunct faculty members on the assessment process. Department meetings are held where student learning and strategies to improve it are discussed. Program advisory boards/committees meet each semester; members are provided program specific achievement of learning outcomes and passage rates on certification and licensure exams.

Table 5 illustrates division representation of faculty members participating in course re-assessment, types of course modalities re-assessed, campus locations of courses re- assessed, College Credit Plus (dual enrollment)/Early College High School, and time of course offering. (Some faculty may have re-assessed more than one course or course section; therefore, the faculty numbers reported on the divisional assessment summary reports are duplicated headcount.) In support of ongoing improvement, online was listed separately as a campus to better reflect assessment of face-to-face and online courses.

Table 4: COURSE ASSESSMENT FALL 2023 – SPRING 2024					
	Arts and Sciences		Business, Engineering, & Information Technologies		Health and Public Services
	FT	Adjunct	FT	Adjunct	FT	Adjunct
Faculty	90	122	83	79	69	59
Modality	F2F = 128 W2 = 7 W3 = 74 W4 = 5		F2F = 213 W2 = 20 W3 = 73 W4 = 20		F2F = 119 W2 = 13 W3 = 26 W4 = 13	
Campus	Main = 52 Satellite = 21 CCP = 75 EC = 13 Online = 73		Main = 109 Satellite = 137 CCP = 8 EC = 0 Online = 76		Main = 121 Satellite = 16 CCP = 9 EC = 0 Online = 41	
Time	Day = 124 Evening = 8 Weekend = 2 Online = 73		Day = 200 Evening = 50 Weekend = 4 Online = 76		Day = 113 Evening = 19 Weekend = 4 Online = 39	
FT = Full-time faculty F2F = Face-to-face class offering CCP = College Credit Plus EC = Early College					

The Law Enforcement Academy must comply with instructor/student ratio set by the State of Ohio (OPOTA). Multiple sections of a course may have required more than one instructor, multiple class periods, and/or various locations.

Table 5: COURSE RE-ASSESSMENT FALL 2023 – SPRING 2024					
	Arts and Sciences		Business, Engineering & Information Technologies		Health and Public Services	
	FT	Adjunct	FT	Adjunct	FT	Adjunct
Faculty	3	4	6	0	0	1
Modality	F2F = 1 W2 = 1 W3 = 6 W4 = 0		F2F = 0 W2 = 1 W3 = 1 W4 = 4		F2F = 1 W2 = 0 W3 = 0 W4 = 0	
Campus	Main = 1 Satellite = 0 CCP = 2 EC = 0 Online = 6		Main = 2 Satellite = 3 CCP = 0 EC = 0 Online = 1		Main = 1 Satellite = 0 CCP = 0 EC = 0 Online = 0	
Time	Day = 1 Evening = 0 Weekend = 0 Online = 6		Day = 3 Evening = 2 Weekend = 0 Online = 1		Day = 0 Evening = 1 Weekend = 0 Online = 0	
FT = Full-time faculty F2F = Face-to-face class offering CCP = College Credit Plus EC = Early College						

7. Steps to improve effectiveness of the efforts to assess and improve student learning for next year

- For the purpose of continuous improvement, we will continue to generate quantitative data and compare it to SSC, Ohio, and national trends.
- In order to increase consistency and evaluation in the assessment process, assessment training for department chairs, full-time faculty and adjuncts, including College Credit Plus instructors, will be offered as needed.
- We will continue to implement projects defined in the College Completion Plan 2024 - 2026.
- We will pilot a new LMS, which is D2L.
- We will track access, retention, completion, and transfer data to measure the effectiveness of action plans from current and previous assessment periods.
- We will implement student success ideas generated by Ohio's Student Success Leadership Institute.

- We will implement Title III initiatives that support student success.
- In order to enhance awareness of the assessment process and maintain its level of priority throughout the year, the following activities will take place:
    - Advance advising guideline to ensure proper placement of students, including explaining the rigors of online courses
    - Align courses with OT36, TAG, CTAG, ITAG and MTAG requirements
    - Analyze and evaluate data for future planning of programs/majors/certificates
    - Blackboard training for faculty
    - Communicate assessment processes to students
    - Conduct department "best practice" meetings, including adjunct and CCP/ECHS instructors
    - Continue to conduct advisory committee meetings and implement best practices and curriculum modifications to meet business, health care, and industry needs
    - Continue to advance tutoring services offered to students in all centers
    - Continue to review courses for Quality Matters standards
    - Continue to improve co-requisite remediation
    - Continue to review curriculum and textbooks and identify best practices
    - Continue tracking attrition rates to assess effectiveness of online delivery
    - Continue assessment training for all faculty, including adjuncts
    - Continue mentoring of adjunct faculty by full-time faculty
    - Continue early alert process using Starfish, including sending kudos to students doing well
    - Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies
    - Create new assignments and revise existing assignments
    - Encourage faculty to visit and observe their colleagues' classes to develop new ideas and perspectives on teaching and assessing their students
    - Evaluate new textbooks
    - Expand peer mentoring in open labs and in faculty lab courses
    - Implement electronic lab
    - Implement new technology in clinical experiences
    - Implement strategies to improve DFW courses, including addressing equity gaps
    - Implement best practices for student engagement
    - Implement supplemental instruction in courses identified in Title III grant
    - Improve course accessibility features
    - Improve inter-rater reliability in clinical evaluation of students
    - Integrate industry/organizational best practices into classes
    - Monitor CCP course delivery
    - Participate in Teaching and Learning Center activities to gain best practices
    - Promote co-curricular learning
    - Promote student success resources for online learners
    - Promote tutoring services and open lab time
    - Promote professional development for faculty and staff (co-curricular assessment)
    - Provide more mentorship opportunities for adjunct clinical instructors

- o Review all syllabi at the beginning of each semester to ensure alignment of GLOs with course objectives and methods of evaluation
- o Review syllabi to ensure alignment of GLOs with course objectives and methods of evaluation
- o Review and revise lab manuals
- o Review and update course PowerPoints
- o Review the outcomes of faculty members, departments, divisions, and College student success goals
- o Track program enrollment data
- o Track equity outcomes in courses and programs
- o Update course/assignment rubrics
- o Use Starfish software to increase number of students receiving referrals to student services
- o Use ACUE Commons to gain best practices