Introduction

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

1. the faculty with the data needed to assess quality and complete the academic program review and accreditation requirements
2. the departments with the data needed for evaluation and continuous improvements to meet quality and accreditation requirements
3. and the divisions with data needed toward strategic alignment of human, fiscal and physical resources to fulfill the mission of the College of student access and success, while meeting accreditation requirements

This summary report and the steps listed below are based on addressing the assessment process developed by the Higher Learning Commission.

1. Summary of milestones

The number of courses assessed varied from division to division with all divisions (100%) participating in the assessment process. The table below shows the number of courses, programs, and departments assessed.

<table>
<thead>
<tr>
<th>Division</th>
<th>Courses</th>
<th>Programs</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>14/92=15%</td>
<td>11/11=100%</td>
<td>4/4=100%</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>2/3=67%</td>
<td>NA</td>
<td>1/1=100%</td>
</tr>
<tr>
<td>Business &amp; Entrepreneurial Studies</td>
<td>18/117=15%</td>
<td>8/10=80%</td>
<td>4/4=100%</td>
</tr>
<tr>
<td>Education &amp; Human Services</td>
<td>4/25=16%</td>
<td>3/4=75%</td>
<td>1/1=100%</td>
</tr>
<tr>
<td>Engineering / Information Technology</td>
<td>10/243=4%</td>
<td>23/24=100%</td>
<td>4/4=100%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>65/160=41%</td>
<td>14/19=74%</td>
<td>6/6=100%</td>
</tr>
</tbody>
</table>

*This data reflects the number of programs/options that were affected by course assessment, not the number of programs assessed through a formal academic program review.

Although all departments and all divisions participated in the assessment process, the process has started toward assessing all courses and all programs. The plan is to have every program, option, and certificate evaluated every three years.

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

Because this is the first year of the revised formal assessment process, comparison to last year’s data cannot be made. The plans for improvement include increasing the number of courses and programs assessed and implementing areas of improvements for courses and programs identified through the assessment process. All courses must be assessed within three years, prior to conducting the academic program review.
3. Evaluation methods used

The methods used to evaluate the General Learning Outcomes (GLO’s) include the following:

- Attendance and participation
- Pre- and post-testing
- Exams and quizzes
- Clinical evaluations and procedure description
- Practicum evaluations
- Cooperating teacher/site supervisor evaluation
- Problem solving on board
- Written assignments including homework, essays, research papers, and ANGEL web discussions
- Oral presentations
- Classroom bulletin board
- Case studies
- Critical thinking exercises
- Group projects
- Service learning projects
- Lab exercises/journals
- Reading, interpreting, developing, revising and presenting technical documents and calculations including computer programs and drawings
- Capstone experience
- Portfolio assessments
- Juried review and associated performance valuation

4. Evidence of students achieving the learning outcomes

During the past year, the College reviewed, assessed and modified its General Learning Outcomes as shown below. The Program Learning Outcomes were dependent on each program and its accreditation and are not listed in this report.

The College Six General Learning Outcomes (GLOs)

**EFFECTIVE COMMUNICATION (WRITTEN, ORAL, READING, AND LISTENING)**
1. Organize and develop ideas effectively.
2. Present ideas in an appropriate, mechanically and grammatically correct, professional style.
3. Follow a standardized documentation format.

**QUANTITATIVE LITERACY (INCLUDES COMPUTATIONAL SKILLS)**
1. Determine a solution strategy and set up the problem with the pertinent information.
2. Solve the problem using the appropriate data, the mathematical operations (symbols and formulas), and the appropriate technology (such as calculators and computers) as needed.
3. Analyze and interpret the results for accuracy and reasonableness and explain the results using such tools as graphs, charts, and tables as needed (i.e., business, including economic and finance; health; information technology; engineering technology; liberal arts; mathematics and sciences; education and human services).
INFORMATION LITERACY SKILLS
1. Locate, evaluate, and use effectively the needed information.
2. Manipulate current software and hardware to access and communicate information appropriately.
3. Understand copyright rules and the ethics of extracting, sharing and citing source information.

CRITICAL THINKING SKILLS
1. Understand and interpret data by analyzing and synthesizing information.
2. Challenge assumptions and draw informed and logical conclusions.
3. Test conclusions against relevant criteria and standards while considering practical and ethical implications.

GLOBAL AND DIVERSITY AWARENESS
1. Demonstrate appreciation and respect for individuals and groups and use effective interpersonal and collaboration skills.
2. Demonstrate awareness of the interdependence of factors of diversity: culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills and religion.

CIVIC, PROFESSIONAL, AND ETHICAL RESPONSIBILITY
1. Demonstrate personal integrity and social responsibility consistent with ethics, individual rights, and civility in a democratic society.
2. Accept responsibility for and act in a manner that reflects the values of the communities and organizations.
3. Relate to others in a respectful, courteous, and professional manner.

The GLOs, which are identified on the master syllabus for each course, were reviewed; and the course objectives were then identified to support the GLOs. Evaluation methods used to measure and evaluate student success of each GLO were also identified. In most situations, several sections of the same course were assessed and then summarized to create a course assessment summary. Based on this information, the level of achievement for each evaluation method was reported using the number of students earning a 70% or higher out of the total number of students who completed the evaluation tool and who completed the course. If the achievement level fell below the 70% minimum college-wide standard, planned improvements were identified to improve student learning in that GLO and to improve overall student success.

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

Most departments met the College goal of 70% or greater. For those that did not meet this goal, various planned improvements were identified specific to those courses:

- providing additional in-class lab examples/demonstrations
- utilizing group critique and providing individualized assistance
- adding study guides and reviewing exercises
- emphasizing tutoring for math skills
• Adding audio and video tutorial
• re-evaluating difficulty and validity of exam questions
• emphasizing utilization of more tutoring
• adding assignments and course objectives to support GLOs
• increasing program faculty meetings and including adjunct faculty
• establishing a process to monitor progress on major assignments throughout the semester and creating discussion within the program regarding late assignment policies
• establishing consistency in types of assignments used for evaluation
• reviewing and evaluating learning objectives and related GLO’s to improve student outcomes (Syllabi and objectives will be revised as appropriate).
• increasing emphasis on students reading textbooks prior to class and lab
• reviewing laboratory exercises to improve consistency in laboratory activities and meet learning outcomes
• increasing frequency of quizzes
• encouraging students to take advantage of the learning labs: Writing Center, Math Learning Center, and Science Learning Center

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

The GLO's were discussed at the division and department meetings, and the faculty were given the opportunity to choose the courses they wanted to evaluate for spring 2010 semester.

A random sample of courses offered in different modalities, different times, and different campuses ensured shared responsibility for student learning and the assessment of student learning. Meetings were held to ensure accuracy and validity of the data being reported.

Career programs hold advisory committee meetings to share information and ideas about the state of the program, and avenues for improvement are discussed with the committee members.

Further improvements include holding workshops with department chairs and faculty to help everyone, especially the new employees, understand the assessment process, including what worked and what could be improved. Actively engaging adjunct faculty also enhanced assessment of the courses.

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

• In addition to being qualitative with focus on processes, assessment needs to be quantitative with more direct measures of assessment and focus on outcomes and performance. For the purpose of continuous improvement, more quantitative data needs to be generated and compared to:
  o Longitudinal data to evaluate how the College, the divisions, and the programs are improving over the years
  o Other in-state or out-of-state peer-aspirant institutions on key assessment categories
  o Other state institutions of higher education to evaluate the standing of the College in the University System of Ohio
  o Other national institutions to evaluate how the College compares with national trends
• The Math Department is looking into a Math Redesign process of developmental courses that will focus on teaching students the math theory mostly through applications and problem solving instead of lecture. Assessment of this pilot in spring 2011 will determine if student learning has improved.

• In assessing math and science developmental courses, the College has added new math and science learning centers, in addition to the existing Writing Center. Assessment of the tutoting support services will determine if student learning has been positively impacted.

• In order to increase consistency and evaluation in the assessment process and the General Learning Outcomes, assessment training for department chairs, full-time faculty and adjuncts, including dual credit instructors, needs to be increased.

• In order to enhance awareness of the assessment process and maintain its level of priority throughout the year, the following activities should take place:
  o Provide an assessment summary during department meetings, and advisory board/committee meetings with time to discuss and share learning strategies and methods of assessment.
  o Encourage faculty to visit and observe their colleague's classes to develop new ideas and perspectives on teaching and assessing their students.
  o Increase frequency of meetings and workshops with deans, chairs, and faculty with assessment on the agenda