



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Arts and Sciences	Chair/Dean Andrew Stephan
Degree Program(s)/Major(s)/Certificate(s) AS Biology, AS Premedical Professional, AAS Biotechnology, AS Chemistry, AS Physics, AS Mathematics, AS Mathematics – Preactuarial, AS General, AA General, AA English Composition, AA English Literature, AAS Technical Communication, AA Communication, AA Psychology, AA Applied Sociology, 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, Technical Communications CEC, Grant Writing CEC, American Sign Language CEC, Biotechnology CEC	Academic Year (20xx/20xx) 2015-2016
<p>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 10. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 1. The Provost will prepare an Academic Affairs' assessment report by July 29.</p>	
<p>1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.</p>	
<p>In the Arts and Sciences division a total of 41 courses were assessed this year with an additional five courses being reassessed. Out of these assessments only two will need to be reassessed next cycle with an additional two courses needing to be reassessed from a previous cycle.</p> <p><u>Math and Sciences:</u></p> <p>In the Math and Sciences area, which includes Chemistry, Physics, Biology, Pre-Medial Professional, and Biotechnology, a total of 14 courses were assessed in the math and sciences area and another three reassessed. All courses except two met the standard of being above 70% in each General Learning Outcome. The courses that will need to be reassessed are Principles of Microbiology (BIO221) and Astronomy (PHY105). For BIO221, the outcomes were below 70% for GLO2 Quantitative Literacy. Plans for this course are having the course mentor meet with all of the faculty who taught this past spring to see how they taught the Growth and Plate count problems. The part-time instructors had very high pass rates (combined average grade of 90%) while the two full-time instructors had very low pass rates (combined average grade of 53%). Based on these discussions a best practices for teaching and assessing this topic will be presented. In addition, the assignment will be rewritten to emphasize the basic concepts and demonstrate how they are used in practical situations. For Astronomy (PHY105), the outcomes were below 70% in GLO1, 2, 3, and 4. It is worth mentioning that of the two sections that were assessed (one main campus and one Early College), the main campus exceeded 70% in all areas but the Early College class did not. These students struggled to turn in assignments and to do well on tests.</p>	

It was suggested this cohort of students has struggled along these lines in many of their classes. To address the Early College High School section specifically, tutoring should be offered at Cornerstone as at main campus. This has proven very beneficial to the main campus students. Separately, this course will be redesigned this coming year. A new homework system will be implemented. This system will be more user-friendly, provide a better and interactive environment, and will have content that is more relevant and at a more appropriate level for the astronomy course. The lab manual will also be reviewed and revised for content, clarity and consistency. Tests will be redesigned around the new homework and lab content.

Education and American Sign Language:

A total of ten courses were assessed in the Education and American Sign Language area. No courses were reassessed. When measuring the general learning outcomes, all were above 70% and none will need to be reassessed in the next year.

Liberal Arts:

In the Liberal Arts area, which includes English, Technical Communications, Communication, Psychology, and Applied Sociology, at total of 17 classes were assessed and two courses were reassessed from last year. When measuring the general learning outcomes, all were above 70% and none will need to be reassessed in the next year. With regard to the academic assessment for 2014-2015, English was scheduled to reassess ENG240, ENG011. ENG240 was assessed this year and all were above 70% but ENG011 was not. We plan to assess this course the upcoming year. Other courses from the 2013-2014 assessment cycles that were to be reassessed were ENG237 and ENG232. ENG237 was assessed and met the standard but ENG232 did not run due to low enrollment.

Individual course assessment data can be found below in item 3 with detailed assessment data points.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = $41/161 = 25\%$
(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:	62 FT	48 Adjunct		
Modality:	114 F2F	6 W2	39 W3	1 W4
Campus:	134 Main	11 Satellite	3 College Credit Plus	3 Early College
Time:	103 Day	19 Evening	5 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 5/161 = 3% (ex. 8/45 = 18%) (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)				
Faculty:	5 FT	3 Adjunct		
Modality:	6 F2F	0 W2	1 W3	0 W4
Campus:	6 Main	0 Satellite	2 College Credit Plus	0 Early College
Time:	7 Day	0 Evening	0 Weekend	
1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates = 22/25 = 88% (ex. 1/3 = 33%)				
1d. Departments participating in assessment/eligible departments = 7/7 = 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 <i>mystarkstate</i> .				
General Learning Outcomes (GLOs)		Program Learning Outcomes (PLOs)		
Written exams	Autobiography	Essays		
Written Lab Reports and Seminar Presentations	Essays	Research Papers		
Laboratory Notebook	Group Projects	Class Discussions		
Laboratory Experiments	Research Projects	Portfolios		
Research Papers	Activities	Comprehensive Examinations		
Exhibitions and Demonstrations	Application exercises	Examinations		
Performance-based assessments	Editing Workshops	Quizzes		
Journals	Transforming text assignment	Capstone Courses		
Oral examinations	Writing portfolio	Labs		
Graded discussions/Discussion posts	Progress reports	Research		
Surveys	Rubrics	Capstone Presentations		
Attendance	Portfolio assessment	Practicums		
Homework	Speech	Cooperating teacher evaluations		
News Article	Multimodal project	Community Learning Experiences		
Blog	Learning center visits			
Exhibitions/demonstrations	Observations reports			
Observations				

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
SPN100	151/184 = 82%	NA	62/78 = 79%	21/26 = 81%	62/78 = 79%	45/52 = 87%
SPN200	3/3 = 100%	NA	3/3 = 100%	3/3 = 100%	3/3 = 100%	3/3 = 100%
ENG233	10/12 = 83%	NA	7/10 = 70%	9/11 = 82%	12/12 = 100%	9/10 = 90%
ENG234	24/24 = 100%	NA	22/24 = 92%	23/24 = 96%	22/24 = 92%	24/24 = 100%
ENG250	2/2 = 100%	NA	2/2 = 100%	2/2 = 100%	2/2 = 100%	2/2 = 100%
ENG237	24/26 = 94%	NA	35/36 = 97%	35/37 = 95%	34/36 = 94%	36/36 = 100%
ENG240	6/6 = 100%	NA	6/6 = 100%	6/6 = 100%	7/7 = 100%	6/7 = 86%
BIO124	66/68 = 97%	NA	129/157 = 82%	66/70 = 94%	30/37 = 81%	66/70 = 94%
BIO129	22/22 = 100%	NA	19/22 = 86%	19/22 = 86%	21/22 = 95%	19/22 = 86%
BIO221	204/212 = 96%	76/136 = 56%	204/212 = 96%	247/280 = 88%	126/143 = 88%	NA
BIO122	13/15 = 87%	21/25 = 84%	12/15 = 80%	21/25 = 84%	NA	13/15 = 87%
BST221	6/6 = 100%	5/6 = 83%	6/6 = 100%	NA	NA	6/6 = 100%
SCI273	48/48 = 100%	40/40 = 100%	48/48 = 100%	56/56 = 100%	24/24 = 100%	24/24 = 100%
BIO142	NA	44/50 = 88%	11/15 = 73.3%	11/15 = 73.3%	13/15 = 86.7%	NA
BIO241	NA	NA	NA	6/8 = 75%	NA	NA
BST240	3/4 = 75%	4/4 = 100%	8/8 = 100%	4/4 = 100%	3/4 = 75%	3/4 = 75%
CHM101	699/882 = 79%	699/882 = 79%	699/882 = 79%	699/882 = 79%	NA	NA
CHM121	533/804 = 73%	533/804 = 73%	533/804 = 73%	533/804 = 73%	NA	533/804 = 73%
CHM122	177/189 = 94%	177/189 = 94%	177/189 = 94%	177/189 = 94%	NA	177/189 = 94%
MTH105	102/118 = 86%	104/118 = 88%	59/59 = 100%	55/59 = 93%	NA	NA
MTH124	631/746 = 85%	319/373 = 86%	328/373 = 88%	316/373 = 85%	NA	NA
MTH227	58/68 = 85%	52/68 = 76%	34/34 = 100%	40/51 = 78%	NA	NA
COM125	191/234 = 82%	NA	NA	191/234 = 82%	168/200 = 84%	65/67 = 97%
COM228	23/25 = 92%	NA	7/7 = 100%	3/3 = 100%	19/21 = 90%	19/21 = 90%
COM126	15/16 = 94%	NA	43/49 = 88%	14/16 = 88%	16/16 = 100%	15/16 = 94%

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
COM225	269/293 = 92%	NA	NA	269/293 = 92%	269/293 = 92%	216/229 = 94%
IDS102	245/248 = 98%	NA	712/829 = 86%	74/75 = 99%	NA	NA
PHY101	38/51 = 75%	115/150 = 77%	80/101 = 79%	115/150 = 77%	NA	NA
PHY105	11/21 = 52%	37/63 = 59%	29/42 = 69%	37/63 = 59%	NA	NA
SOC222	12/12 = 100%	NA	9/11 = 82%	10/10 = 100%	8/10 = 80%	10/10 = 100%
SOC228	5/6 = 83%	NA	NA	6/6 = 100%	5/6 = 83%	NA
SOC229	11/11 = 100%	NA	6/7 = 86%	10/11 = 91%	10/12 = 83%	8/8 = 100%
EDU127	520/572 = 93%	NA	520/572 = 93%	520/572 = 93%	520/572 = 93%	520/572 = 93%
EDU130	201/230 = 87%	NA	114/138 = 83%	216/244 = 89%	142/166 = 86%	192/216 = 89%
EDU131	1150/1235 = 93%	NA	1781/1887 = 94%	1770/1878 = 94%	1304/1385 = 94%	996/1054 = 94%
EDU132	728/763 = 95%	NA	686/720 = 95%	644/677 = 95%	189/201 = 94%	42/43 = 98%
EDU228	191/210 = 91%	NA	68/75 = 91%	68/75 = 91%	NA	41/45 = 91%
EDU229	609/684 = 89%	88/101 = 87%	175/192 = 91%	224/253 = 86%	198/223 = 89%	165/182 = 91%
EDU221	931/1011 = 92%	NA	697/748 = 93%	1205/1292 = 93%	381/408 = 93%	348/374 = 93%
EDU231	1/1 = 100%	1/1 = 100%	1/1 = 100%	1/1 = 100%	1/1 = 100%	1/1 = 100%
ASL123	88/88 100%	NA	64/64 = 100%	24/24 = 100%	32/32 = 100%	48/48 = 100%
ASL222	14/14 = 100%	NA	NA	25/25 = 100%	14/14 = 100%	12/12 = 100%
PSY121	1028/1202 = 86%	NA	768/869 = 88%	1013/1157 = 88%	952/1083 = 88%	909/1031 = 88%
PSY122	14/15 = 93%	NA	12/15 = 80%	12/15 = 80%	14/15 = 93%	12/15 = 80%
PSY123	278/391 = 71%	NA	190/206 = 92%	271/295 = 92%	265/293 = 90%	127/147 = 86%
PSY124	33/39 = 87%	NA	28/31 = 90%	35/39 = 90%	33/46 = 72%	30/36 = 83%
A&S Totals	9388/10811 = 90%	2315/3010 = 83%	8394/9547 = 89%	9106/9849 = 90%	4899/5404 = 91%	4742/5395 = 92%

4. 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 Arts and Sciences. However, each department continues to improve course material and pedagogy. As a division, we are also looking at common general education requirements to help with pathways.

Outside of the curriculum, the Arts and Sciences division is and plans 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. Examples include the Education Honor Society Kappa Delta Pi, Ski and Snowboarding club, Tri Beta Biological Honor Society, the Chemistry Club, the Stark State Readers, 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 the Psychology Honors Society Psi Beta (which runs the Stark State Students Serving Students food pantry).

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, coordinator, 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. 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 (such as lab manuals), 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
Encourage faculty members to attend professional development events including but not limited to internal events.	professional development dollars and in-house events such as JOLT, retreat, Best Practices, 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 OTM and TAG courses to assure common outcomes across the state	OTM coordinator and faculty course development
Work on co-requisite remediation strategies	faculty

Track enrollment data for programs	data reports
Annual Program Review and Appendix I	dean and department chairs
Program and course articulation	dean and department chairs
Monitor delivery of courses via College Credit Plus	department chairs, coordinators