



**STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT**

Department/Division Business & Entrepreneurial Studies	Chair/Dean Donald C. Mullen/Dan Fuline/Cheri Rice
Degree Program(s)/Major(s)/Certificates(s) Accounting & Finance Accounting & Finance – Accounting-Corporate Major, Accounting-CPA Major, Bookkeeping Certificate, Enrolled Agent Certificate, Fundamental Payroll Certificate, Accounting-Tax Major, Accounting-Health Administration Major, Accounting-Computer Information Major, Banking Associate Certificate, Accounting-Forensic Accounting Major, Computer-Integrated Accounting Certificate, Corporate Finance, and CEC: Taxation, Managerial Accounting, Financial Accounting, Basic Accounting Skills. Management & Marketing Business Management, Business Management – Entrepreneurship Major, Business Management-International Business Major, Business Management-Small Business Major, Business Management-Health Services Major, Business Management-Finance Major, Business Management-Human Resources Major, Business Management-Kent State University-BBA Major, Business Administration (AA), Entrepreneurship, Entrepreneurship Certificate, Fashion Merchandising, Culinary Arts, Marketing Management, Marketing Management-Sales Major, Marketing Management-E-Commerce Major, Marketing Management-Logistics Major, Business Management-Sports Management Major, Business Management -Gaming Management Major, and CEC: International Business, Entrepreneurship, Advanced Entrepreneurship, Quality Management, Sales, Supervision.	Academic Year (20xx/20xx) 2013/2014
<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 14. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 7. The Provost will prepare an Academic Affairs' assessment report by July 31.</p>	

1. Summary of milestones

- a. Courses assessed/total number of eligible courses in your department or division = **6/80 = 7.5%** (ex. 8/45=18%)
****Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year.**

(Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been assessed. If not applicable, indicate with an NA.)

Faculty:	7 FT	8 Adjunct		
Modality:	7 F2F	1 W2	7 W3	N/A W4
Campus:	6 Main	2 Satellite	N/A Dual Enrollment	N/A Early College
Time:	6 Day	2 Evening	N/A Weekend	

- b. Courses re-assessed during this past academic year = **0** – **This year represents the beginning of our 2nd Assessment Cycle**
****Report number of courses as re-assessed only if they fell below the college minimum standard of 70% OVERALL.**

(Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been re-assessed. If not applicable, indicate with an NA.)

Faculty:	FT	Adjunct		
Modality:	F2F	W2	W3	W4
Campus:	Main	Satellite	Dual Enrollment	N/A Early College
Time:	Day	Evening	Weekend	

- c. Programs, majors, certificates affected by assessment/eligible programs, majors, certificates= 33/41 = 80.4% (ex. 1/3=33%)

- d. Departments participating in assessment/eligible departments= 1/2 = 50% (**To be completed by Deans ONLY**) (ex. 4/4=100%)
 Management & Marketing -Did not participate in the assessment process for the 2013-2014 Academic Year

2. Provide a brief summary of the previous year's data that was collected related to the outcomes and the plans for improvement implemented. Did the plans for improvement implemented assist the department in achieving the goals?

Based upon the assessment results from the past 3 years, the Accounting & Finance Faculty developed and implemented improvement plans which positively impacted the outcomes for the courses that were re-assessed in 2012/2013. This year begins our second round of course assessments.

3. 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)
Tests/Exams	Effective Communication, Quantitative Literacy, Critical Thinking, Global & Diversity Awareness, Civic Professional & Ethical Responsibility	
Quizzes	Effective Communication, Quantitative Literacy, Critical Thinking, Global & Diversity Awareness, Civic Professional & Ethical Responsibility	
Research Projects	Effective Communication, Information Literacy, Critical Thinking, Global & Diversity Awareness	
Case Studies/Briefs	Effective Communication, Quantitative Literacy, Information Literacy, Critical Thinking,	
Business Law and Cyber Law Ethics Projects	Effective Communication, Information Literacy, Critical Thinking, Global & Diversity Awareness, Civic Professional & Ethical Responsibility	
Forensic Accounting Written Report	Effective Communication, Information Literacy, Critical Thinking, Global & Diversity Awareness, Civic Professional & Ethical Responsibility	

4. What evidence do you have that students achieved or did not achieve the learning outcomes? (Please include evidence of students achieving the learning outcomes.)

The General Learning Outcomes (GLOs) are identified on the master syllabus for each course, and have been reviewed for accuracy. The course objectives, which also appear on each master syllabus, have been aligned to each GLO. All evaluation methods used to measure and evaluate student success for each GLO were identified. For each course assessed, the level of achievement for each evaluation method was reported using the number of students earning 70 percent or higher out of the total number of students who completed the evaluation tool and completed the course. If the achievement level fell below the minimum college-wide standard, planned improvements were identified to improve student learning in the GLO.

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

In order to improve student learning outcomes, we will implement the following:

- In Fraud Examination, the Instructor will review some key concepts from prior accounting classes to improve student learning outcomes.
- The Business Analysis with Algebra Instructors will encourage better student advising regarding the rigors of web-based classes. They will also increase the use of video based learning with the W3 sections. We will train new Adjunct Faculty on the use of the Financial Calculator.
- The Money and Banking Instructor will place more emphasis on the economic concepts contained in the last sections of the course.

6. 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 Accounting and Finance Department has completed the first round of the assessment process on time. Our second round of course assessments began this academic year and will be completed in Spring 2016.

7. 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
Discuss Assessment in Department Staff Meetings	N/A
Discuss Assessment in Advisory Board Meetings	N/A
Add additional review of materials covered in previous courses	N/A
Creation of new and revisions to existing homework assignments	N/A
Evaluation and revisions to material and subjects covered in the classroom, demonstrate more in-class exercises	N/A
Small group work to reinforce concepts	N/A
Incorporate additional review with quizzes	N/A
Increase contact with adjunct faculty at satellite campuses	N/A