



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Arts and Sciences	Chair/Dean 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) 2023/2024
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 7. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 21. The Provost will prepare an Academic Affairs' assessment report by July 19.	
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>In the Arts and Sciences division, a total of 25 courses were assessed during the 2023/2024 year and five courses were 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.</p> <p>Assessed Courses</p> <p>Overall, 23 of the courses assessed or reassessed reside in the Associate of Science – General and 22 are in the Associate of Arts – General.</p> <p>In Mathematics, both Trigonometry and Statistics were assessed. In the sciences, which includes AS General, Chemistry, Physics, Biology, and Pre-Medical Professional, a total of 9 courses were assessed with no need for reassessment. Five courses were assessed in Biology and Pre-Medical Professional, all of which met the 70% threshold. Four courses were evaluated in Chemistry and Physics with no need for reassessment.</p> <p>In the liberal arts, which includes the Associate of Arts-General, Communication, English, Technical Communications, Grant Writing, and Professional Writing, a total of 10 courses were assessed. All but one met the threshold and will be reassessed next cycle. Three English courses were reassessed from last year (ENG233, 237, 240) with all achieving the 70% threshold. For Psychology and Sociology, 5 courses were assessed, all meeting the 70% threshold. One course in Communications was reassessed and met the threshold.</p>	

SPN100 was reassessed and met the threshold. For Education, three courses were assessed, all meeting the required threshold.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 25/ 155 = 16% (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:	90 FT	122 Adjunct		
Modality:	128 F2F	7 W2	74 W3	5 W4
Campus:	52 Main	21 Satellite	75 College Credit Plus	13 Early College 73 Online
Time:	124 Day	8 Evening	2 Weekend	73 Online

1b. Courses re-assessed/total number of eligible courses in your department or division = 5/155 = 3% (ex. 8/45=18%) (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	3 FT	4 Adjunct		
Modality:	1 F2F	1 W2	6 W3	0 W4
Campus:	1 Main	0 Satellite	2 College Credit Plus	0 Early College 6 Online
Time:	1 Day	0 Evening	0 Weekend	6 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)	GLO1: Effective Communication	<ul style="list-style-type: none"> Students will develop knowledge and competency of basic laboratory techniques and equipment usage.

<p>choice, matching, short answer, essay, includes proper spelling)</p>	<p>GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> • 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.
<p>Comprehensive final exams, National Exams (ACS)</p>	<p>GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking</p>	<ul style="list-style-type: none"> • 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
<p>Written Lab Reports</p>	<p>GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> • 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.
<p>Seminar Presentations / Presentations</p>	<p>GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 GLO6: Civic, Professional and Ethical Responsibility	<ul style="list-style-type: none"> • Understand how culture influences the communication process • Demonstrate knowledge of communication theory through critical inquiry. • Demonstrate familiarity with research methods. • 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	<ul style="list-style-type: none"> Students will develop knowledge and competency of basic laboratory techniques and equipment usage.
Exhibitions/Projects and Demonstrations	GLO2: Quantitative Literacy GLO4: Critical Thinking	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> 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	<p>GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> 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	<p>GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> 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	<p>GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> 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	<p>GLO1: Effective Communication</p> <p>GLO3: Information Literacy</p> <p>GLO4: Critical Thinking</p> <p>GLO5: Global Diversity and Awareness</p> <p>GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Apply content knowledge in early childhood learning environments including integrated classrooms and Head Start.
Cooperating Teacher evaluation		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Construct and use varied assessments to inform instruction, evaluate, and ensure child learning in Pre-Kindergarten learning environments.
Workshops	<p>GLO1: Effective Communication</p> <p>GLO3: Information Literacy</p> <p>GLO4: Critical Thinking</p> <p>GLO5: Global Diversity and Awareness</p> <p>GLO6: Civic, Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> 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	%
BIO127	62	82	76	77	84	94	NA	NA	NA	73	76	96	74	75	98	NA	NA	NA
BIO241	9	10	90	9	10	100	9	10	90	9	10	90	NA	NA	NA	NA	NA	NA
BIO122	106	124	85	92	126	73	108	124	87	94	124	76	NA	NA	NA	NA	NA	NA
BIO142	61	61	100	57	68	84	66	67	98	60	68	88	64	65	98	68	68	100
CHM142	89	90	99	241	285	85	241	285	85	241	285	85	45	45	100	44	45	98
CHM242	14	14	100	12	14	86	25	28	89	25	28	89	NA	NA	NA	14	14	100
CHM243	35	40	88	36	39	92	31	40	78	15	20	75	NA	NA	NA	NA	NA	NA
COM123	25	33	76	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EDU132	292	310	94	NA	NA	NA	271	286	95	227	240	95	113	121	94	130	139	94
EDU232	22	23	96	NA	NA	NA	21	24	88	34	35	97	20	22	91	21	24	88
EDU235	50	50	100	NA	NA	NA	49	50	98	39	40	98	40	40	100	30	30	100
ENG231	2666	2826	94	NA	NA	NA	2666	2826	94	2262	2361	96	2262	2361	96	2262	2361	96
ENG234	63	64	98	NA	NA	NA	64	64	100	64	64	100	63	64	98	62	64	97
ENG241	1	2	50	NA	NA	NA	2	2	100	2	2	100	2	2	100	2	2	100
ENG221	168	184	91	NA	NA	NA	40	46	87	118	137	86	156	174	90	171	184	93
ENG227	12	14	86	NA	NA	NA	7	7	100	14	14	100	13	14	93	21	21	100
ENG230	99	100	99	NA	NA	NA	51	52	98	65	66	98	83	84	99	83	84	99
ENG233	9	9	100	NA	NA	NA	9	10	90	10	11	91	11	11	100	9	11	81
ENG237	15	15	100	NA	NA	NA	15	17	88	13	17	76	14	15	93	15	17	88
ENG240	10	12	83	NA	NA	NA	13	13	100	41	45	91	41	45	91	NA	NA	NA
MTH124	405	523	96	1489	1671	89	793	851	93	331	423	78	NA	NA	NA	NA	NA	NA
MTH130	611	723	84	611	723	89	220	241	91	198	241	82	NA	NA	NA	NA	NA	NA
PHY105	228	257	89	205	267	77	228	263	87	352	436	81	NA	NA	NA	NA	NA	NA
PSY121	1103	1224	90	NA	NA	NA	983	1086	91	975	1080	90	957	1063	90	739	965	77
PSY131	163	180	91	NA	NA	NA	35	36	97	31	36	86	97	108	90	31	36	86
SCI273	11	11	100	11	11	100	11	11	100	11	11	100	11	11	100	11	11	100

SOC121	814	927	88	NA	NA	NA	660	727	91	708	776	91	657	738	89	745	844	88
SOC122	59	68	87	NA	NA	NA	31	36	86	64	73	88	NA	NA	NA	27	30	90
SOC229	8	8	100	NA	NA	NA	6	6	100	8	8	100	8	8	100	4	4	100
SPN100	783	840	93	NA	NA	NA	230	252	91	783	840	93	783	840	93	783	840	93

A & S TOTALS	7993/8824 = 91%	2840/3298 = 86%	6885/7460 = 92%	6867/7567 = 91%	5514/5906 = 93%	5272/5794 = 90%
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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 ENG241, achieved the 70% threshold in GLO1, GLO2, GLO3, GLO4, and GLO5 where applicable. ENG241 ran as an independent study with only two students so the data is not significant. However, the instructor plans to use open book/note tests and mandated Writing Center visits for future course offerings and the course will be reassessed when it runs again. The five reassessed courses from the previous cycle all met the threshold.

All remaining division courses met the threshold. However, there are a number of courses we are investigating with the help of Title III funds. This includes BIO101, BIO125, COM121, HIS121, HIS122 and gateway math and English courses. We are also investigating BIO121 and BIO122 as well as the gateway courses in the sciences as part of the Ohio Strong Start in Science initiative. We will continue to investigate and improve these courses over the next few years using those initiative funds. Reviews in all disciplines continue to take place as resubmissions of all OT36 courses continue. Within the departments, course mentors continue to be used to ensure new instructors have the support they need. Faculty also visit classrooms and web classes to share knowledge and provide suggestions to each other for continual improvement. Other work includes rearrangement of syllabi for better flow of topics, using active learning strategies, and meeting with and learning from DSS to make classes more accessible. Other plans include continued 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. Each center works with their respective department in using Starfish referral flags so that faculty can directly refer someone to the center and so that the center can follow up with the student. 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
Faculty will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	None. FT faculty will review.
Faculty will continue to discuss best practices and delivery methods during department meetings to improve student learning in the courses.	Meeting time
Conducted professional development meeting with full time, adjuncts, and dual credit instructors to discuss resources and teaching ideas.	Meeting time. Grant dollars
Continue to review 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	FT faculty will review.
Implement Active Learning	FT faculty will develop
Professional Development for adjunct faculty	Create material in Blackboard. Design startup week sessions. Grant dollars
Continue to assign Course Mentors to oversee courses	Faculty
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.