# STARK STATE COLLEGE
## ASSESSMENT SUMMARY REPORT

| Department/Division<br>**Arts and Sciences** | Chair/Dean<br>**Andrew Stephan** |
|---|---|
| Degree Program(s)/Major(s)/Certificate(s)<br>**AS Biology, AS Chemistry, AS Physics, AS Pre-medical Professional, AA Communication, AS Mathematics, AS Pre-Actuarial Mathematics, AS Education, AAS Early Childhood Education, AA English, AA Psychology, AA Applied Sociology, AAS Technical Communications, AA-General, AS-General, Grant Writing CEC, Professional Writing CEC, American Sign Language one-year, American Sign Language CEC, Teacher Assistant CEC** | Academic Year (20xx/20xx)<br>**2024/2025** |

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 6. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 20. The Provost will prepare an Academic Affairs' assessment report by July 18.

1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.

In the Arts and Sciences division, a total of 31 courses were assessed during the 2024/2025 year and one course was reassessed within the same 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.

**Assessed Courses**

Overall, 25 of the courses assessed or reassessed reside in the Associate of Science – General and 24 are in the Associate of Arts – General.

In mathematics and the sciences, 22 courses were assessed, one being developmental. One course, BIO101, did not meet the threshold of 70% in GLO1. It was reassessed within the same cycle and met the threshold so will not need to be reassessed next year. All other courses passed the 70% threshold with no need for reassessment.

In liberal arts, a total of 9 courses were assessed.  All but one met the threshold. GER122 was below the threshold for GLO1 and will be reassessed in the next cycle.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 31/100 = 31% (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: | 60 FT | 69 Adjunct | | |
| Modality: | 112 F2F | 14 W2 | 38 W3 | 6 W4 |
| Campus: | 65 Main | 24 Satellite | 46 College Credit Plus | 4 Early College | 40 Online |
| Time: | 117 Day | 15 Evening | 2 Weekend | 40 Online |

1b.  Courses re-assessed/total number of eligible courses in your department or division = 1/100 = 1% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

| | | | | |
|---|---|---|---|---|
| Faculty: | 9 FT | 11 Adjunct | | |
| Modality: | 12 F2F | 0 W2 | 8 W3 | 0 W4 |
| Campus: | 6 Main | 3 Satellite | 1 College Credit Plus | 0 Early College | 8 Online |
| Time: | 10 Day | 2 Evening | 0 Weekend | 8 Online |

1c.  Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 14/20 = 70%   (ex. 1/3=33%)

1d.  Departments participating in assessment/eligible departments= 4/5 = 80% (**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 choice, matching, short answer, essay, includes proper spelling) | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness<br>GLO6: Civic, Professional and Ethical Responsibility | • Students will develop knowledge and competency of basic laboratory techniques and equipment usage.<br>• Work safely & effectively in a diverse group of peers to solve problems & interact productively.<br>• 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 |

Template revision date:  5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016, 09-30-2021, 06-07-2022, 01-29-2024; August 2024

| | | • 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<br>• Understand how culture influences the communication process<br>• Demonstrate knowledge of communication theory through critical inquiry. |
|---|---|---|
| Comprehensive final exams, National Exams (ACS) | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy<br>GLO4: Critical Thinking | • Students will develop knowledge and competency of basic laboratory techniques and equipment usage.<br>• 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 |
| Written Lab Reports | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO6: Civic, Professional and Ethical Responsibility | • Properly document their work and present it in notebook entries and lab reports<br>• Work safely & effectively in a diverse group of peers to solve problems & interact productively. |
| Seminar Presentations / Presentations | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO6: Civic, Professional and Ethical Responsibility | Demonstrate knowledge of communication theory through critical inquiry. |
| Laboratory Notebook | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO4: Critical Thinking<br>GLO6: Civic, Professional and Ethical Responsibility | • Properly document their work and present it in notebook entries and lab reports<br>• Work safely & effectively in a diverse group of peers to solve problems & interact productively. |

| | | |
|---|---|---|
| Essays, Research Paper, Collaborative Essay, Reader Response | GLO1: Effective Communication<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness<br>GLO6: Civic, Professional and Ethical Responsibility | • Understand how culture influences the communication process<br>• Demonstrate knowledge of communication theory through critical inquiry.<br>• Demonstrate familiarity with research methods.<br>• Identify historical contexts and current issues in literary and/or writing studies.<br>• Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.<br>• Assess the ways in which literature and language have contributed to new knowledge in the humanities and other disciplines.<br>• Analyze different audiences in various contexts through informal and formal writing.<br>Interpret knowledge of the human condition and diverse populations from various generic texts in order to recognize perspectives and values different from our own.<br>• Demonstrate familiarity with research methods.<br>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<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy<br>GLO6: Civic, Professional and Ethical Responsibility | |
| Homework | GLO1: Effective Communication<br>GLO2: Quantitative Literacy<br>GLO3: Information Literacy | |
| Journals | GLO1: Effective Communication<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness | |

| Laboratory Experiments | GLO2: Quantitative Literacy | • Students will develop knowledge and competency of basic laboratory techniques and equipment usage. |
|---|---|---|
| Exhibitions/Projects and Demonstrations | GLO2: Quantitative Literacy<br>GLO4: Critical Thinking | • 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<br>GLO4: Critical Thinking | • Analyze different audiences in various contexts through informal and formal writing.<br>Demonstrate familiarity with research methods. |
| Case Studies | GLO4: Critical Thinking | |
| Capstone experiences | GLO4: Critical Thinking | • Students will develop knowledge and competency of basic laboratory techniques and equipment usage.<br>• Scientific thinking and critical analysis will be stressed ('thinking like a scientist')<br>• 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.<br>• Demonstrate an understanding of how genetics, environment and personal choices impact age-related changes throughout the lifespan.<br>• Demonstrate knowledge of the basic terms, theories, and concepts of human behavior.<br>• Describe an understanding of the historical and cultural viewpoints as well as current thinking and research on abnormal human behavior and its treatment.<br>• Students will demonstrate an understanding of various theories related to human interactions in the areas of personal relationships, work settings, and social influence. |

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| | | |
|---|---|---|
| Discussion | GLO1: Effective Communication<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness<br>GLO6: Civic, Professional and Ethical Responsibility | • Understand how culture influences the communication process<br>• Analyze different audiences in various contexts through informal and formal writing.<br>• Assess the ways in which literature and language have contributed to new knowledge in the humanities and other disciplines.<br>• Identify historical contexts and current issues in literary and/or writing studies.<br>• Demonstrate familiarity with research methods.<br>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 | GLO1: Effective Communication<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness<br>GLO6: Civic, Professional and Ethical Responsibility | • Analyze different audiences in various contexts through informal and formal writing.<br>• Demonstrate familiarity with research methods.<br>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 | GLO1: Effective Communication<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness<br>GLO6: Civic, Professional and Ethical Responsibility | • Analyze different audiences in various contexts through informal and formal writing.<br>• Demonstrate familiarity with research methods.<br>• 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 | GLO1: Effective Communication<br>GLO3: Information Literacy<br>GLO4: Critical Thinking<br>GLO5: Global Diversity and Awareness | • Research the information needs of readers, users, and decision makers of technology.<br>• Design documents using both text and graphics appropriate for a variety of workplace readers in national and international settings. |

| | GLO6: Civic, Professional and Ethical Responsibility | • Evaluate the effectiveness of technical documents in various online and print media.<br>• Prepare for employment as technical communicators.<br>• Demonstrate familiarity with research methods. |
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**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 |
|---|---|---|---|---|---|---|
| CHM205 | 5/6 = 83% | 5/6 = 83% | 5/6 = 83% | 5/6 = 83% | 5/6 = 83% | 6/6 = 100% |
| PHY101 | 67/75 = 89% | 226/302 = 75% | 127/157 = 81% | 226/302 = 75% | N/A | N/A |
| CHM141 | 146/160 = 91% | 208/273 = 76% | 146/160 = 91% | 208/273 = 76% | N/A | N/A |
| ENG011 | 215/230 = 93% | N/A | 172/230 = 75% | 187/230 = 81% | 215/230 = 93% | 187/230 = 81% |
| ENG024 | 680/900 = 75% | N/A | 680/900 = 75% | 680/900 = 75% | 680/900 = 75% | 680/900 = 75% |
| ENG250 | 1/1 = 100% | N/A | 1/1 = 100% | 1/1 = 100% | 1/1 = 100% | 1/1 = 100% |
| MTH018 | 43/52 = 83% | 40/52 = 77% | 48/52 = 92% | 46/52 = 88% | N/A | N/A |
| MTH105 | 95/105 = 90% | 92/101 = 91% | 97/105 = 92% | 94/105 = 90% | N/A | N/A |
| MTH107 | 47/49 = 96% | 47/49 = 96% | 47/49 = 96% | 43/47 = 91% | N/A | N/A |
| MTH118 | 274/326 =84% | 327/441=74% | 285/331 = 86% | 400/512 = 78% | 185/247 =75% | N/A |
| MTH125 | 305/359 = 85% | 305/359 = 85% | 188/202 = 93% | 146/202 = 72% | N/A | N/A |
| MTH135 | 402/503 = 80% | 402/503 = 80% | 269/286 = 94% | 217/286 = 76% | N/A | N/A |
| MTH223 | 240/285 = 84% | 240/285 = 84% | 180/187 = 96% | 130/183 = 71% | N/A | N/A |
| MTH224 | 36/45 = 80% | 36/45 = 80% | 15/15 = 100% | 14/15 = 93% | N/A | N/A |
| MTH225 | 48/62 = 77% | 48/62 = 77% | 18/21 = 86% | 16/21 = 90% | N/A | N/A |
| MTH226 | 3/3 = 100% | 3/3 = 100% | 3/3 = 100% | 3/3 = 100% | N/A | N/A |

| | | | | | | |
|---|---|---|---|---|---|---|
| MTH227 | 8/9 = 89% | 8/9 = 89% | 8/9 = 89% | 8/9 = 89% | N/A | N/A |
| BIO101 | 253/414 = 61% | N/A | 320/346 = 92.5% | N/A | N/A | N/A |
| BIO121 | 76/104 = 73% | 99/126 = 78% | 87/126 = 69% | 91/126 = 74% | N/A | N/A |
| BIO124 | 106/124 = 85% | 92/126 = 73% | 108/124 = 87% | 94/124 = 76% | N/A | N/A |
| BIO141 | 73/73 = 100% | 55/78 = 71% | 70/76 = 92% | 71/73 = 97% | 69/78 = 88% | 73/73 = 100% |
| BIO221 | 79/79 = 100% | 63/76 = 83% | 72/76 = 95% | 68/76 = 89% | 76/76 = 100% | N/A |
| GEO141 | 9/9 = 100% | 6/6 = 100% | 7/9 = 78% | 8/9 = 89% | 9/10 = 90% | 9/10 = 90% |
| BIO129 | 18/19 = 95% | N/A | 20/20 = 100% | 16/18 = 89% | 19/19 = 100% | 17/19 = 89% |
| SCI273 | 11/11 = 100% | 11/11 = 100% | 11/11 = 100% | 11/11 = 100% | 11/11 = 100% | 11/11 = 100% |
| GER121 | 35/35 = 100% | N/A | 33/33 = 100% | 32/38 = 84% | 33/37 = 89% | 32/35 = 91% |
| GER122 | 17/25 = 68% | N/A | 15/17 = 88% | 12/17 = 71% | 19/20 = 95% | 20/20 = 100% |
| SOC123 | 60/61 = 98% | N/A | 65/69 = 94% | 71/75 = 95% | 81/83 = 98% | 70/72 = 97% |
| PSY123 | 130/137 = 95% | N/A | 120/125 = 96% | 118/131 = 90% | 109/115 = 95% | 117/119 = 98% |
| PSY124 | 23/28 = 82% | N/A | 26/28 = 93% | 23/28 = 82% | 20/23 = 83% | 25/28 = 89% |
| PSY220 | 20/20 =1 00% | N/A | 20/20 = 100% | 24/25 = 96% | 22/22 = 100% | 25/25 = 100% |
| BIO101 | 159/225 = 71% | N/A | N/A | N/A | N/A | N/A |
| A&S Totals | 3684/4534 = 81% | 2313/2913 = 79% | 3263/3794 = 86% | 2883/3898 = 74% | 1554/1878 = 83% | 1273/1549 = 82% |

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

The Sciences faculty are focused on course improvement, assessment alignment, and enhancing student success across their disciplines. Chemistry and Physics instructors are refining assessment measures, strengthening exam alignment, standardizing instructor expectations (especially in lab work), and working toward greater consistency in grading and instructional delivery. These improvements are guided in part by the Ohio Strong Start in Science grant and regular faculty collaboration, including norming among physics instructors.

In Biology, the department concluded its three-year assessment cycle, showing strong results in most General Learning Outcomes (GLOs) with a few exceptions (BIO101 and BIO121), which are being specifically targeted for reassessment and improvement. Course adjustments have included better student preparation materials and direct study skill guidance, which have begun to improve assessment outcomes. Other Biology courses, such as Human Diseases and Microbiology, have shown strong results due to course updates and experienced instruction. Capstone and specialty science courses like Physical Geology, Meteorology, and SCI273 are also undergoing review or adaptation to improve enrollment, engagement, and transferability.

In Mathematics, the department is preparing to roll out the Starfish tutoring referral system to all courses, ensuring that any student who scores below 70% on an assessment will be referred for additional academic support to improve performance early and consistently throughout the semester.

Faculty in English, Sociology, and Psychology are focused on curriculum alignment, accessibility, and student support to enhance learning outcomes and degree completion.

English faculty continue to emphasize the importance of academic resources by mandating Writing Center and Digital Library use as part of essay and revision processes. They are also reviewing syllabi for clarity and accessibility while conducting annual professional development sessions. This year's focus is on norming essay grading and building upon best practices established in previous workshops.

Sociology faculty are carefully reassessing course content and assignment alignment to ensure consistency and to determine where reassessment may be needed within the current assessment cycle to improve student comprehension and success.

In Psychology, significant work has been done to realign the degree program with the Ohio Guaranteed Transfer Pathway (OGTP) standards, ensuring transferability and curriculum relevance. The updated degree requirements will go into effect in Summer 2025.

| 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? |
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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 |

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|---|---|
| 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. |
| Continue to work on OT36 and TAG courses to assure common outcomes across the state | OT36 coordinator and faculty course development |
| Incorporate TAG (Transfer Assurance Guide) changes, if and when they are determined for relevant programs | Faculty |
| Continue to improve current co-requisite remediation courses | English and math Faculty |
| Track enrollment data for programs | Data reports |
| Annual Program Review and Appendix I | Dean/Department Chairs |

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|---|---|
| Program development and course articulation | Dean/Department Chairs |
| Monitor delivery of courses via College Credit Plus | Department chairs, Coordinators |
| Continue to hold Advisory Committee Meetings | Department Chairs, Faculty, Public members |
| Monitor success of grading rubrics. | Faculty involvement and interaction – department meeting time |
| Plan active learning educational opportunities in the Science Learning Center and continue Supplemental Instruction and provide workshops on topics students find especially difficult. | Faculty involvement and interaction – department meeting time |
| Review the outcomes of faculty's student success goals (addressed on Performance Evaluations). Work with faculty to map out what they need in order to accomplish their goals. | Department Chairs, faculty, meetings to review the results when rubrics were used. |
| Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum. | Faculty |
| Faculty will be encouraged to apply for assessment mini-grants to focus on aspects of courses that can be improved based on assessment. | NA |
| Participation in Ohio Start to Science to review science courses | Chemistry/Biology faculty involvement – additional meeting and work time |