



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Arts and Sciences	Chair/Dean Andrew Stephan
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, Teacher Assistant CEC	Academic Year (20xx/20xx) 2025-2026
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 5. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 19. The Provost will prepare an Academic Affairs' assessment report by July 17.	
1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.	
During the 2025–2026 academic year, the Arts and Sciences Division assessed courses in Biology, Chemistry and Physics, Communication, Education, English, Psychology, and Applied Sociology. Mathematics did not assess courses during the 2025–2026 cycle as the department focused on curriculum reform, course redesign, and alignment activities associated with ongoing mathematics initiatives. Assessment results demonstrated student achievement above the institutional benchmark of 70% across all six General Learning Outcomes. Division-wide achievement rates were 92% for Effective Communication, 89% for Quantitative Literacy, 93% for Information Literacy, 92% for Critical Thinking, 90% for Global and Diversity Awareness, and 89% for Civic, Professional, and Ethical Responsibility. English assessed nine courses and reported achievement rates ranging from 89% to 100% across all assessed General Learning Outcomes. Applied Sociology assessed three courses and one reassessed course, with all reported outcomes meeting or exceeding 84%, while the reassessed course achieved 100% across all measured outcomes. Psychology assessed four courses, with achievement rates ranging from 80% to 93% across all General Learning Outcomes. Biology assessed six courses and reported all measured outcomes above the institutional benchmark, ranging from 77% to 98%, with no courses requiring reassessment. Communication, Education, Humanities, and Reading assessed twenty-four courses and reported all outcomes above the benchmark, with most results in the upper 80% to upper 90% range. Chemistry and Physics assessed three courses and reported achievement rates ranging from 72% to 100%, identifying Quantitative Literacy and Critical Thinking in CHM241 and PHY121 as areas for continued instructional improvement. Based on assessment findings, departments developed action plans focused on reviewing curriculum and assignments, refining course design and instructional materials, expanding faculty professional development and assessment training, enhancing student engagement strategies,	

strengthening quantitative reasoning and problem-solving opportunities in STEM courses, improving online course delivery, integrating artificial intelligence literacy into English coursework, and continuing faculty collaboration to support student learning and achievement.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 63/156 = 40% (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:	39 FT	76 Adjunct			
Modality:	143 F2F	18 W2	181 W3	1 W4	
Campus:	63 Main	18 Satellite	87 College Credit Plus	13 Early College	185 Online
Time:	138 Day	9 Evening	0 Weekend	185 Online	

1b. Courses re-assessed/total number of eligible courses in your department or division = 1/156 = 1% (ex. 8/45=18%) (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	1 FT	0 Adjunct			
Modality:	0 F2F	0 W2	1 W3	0 W4	
Campus:	0 Main	0 Satellite	0 College Credit Plus	0 Early College	1 Online
Time:	0 Day	0 Evening	0 Weekend	1 Online	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 18/20 = 90% (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 GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Students will develop knowledge and competency of basic laboratory techniques and equipment usage. • 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 to 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.
Comprehensive final exams, National Exams (ACS)	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking	• 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
Written Lab Reports	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility	• 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.
Seminar Presentations / Presentations	GLO1: Effective Communication GLO2: Quantitative Literacy GLO3: Information Literacy GLO4: Critical Thinking GLO6: Civic, Professional and Ethical Responsibility	• 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	• 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	• 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.
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 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 GLO4: Critical Thinking	- Analyze different audiences in various contexts through informal and formal writing. - Demonstrate familiarity with research methods.
Capstone experiences	GLO4: Critical Thinking	- 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. • 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	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• 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	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• 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	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• 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	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• 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 Evaluations, Activity Plans, Cooperating Teacher Evaluations, Field Experiences	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• 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. • Construct and use varied assessments to inform instruction, evaluate, and ensure child learning. • Collaborate and communicate with children, families, educators, administrators, and the community. • Demonstrate responsibility for professional growth, performance and involvement as an individual and

		as a member of a learning community
Discussion Forums, Reflection Essays, Ethical Challenges and Reflections, Community Learning Experiences	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Demonstrate knowledge of the basic terms, theories, and concepts of sociological study. • Describe an understanding of the historical and cultural viewpoints as well as current thinking and research on sociological studies. • Demonstrate knowledge of communication theory through critical inquiry. • Understand how culture influences the communication process.
Case Studies, Intervention Plans, Theory Applications, Film Critiques	GLO4: Critical Thinking GLO5: Global Diversity and Awareness GLO6: Civic, Professional and Ethical Responsibility	• Demonstrate knowledge of the basic terms, theories, and concepts of human behavior. • Demonstrate an understanding of how genetics, environment and personal choices impact age-related changes throughout the lifespan. • 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.

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
ENG124	2161/2318=93%	NA	1093/1196=91%	1163/1230=95%	1221/1270=96%	3231/3462=93%
ENG125	16/16=100%	NA	8/8=100%	16/16=100%	8/8=100%	8/8=100%
ENG126	87/90=97%	NA	20/20=100%	20/20=100%	19/20=95%	20/20=100%
ENG228	5/5=100%	NA	7/7=100%	7/7=100%	7/7=100%	7/7=100%
ENG229	24/24=100%	6/6=100%	12/12=100%	18/18=100%	12/12=100%	12/12=100%
ENG232	15/15=100%	NA	3/3=100%	16/20=80%	3/3=100%	3/3=100%
ENG233	13/14=93%	NA	7/7=100%	11/14=76%	12/14=86%	10/14=71%
ENG237	13/15=86%	NA	11/15=73%	13/15=86%	13/15=86%	11/15=73%
ENG238	20/20=100%	NA	4/5=80%	25/25=100%	4/5=80%	5/5=100%
ENG239	74/82=90%	NA	68/82=83%	77/82=94%	68/82=83%	69/82=84%
ENG240	38/40=95%	NA	19/20=95%	36/40=90%	35/40=88%	35/40=88%
GER122	7/7=100%	NA	6/6=100%	6/6=100%	6/6=100%	6/6=100%
SOC221	76/86=92%	NA	84/92=91%	44/51=86%	44/51=86%	49/58=84%
SOC222	167/180=93%	NA	148/160=93%	186/208=89%	185/188=98%	148/153=97%
SOC225	447/518=86%	NA	213/248=86%	1029/1239=83%	1095/1247=88%	995/1051=95%
COM121	1509/1687=89%	NA	1326/1475= 90%	1260/1365=92%	1415/1553= 91%	990/1050=94%
COM122	494/543=91%	NA	1342/1417= 96%	623/651= 96%	623/651= 96%	1316/1388= 96%
COM123	40/55= 73%	NA	22/22=100%	21/22= 95%	11/11=100%	9/11=82%
COM125	356/390=91%	NA	NA	356/390-91%	356/390-91%	294/309=95%
COM126	415/464=89%	NA	123/136=90%	538/602=89%	385/432=89%	355/398=89%
COM223	106/117= 91%	NA	NA	106/117= 91%	NA	58/70= 83%
COM225	177/196=90%	NA	NA	58/70=83%	177/196=83%	110/117=94%
COM228	110/132= 83%	NA	59/65= 91%	118/142= 83%	34/40= 85%	34/40= 85%
ASL221	211/224= 95%	NA	128/137= 93%	197/209=94%	219/232=94%	225/237=95%
HIS121	699/720= 96%	NA	701/735=95%	1120/1125=99%	740/750= 98%	599/626=96%
HIS122	1044/1151= 91%	NA	569/579=98%	1520/1705= 89%	1197/1341=89%	1164/1293=90%

HIS221	255/277=92%	NA	255/277=92%	243/264=92%	243/264=92%	229/249=92%
HIS222	1634/1684= 97%	NA	850/912=93%	1644/1764=93%	260/293= 89%	210/239= 88%
EDU121	267/270= 99%	NA	247/251= 98%	247/251=98%	247/251= 98%	247/251= 98%
EDU126	45/51= 88%	30/34= 88%	48/51= 94%	47/51=92%	28/34= 82%	30/34= 88%
EDU130	438/466= 94%	NA	427/454= 94%	363/388= 94%	322/345= 93%	374/389= 96%
EDU131	107/120= 89%	NA	99/110=90%	26/30=87%	19/20=95%	38/50=76%
EDU132	27/27=100%	NA	27/27=100%	27/27=100%	9/9=100%	5/5=100%
EDU221	16/18=89%	NA	16/18=89%	25/27=93%	7/9=78%	25/27=93%
EDU223	47/47=100%	NA	23/23=100%	16/16=100%	47/47=100%	47/47=100%
EDU225	68/72= 94%	NA	70/72=97%	93/96=97%	67/72=93%	22/24=92%
EDU227	72/73=99%	6/6=100%	29/30=97%	36/36=100%	36/36=100%	42/42=100%
EDU228	346/394=88%	NA	139/159=87%	225/252=89%	49/69= 71%	111/136=82%
EDU229	37/39= 95%	38/39=97%	38/39=97%	37/39=95%	25/26=96%	35/39=90%
EDU232	24/24=100%	NA	12/12=100%	24/24=100%	11/12=92%	11/12=92%
EDU235	30/30=100%	NA	36/36=100%	30/30=100%	24/24=100%	30/30=100%
PHL122	8407/9226= 91%	NA	5690/6154= 93%	4048/4468=91%	3388/3838= 88%	1419/1531= 93%
ASL123	31/32= 97%	NA	32/32=100%	32/32=100%	16/16=100%	8/8=100%
PSY124	17/17=100%	NA	16/17=94%	18/19=95%	15/17=88%	16/16=100%
PSY221	88/96=92%	NA	88/96=92%	87/96=91%	132/144=92%	88/96=92%
PSY222	20/22=90%	NA	20/22=90%	20/22=90%	18/22=81%	20/22=90%
PSY229	26/30=87%	26/30=87%	24/30=80%	42/45=93%	25/30=83%	28/30=93%
BIO123	133/141 = 94%	56/64 = 88%	69/73 = 95%	53/64 = 83%	NA	NA
BIO125	162/191 = 85%	NA	134/175 = 77%	NA	NA	NA
BIO126	73/76 = 96%	237/245 = 97%	82/83 = 98%	82/83 = 98%	NA	NA
BIO128	38/44 = 96%	NA	39/44 = 89%	38/44 = 86%	39/44 = 89%	38/44 = 86%
BIO130	42/47 = 89%	NA	40/46 = 87%	39/46 = 78%	43/48 = 90%	44/47 = 94%
BIO222	25/28 = 89%	27/28 = 96%	24/28 = 86%	13/14 = 93%	24/28 = 86%	NA
CHM100	33/36=92%	75/79=95%	32/34=94%	94/98=96%	16/16=100%	17/18=94%
CHM241	23/23 = 100%	18/23 = 78%	21/23 = 91%	18/23 = 78%	N/A	23/23 = 100%
PHY121	30/31=97%	111/155 = 72%	114/124=92%	111/155=72%	N/A	N/A
Total	20885/22741 = 92%	630/709 = 89%	14714/15899 = 93%	16362/17893 = 91%	12999/14278 = 91%	12920/13884 = 93%

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

Assessment results exceeded the 70% benchmark across the division. Action plans focused on continued curriculum review, assignment refinement, and faculty professional development. English faculty developed and implemented an AI-focused assignment in ENG124 and will reassess the revised Reader Response assignment to evaluate student use of AI in rhetorical situations. Psychology faculty will continue refining online course delivery and expanding faculty training in Brightspace for W3 and W4 courses. Communication, Education, Humanities, and Reading faculty will continue assessment training, review learning outcomes and assignments, discuss instructional strategies during department meetings, participate in professional development activities, and review curriculum and textbooks to support student learning. Chemistry and Physics faculty identified opportunities to strengthen quantitative literacy and critical thinking through additional problem-solving activities, application-based learning experiences, and continued review of course content and assessment methods. Biology reported no courses below benchmark and will continue current assessment and instructional practices while monitoring student achievement.

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?

Full-time faculty, adjunct faculty, and CCP instructors participated in the assessment process by completing course assessments and reporting assessment data. General Learning Outcomes, assessment results, and course assessment procedures were discussed during department meetings, professional development sessions, and faculty communications. Departments reviewed learning outcomes, assignments, assessment measures, and master syllabi to ensure alignment with course and program outcomes. Departments engaged advisory committees in discussions related to program review, curriculum, assessment results, and instructional practices. Faculty collaboration and ongoing participation in assessment activities helped support shared responsibility for student learning across the 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.	FT faculty and meeting time.
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.

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, Biology, and math Faculty
Track enrollment data for programs	Data reports
Annual Program Review and Appendix I	Dean/Department Chairs
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
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.
Faculty will be encouraged to apply for assessment mini-grants to focus on aspects of courses that can be improved based on assessment.	NA
Continue faculty training and development related to online instruction and effective use of Brightspace in W3 and W4 courses.	Professional development time
Implement and assess the revised AI-focused assignment in ENG124 and evaluate student learning outcomes associated with the revised Reader Response assignment.	Faculty time and grant-supported resources
Continue collaboration with adjunct and CCP faculty regarding assessment results, instructional practices, and student learning.	Meeting time and professional development opportunities