STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Arts and Sciences	**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, AAS Early Childhood Education-Infant Toddler, AAS Early Childhood Education-Intervention Specialist, American Sign Language One-Year Certificate, American Sign Language CEC, Infant Toddler Certificate (CEC), Grant Writing CEC, Technical Communications CEC**	**Academic Year (20xx/20xx)** **2018/2019**

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 8. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 29. The Provost will prepare an Academic Affairs' assessment report by July 27.

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 53 courses were assessed this year with two of those courses being reassessed from the prior year. Out of 53 assessments, six courses will need to be reassessed next year.

Reassessed Courses

BIO121, which was reassessed this year, achieved a 70% or greater on the reassessment. For ENG234, which was a reassessment from the prior year as well, the metrics did increase, but not enough in GLO1. Because of this, ENG234 will be reassessed in the coming year. The computational science course, CST221, was due to be reassessed but did not run the last academic year. It will be reassessed in the coming year.

Assessed Courses

Overall, 20 of the courses assessed or reassessed reside lie in the Associate of Science – General and 25 are in the Associate of Arts – General.
In the Math and Sciences area, which includes Mathematics, Chemistry, Physics, Biology, and Pre-Medical Professional, a total of 28 courses were assessed and one reassessed. In the biological sciences area, six courses were assessed. Of the six, all had GLO percentages above 70%. In Chemistry and Physics, a total of seven courses were assessed. Five of the courses achieved above 70%, while two will need to be reassessed next year. In Mathematics, 15 courses were assessed with twelve of them all achieving above 70%. Three courses will need to be reassessed next year.

In the Education and Social Sciences department, which includes Applied Sociology, Psychology, Education, Early Childhood Education, and American Sign Language, a total of 22 courses were assessed with no need for reassessment.

In the English and Modern Languages department, five courses were assessed and one reassessed. All but one achieved above 70%. The one course which did not will be reassessed next year

Lastly, in the Communications, Humanities, and Reading department, one courses was assessed which achieved above 70%.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 51/162 = 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:	55 FT	62 Adjunct		
Modality:	144 F2F	17 W2	28 W3	0 W4
Campus:	122 Main	34 Satellite	14 College Credit Plus	6 Early College
Time:	138 Day	30 Evening	23 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 2/162 = 1% (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:	17 F2F	2 W2	1 W3	0 W4
Campus:	21 Main	0 Satellite	1 College Credit Plus	0 Early College
Time:	18 Day	2 Evening	1 Weekend	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 22/22 = 100% (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 6/6 = 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 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	• 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, &

	GLO6: Civic, Professional and Ethical Responsibility	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 • Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field. • Demonstrate proficiency in solving problems which represent the essence of the mathematical sciences including single and multi-variable Calculus, Linear Algebra, Ordinary Differential Equations, and Discrete Mathematics. • Apply critical thinking skills to the solution of problems that can be modeled mathematically by using logical reasoning, generalization, abstraction and formal proof. • Demonstrate proficiency in using technology to solve problems, promote understanding, and investigate mathematical topics.
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 • Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field. • Demonstrate proficiency in solving problems which represent the essence of the mathematical sciences including single and multi-variable Calculus, Linear Algebra, Ordinary Differential Equations, and Discrete Mathematics. • Apply critical thinking skills to the solution of problems that can be modeled mathematically by using logical reasoning, generalization, abstraction and formal proof.

		• Demonstrate proficiency in using technology to solve problems, promote understanding, and investigate mathematical topics.
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	• Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field.
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
Research Papers, essays	GLO1: Effective Communication GLO3: Information Literacy GLO4: Critical Thinking GLO5: Global Diversity and Awareness	• 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.
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	• Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field.

Rubrics	GLO1: Effective Communication	
Journals	GLO1: Effective Communication GLO4: Critical Thinking 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 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. • Demonstrate proficiency in solving problems which represent the essence of the mathematical sciences including single and multi-variable Calculus, Linear Algebra, Ordinary Differential Equations, and Discrete Mathematics. •
Research Proposals	GLO3: Information Literacy GLO4: Critical Thinking	• Analyze different audiences in various contexts through informal and formal writing. • Demonstrate familiarity with research methods.
Use of graphing tools	GLO3: Information Literacy	• Apply critical thinking skills to the solution of problems that can be modeled mathematically by using logical reasoning, generalization, abstraction and formal proof.
Case Studies	GLO4: Critical Thinking	
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	GLO5: Global Diversity and Awareness	• Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field.
Projects/Group Projects	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. • Continue studies at the Bachelor's level in either mathematics or a related field or by pursuing a career in a mathematics related field. • Apply critical thinking skills to the solution of problems that can be modeled mathematically by using logical reasoning, generalization, abstraction and formal proof. •
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	• Research the information needs of readers, users, and decision makers of technology.

	GLO6: Civic, Professional and Ethical Responsibility	• 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.
Final Course Grades		• 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 • Demonstrate proficiency in using technology to solve problems, promote understanding, and investigate mathematical topics.
Practicum site visitation evaluation		• 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		• 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. • Apply content knowledge in early childhood learning environments including integrated classrooms and Head Start. •
Cooperating Teacher evaluation		• 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		• Construct and use varied assessments to inform instruction, evaluate, and ensure child learning in Pre-Kindergarten learning environments.
Workshops	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. • 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	%
COM226	1	1	100%			N/A			N/A	1	1	100%	1	1	100%	1	1	100%
MTH091	546	546	100%	546	546	100%	546	546	100%	546	546	100%	NA	NA	NA	NA	NA	NA
MTH092	62	62	100%	62	62	100%	62	62	100%	62	62	100%	NA	NA	NA	NA	NA	NA
MTH093	76	76	100%	76	76	100%	76	76	100%	76	76	100%	NA	NA	NA	NA	NA	NA
MTH094	21	21	100%	21	21	100%	21	21	100%	21	21	100%	NA	NA	NA	NA	NA	NA
MTH024	115	115	100%	115	115	100%	115	115	100%	115	115	100%	NA	NA	NA	NA	NA	NA
MTH105	17	18	94%	37	42	88%	31	42	74%	38	42	90%	NA	NA	NA	NA	NA	NA
MTH106	66	99	67%	52	78	67%	12	13	92%	8	16	50%	NA	NA	NA	NA	NA	NA
MTH107	8	10	80%	7	10	70%	9	10	90%	8	10	80%	NA	NA	NA	NA	NA	NA
MTH108	139	182	76%	166	225	74%	149	186	80%	117	164	71%	NA	NA	NA	NA	NA	NA
MTH124	160	178	90%	131	154	85%	122	159	77%	107	159	67%	NA	NA	NA	NA	NA	NA
MTH125	157	222	71%	157	222	71%	39	46	85%	157	222	71%	NA	NA	NA	NA	NA	NA
MTH130	15	27	56%	15	27	56%	15	27	56%	15	27	56%	NA	NA	NA	NA	NA	NA
MTH135	302	371	81%	302	371	81%	51	64	80%	87	128	68%	NA	NA	NA	NA	NA	NA
MTH225	5	7	72%	5	7	72%	5	7	72%	5	7	72%	NA	NA	NA	NA	NA	NA
MTH226	11	14	79%	11	14	79%	11	14	79%	11	14	79%	NA	NA	NA	NA	NA	NA
ENG024	1268	1427	89%	NA	NA	NA	651	746	87%	651	746	87%	1268	1427	89%	651	746	87%
ENG221	329	356	92%	NA	NA	NA	71	89	80%	240	261	92%	321	354	91%	334	361	93%
ENG231	170	175	97%	NA	NA	NA	65	66	98%	109	110	99%	130	131	99%	149	154	97%
ENG250	1	1	100%	NA	NA	NA	1	1	100%	1	1	100%	1	1	100%	1	1	100%
SPN100	72	80	90%	NA	NA	NA	9	10	90%	9	10	90%	9	10	90%	36	40	90%
ENG234	25	36	69%	NA	NA	NA	26	36	72%	28	36	78%	28	36	78%	29	36	81%
GER121	67	73	92%	NA	NA	NA	57	73	78%	56	73	77%	59	73	81%	54	73	74%
GER122	36	41	88%	NA	NA	NA	35	37	96%	34	41	83%	39	42	93%	34	40	85%
PSY123	133	145	92%	NA	NA	NA	133	147	90%	132	156	87%	142	157	90%	146	159	92%
PSY124	26	27	96%	NA	NA	NA	25	27	93%	24	27	89%	26	27	96%	25	27	96%
SOC123	41	45	91%	NA	NA	NA	42	44	95%	40	45	89%	38	42	94%	39	39	100%
SOC230	2	2	100%	2	2	100%	2	2	100%	2	2	100%	NA	NA	NA	NA	NA	NA
ASL123	4	4	100%	NA	NA	NA	4	4	100%	4	4	100%	4	4	100%	4	4	100%

ASL221	4	4	100%	NA	NA	NA	4	4	100%	4	4	100%	4	4	100%	4	4	100%
ASL222	1	1	100%	NA	NA	NA	NA	NA	NA	1	1	100%	1	1	100%	1	1	100%
EDU125	32	35	91%	NA	NA	NA	23	24	96%	41	48	85%	23	25	92%	23	25	92%
EDU127	8	8	100%	NA	NA	NA	8	8	100%	8	8	100%	8	8	100%	8	8	100%
EDU130	449	466	96%	NA	NA	NA	211	217	97%	211	217	97%	240	249	96%	240	249	96%
EDU131	421	429	98%	NA	NA	NA	421	429	98%	421	429	98%	421	429	98%	421	429	98%
EDU132	130	155	84%	NA	NA	NA	130	155	84%	130	155	84%	86	104	83%	32	42	76%
EDU221	13	14	93%	NA	NA	NA	13	14	93%	13	14	93%	13	14	93%	13	14	93%
EDU228	77	78	99%	NA	NA	NA	29	30	97%	65	66	98%	47	48	98%	23	24	96%
EDU229	208	215	97%	86	91	94%	147	153	96%	177	184	96%	177	184	96%	177	184	96%
EDU230	6	8	75%	NA	NA	NA	9	12	75%	26	30	87%	24	26	92%	29	32	91%
CHM101	233	282	83%	233	282	83%	233	282	83%	78	94	83%	NA	NA	NA	NA	NA	NA
CHM121	119	140	85%	270	350	77%	151	210	72%	270	350	77%	NA	NA	NA	119	140	85%
CHM122	20	20	100%	10	10	100%	25	30	83%	45	50	90%	NA	NA	NA	10	10	100%
CHM141	83	97	86%	99	149	66%	99	149	66%	99	149	66%	NA	NA	NA	83	97	86%
CHM142	105	116	91%	82	118	69%	82	118	69%	82	118	69%	33	36	92%	72	80	90%
PHY105	225	260	87%	255	338	75%	210	262	80%	384	486	79%	NA	NA	NA	NA	NA	NA
PHY121	49	55	89%	130	218	60%	76	108	70%	130	218	60%	NA	NA	NA	NA	NA	NA
BIO121	NA	NA	NA	NA	NA	NA	163	210	78%	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIO124	84	87	97%	NA	NA	NA	134	139	96%	84	87	97%	84	46	100%	84	87	97%
BIO129	20	23	87%	NA	NA	NA	23	23	100%	19	22	86%	21	22	95%	20	23	87%
GEO141	25	28	89%	28	28	100%	25	28	89%	28	28	100%	28	28	100%	23	28	82%
BIO221	120	121	99%	94	124	76%	122	124	98%	111	124	89%	120	121	99%	NA	NA	NA
SCI273	5	5	100%	5	5	100%	5	5	100%	5	5	100%	5	5	100%	5	5	100%

A & S TOTALS	6312/7008 = 90%	2997/3685 = 81%	4728/5404 = 87%	5136/6010 = 85%	3401/3655= 93%	2890/3163 = 91%

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

Overall, while there are a relative few number of courses that fell below the 70% threshold in certain GLOs, the Arts and Sciences division as a whole remained well above the threshold in each GLO. There were six courses, in English, mathematics and chemistry, that contained one or more GLOs below the 70% threshold. For English, there was improvement in GLO1 which increased 8% over the previous year and an increase of 4% for GLO2. The English faculty plan on continuing to emphasize the importance of support and citations, incorporating hands on exercises to help student learn how to support ideas through research. In math, Active Learning assignments including group work, discovery processes, application activities, are being created as active learning has been shown in multiple studies to help students grasp and retain math concepts. Math is also creating/updating master courses (with options for freedom of faculty to diverge from the master) for each high-enrollment course to better serve adjunct faculty. As most of the math courses are taught by adjuncts, their work impacts a significant number of students. In Chemistry, two courses contained GLO assessments below the 70% threshold. The department will review alignment of exams with content as well as reviewed for their format compared to the rest of the courses. Student assignments were not always completed in a timely fashion compared to the exam. Completing these assignments, especially the homework, would result in better test scores. Students will be encouraged to complete assignments before exams and obtain help from the Science Learning Center as well as instructor office hours. All courses will be reassessed.

Though the remainder of the courses were above 70% for each GLO, there is still much work being done on improvement in classes that are new, have low GLO's, or had assignments that were consistently poor. Examples include planned work in BIO121, BIO221, SCI273, CHM101, CHM121, CHM122, PHY105, PHY221, ENG024, ENG234, ASL123. There has also been continued work in TAG and OTM submission to stay current. Other areas that are being monitored closely are the co-requisite classes in both math and English and their outcomes related to higher through rates for students.

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. Examples 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, Education 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, 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
Conducted professional development meeting with full time, adjuncts, and dual credit instructors to discuss resources and teaching ideas.	Additional training/review of assessment for current and new instructors.
Continue to review curriculum and textbooks and communicate with faculty from other institutions for ideas.	Faculty
Continue assessment training for both full time faculty and adjuncts, including dual credit.	
Discuss learning outcomes, assignments, and methods of delivery during department meetings.	
Review Master Syllabi and GLO's	None. FT faculty will review.
Implement Active Learning	None. FT faculty will develop
Professional Development for adjunct faculty	Create material in Blackboard. Design startup week sessions.
Assign Course Mentors to oversee courses	None. Already completed
Instructors will continue to review curriculum and assignments in the courses to ensure students are learning and retaining the course curriculum.	NA
For improvement in all classes, instructors are encouraged to attend professional development opportunities offered both on campus and through outside resources when funding is available.	NA
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	NA
6. Identify the steps you plan to take to improve the effectiveness of the efforts to assess and improve student learning for next year. *(Continued.)*	
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
Incorporate TAG (Transfer Assurance Guide) changes, if and when they are determined for relevant programs	Ohio Department of Higher Education, Ohio Two-Year Coalition of Early Childhood Education Programs
Continue to create new and improve current co-requisite remediation courses	English and math Faculty
Track enrollment data for programs	Data reports

Track equity outcomes in courses and 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
On-going discussions of course assessment and student success at department meetings and advisory committees	Faculty, advisory board members, meeting space
Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies	FT Faculty
Review Assessment: GLO / PLO evaluation criteria/method	Faculty involvement – additional meeting and work time
Monitor success of grading rubrics.	Faculty involvement and interaction – department meeting time
Plan active learning educational opportunities in the Science Learning Center and expand Supplemental Instruction and provide workshops on topics students find especially difficult.	Faculty involvement and interaction – department meeting time
Continue to monitor new reporting structure for A&P open lab to insure quality to the students.	Dean, Biology Chair
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
For improvement in all classes, encourage instructors to attend professional development opportunities offered both on campus and through outside resources when funding is available.	Faculty, professional development, BRIDGE
Discuss best practices and delivery methods during department meetings to improve student learning in the courses.	Meeting time
Continue "Best Practices" workshops geared towards mathematics instructors. These should be held regularly each semester.	Best practices workshops and volunteers
Discuss course assessment frequently during department meetings.	Meeting time
Expand course/faculty mentors and continue supporting adjunct faculty ensuring consistency of teaching methods and assessment strategies	Stipends for attendees.
On-going discussions of course assessment and student success at department meetings and advisory committees	Meeting time
Conduct professional development meeting with full time, adjuncts, and dual credit instructors	Meeting time

Continue to review curriculum, textbooks and lab manuals 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