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, American Sign Language One-Year Certificate, American Sign Language CEC, Infant Toddler Certificate (CEC), Grant Writing CEC, Technical Communications CEC**	**Academic Year (20xx/20xx)** **2019/2020**

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 48 courses were assessed this year. From the prior year, six courses were to be reassessed (ENG234, CHM141, CHM142, MTH106, MTH130, MTH135). Only one out of the six was reassessed (ENG234). The remaining courses did not get assessed due to one being retired (MTH106) and the radical changes made to the other courses during the coronavirus pandemic to put them in an online format. The courses will be reassessed in the coming year.

Reassessed Courses
ENG234, which was reassessed this year, achieved an 81% in GLO1 which improved from a 69% last year.

Assessed Courses
Overall, 24 of the courses assessed or reassessed reside in the Associate of Science – General and 28 are in the Associate of Arts – General.

In the Math and Sciences area, which includes AS General, Mathematics, Chemistry, Physics, Biology, and Pre-Medical Professional, a total of 10 courses were assessed with a need for reassessment in one (BIO200). A total of five courses, from both mathematics and chemistry, needed reassessing which will be reassessed in the 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 13 courses were assessed with no need for reassessment.

In the Humanities area, which includes Communication, English, Technical Communications, and Grant Writing, a total of 25 courses were assessed. All achieved above 70%.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 48/162 = 30% (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:	66 FT	75 Adjunct		
Modality:	124 F2F	31 W2	56 W3	0 W4
Campus:	110 Main	39 Satellite	39 College Credit Plus	13 Early College
Time:	141 Day	18 Evening	0 Weekend	

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

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

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 19/21 = 90% (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 5/6 = 83% (**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 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	• Understand how culture influences the communication process • Demonstrate knowledge of communication theory through critical inquiry. • Demonstrate familiarity with research methods.

	GLO6: Civic, Professional and Ethical Responsibility	• 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	• 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.
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	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.
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
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	%
ASL121	19	22	86	NA	NA	NA	NA	NA	NA	19	22	86	19	22	86	18	22	82
ASL124	10	12	83	NA	NA	NA	NA	NA	NA	10	11	91	10	11	91	10	11	91
EDU123	17	18	94	NA	NA	NA	17	18	94	17	18	94	17	18	94	17	18	94
EDU126	25	29	86	25	25	100	27	29	93	29	30	97	26	26	100	28	28	100
EDU128	2	2	100	NA	NA	NA	2	2	100	2	2	100	2	2	100	2	2	100
EDU224	12	12	100	10	11	91	10	10	100	12	12	100	8	9	89	9	11	82
EDU227	3	3	100	NA	NA	NA	3	3	100	3	3	100	3	3	100	3	3	100
CHM100	21	21	100	28	28	100	28	28	100	28	28	100	28	28	100	7	7	100
CHM241	17	18	94	17	18	94	14	18	78	14	18	78	NA	NA	NA	17	18	94
PHY101	55	57	96	110	114	96	111	114	97	165	171	96	NA	NA	NA	NA	NA	NA
BIO123	65	71	92	66	73	90	65	71	92	66	73	90	NA	NA	NA	NA	NA	NA
BIO125	820	880	93	NA	NA	NA	820	880	93	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIO126	107	114	94	104	115	90	91	105	87	98	115	85	92	105	88	110	124	89
BIO128	24	27	89	NA	NA	NA	25	27	93	22	25	88	23	26	89	23	26	86
BIO130	45	45	100	NA	NA	NA	40	45	89	37	45	82	38	45	84	40	45	89
BIO200	3	3	100	5	6	83	3	4	75	2	3	67	1	3	33	3	3	100
SCI273	9	9	100	9	9	100	9	9	100	9	9	100	9	9	100	9	9	100
PHL122	2764	2808	98	NA	NA	NA	1695	2183	78	1198	1299	92	1062	1152	92	2133	2346	91
IDS102	392	484	81	NA	NA	NA	1235	1356	91	136	146	93	NA	NA	NA	NA	NA	NA
IDS101	106	144	74	NA	NA	NA	286	358	80	33	38	87	NA	NA	NA	NA	NA	NA
COM227	20	24	83	NA	NA	NA	NA	NA	NA	18	23	79	8	8	100	8	8	100
COM123	50	70	71	NA	NA	NA	35	36	97	58	68	85	18	18	100	67	72	93
COM228	307	328	94	NA	NA	NA	331	375	88	333	359	93	85	91	93	85	91	93
COM125	192	246	78	NA	NA	NA	NA	NA	NA	171	202	85	171	202	85	56	58	97
IDS115	150	157	96	150	156	96	151	152	99	132	139	96	152	153	99	114	124	91
HIS221	24	24	100	NA	NA	NA	61	71	86	48	51	94	61	71	86	36	41	88
HIS222	24	24	100	NA	NA	NA	21	24	88	22	24	92	22	24	92	22	24	92
COM122	560	605	93	NA	NA	NA	NA	NA	NA	327	342	96	520	571	91	280	303	92
COM225	182	197	92	NA	NA	NA	NA	NA	NA	182	197	92	182	197	92	160	173	92

COM229	3	3	100	NA	NA	NA	3	3	100	3	3	100	3	3	100	3	3	100
COM126	26	27	96	NA	NA	NA	22	22	100	18	19	95	22	23	96	9	9	100
ENG124	1265	1319	96	NA	NA	NA	600	652	92	632	642	98	614	628	98	1880	1943	97
ENG234	29	36	81	NA	NA	NA	31	35	89	29	38	76	29	35	83	32	34	94
ENG237	96	105	91	NA	NA	NA	215	219	98	80	99	81	46	54	85	261	272	96
ENG228	69	75	92	NA	NA	NA	69	75	92	69	75	92	NA	NA	NA	69	75	92
ENG125	3	3	100	NA	NA	NA	3	3	100	3	3	100	3	3	100	3	3	100
ENG126	36	36	100	NA	NA	NA	8	8	100	8	8	100	8	8	100	8	8	100
ENG229	25	26	96	6	6	100	12	12	100	19	20	95	12	12	100	12	12	100
ENG232	1	1	100	NA	NA	NA	1	1	100	1	1	100	1	1	100	1	1	100
ENG235	5	5	100	NA	NA	NA	4	5	80	4	5	80	4	5	80	4	5	80
ENG238	7	7	100	NA	NA	NA	7	7	100	7	7	100	7	7	100	7	7	100
ENG239	14	14	100	NA	NA	NA	14	14	100	11	14	79	13	14	93	17	19	93
PSY221	57	65	88	NA	NA	NA	52	57	91	54	65	83	57	65	88	56	61	92
PSY222	37	40	93	NA	NA	NA	39	42	93	39	43	91	43	43	100	41	42	98
PSY229	8	8	100	7	8	88	8	8	100	8	8	100	8	8	100	7	8	88
SOC222	21	21	100	NA	NA	NA	21	22	95	22	22	100	21	21	100	21	21	100
SOC225	341	362	94	NA	NA	NA	323	355	91	314	351	89	288	337	85	335	359	93
GER122	16	18	89	NA	NA	NA	17	18	94	14	17	82	13	15	86	12	16	75

A & S TOTALS	8084/8625 = 94%	537/569 = 94%	6529/7476 = 87%	4526/4913 = 92%	3749/4076= 92%	6035/6465 = 93%

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

Overall, only one assessed course fell under 70% threshold in GLO4 and GLO5. This course was Ecology, BIO200. The Arts and Sciences division, as a whole, remained well above the threshold in each GLO. The one course reassessed, ENG234, showed very good improvement thanks to the practices put in place by the English and Modern Languages department. All GLOs in this course are now above the 70% threshold. As mentioned in section 1, there are four courses that need to be reassessed in the coming year (CHM141, CHM142, MTH130, and MTH135). That brings the total to five courses that need to be reassessed next year.

Though the remainder of the courses were above 70% for each GLO, there is still much work being done on improvement in classes. Currently, in English and mathematics classes, courses are being reviewed to find ways to improve equity outcomes. The remaining departments have identified courses based on DFW rates that they continue to work on. 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
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