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, American Sign Language One-Year Certificate, American Sign Language CEC, Infant Toddler Certificate (CEC), Grant Writing CEC, Technical Communications CEC**	**Academic Year (20xx/20xx)** **2021/2022**

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 49 courses were assessed during the 2021/2022 year and one course was reassessed from the previous year.

Assessed Courses

Overall, 27 of the courses assessed or reassessed reside in the Associate of Science – General and 32 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 34 courses were assessed with no need for reassessment). BIO101 was assessed twice. First it was assessed in the fall semester and then the first GLO was reassessed in the Spring. Since it was not a course reassessed from the previous year, it will not be counted in the reassessed courses number. BIO121 was reassessed from the previous year.

In the Education and Social Sciences department, which includes the Associate of Arts-General, Applied Sociology, Psychology, Education, Early Childhood Education, and American Sign Language, a total of 37 courses were assessed with no need for reassessment.

In the Humanities area, which includes Communication, English, Technical Communications, and Grant Writing, a total of 3 courses were assessed. All achieved above 70% so there is no need to reassess.

As a note, the number of courses in Arts and Sciences decreased due to the eliminations of developmental courses, the elimination of college level courses, and the move of CST courses to the Business, Engineering & Information Technologies division.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 49/145 = 33% (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:	83 FT	85 Adjunct			
Modality:	149 F2F	12 W2	80 W3	2 W4	
Campus:	92 Main	49 Satellite	33 College Credit Plus	3 Early College	80 Online
Time:	138 Day	20 Evening	10 Weekend	79 Online	

1b. Courses re-assessed/total number of eligible courses in your department or division = 1/145 = 1% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	8 FT	12 Adjunct			
Modality:	22 F2F	0 W2	8 W3	4 W4	
Campus:	19 Main	9 Satellite	1 College Credit Plus	0 Early College	0 Online
Time:	28 Day	5 Evening	1 Weekend	0 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= 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	%
EDU130	38	39	97	NA	NA	NA	35	38	92	35	37	95	35	38	92	37	37	100
EDU131	40	49	82	NA	NA	NA	44	51	86	43	50	86	42	49	86	47	47	100
EDU132	16	16	100	NA	NA	NA	14	14	100	16	16	100	14	14	100	16	16	100
EDU221	10	12	84	NA	NA	NA	10	12	84	10	12	84	10	12	84	10	12	84
EDU228	9	9	100	NA	NA	NA	9	9	100	8	9	89	9	9	100	9	9	100
EDU229	26	34	76	31	34	91	31	34	91	32	34	94	26	34	76	33	34	97
ASL123	4	6	66	NA	NA	NA	5	6	83	5	6	83	6	6	100	6	6	100
ASL221	5	5	100	NA	NA	NA	5	5	100	5	5	100	5	5	100	5	5	100
ASL222	2	2	100	NA	NA	NA	2	2	100	2	2	100	2	2	100	2	2	100
CHM101	25	28	89	92	127	72	92	127	72	92	127	72	NA	NA	NA	NA	NA	NA
CHM105	140	155	90	49	52	94	81	104	78	139	156	89	46	52	88	41	52	79
CHM142	105	120	88	115	161	71	115	161	71	115	161	71	23	27	85	82	93	88
CHM205	14	14	100	7	7	100	7	7	100	14	14	100	12	14	86	14	14	100
PHY105	165	195	85	175	243	72	150	196	77	278	357	78	NA	NA	NA	NA	NA	NA
PHY121	2	2	100	6	6	100	6	6	100	6	6	100	NA	NA	NA	NA	NA	NA
PHY221	8	11	73	26	43	61	15	21	71	26	43	61	NA	NA	NA	NA	NA	NA
PHY222	7	7	100	20	28	71	10	14	71	20	28	71	NA	NA	NA	NA	NA	NA
PSY123	115	126	91	NA	NA	NA	130	135	96	124	139	89	132	140	94	120	142	85
PSY124	55	67	82	NA	NA	NA	44	66	67	67	68	99	68	68	100	56	68	82
PSY220	44	49	90	NA	NA	NA	72	81	89	68	75	91	55	58	95	45	47	96
GER121	48	51	94	NA	NA	NA	53	66	80	43	44	98	52	66	79	28	28	100
GER122	24	29	83	NA	NA	NA	21	21	100	21	26	81	22	29	76	22	28	76
SOC123	29	34	85	NA	NA	NA	29	34	85	31	34	91	34	34	100	26	34	76
SOC220	3	3	100	NA	NA	NA	3	3	100	3	3	100	3	3	100	3	3	100
BIO101 (1st semester)	436	646	67	NA	NA	NA	320	346	93	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIO101 (2nd semester)	128	231	55	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIO121	NA	NA	NA	NA	NA	NA	NA	NA	NA	60	119	50	NA	NA	NA	NA	NA	NA

BIO124	40	47	85	NA	NA	NA	40	47	85	40	47	85	37	44	84	NA	NA	NA
BIO141	99	101	98	100	102	98	100	102	98	98	101	97	83	85	98	99	101	98
BIO241	3	3	100	3	3	100	3	3	100	3	3	100	3	3	100	3	3	100
BIO129	28	30	93	NA	NA	NA	27	30	90	25	30	83	29	30	97	27	30	90
BIO221	79	79	100	55	79	70	73	79	92	72	79	91	79	79	100	NA	NA	NA
BIO242	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
GEO141	6	6	100	6	6	100	6	6	100	5	6	83	6	6	100	5	6	83
SCI273	10	11	91	10	11	91	10	11	91	10	11	91	6	6	100	10	11	91
MTH005	48	48	100	48	48	100	48	48	100	48	48	100	NA	NA	NA	NA	NA	NA
MTH007	24	24	100	24	24	100	24	24	100	24	24	100	NA	NA	NA	NA	NA	NA
MTH021	704	704	100	704	704	100	704	704	100	704	704	100	NA	NA	NA	NA	NA	NA
MTH022	544	544	100	544	544	100	544	544	100	544	544	100	NA	NA	NA	NA	NA	NA
MTH023	168	168	100	168	168	100	168	168	100	168	168	100	NA	NA	NA	NA	NA	NA
MTH024	1048	1048	100	1048	1048	100	1048	1048	100	1048	1048	100	NA	NA	NA	NA	NA	NA
MTH025	360	360	100	360	360	100	360	360	100	360	360	100	NA	NA	NA	NA	NA	NA
MTH108	226	272	83	280	368	76	240	276	87	335	427	74	153	206	74	112	134	84
MTH124	198	221	90	349	419	83	356	429	83	157	224	70	NA	NA	NA	NA	NA	NA
MTH125	393	459	86	393	459	86	94	99	95	49	97	51	NA	NA	NA	NA	NA	NA
MTH130	681	834	82	681	834	82	245	278	88	204	278	73	NA	NA	NA	NA	NA	NA
ENG236	26	28	93	NA	NA	NA	29	29	100	27	28	96	27	28	96	27	28	96
ENG231	1985	2076	96	NA	NA	NA	1985	2076	96	1586	1676	95	1586	1676	95	1586	1676	95
ENG250	2	2	100	NA	NA	NA	2	2	100	2	2	100	2	2	100	2	2	100

A & S TOTALS	8170/9005 = 91%	5294/5878 = 90%	7409/7922 = 94%	6832/7595 = 90%	2607/2825= 92%	2473/2668 = 93%

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

Overall, all assessed courses, except BIO101 and BIO121, achieved the 70% threshold in GLO1, GLO2, GLO3, GLO4, and GLO5 where applicable. The Arts and Sciences division, as a whole, remained well above the threshold in each GLO. As mentioned earlier, one course (BIO121) was reassessed from last year and one course (BIO101) was reassessed within the assessment period. Both of the reassessed courses still fell below the 70% threshold in one of the GLO categories and will need to be reassessed next year. Both of these Biology courses serve pre-health majors and have been identified as having issues through a DFW course assessment. Planned work for the Biology courses include changed textbooks and a focus on making the class more student-learning centered through the use of interactive class activities and demonstrations. MTH125, College Algebra, also fell below the 70% threshold in GLO 4 based on the final exam as an assessment. More learning and support materials will be added and a review of the final exam will occur before reassessment. Within Chemistry and Physics, PHY221 had two

GLOs that fell below the 70% mark. Online lecture content will now include the addition of prereading activities to ensure students are reviewing the material and book content. In Social Sciences, PSY124 fell below the 70% threshold for GLO3. After department discussion, faculty members will clarify assignment expectations for the online modality of the course. Finally, ASL123 fell below the threshold for GLO1. This course, however, had very low numbers for this particular assessment. Nevertheless, online discussion assignments will receive enhanced clarification to remedy the issue.

Though all of the remaining courses assessed achieved the 70% threshold, the division is continuing to work with high DFW courses and high DFW equity gap courses. The division recently finished the Strong Start to Finish grant as well as the GEER corequisite remediation grant which aimed to increase completion of gateway courses in math and English as well as reduce equity gaps within the courses. New initiatives built into the Title III grant proposal, the potential Strong Start for Sciences grant, and ACUE training are all activities that are being planned or are already happening to address the issues noted above. An example of work that continues to be done is the reviewing and revising syllabi language for students in the English department.

Another issue that the division, as well as the college, is currently facing is the redesign of many courses to meet the new Ohio Transfer 36 outcomes. A schedule of OT36 submissions has been created for the division and adhered to thus far with many courses coming back with the new OT36 approval.

The Arts and Sciences division houses three learning centers and two lab tutoring programs that serves many in the college. The learning centers consist of the Math Learning Center, Science Learning Center, and Writing Center and the labs consist of the Anatomy and Physiology Open Lab and the English Language Learner Lab. Over the past year, these learning centers and labs were successful in continuing to help students by offering online tutoring and showed an increase in usage percentage which was reported on the College Completion plan. The centers continue to use best practices in helping students and have continued to offer online platforms to assist the growing number of online students. All of these services are provided for at Stark State Akron.

Outside of the academic curriculum, the Arts and Sciences division continues to stay very active in student clubs which adds a very rich learning experience for our students. The faculty members work very close with the students and this medium provides additional application of course concepts and material which are put in practice. In this past year, the clubs have started to reconvene and become active after the pandemic. However, many remain low enrolled and less active. Examples of clubs in the Arts and Sciences division include the Education Honor Society Kappa Delta Pi, Ski and Snowboarding club, Tri Beta Biological Honor Society, the Chemistry Club, the Between the Covers reading club, Pre-medical Professional club, the Biology Honors Society, Stark Raving Writers, the Physics and Astronomy club, Future Speakers, American Sign Language Club, the Mathematics Honors Society Mu Alpha Theta, STEM day, and Education day.

5. What steps did you take to ensure shared responsibility from faculty/staff/students/advisory boards/etc. for student learning and assessment of student learning?

The GLOs and evaluation methods used to assess courses were discussed at division leadership, department, CCP, and advisory board meetings. The meetings included discussions on the connection between GLOs and course learning objectives through specific assignments as well as higher level conversations on assessment. When adjuncts are involved, discussions and training, by a coordinator, mentor, or department chair, occur to make sure they have an understanding of the process. This resulted in shared responsibility for assessment. The department chairs required that the faculty members complete the forms themselves and followed up with those faculty members who did not complete the forms with accuracy. Corrections were made by the individual instructors when errors occurred. The coordinators worked with the department chairs to collect the data for each course and worked closely with instructors throughout the year to ensure comprehension of the process. Outside of direct assessment, all faculty are involved in course development, course material development ,and many are involved in the numerous student clubs housed within the Arts and Sciences division.

6. Identify the steps you plan to take to improve the effectiveness of the efforts to assess and improve student learning for next year.	
Steps for Improvement	Resource(s) Needed
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 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 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
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