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)	Academic Year (20xx/20xx)
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	**2020/2021**

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 33 courses were assessed during the 2020/2021 year. From the prior year 2019/2020, four courses were to be reassessed (CHM141, CHM142, MTH130, MTH135). Due to the changes made to accommodate the pandemic, these courses were not reassessed as it would not be an accurate comparison. The courses will be assessed again in the coming year.

Assessed Courses
Overall, 21 of the courses assessed or reassessed reside in the Associate of Science – General and 20 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 9 courses were assessed with no need for reassessment). A total of four courses, from both mathematics and chemistry, will need to be reassessed from a prior year and is not part of the 9 courses assessed this year.

In the Education and Social Sciences department, which includes Applied Sociology, Psychology, Education, Early Childhood Education, and American Sign Language, a total of 9 courses were assessed with no need for reassessment.

In the Humanities area, which includes Communication, English, Technical Communications, and Grant Writing, a total of 15 courses were assessed. All achieved above 70% so there is no need to reassess.

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 48/160 = 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:	53 FT	76 Adjunct		
Modality:	60 F2F	49 W2	192 W3	5 W4
Campus:	83 Main	24 Satellite	41 College Credit Plus	13 Early College
Time:	125 Day	7 Evening	2 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = 0/160 = 0% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

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

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 17/20 = 85% (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 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. 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.
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	%
EDU122	12	12	100	NA	NA	NA	10	12	83	12	12	100	12	12	100	12	12	100
EDU124	20	21	95	NA	NA	NA	20	21	95	20	21	95	20	21	95	20	21	95
EDU223	20	21	95	NA	NA	NA	23	23	100	20	21	95	20	21	95	23	23	100
EDU225	69	73	95	NA	NA	NA	71	73	97	71	73	97	69	73	95	64	73	88
ASL122	38	40	95	NA	NA	NA	NA	NA	NA	39	40	98	37	40	93	39	40	98
CHM122	10	11	91	10	11	91	26	33	79	36	44	81	NA	NA	NA	10	11	91
CHM242	15	15	100	15	15	100	25	30	83	22	30	73	NA	NA	NA	15	15	100
CHM243	9	10	90	8	10	80	9	10	90	25	30	83	NA	NA	NA	NA	NA	NA
PSY121	782	878	89	NA	NA	NA	782	874	89	793	917	86	801	861	93	795	875	91
PSY131	47	50	94	NA	NA	NA	47	50	94	44	50	88	46	50	92	44	50	92
SOC121	335	368	91	NA	NA	NA	349	368	95	314	340	92	344	358	96	329	349	94
SOC229	1	1	100	NA	NA	NA	1	1	100	1	1	100	1	1	100	1	1	100
COM121	2390	2698	89	NA	NA	NA	1180	1352	87	1557	1725	90	2374	2594	91	1803	2075	87
SSC101	685	712	96	730	772	95	731	775	94	655	716	92	695	749	94	752	798	94
HIS121	1141	1346	85	NA	NA	NA	477	565	84	1185	1358	87	1141	1358	84	1170	1384	85
HIS122	202	241	84	NA	NA	NA	198	228	87	162	185	88	149	165	90	196	232	84
COM223	145	172	84	NA	NA	NA	NA	NA	NA	137	164	84	NA	NA	NA	80	97	82
BIO121	122	168	73	NA	NA	NA	112	143	78	53	127	42	NA	NA	NA	NA	NA	NA
BIO122	149	168	89	108	133	81	148	168	88	148	168	88	NA	NA	NA	NA	NA	NA
BIO127	57	78	73	68	75	91	53	68	78	NA	NA	NA	66	98	73	52	52	100
BIO142	79	80	99	78	80	98	77	82	94	77	81	95	80	81	98	76	81	93
BIO222	23	23	100	NA	NA	NA	19	23	83	19	23	83	20	23	87	23	23	100
SCI273	6	6	100	6	6	100	6	6	100	6	6	100	6	6	100	6	6	100
SPN100	154	173	89	NA	NA	NA	61	65	94	61	65	94	77	83	93	58	65	89
SPN200	321	350	92	NA	NA	NA	188	210	90	98	105	93	98	105	93	186	210	89
ENG011	228	244	93	NA	NA	NA	175	229	76	185	217	85	228	244	93	185	217	85
ENG024	809	971	83	NA	NA	NA	411	487	84	411	487	84	809	971	83	411	487	84
ENG221	294	314	94	NA	NA	NA	65	79	82	209	226	92	289	311	93	296	313	95
ENG227	15	16	94	NA	NA	NA	28	30	93	16	16	100	15	16	94	22	22	100

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016

ENG230	128	128	100	NA	NA	NA	65	65	100	86	86	100	107	107	100	107	107	100
ENG234	11	11	100	NA	NA	NA	11	11	100	10	11	91	10	11	91	10	11	91
ENG240	6	7	86	NA	NA	NA	7	7	100	6	7	86	6	7	86	7	7	100
ENG241	6	6	100	NA	NA	NA	6	7	86	7	7	100	7	7	100	7	7	100

A & S TOTALS	8329/9412 = 88%	1023/1102 = 93%	5381/6095 = 88%	6485/7359 = 88%	7527/8373= 90%	6799/7664 = 89%

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 achieved the 70% threshold in GLO1, GLO2, GLO3, GLO4, and GLO5 where applicable. The Arts and Sciences division remained well above the threshold in each GLO. As mentioned earlier, four courses still need reassessing from a prior year. This reassessment was put on hold due to the pandemic.

Though all courses assessed achieved the 70% threshold, the division started last year in identifying high DFW courses and began work to address those. The division has also begun to look more carefully at equity achievement gaps and have identified courses within the division to begin work. The division was largely involved in the Strong Start to Finish grant between 2018-2021. In that grant, Arts and Sciences focused heavily on improving equity and course success in college level math and English. Though it is not captured in the above metrics, the English and Math departments were very successful in their work. The English department removed all standalone developmental courses by implementing corequisite courses and the math department created multiple college level pathways for differing majors along with corequisite classes. Both departments were trained by equity coordinators within the division through an internal training course that was developed. This work allowed for more students to enroll directly into college level courses and enter their program of study more quickly and we now have evidence that success rates are rising, and equity gaps are closing. This work is now being done in each of the departments in Arts and Sciences with a focus on courses in Biology, History, and Communication. For next year, other considerations that the division will be monitoring are the number of courses that were put online during the pandemic. Because of the success of these courses, and student demand, there are courses that the division will continue to offer online. These will be monitored through the assessment process. Finally, the division is going through significant work in preparation for the transition to the new Ohio Transfer 36 (OT36) program next year. Arts and Sciences is currently reviewing their courses to ensure alignment to the new OT36 outcomes to prepare for resubmission.

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. The centers worked together to identify best practices in helping students by utilizing Collaborate software as well as Zoom. The Science Learning Center and Math Learning Center also utilized tablets to enhance tutoring capabilities in the online environment. 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. However, the past year during the pandemic saw much less activity in the clubs due to the inability to meet on campus. Some clubs continued to meet virtually. 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, 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 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