Instructor Compliance Rate:
   Number of instructors in the Division: 15
   Number of instructors participating in Assessment: 9- This is 60% of the department. Part of the reason for the relatively low participation rate was the fact that the 4 members of the nursing department assessed their courses in the last cycle and thought that they did not have to do so for another year.

Course Compliance Rate (2 year period): Last year the Business and the Science Division statistics were combined. Therefore a 2 year compliance rate cannot be calculated. It will be compiled next year.
   Number of courses to be assessed: This number will be available for the next assessment cycle.
   Number of courses assessed: 24

Success Rate: 62.5, 15 out of 24

Summary of Division Assessment Activity: The members of the division participating in the assessments evaluated outcomes in a variety of ways with very mixed results. Some of the members used sophisticated methodology and others very limited samplings. The vast majority of the participants found value in the process and have made plans for the future improvement of their classes.

Overview of Actions Taken as a Result of Assessment Activity: During the next cycle instructors are planning on a variety of methods to improve student learning. These methods tend to concentrate on the experiential level - more real world projects, additional out of class assistance on a cohort basis, increased step by step practice with critical thinking - and greater use of instructional technology such as that available in the new smart rooms.

Suggestions for the Assessment Committee or Assessment Coordinator: More time should be carved out of the very busy departmental schedules in order to discuss and improve assessment understanding - why it continues to be vital and what are some of the various ways of developing assessment.

The use of assessment information for planning in the classroom needs to be stressed by the committee and the coordinator.

The faculty needs to have more training in the cause and effect relationships between pedagogy and learning. The new theories of learning need to take their place along side the experiential thinking of a relatively experience faculty. In other words we need more faculty development in this area: ancedotal understanding is not good enough.