



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Health and Human Services Division	Chair/Dean Daniel McDermott, Dean
Degree Program(s)/Options(s)/Certificates(s) Dental Assisting, Dental Hygiene, Dietary Manager, Dietary Manager Certificate, Expanded Functions Dental Auxiliary, Emergency Fire Services, Emergency Medical Services, Emergency Medical Services Certificate, Health Information Management, Human Services, Massage Therapy, Massage Therapy Certificate, Medical Assisting, Medical Coding Certificate, Medical Instrument Sterilization, Medical Instrument Sterilization Certificate, Medical Laboratory, Medical Transcription Certificate, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Respiratory Care	Academic Year (20xx/20xx) 2013/2014
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 14. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 7. The Provost will prepare an Academic Affairs' assessment report by July 31.	
1. Summary of milestones	
a. Courses assessed/total number of eligible courses in your department or division = 72/181 = 39.7% (ex. 8/45=18%) **Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year. (Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been assessed. If not applicable, indicate with an NA.)	
Faculty: 21 FT 20 Adjunct	
Modality: 77 F2F 13 W2 16 W3 0 W4	
Campus: 104 Main 3 Satellite 0 Dual Enrollment 0 Early College	
Time: 62 Day 26 Evening 3 Weekend	
b. Courses re-assessed during this past academic year = **Report number of courses as re-assessed only if they fell below the college minimum standard of 70% OVERALL. (Please provide numbers, including zero (0), in the blanks below. These numbers reflect all the SECTIONS that have been re-assessed. If not applicable, indicate with an NA.)	

Faculty:	FT	Adjunct		
Modality:	F2F	W2	W3	W4
Campus:	Main	Satellite	Dual Enrollment	Early College
Time:	Day	Evening	Weekend	
c. Programs, options, certificates affected by assessment/eligible programs,options,certificates= 13/17 = 76.4% (ex. 1/3=33%)				
d. Departments participating in assessment/eligible departments= 8/8 = 100% (To be completed by Deans ONLY) (ex. 4/4=100%)				
2. Provide a brief summary of the previous year's data that was collected related to the outcomes and the plans for improvement implemented. Did the plans for improvement implemented assist the department in achieving the goals?				
HIM- Students met the college-wide minimum threshold standard of 70% in all courses assessed. No plans were made for improvement.				
Medical Assisting- Students met the college-wide minimum threshold standard of 70% in all courses assessed. CMA certification review course improved the success rate. Each lab section now has an instructor and 2 lab assistants. Each instructor /assistant uses a student documentation folder while observing the student. Errors and suggestions are documented and reviewed with the student.				
Medical Lab- Students met the college-wide minimum threshold standard of 70% in all courses assessed. No plans were made for improvement.				
Respiratory Care/MIST				
Test questions were reviewed and revised for several of the respiratory care classes that fell below the threshold. Exam review sessions were implemented as well. It was found that there was too much content in RCT221. RCT 221 was assessed several times with each evaluation falling below the 70% threshold. As a result the course has been approved to be divided into two courses, RCT226 and RCT227 which will be implemented in fall 2014. Next annual report will include assessments of these courses. The MIST program fell within the set threshold. Next annual report will reflect program curriculum changes that will go into effect fall 2014. This includes a change in modality to Web 3.				
Allied Dental Health Professions				
The ADHP Department completes annual curriculum reviews and assessment. Each Program is reviewed for continuity of subject area, consistency in teaching and learning, curriculum content, and course outcomes. Faculty participated in identifying areas of improvement for their courses, the curriculum and their Programs as a whole. Accreditation of the Dental Hygiene Program is led by the American Dental Association Commission on Dental Accreditation. The Dental Assisting and Expanded Function Dental Auxiliary Programs guidelines are offered by the Ohio Commission on Dental Testing. Both Commissions set standards and guidelines upon which to measure student and Program success. Each Commission also requires a demonstration of these outcomes annually.				
Curriculum content is further defined in the Ohio Revised Code and Ohio Dental Practice Act and enforced and regulated by the Ohio State Dental Board. In the Dental Hygiene Program, success and competence in didactic course work is measured at a minimum of 75%				

achievement on assignments, projects, tests and competencies for the following courses: DHY121, DHY122, DHY123, and DHY131. Success and competence in all other didactic courses is measured at a minimum of 70%. In the clinical dental hygiene courses, success or competence is measured at 80, 83, 85 and 90% in clinical courses DHY133, DHY134, DHY232, and DHY234 respectively. These standards are also utilized in the Dental Assisting and Expanded Function Dental Auxiliary Programs. Dental Hygiene and EFDA Program students move through the curriculum in cohorts. Dental Assisting students may also choose to go through the curriculum in cohorts. As a result, tracking of individual student success and course outcomes is not difficult.

During the last academic year, the Department adjunct and full-time faculty completed the first cycle of the Academic Review process. The EFDA Program and Dental Assisting Program coordinators, along with the Director of Dental Hygiene and Program faculty focused on increasing enrollment and student retention through appropriate academic advising and through increasing student awareness of student support services offered at the college.

Emergency Services

All courses are assessed annually. Refer to section 4.

Human Services

All of the course assessments in the Human Services and Human Services-Gerontology Major were completed Fall 2011. During the academic year 2013-2014, we began to assess the Human Services- Chemical Dependency Program so we have no previous data on this program. The assessment cycle is starting over for the Human Services and the Human Services-Gerontology Major, beginning Fall 2014. All of the courses for the Human Services-Chemical Dependency Major will be assessed by Spring 2015.

During Fall semester 2013, the following classes were assessed:

CDC224 Chemical Dependency and Ethics

CDC223 Chemical Dependency and Prevention

CDC221 Chemical Dependency and the Family

During Spring semester 2014, the following class was assessed:

CDC122 Fundamentals of Chemical Dependency Practice I

Occupational Therapy Assistant

The OTA technical courses had been assessed prior to this year in anticipation of the completion of the APR. Therefore, no individual courses were assessed this academic year, as the emphasis was on completion and submission of the APR to the committee for review. A schedule for reassessment of all courses has been established, with reassessment beginning in Fall 2014, based on the preexisting assessment rotation.

Physical Therapist Assistant

This is the first year of this assessment period. 4 courses were assessed. These courses covered a variety of offerings including fulltime and adjunct faculty, day, evening and weekend courses, and face-to-face and web 3 offerings. Assessment was completed in an organized and consistent manner following College directives. Fulltime and Adjunct instructors were supervised in this process.

Nursing

The Assessment plan indicates all courses will be evaluated every 4 years on a rotating basis. The nursing department has 9 courses that were evenly distributed for evaluation. The data was collected in 2010-2013. The new Assessment plan is being revised for 2014 to include recommendations from the Accreditation Commission for Education in Nursing (ACEN) accreditation body to evaluate each section of a course based on the program options and sites to look for trends in the data.

3. 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)
HIM	MAT	HIM
Exams	Capstone experiences	RHIT and CCA pass rates
Quizzes	Oral presentations	Employer surveys
Capstone assignment	Written exams	Graduate surveys
Performance- based assessments	Performance evaluations	Practicum evaluations
Student behavior	Practical exams	Virtual Coding lab competencies
Evaluation of lab performance	Quizzes	
Lab assignments	Rubrics	MAT
Discussion forums		Certification pass rates
Presentations	MLT	Practical exams
Group projects	Tests	Graduate surveys
Web assignments	Quizzes	Employer surveys
Case studies	Lab practicals	MLT
Research	Web activities	Certification pass rates
	Case studies	Graduate surveys
	Performance evaluations	Employer surveys
		MLT 226 Directed practice grades
		MLT 225 Application grades
MIST	RCT	MIST
Clinical performance evaluations	Test	Certification pass rates

Tests	Essays	Graduate surveys
Quizzes	Research paper	Employer Surveys
Web assignments	Quizzes	
Web discussion	Checklists for competency testing	RCT
	Clinical performance evaluations	CRT secure practice exam (raw score greater than 90)
	Affective clinical evaluations	Graduate surveys
	Oral group presentation	Employer surveys
	Laboratory exercises	
	Practice problems	
	Clinical post/web discussion	
	Case studies	
<u>Allied Dental Health Professions</u>	<u>Allied Dental Health Professions</u>	<u>Allied Dental Health Professions</u>
Portfolio Projects	Competency Tests	NA for academic year, 2010-2011
Midterm Exam	Final Exams	NA for academic year, 2011-2012
ANGEL Participation	Laboratory Competencies	2013-2014
Written Assignments	Worksheets	2013-2014
Self-Evaluations	Quizzes	2013-2014
Skill Evaluations	Study Guides	2013-2014
Practical Exams	Competency Tests	2013-2014
		2013-2014
		2013-2014
<u>Emergency Services</u>	<u>Emergency Services</u>	<u>Emergency Services</u>
Written Exams/Answer key/Item analysis	On-line homework assignments	Knowledge tested by written exam, practical group scenarios and return demonstrations as well as internship in the hospital and EMS agencies in the community.
Workbook completion	Instructor evaluation of individual skills as well as team leading in scenario based testing. Pass/Fail	Knowledge tested by scenario-based written and practical exams as well as mentorship and evaluation by field preceptors and EMS Clinical Coordinator.
Evaluation of performance in clinical setting by preceptors and clinical coordinator.	Clinical discussion and understanding.	Knowledge tested by written and repeated return demonstrations in labs as well as observation and evaluation by preceptors in the hospitals and EMS agencies.

Progress reports.	Performance based assessments.	Completion of a required number of satisfactory PCRs (patient care reports). PCRs are evaluated by preceptors and graded by EMS instructors and the EMS Clinical Coordinator, with continual feedback provided to the student. Computerized exercises completed during the course enhance computer skills and preparation for field electronic documentation.
Interaction and group discussion in class including review of patient scenarios.	Class discussion and practical stations.	Completion of the EMS courses including satisfactory demonstration of required skills and competencies required by state of Ohio curriculum.
Research assignment.	Clinical discussion and understanding.	Actual ride time with a paramedic crew.
Written homework	Quizzes	Classroom discussion and scenario based training covering the different types of emergency calls a firefighter/paramedic will respond to.
Special Reports	Practical exercises.	
Practical testing	State Exam	
Oral Examination	Final Exam	
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Oral Examination	Final Exam	
<u>Human Services</u>	<u>Human Services</u>	<u>Human Services</u>
Class Presentations		Demonstrate knowledge of theories and evidence –based practices in the field of human and social services, social work, and chemical dependency
Written Assignments		Demonstrates awareness and adherence to the following codes of ethics: NASW Code of Ethics State of Ohio Code of Ethics for Chemical Dependency Counselors
Tests/Quizzes		Demonstrate knowledge of theories and evidence –based practices in the field of human and social services, social work, and chemical dependency
Scenarios/role plays		Demonstrate awareness and adherence to the following codes of ethics: NASW Code of Ethics State of Ohio Code of Ethics for Chemical Dependency Counselors
Research Papers		Demonstrate employability skills, professionalism, and cultural competency in working with individuals, families, and community

		groups related to chemical dependency and human and social services.
Practical Exams		Demonstrate knowledge of theories and evidence –based practices in the field of human and social services, social work, and chemical dependency
Essays		Demonstrate knowledge of theories and evidence –based practices in the field of human and social services, social work, and chemical dependency
Discussions		Demonstrate knowledge of theories and evidence –based practices in the field of human and social services, social work, and chemical dependency
Practical Exercises		<p>Demonstrate ability to identify and provide entry-level services under supervision in the</p> <p>12 core –functions of chemical dependency practice</p> <ul style="list-style-type: none"> • Screening, Intake & Orientation • Assessment & Treatment Planning • Counseling & Case Management • Crisis Intervention • Client Education • Record Keeping • Consultation with Other Professionals • Referral <p>Demonstrate knowledge of commonly used legal and illegal drugs, impact upon user, and societal costs</p>
Projects		<p>Demonstrate ability to identify and provide entry-level services under supervision in the</p> <p>12 core –functions of chemical dependency practice</p>

Case Studies		Clinical documentation and evaluation tool
Clinical evaluation tool- Mid term and final		Professional guidelines from the Ohio Board of Nursing
Weekly anecdotal clinical notes		HESI remediation programs
Direct observation in lab		Student Nurse Association activities
Direct observation in clinical		
Computer documentation		
Journal entries		
Student worksheets		
Oral presentations		

4. What evidence do you have that students achieved or did not achieve the learning outcomes? (Please include evidence of students achieving the learning outcomes.)

Medical Technology Programs

Successful completion of the capstone courses, practicum, and national certification pass rates. Graduate and employer surveys are also used.

Respiratory Care/MIST

Results of tests, assignments, clinical performance evaluations, competency testing.

Allied Dental Health Professions

The standard for success and continuation in the ADHP Programs is 70%-75% depending on the course. Student outcomes are measured through the course grades by virtue of being assessed on a variety of assignments including competencies, exams, and skill demonstrations; and this evidences that students are achieving the learning outcomes.

Emergency Services

The GLO's that were identified on the master syllabus for each course that was assessed were reviewed for accuracy. The course objectives were then identified to support the GLO's. All evaluation methods used to measure and evaluate student success of each GLO were also identified. Based on this information, the level of achievement for each evaluation method was reported, using the number of students earning 70% or higher, out of the total number of students who completed the evaluation tool and who completed the course. If the achievement level fell below the 70% minimum college-wide standard, planned improvements would have been identified to improve student learning in that GLO.

Human Services

As evidenced on the course assessment forms for the assessed 2013-2014 courses, faculty reported all achievement levels for all evaluation methods in the courses. The minimum college standard of 70% or higher was used for the achievement level. All courses assessed met the 70% achievement score.

Occupational Therapy Assistant

The OTA technical courses had been assessed prior to this year in anticipation of the completion of the APR. Therefore, no individual courses were assessed this academic year, as the emphasis was on completion and submission of the APR to the committee for review. A schedule for reassessment of all courses has been established, with reassessment beginning in Fall 2014, based on the preexisting assessment rotation.

Physical Therapist Assistant

Syllabi and course content was reviewed for each assessed course. GLOs were confirmed for each assessed course. Course Objectives were confirmed for each course. Evaluative methods were confirmed for each course. GLOs were matched to an Objective and each GLO was measured in each course.

Assessment revealed that each course contained Course Objectives and GLOs and that the GLOs were measured in each course. Assessment revealed that each course exceeded that established threshold of 70%.

Nursing

Program learning outcomes have been achieved as 91% of students in 2013 passed the NCLEX licensure exam on the first attempt. The national average for NCLEX licensure pass rate was 83.04% for 2013. The retention rate was 90% for all nursing students in the program which is well above the 70% National benchmark. The Nursing Department maintains a Systematic Plan of Evaluation in accordance with the Ohio Board of Nursing and ACEN accreditation bodies that also targets learning outcomes. Each course leader for nursing courses has an end of semester group evaluation with all faculty involved in the course to process student learning outcomes and formulate a plan to improve the course. The grade scale in nursing courses is higher than in other non-nursing courses in the program. The pass rate for nursing courses must consist of 75% minimum on all exams prior to adding in any non-test grades. This is in line with best practices for nursing programs in Ohio.

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

Emergency Services

Assessments of courses indicate achievement levels above the goal of 70% in all of the courses assessed. Based on this information, we will still continue to monitor, change, assess, etc., our courses in order to continue to provide the best educational experiences we can for our students.

Human Services

Although the overall courses do not need to be reassessed, planned improvements have been identified to improve specific tests: revision of test and course materials. Faculty will continue to monitor their courses and re-assess as needed. Using the course syllabi as the college-wide template and aligning the GLOs to the course objectives and the evaluation methods to ensure each course objective was supported by a minimum of one evaluation method, each department reviewed the course objectives and the evaluation methods for validity and accuracy as they aligned with the specific GLO(s) and revised where applicable. Program Learning Outcomes (PLOs) were revised/developed for the Chemical Dependency Major. The GLOs and PLOs were aligned with all courses on the Student Learning Outcomes (SLOs) matrix and identified as being introduced, practiced, or mastered.

Occupational Therapy Assistant

The OTA technical courses had been assessed prior to this year in anticipation of the completion of the APR. Therefore, no individual courses were assessed this academic year, as the emphasis was on completion and submission of the APR to the committee for review. A schedule for reassessment of all courses has been established, with reassessment beginning in Fall 2014, based on the preexisting assessment rotation.

Physical Therapist Assistant

Continue application of current plan and procedures.

Nursing

- Data is being separated to look for trends in program options and sites for each course.
- More Sim lab opportunities are being given to students to synthesize learned information in a non-threatening setting.
- HESI data is being separated by program option and site to look for trends in the data.
- Strengthened orientation of new faculty on evaluation methods for student learning.

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

Medical Technology Programs

All instructors review their own courses. Program and student outcomes are discussed at advisory committee meetings.

Respiratory Care/MIST

All instructors assessed their own courses. Course content was reviewed by fulltime RCT faculty. Faculty input was requested for courses that did not meet the threshold standards. The Department Chair shared results of PLO's with faculty and Advisory committee. The RCT Clinical Coordinator assessed inter-rater reliability between clinical and lab instructors. A mandatory yearly inter-rater reliability training session was implemented.

Allied Dental Health Professions

All didactic faculty and lead instructors review their respective Program curriculums annually in cooperation with the Department Chair. The review is completed utilizing the SSC Assessment Project Templates as tools for the review. Faculty completed review of the Program curriculum, content map and course offerings. The faculty met on May 6th for the DH program spring curriculum review meeting. Meeting minutes will be disseminated to all faculty for their reference. Planned improvements have been discussed and will be incorporated over the next year in each Programs' technical course. In addition, the ADHP advisory committee met in February and in May to discuss program curriculum and program successes.

Emergency Services

Advisory Board meetings, Faculty and Staff meetings, continue to reevaluate student learning and assessment of learning.

Human Services

At the beginning of Fall 2013 semester, faculty were instructed to evaluate their Fall 2013 and Spring 2014 course(s) in the Chemical Dependency Major. The Department Coordinator met frequently with the faculty involved in the assessment process to ensure validity and accuracy of the data being reported. The Advisory Committee for the Chemical Dependency Major was informed of the assessment process and what courses were being assessed during the 2013-2014 academic year. Discussion was held to provide feedback from the Advisory Committee on the continued need for the courses being assessed. Full-time faculty were instructed to report feedback on different modalities, different campuses, and different time offerings from all faculty teaching the same course. The department chair met with faculty Fall 2013 to discuss ideas for planned improvements, given that the program is in its infancy. We discussed how planned improvements will be implemented.

Occupational Therapy Assistant

The OTA faculty participated in two off campus work days during the 2013/2014 academic year, during which the curriculum was reviewed and all course objectives and GLO's were reviewed to determine applicability. Next, all assignments were revisited in ensure that they remain relevant in light of the objectives, GLO's, and PLO's.

Physical Therapist Assistant

The Department Chair received instruction from the project coordinator on how to perform the assessment process. The Department Chair then provided training to the Program Coordinators and faculty. Adjuncts and fulltime instructors were incorporated into the process. Face to face and Web3 courses have been assessed. Main campus courses were assessed. Day, Evening and Weekend courses have been assessed.

Nursing

- Faculty review the Systematic Plan of evaluation at least monthly which is documented in the nursing meeting minutes.
- The Advisory Board meets twice a year and offers input on student performance and also offers suggestions.
- The students are invited to all nursing faculty meetings. However student participation is sparse.

- Faculty is working with a consultant, Linda Caputi, to change the program from a medical model curriculum to a concept based curriculum. All full time faculty participated in the workshop presentation.

7. 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
HIM	
Introduce Project Management content into course work to enhance critical thinking skills and meet new CAHIM domains.	Microsoft Project 2010 software
Introduce computer assisted coding into course work.	Computer assisted coding software and Virtual Lab data
Introduce Joint Commission Record Control into course work.	Joint Commission manual
MLT – Improve rubrics for all assignments and labs	None
MAT	
Evaluate CMA exam results and update course content	None
Use student feedback to access areas of change needed	None
RCT/MIST	RCT/MIST
Faculty will re-evaluate and update testing tools to meet the NBRC and IAHCMM content matrix	Content matrix
Yearly inter- rater reliability training	Annual fee for training program
Clinical simulation	Student fee for ABIA and use of SSC simulation lab
Continue clinical posts to enhance critical thinking	None
Ongoing input from graduates and employers	None

<u>Allied Dental Health Professions</u>	<u>Allied Dental Health Professions</u>
Communicate to students the assessments used to evaluate PLOs by listing them on the course syllabus	No additional resources
Explore accreditation for the Dental Assisting Program	Department Chair & DA Program Coordinator time
Mentor the new DH FT faulty member	Department Chair and Full-time Faculty time
Incorporation of technology into the dental clinic and simulation laboratory	Infrastructure modification plan, computer technology equipment, & funds
<u>Human Services</u>	<u>Human Services</u>
Course mentors will update the faculty support site on ANGEL with master and class syllabi to standardize course material. Including syllabi	N/A
ANGEL training	e-Stark State instruction
Continuous revision of methods of evaluation	N/A
Implement best practices for student engagement and completion	N/A
Research CbD recommendation and implement suggestions for student success	N/A
Fall and Spring Advisory Committee meetings	Funds allocated for food
<u>Occupational Therapy Assistant</u>	<u>Occupational Therapy Assistant</u>
Initiate reassessment of all courses beginning in Fall 2014.	None
Meet with Project Coordinator to ensure compliance with all project expectations.	Guidance from the Project Coordinator
Revisit previously established PLO's to ensure that they best represent the Program.	Guidance from the Project Coordinator

Meet with all instructors to ensure consistent follow-through	None
<u>Physical Therapist Assistant</u>	
Continue GLO and program assessment process.	
<u>Nursing</u>	
1. Continue to meet the OBN and ACEN standards.	ONB and ACEN guidelines. Three faculty attended the ACEN self study forum in the Spring 2014.
2. Educate the faculty and students on assessment methods and ways to improve outcomes.	Linda Caputi gave a 2 day workshop on curriculum development and outcomes.
3. Continue to do a comparative analysis of the NCLEX scores with the HESI testing results.	Consult with Institutional Research and Planning Dept.
4. Separate data from program options and sites to meet ACEN and OBN regulations for monitoring outcomes.	OBN and ACEN reports, OCADNEA meetings to network with others in Ohio for best practices.