



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) Chemical Dependency, Dental Assisting, Dental Hygiene, Dietary Manager, Dietetic Technician, Expanded Functions Dental Auxiliary, Emergency Fire Services, Emergency Medical Services, Family Services, Gerontology, Health Information Management, Human Services, Massage Therapy, Medical Assisting, Medical Coding Certificate, Medical Instrument Sterilization, Medical Laboratory, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Respiratory Care, RN Completion for the LPN, RN Completion for the Paramedic	Academic Year (20xx/20xx) 2014/2015																				
<p>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.</p>																					
1. Summary of milestones																					
<p>a. Courses assessed/total number of eligible courses in your department or division = 106/188 = 56% (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.)</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">Faculty:</td> <td style="padding: 5px;">70 FT</td> <td style="padding: 5px;">117 Adjunct</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Modality:</td> <td style="padding: 5px;">150 F2F</td> <td style="padding: 5px;">11 W2</td> <td style="padding: 5px;">12 W3</td> <td style="padding: 5px;">0 W4</td> </tr> <tr> <td style="padding: 5px;">Campus:</td> <td style="padding: 5px;">149 Main</td> <td style="padding: 5px;">17 Satellite</td> <td style="padding: 5px;">0 Dual Enrollment</td> <td style="padding: 5px;">0 Early College</td> </tr> <tr> <td style="padding: 5px;">Time:</td> <td style="padding: 5px;">130 Day</td> <td style="padding: 5px;">37 Evening</td> <td style="padding: 5px;">11 Weekend</td> <td style="padding: 5px;"></td> </tr> </table>		Faculty:	70 FT	117 Adjunct			Modality:	150 F2F	11 W2	12 W3	0 W4	Campus:	149 Main	17 Satellite	0 Dual Enrollment	0 Early College	Time:	130 Day	37 Evening	11 Weekend	
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<p>b. Courses re-assessed during this past academic year = 7 **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.)</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">Faculty:</td> <td style="padding: 5px;">3 FT</td> <td style="padding: 5px;">0 Adjunct</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Modality:</td> <td style="padding: 5px;">7 F2F</td> <td style="padding: 5px;">0 W2</td> <td style="padding: 5px;">0 W3</td> <td style="padding: 5px;">0 W4</td> </tr> </table>		Faculty:	3 FT	0 Adjunct			Modality:	7 F2F	0 W2	0 W3	0 W4										
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Campus:	7 Main	0 Satellite	0 Dual Enrollment	0 Early College
Time:	7 Day	0 Evening	0 Weekend	

c. Programs, options, certificates affected by assessment/eligible programs, options, certificates= 24/27 = 89% (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?

In FY 2014 – 2015, The total number of assessed courses were 115 out of an eligible 188. This equates to 61% course review.

Department	Assessed	Eligible	Total
RCT/MIST	9	21	42.86%
Allied Dental	14	29	48.28%
Emergency Services	9	9	100.00%
Human and Social	10	16	62.50%
Medical Technology	9	41	21.95%
Occupational Therapy	10	13	76.92%
Therapy and Wellness	45	50	90.00%
Nursing	9	9	100.00%
TOTAL DIVISION	115	188	61.17%

All students in HHS met the 70% benchmark for the GLOs and PLO's. RCT re-evaluated 7 courses due to course changes.

For improvement, RCT reviewed test questions. Their mandatory remediation was instituted if <75% on test. Chapter outlines were required if student scored <75% on test. (RCT121, RCT123) Case studies and test review sheets were implemented in RCT129. Clinical discussion boards were implemented and test questions were reviewed in clinical exams. (RCT125, RCT224) The final exam questions were reviewed and a focused review session was conducted for RCT223.

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)
Written Exams/Answer key/Item analysis	SOAP notes	Written Exam
Workbook completion	Resume Writing	

<ul style="list-style-type: none"> Progress reports Patient scenarios Research assignment Special Reports Practical testing Oral Examination Quizzes Certification Exams Class Presentations Scenarios/role plays Essays Capstone assignment Group projects Web Assignments /Discssions Oral presentation Performance-based assessments Essays Clinical posts/web discussion Homework assignments Portfolio Projects Midterm Exam ANGEL Participation Written Assignments Competency Tests Final Exams Worksheets Reading response assignment 	<ul style="list-style-type: none"> Multiple testing procedures Developmental test Career timeline Design a play environment Interview Chapter questions Theoretical application Performance analysis Activity analysis Task project assignment Final exam Community resource assignment Task project Log book (observations) Journal article Political action Development of treatment plans Nursing Care Plans Concept Maps Lab remediation Pre/Post clinical conferences Case Studies Clinical evaluation tool- midterm and final Computer documentation Journal entries Student worksheets Self-evaluations 	<ul style="list-style-type: none"> Practical assessments Group Scenarios Clinical Assessments Competency Assessments Patient Reports / Care plans Code of Ethnic Assessments Capstone Assessments National / Certification Assessments Employer surveys Graduate surveys Practicum evaluations completed by student Practicum evaluations of student by the site Standardized Testing Journaling/reflection Discipline Professional Standard Assessments
<p>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.)</p>		

All benchmarks have been met. The below represents the student count and % pass for each GLO.

	GLO1 Passed	GLO1 Assessed	% Passed	GLO2 Passed	GLO2 Assessed	% Passed	GLO3 Passed	GLO3 Assessed	% Passed	GLO4 Passed	GLO4 Assessed	% Passed	GLO5 Passed	GLO5 Assessed	% Passed	GLO6 Passed	GLO6 Assessed	% Passed
RCT/MIST	31	32	96.9%	31	32	96.9%	31	32	96.9%	31	32	96.9%	31	32	96.9%	31	32	96.9%
Allied Dental	256	259	98.8%	71	71	100.0%	239	239	100.0%	259	259	100.0%	166	166	100.0%	224	225	99.6%
Emergency Services	554	554	100.0%	456	456	100.0%	456	456	100.0%	554	554	100.0%	554	554	100.0%	554	554	100.0%
Human Services	532	553	96.2%	56	56	100.0%	548	578	94.8%	500	534	93.6%	510	531	96.0%	502	540	93.0%
Medical Technology	58	58	100.0%	58	58	100.0%	58	58	100.0%	58	58	100.0%	58	58	100.0%	58	58	100.0%
Occupation al Therapy	168	168	100.0%	11	11	100.0%	167	168	99.4%	167	168	99.4%	168	168	100.0%	168	168	100.0%
Therapy and Wellness	633	642	98.6%	450	459	98.0%	288	297	97.0%	578	587	98.5%	316	325	97.2%	373	382	97.6%
Nursing	292	295	99.0%	295	295	100.0%	295	295	100.0%	292	295	99.0%	295	295	100.0%	292	295	99.0%
Division	2524	2561	99%	1428	1438	99%	2082	2123	98%	2439	2487	98%	2098	2129	99%	2202	2254	98%

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, and 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.

Medical Technology

All courses met the threshold. Medical Laboratory will continue to review and reassess test questions, rubrics and lab practicals. Health Information Management and Medical Coding will continue to work on updating curriculum to accreditation standards for health domains. Medical Assisting will work on increasing telephone skills and redesigning two courses into Web 3 delivery.

RCT/MIST

RCT- review sessions and study sheets and mandatory remediation if <75% performance on test.

MIST- This is the first year that the program modality changed to Web 3. All students met or exceeded 70% threshold. Attrition rates improved.

Allied Dental Health Professions

Action plans for improved student learning include:

1. Revision of assignments, tests, skill evaluations and exams to incorporate critical thinking skills.
2. Revising rubrics to provide more detailed evaluation criteria.
3. Revision of lab manuals to refine the timing of subject presentations and skill evaluation activities.
4. Provide clear expectations to the students.
5. Incorporation of weekly Angel quizzes to help students prepare for the final comprehensive examination.

Continue opportunities for faculty development by virtue of semester start-up meetings, specialized faculty calibration seminars, and in-house professional development opportunities.

Occupational Therapy Assistant

The lowest scoring element out of all 10 sections assessed had to do with teaching SOAP notes. As a result, the following interventions are being initiated:

- The faculty met to discuss how they would approach note-writing and ensure that a consistent message is being communicated.
- There is a new edition of a case study book that is being used more with more emphasis by both Minerva Rivera and Samantha Rinehart.
- SOAP note books will be given to the two fieldwork educators who take groups into the clinic.
- Samantha Rinehart will be expanding electronic documentation into semesters 2, 3, and 4.
- The topic of documentation will be the focus of an upcoming fieldwork educator (FEW) workshop. The role of FWE's in grading student documentation will be reduced, and assumed by the classroom instructor in order to enhance consistency.

Therapy and Wellness

Continue to track student performance and proficiency and effectiveness of courses in presenting content. Continue with current plan and procedures.

Nursing

- HESI product outcomes were not reliable so the nursing program changed to ATI for external testing norms.
- Data is being separated to look for trends in program options and sites for each course.
- More Sim opportunities are being offered to synthesize learned information in a non-threatening setting. Multidisciplinary Sims are being implemented with other health programs.
- Strengthened orientation of new faculty on evaluation of student learning outcomes.
- Converting to a concept based curriculum to eliminate content overload.

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?

Emergency Services

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

Human Services

Each semester, course mentors contact the full-time and adjunct faculty teaching the courses that will be assessed that semester. Course mentors notify faculty that the courses will be assessed and meet with faculty as needed to explain the assessment process. All current full-time and adjunct faculty have been involved with course assessment in the past. If a new adjunct would be assessing a course, the course mentor would meet with the new adjunct to provide direct guidance throughout this process. Feedback from students regarding course assignments is considered each semester as we look at continuous improvement of our courses. Course assessment is shared at advisory committees and input from committee members is used to address continuous improvement of course content and course delivery.

Medical Technology

All full time faculty and adjuncts participated in the evaluation process. Each instructor evaluated the course/section that they taught. The assessments were reviewed by the Program Coordinator. Faculty together decided on improvement goals for the following year.

RCT/MIST

RCT- All instructors assess their own courses. Course content is reviewed by fulltime faculty. NBRC content matrix is reviewed yearly. The Department Chair shares the PLO results with the Advisory Committee. Clinical Coordinator reviews all clinical student evaluations with Clinical Instructors prior to assigning clinical grades. Inter-rater reliability training is completed each year to assure consistent evaluation of students.

MIST- All instructors assess their own courses. The faculty worked with a College instructional designer to assure that courses met Quality Matters standards. All course assessments were reviewed by the program coordinator.

Allied Dental Health Professions

All didactic faculty and lead instructors review their respective Program curriculums annually in cooperation with the Department Chair at the Annual Curriculum Review meeting and the Faculty Start-Up meetings in the spring semester. SSC Assessment Project Templates are tools of referenced for the review . Faculty completed review of the Program curriculum, content map and course offerings. The faculty met on April 30th, 2015 for the DH program spring curriculum review meeting. Meeting minutes are disseminated to all faculty for their reference. Planned improvements were discussed and they will be incorporated over the next year in each Programs' technical courses. In addition, the ADHP advisory committee met on April 10th, 2015 to discuss program curricula, stati, and successes.

Occupational Therapy Assistant

- The Department Chair met with each faculty member to review their syllabi. Syllabi are being adapted to clearly align all assignments with the corresponding GLO(s). Each faculty member was responsible for identifying those correlations and will be held accountable for follow through.
- In an effort to incorporate enhanced skills training and increase ownership for learning, competency checklists were developed for cohorts in semesters 3 and 4. These require independent-study in the Therapy and Wellness Clinic. The OTA and PTA faculty are working collaboratively to supervise and acknowledge performance of competencies.
- Advisory Board members asked that there be increased emphasis on cognitive testing. The faculty met to review all of the assessments in the curriculum and key additions made to enhance the curriculum.

Therapy and Wellness

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.

Two programs completed and submitted the Academic Program Review this year.

Nursing

Faculty review portions of the Systematic Plan of Evaluation at least monthly which is documented in the nursing meeting minutes. The entire plan is reviewed annually at the retreat. The advisory board meets twice a year and offers input on student performance and also offers suggestions for improvement. The students are invited to all nursing faculty meetings and the advisory board to encourage input. Although

student involvement increased in 2014/2015, it still is not at optimal levels. Students do course and program evaluations to assess learning outcomes.

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
Human Services	
Continuous review of all syllabi by course mentors to ensure alignment of GLOs with course objectives and methods of evaluation; consistency of methods of evaluation	N/A
Course mentors will continuously update the faculty support site on ANGEL with master and class syllabi to standardize course material including syllabi	N/A
Intrusive advising	N/A
Web Development	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, retention, and completion	N/A
Fall and Spring Advisory Committee meetings	Funds allocated for food
Medical Technology	
HIM	
Introduce Clinical Documentation Improvement (CDI) into coursework to match skills needed in the industry and to meet new domains set forth by CAHIIM, effective October 2016.	ChartWise, a web-based software.
Introduce Computer Assisted Coding (CAC) into coursework to match skills needed in the industry and to meet new domains set forth by CAHIIM, effective October 2016.	Find-A-Code software.
Continue to review and update HIM courses and revise curriculum if needed.	Utilize CAHIIM as a resource to incorporate new domains into syllabi. Attend Assembly on Education Seminar to learn new domains and reporting software.
Revise or recondition paper records with static folders	Heavy duty folders

MLT	MLT
Continue to make improvements on rubrics for all assignments, labs, lab practical.	None
MAT	MAT
Develop telephone training module	Work with Ameridial, a local company that specializes in healthcare call center outsourcing, to provide training for MAT students.
Develop two classes into Web 3	Work with instructional designer.
RCT	
Faculty will continue to review course content and tests to assure that both coincides with the NBRC matrix.	NA
Continue inter-rater reliability training	NA
Continue case studies	NA
Continue remediation	NA
MIST	
Continue tracking attrition rates to assess effectiveness of Web 3 delivery	NA
<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
Fully incorporate electronic record keeping and digital radiography	DA Program Coordinator & DH Clinic Coordinator's time
Hire to fill the Coordinator of Patient Care Services position	Department Chair and Full-time faculty and staff time
Install computers in the Simulation Laboratory in H211	Money from the College General Fund

<u>Occupational Therapy Assistant</u>	
Step 1: Collect feedback from stakeholders	Possible assistance from Institutional Research staff.
Step 2: Review of current curriculum	Generally done at end of semester off-site meetings. Adjuncts typically do not attend, but one has used her vacation time at her hospital job in order to make herself available as needed. It would be preferable if the College could pay the adjuncts to attend these 2 day-long planning sessions, particularly as preparation for reaccreditation gets underway.
Step 3: Determination of feasibility of adjustment and assignment of roles.	None needed.
Step 4: Implement change.	Varies depending on the issue.
Step 5: Reassess degree of success.	Possible assistance from Institutional Research staff.
<u>Therapy and Wellness</u>	
Continue GLO and program assessment process.	
Develop new forms to record outcome data	
Develop procedure to ensure that all programs review all courses at least once every three years and not just during the assessment period	
<u>Nursing</u>	
1. Continue to meet the OBN and ACEN standards.	OBN and ACEN guidelines. The program chair attends 2 OBN administrator workshops each year to keep current on guidelines.

2. Educate the faculty and students on assessment methods and ways to improve outcomes.	Faculty are working on ACEN accreditation reports and have been involved in evaluating the Systematic Plan of Evaluation.
3. Changed vendors from HESI to ATI to improve validity and reliability of predicting NCLEX success.	NCLEX test scores compared with student outcomes on ATI
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 other ADN nurse administrators in Ohio for best practices.
5. Change to concept based curriculum pending approvals.	Caputi (consult) resource manual. Education for faculty.