



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Health and Public Services	Chair/Dean Kelly Reinsel, Co-Dean & Wally Linville, Co-Dean																											
Degree Program(s)/Major(s)/Certificate(s) Chemical Dependency, Criminal Justice, 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, Paralegal Studies, Physical Therapist Assistant, Police Science, Respiratory Care, RN Completion for the LPN, RN Completion for the Paramedic	Academic Year (20xx/20xx) 2015/2016																											
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 10. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by July 1. The Provost will prepare an Academic Affairs' assessment report by July 29.																												
1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.																												
All courses that were assessed this cycle in the Health and Public Services Division achieved the threshold of 70% or above.																												
1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = $84/205 = 41\%$ (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:	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">46 FT</td> <td style="width: 33%;">52 Adjunct</td> <td style="width: 33%;"></td> </tr> <tr> <td>Modality:</td> <td>98 F2F</td> <td>6 W2</td> </tr> <tr> <td></td> <td></td> <td>10 W3</td> </tr> <tr> <td></td> <td></td> <td>0 W4</td> </tr> <tr> <td>Campus:</td> <td>102 Main</td> <td>4 Satellite</td> </tr> <tr> <td></td> <td></td> <td>2 College Credit Plus</td> </tr> <tr> <td></td> <td></td> <td>0 Early College</td> </tr> <tr> <td>Time:</td> <td>82 Day</td> <td>39 Evening</td> </tr> <tr> <td></td> <td></td> <td>9 Weekend</td> </tr> </table>	46 FT	52 Adjunct		Modality:	98 F2F	6 W2			10 W3			0 W4	Campus:	102 Main	4 Satellite			2 College Credit Plus			0 Early College	Time:	82 Day	39 Evening			9 Weekend
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1b. Courses re-assessed/total number of eligible courses in your department or division = $4/205 = 2\%$ (ex. $8/45=18\%$)
 (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	4 FT	3 Adjunct		
Modality:	7 F2F	0 W2	0 W3	0 W4
Campus:	6 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	5 Day	2 Evening	0 Weekend	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= $27/31 = 87\%$ (ex. $1/3=33\%$)

1d. Departments participating in assessment/eligible departments= $8/8 = 100\%$ (**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 products/essays		Actual ride time with a paramedic crew.
Research papers/theses/dissertations		ANGEL Participation
Performance on licensure, certification, or professional exams		Application of concepts
Exhibitions/demonstrations		Assignments
Graduation rates data		ATI remediation program
Graduate follow-up studies		Capstone experiences
Capstone experiences		Care Plans and concept maps
Performance in supervised internships		Case Studies
Standardized exams		Competency Testing
Performance-based assessments		Documentation
Practical exams		Open Lab Time
Retention rates data		Presentations and Exhibitions
Job placement data		Projects
Answer keys		Reflection Assignments
Oral examinations/presentations		Research Assignments
Portfolio assessments		Role Play
Locally developed tests		State Testing
		Surveys

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 Re-Assessed	GLO1: Effective Communication	GLO2: Quantitative Literacy	GLO3: Information Literacy	GLO4: Critical Thinking	GLO5: Global & Diversity Awareness	GLO6: Civic, Professional, & Ethical Responsibility
88	96%	97%	96%	97%	97%	96%

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

NURSING

The nursing program outcomes remain above the national benchmark of 70% retention rate. Many of the nursing students that are not successful in nursing courses are working full-time or more and do not utilize any of the additional resources available such as the nurse tutoring or open nursing labs.

Action Plans:

- All nursing students that fail a nursing course are required to meet with a faculty mentor weekly upon returning to the program.
- A Nursing tutor has been grant funded for 10 hours a week for the past year and has shown to be successful. This will continue in the upcoming year.
- The nursing program began a new curriculum in the fall 2015 for the Basic program and will start the new curriculum for the LPN to RN and Paramedic to RN programs in fall 2016. All courses in the new curriculum will use evidence based teaching practices of flipping the classroom. All new students are shown a video during orientation on the flipped classroom concept.
- New students are encouraged not to work full time.
- New students are oriented to all the nursing resources for success.
- The new curriculum utilized e-books and the Lippincott package of electronic resources for students. Students are started on day one learning to answer NCLEX style critical thinking questions through the PrepU program.
- Improve the labs to have sufficient, updated equipment to meet the program learning outcomes.

Increase capability to utilize Simulation both within the nursing department and across multidisciplinary programs.

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.

MEDICAL TECHNOLOGY PROGRAMS

- Continue to implement attendance policy and dress code.
- Continue with remediation when a student fails first competency skill.

- Faculty will continue to monitor courses and reassess as needed.

Improve advising of both incoming and current students through faculty workshop.

HUMAN SERVICES AND JUSTICE STUDIES

Although the overall courses do not need to be reassessed, planned improvements have been identified for specific assignments. In addition, some instructors have identified a plan to change the sequencing of assignments to increase success rates. Faculty will continue to monitor their courses and reassess as necessary. In addition, faculty will continue to review course objectives and evaluation methods to ensure each course objective is supported by a minimum of one evaluation method. PLO's and SLO's will be reviewed for accuracy. Improved faculty and peer mentoring programs will be developed and implemented.

THERAPY AND WELLNESS

The sample size for 3 of the 4 courses was very low and therefore the reliability of these results might be limited. It is important to continue the assessment process and to work on increasing enrollment. The Department Chair is directly supervising the Coordinators in the review and development of course assessments. The Department Chair will emphasize the need for consistent meeting times with the Coordinators.

The Dietary Programs are conducting a Self-Study Review and assessing all components of the Program.

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. Faculty evaluation of student performance calibration training (mid-semester meetings)
6. Incorporation of weekly Angel quizzes to help students prepare for the final comprehensive examination.
7. Continuation of semester Start-Up Meetings.

OCCUPATIONAL THERAPY ASSISTANT

OTA121 and 222 have been among a small group of courses in which all students have received consistently high grades – as noted in the consistent 100% passing rates for all assignments. In order to ensure objectivity in grading and uphold academic rigor, the instructor was directed to work with a mentor in developing rubrics for grading. The instructor has subjectively reported positive outcomes, and objectively, the final letter grades have been more varied, while all students continue to be successful. In preparation for the upcoming year, the instructor and the department chair have agreed to meet during the summer semester to reevaluate all of the assignments for OTA121 in particular, review the grading criteria, and assess their alignment with the course objectives.

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?

NURSING

All faculty are assigned sections of the Systematic Plan of Evaluation (SPE) that is required from both the Ohio Board of Nursing (OBN) and Accreditation Commission for Education in Nursing (ACEN). Faculty are given statistical updates at least once a month on student outcomes. Faculty attend a one day retreat at the end of each semester to review student program outcome data and problem solve ways to improve the data. Each lead faculty completes an Instructor Course Evaluation (ICE) form at the end of the semester to collect outcome data. ATI (standardized testing) is used to compare outcomes from Stark State nursing students to their counterparts nationwide. Faculty are all involved in the creation and changes in the new nursing curriculum. The nursing department has a Curriculum sub-committee that meets at least monthly to review GLO's and PLO's. Semi-annual Advisory Board meetings are held where student outcomes are reviewed, feedback is gathered and suggestions for improvement are discussed. These outcomes include retention rates, NCLEX pass rates, and student and employer satisfaction rates. This past year, the Advisory Board suggested more "soft skills" be emphasized in the curriculum and these have been incorporated into each class to prepare students to work in a professional environment upon graduation. Students are invited to all nursing meetings, however, few attend or add input. Student input is gathered through course evaluations.

EMERGENCY SERVICES

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

MEDICAL TECHNOLOGY PROGRAMS

- All Master and Course Syllabi, as well as other shared resources, are posted on department drives for access by all full-time faculty.
- Adjunct faculty are mentored by full-time to ensure accurate documentation.
- The assessment process is discussed at faculty meetings and with instructors assisting adjunct faculty with assessments, learning plans, test and quizzes and lecture material.
- All courses in the MAT program are assessed the semester they are taught to make faculty aware of consistency and student success.
- Text book review, grading rubrics, standardized assignments, as well as brainstorming idea to help improve student success are completed during faculty meetings.

HUMAN SERVICES AND JUSTICE STUDIES

Shared responsibility for student learning is addressed through faculty department meetings. Brainstorming sessions are held to address issues of student learning, assessment, and retention. As a result of these brainstorming sessions, this academic year student mentoring programs have been designed to assist with student learning and the assessment of this learning. Input from advisory committees is elicited and implemented where feasible to reach this goal. In addition, students provide formal feedback through the course evaluation process each semester. Informal feedback from students is likewise obtain from faculty advisors through advising sessions.

THERAPY AND WELLNESS

Each Program has a continuous quality improvement plan that incorporates this assessment process. Additionally, each program uses course and program surveys that are provided to students, and internal and external stakeholders. 4 of the 7 programs are governed by boards of accreditation and each program is in full compliance with accreditation standards. All programs have active advisory boards.

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 11th, 2016 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 October and in May to discuss program stati.

Given the prevalance of clinical and laboratory in the curriculum, it is necessary to employ 20+ adjunct faculty members to maintain faculty-student ratios determined by the Commission on Dental Accreditation. In efforts to ensure shared responsibility from adjunct faculty, it is mandatory that all faculty attend Start-Up and Mid-Semester calibration sessions each semester.

In addition to Start-Up and Mid-Semester meetings, I schedule one-on-one appointments with faculty members to discuss course improvements as needed.

OCCUPATIONAL THERAPY ASSISTANT

Enhancing focus on evidence-based practice (EBP) in each of the five semesters has been a priority this year. Initiatives to drive students more directly to occupational therapy research were deliberately undertaken. Assignments were designed to create more sophisticated learning opportunities as the student progresses through the program. The advisory board was informed of this curriculum enhancement at the December meeting. All members responded favorably and were in strong support. The Chair met with the library staff who provided online resources which were incorporated into assignments. Furthermore, the librarians came to the classrooms to discuss not only EBP, but also issues pertaining to plagiarism and APA formatting. The library staff introduced tutorial resources for the students and even altered current resources to more directly meet the OTA students' needs. The faculty will continue to work with the librarians to incorporate occupational therapy-specific case study examples into the EBP resource.

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
Tutoring	Grant funding
Updated equipment	Funding
Software upgrades	Funding
Explore options for improving simulation experiences both within nursing and multidisciplinary	Funding
Develop grading rubrics for all projects	N/A
Continuous revision of methods and evaluation	N/A
Implement feedback from clinical sites	N/A
Obtain and implement information obtained from graduate, employer, and other surveys	N/A
Review and update departmental policies	N/A
Review and update new hire mentoring practices	N/A
Revision of course sequencing	N/A
Increase student retention initiatives	N/A
Review best practices for student success	N/A
Utilize library resources	N/A
Continue to monitor for consistent classroom management and teaching and learning strategies across the curriculum	N/A
Review and update PLOs, as needed	N/A