



**STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT**

Department/Division Health and Public Services	Chair/Dean Kathleen Sommers
Degree Program(s)/Major(s)/Certificate(s) <u>Associate of Applied Science</u> Human and Social Services, Gerontology, Chemical Dependency, Human and Social Services-Community Corrections, Criminal Justice, Government and Legal Studies, Health Information Management, Medical Assisting, Physical Therapist Assistant, Respiratory Care, Occupational Therapy Assistant, Medical Laboratory, Concept-Based Nursing, Concept-Based RN Completion for the Paramedic, Concept-Based RN Completion for the LPN, Ophthalmic Technology, Surgical Technology, Dental Hygiene, Massage Therapy, Emergency Medical Services, Emergency Fire <u>Associate of Science</u> Police Science, Dental Assisting, Expanded Functions Dental Auxiliary, Dietetic Technician, Dietary Manager <u>Associate of Technical Studies</u> Massage Therapy, Medical Instrument Sterilization Technician <u>Career Enhancement Certificate</u> Gerontology, Chemical Dependency, Police Science, State Tested Nurse Aide, Ophthalmic Assistant, Ophthalmic Technician, Patient Care Technology, Dental Assisting, Expanded Functions Dental Auxiliary, Sports Massage, Massage Transition to Licensure, Medical Instrument Sterilization Technician, Dietary Manager <u>One-Year Certificate</u> Medical Coding, Ophthalmic Assistant, Surgical Assisting Technology, Massage Therapy, Medical Instrument Sterilization Technician, Dietary Manager	Academic Year (20xx/20xx) 2016/2017

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%.

Direct indicator of student attainment of the General Learning Outcomes: All courses that were assessed or reassessed during the 2016/2017 academic year in the Health and Public Services Division met the threshold of >70% with the exception of six courses. In the Respiratory Care program, three courses fell below the threshold in *effective communications* and two fell below in *quantitative literacy and information literacy*. In the Nursing Department, one course fell below the threshold in *critical thinking*.

Plans for improvement specific to those courses that fell below the 70% threshold:

- RCT 124
Reassess, update and revise quizzes
- RCT 220
Review sessions will be held prior to test #1 and the final exam
- RCT 128
A review session will be held prior to the interpretation assignment
- RCT 224
Change from a Web 3 to a Web 2 course to facilitate interpretation of EKG rhythm strips, and
- RCT 226
Expand content regarding chest tubes.
- Nursing
Offer more practice quizzes, practice exams and reading assignments in the Nursing Programs prior to the ATI exam.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = $89/164 = 54\%$ (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:	34 FT	51 Adjunct		
Modality:	98 F2F	6 W2	17 W3	0 W4
Campus:	119 Main	1 Satellite	3 College Credit Plus	0 Early College
Time:	94 Day	27 Evening	2 Weekend	

1b. Courses re-assessed/total number of eligible courses in your department or division = $23/77 = 30\%$ (ex. $8/45=18\%$)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	8 FT	5 Adjunct		
Modality:	11 F2F	7 W2	7 W3	0 W4
Campus:	25 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	19 Day	20 Evening	0 Weekend	

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= $23/23 = 100\%$ (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)
GLO1 – Communication	Written exams/quizzes	Demonstration of clinical competencies and skills in the laboratory setting
	Research projects	Instructor clinical observations
	Reports	Performance of skills and demonstration of competencies in supervised clinical experiences
	Oral examinations	Performance on national and state certification and licensure exams
	Presentations	Employer surveys
	Class discussions	Student course evaluation

GLO2 – Quantitative Literacy	Diet analysis	Written and oral assignments, group work, class discussions, case analysis, quizzes, capstone experiences, scenario-based exams
	Quantitative laboratory determinations	
	Physiological assessments of patients	
	Drug calculations	
	Research projects	
	Interpretation of data	
	Scene analysis	
	Written exams/quizzes	
GLO3 – Information Literacy	Electronic documentation	
	Research projects	
	Case studies	
	WEB based assignments	
GLO4 – Critical Thinking	Interpretation of multiple data points to draw a conclusion	
	Interpretation of client physiological presentation	
	Rapid scene assessment	
	Case studies	
	Determining appropriate action based on information available	
	Problem-solving in the laboratory and clinical setting	
GLO5 – Global & Diversity Awareness	Clinical practice	
	Clinical simulations	
	Volunteerism in the community	
	Student organizations	
	Projects	
	Written exams/quizzes	
GLO6 – Professional & Ethical Responsibility	Clinical practice	
	Clinical simulation	
	Class discussion/web discussion	
	Written exams/quizzes	

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
112 (89 assessed and 23 re-assessed)	95%	97%	97%	96%	97%	96%

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

All courses assessed or reassessed met the 70% threshold with the exception of six courses. With respect to all courses meeting the threshold, the programs/departments will continue to monitor student progress and outcomes on a regular basis and seek input from industry representatives, advisory council members and professional practice organizations to ensure evidence-based and best practices are integrated into curriculum. Assignments and exams will be reviewed to ensure they reflect program learning outcomes and the industry standards for entry into practice. Instructional delivery models will be evaluated for effectiveness relevant to the content. Continue to seek out new clinical learning experiences.

Specific to those courses not meeting the 70% threshold:

Respiratory Care

RCT224C will be offered Web2 instead of Web3. Test reviews will be instituted in classes where tests scores fell below the 70% threshold. Tests/quizzes that fell below the 70% threshold will be reviewed and revised as appropriate. Additional content will be added to unit #5 in RCT226. Reassessments will be performed on RCT124, RCT128, RCT220, RCT224, and RCT226 next year to evaluate changes made to courses.

Nursing

All nursing students that fail a nursing course are required to meet with a faculty mentor weekly upon returning to the program. A Nursing Tutoring Center will be developed to feature content specific tutoring with nursing instructors as tutors. New students are encouraged not to work full time. New students are oriented to all nursing resources for success. Continue to improve labs to have sufficient and updated equipment to meet the program learning outcomes. Increase capability to utilize simulation both within the Nursing Department and across multidisciplinary programs.

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

Student outcomes and course curriculum are discussed at Advisory Council meetings on which students are members as well as industry representatives. Programs hold regular meetings to discuss student success. Program coordinators on an ongoing basis monitor test scores and student outcomes. In addition, students provide formal feedback through the course evaluation process.

5. 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
Institute content specific tutoring programs	Faculty assigned during office hours to provide tutoring
Improve inter-rater reliability in clinical evaluation of students	Time allotted for training
Provide more mentorship for adjunct clinical instructors	Clinical coordinators to be more active in the field
Continue to develop and review grading rubrics	Communicate with faculty via department chairs and program coordinators
Determine the effectiveness of online courses in promoting student success and determine resources available for online learners	Data collection of student scores and success to compare outcomes
Integrate industry evidence-based best practices into the learning experience	Communicate with faculty via department chairs and program coordinators