



**STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT**

Department/Division Health and Public Services	Chair/Dean Kelly Reinsel & Shari Shiepis, Interim Deans
Degree Program(s)/Major(s)/Certificate(s) <u>Associate of Applied Science</u> Human and Social Services (1000), Human and Social Services – Gerontology Major (1003), Human and Social Services - Chemical Dependency Major (1004), Human and Social Services - Community Corrections (1009), Government and Legal Studies (1310), Police Science (1300), Health Information Management (3050), Medical Assisting (3100), Physical Therapist Assistant (3150), Respiratory Care (3200), Occupational Therapy Assistant (3250), Medical Laboratory Technology (3300), Concept-Based Nursing (3358), Concept-Based RN Completion for the Paramedic (3359), Concept-Based RN Completion for the LPN (3360), Ophthalmic Technology (3364), Surgical Technology (3373), Dental Hygiene (3400), Massage Therapy (3453), Emergency Medical Services (3551), Emergency Fire (3554), <u>Associate of Arts</u> Criminal Justice (1301) <u>Associate of Science</u> Dental Assisting (3425), Dental Practice Coordination (3406), Expanded Functions Dental Auxiliary (3427), Dietetic Technician (3560), Dietary Manager (3562) <u>Associate of Technical Studies</u> Medical Instrument Sterilization Technician (3500)	Academic Year (20xx/20xx) 2020/2021

Career Enhancement Certificate

Human and Social Services – Gerontology Major (1006), Human and Social Services - Chemical Dependency Major (1007), Police Science (1304), Ophthalmic Assistant (3366), Expanded Functions Dental Auxiliary (3423), Sports Massage (3455), Medical Instrument Sterilization Technician Certificate (3504), Dietary Manager (3566), Medical Billing Specialist (3057), Ophthalmic Assistant (3366), Ophthalmic Technician (3367), Phlebotomy Technician (3102)

One-Year Certificate

Medical Coding Certificate Program (3055), Ophthalmic Assistant (3368), Police Science (1302), Surgical Assisting Technology (3372), Massage Therapy (3451), Medical Instrument Sterilization Technician (3501), Dietary Manager (3564), Practical Nursing (3357)

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 8. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 29. The Provost will prepare an Academic Affairs' assessment report by July 27.

1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.

Based on each department's 2020-2021 Assessment Summary Report of the 285 courses in the Health and Public Services Division 144 (51%) were assessed. Of those assessed all met the benchmark of 70%.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = $144/285 = 51\%$
(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:	74 FT	92 Adjunct		
Modality:	105 F2F	31 W2	46 W3	0 W4
Campus:	141 Main	14 Satellite	10 College Credit Plus	0 Early College
Time:	126 Day	26 Evening	4 Weekend	
1b. Courses re-assessed/total number of eligible courses in your department or division: 0/285 = 0% (ex. 8/45=18%) (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)				
Faculty:	0 FT	0 Adjunct		
Modality:	0 F2F	0 W2	0 W3	0 W4
Campus:	0 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	0 Day	0 Evening	0 Weekend	
1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 32/42 = 76% (ex. 1/3=33%)				
1d. Departments participating in assessment/eligible departments= 7/7 = 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 <i>mystarkstate</i> .				
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		
	Computer Documentation	Performance on national and state certification and licensure exams		
	Case studies	Employer surveys		
	Care plans	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
	Research projects	Presentations
	Case studies	Portfolio projects
	WEB based assignments	
GLO4 – Critical Thinking	Interpretation of multiple data points to draw a conclusion	Respond and mitigate emergency situations in the laboratory setting
	Interpretation of client physiological presentation through assessment and quantitative data	Clinical practice Laboratory competencies and skills performance Written exams, quizzes
	Rapid scene assessment	Interpretation of patient/client presentation
	Case studies Interdisciplinary simulation scenarios	
	Determining appropriate action based on information available	
	Problem-solving in the laboratory and clinical setting	
GLO5 – Global & Diversity Awareness	Clinical practice	Clinical practice
	Clinical simulations	Observed professional and therapeutic communication
	Volunteerism in the community	Community involvement
	Projects	
	Written exams/quizzes	
GLO6 – Professional & Ethical Responsibility	Clinical practice	Utilize intrapersonal growth and development in an effort to successfully utilize therapeutic-use-of self
	Clinical simulation	Utilize professional communication with peers, staff and patients/clients

	Class discussion/web discussion	Engagement in professional organizations including student organizations.
	Written exams/quizzes	Written exams/quizzes

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
144 assessed	97%	98%	97%	97%	97%	98%

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

On a continual basis, faculty will monitor student learning and achievement and hold curriculum discussions at regularly scheduled meetings. Across the division this included the early identification of students who received a low or failing grade on initial assignments. In addition, content specific tutoring for all programs.

Assignments and exams are reviewed to ensure they reflect the program learning outcomes and the industry standards for entry into practice.

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?

Shared responsibility for student learning is addressed through faculty department meetings. Brainstorming sessions with numerous communities of interest are held to address issues of student learning, assessment, and retention. Advisory board members provided suggestions for skills necessary in the workforce, which helped faculty make decisions, related to assessment methods. In addition, students provide formal feedback through the course evaluation process each semester. Informal feedback from students is likewise obtained from faculty advisors through advising sessions.

All faculty participate in assessment for the courses they teach. Faculty are sent for assessment training during Start-Up week when offered. Mentoring is provided to assist in accurate and complete reporting by the Department Chair. All instructors are to assess each evaluation tool on a regular basis. Outcomes and ideas for improvement are discussed at program meetings and relayed to the advisory committees for input.

PRISM tutoring funds were utilized to provide individual and small group remediation. In Respiratory, simulation utilizing the ASL 5000 ventilator simulators was completed on campus this semester. Multiple scenarios were developed to be utilized over a five- day capstone simulation experience.

In the Nursing Department, all faculty completed section updates of the Systematic Plan of Evaluation (SPE) using the 2017 Standards that are required by the Ohio Board of Nursing (OBN) and Accreditation Commission for Education in Nursing (ACEN). Each lead faculty completes an Instructor Course Evaluation (ICE) form and General Learning Outcomes (GLOs). ATI (standardized testing) is used to compare outcomes from Stark State nursing students to their counterparts nationwide.

The Department Chairs establish and share data collection tools to be used to facilitate assessments. Fulltime and part-time faculty were involved in assessment processes. Program students receive surveys provided by the college and by the programs. Graduates and employers are surveyed and data collected is used as a resource for improvements.

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
Participate in an <i>early warning</i> system (Starfish) for students	Faculty 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