



**STARK STATE COLLEGE  
ASSESSMENT SUMMARY REPORT**

<p>Department/Division <b>Health and Public Services</b></p>	<p>Chair/Dean <b>Kelly Reinsel</b></p>
<p>Degree Program(s)/Major(s)/Certificate(s) <b><u>Associate of Applied Science</u></b> 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)</p> <p><b><u>Associate of Arts</u></b> Criminal Justice (1301)</p> <p><b><u>Associate of Science</u></b> Dental Assisting (3425), Dental Practice Coordination (3406), Expanded Functions Dental Auxiliary (3427), Dietetic Technician (3560), Dietary Manager (3562)</p> <p><b><u>Associate of Technical Studies</u></b> Medical Instrument Sterilization Technician (3500)</p> <p><b><u>Career Enhancement Certificate</u></b> 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)</p>	<p>Academic Year (20xx/20xx) <b>2021/2022</b></p>

<p><b>One-Year Certificate</b>          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)</p>																					
<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 3. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 24. The Provost will prepare an Academic Affairs' assessment report by July 22.</p>																					
<p>1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.</p>																					
<p>Based on each department's 2021-2022 Assessment Summary Report of the 316 courses in the Health and Public Services Division 165 (52%) were assessed. Of those assessed all met the benchmark of 70%.</p>																					
<p>1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = <math>165/316 = 52\%</math> (ex. <math>8/45=18\%</math>)  <b>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.</b> (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)</p> <table data-bbox="352 1029 1541 1203"> <tr> <td>Faculty:</td> <td>93 FT</td> <td>65 Adjunct</td> <td></td> <td></td> </tr> <tr> <td>Modality:</td> <td>106 F2F</td> <td>15 W2</td> <td>29 W3</td> <td>23 W4</td> </tr> <tr> <td>Campus:</td> <td>117 Main</td> <td>4 Satellite</td> <td>6 College Credit Plus</td> <td>0 Early College 14 Online</td> </tr> <tr> <td>Time:</td> <td>107 Day</td> <td>13 Evening</td> <td>5 Weekend</td> <td>14 Online</td> </tr> </table>		Faculty:	93 FT	65 Adjunct			Modality:	106 F2F	15 W2	29 W3	23 W4	Campus:	117 Main	4 Satellite	6 College Credit Plus	0 Early College 14 Online	Time:	107 Day	13 Evening	5 Weekend	14 Online
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<p>1b. Courses re-assessed/total number of eligible courses in your department or division = <math>1/316 = 0\%</math> (ex. <math>8/45=18\%</math>)          (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)</p> <table data-bbox="352 1328 1262 1409"> <tr> <td>Faculty:</td> <td>0 FT</td> <td>1 Adjunct</td> <td></td> <td></td> </tr> <tr> <td>Modality:</td> <td>0 F2F</td> <td>1 W2</td> <td>0 W3</td> <td>0W4</td> </tr> </table>		Faculty:	0 FT	1 Adjunct			Modality:	0 F2F	1 W2	0 W3	0W4										
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Campus:	1 Main	0 Satellite	0 College Credit Plus	0 Early College	0 Online
Time:	1 Day	0 Evening	0 Weekend	0 Online	
1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 29/42 = 69% (ex. 1/3=33%)					
1d. Departments participating in assessment/eligible departments= 7/7 = 100% <b>(To be completed by Deans ONLY)</b> (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
316 Assessed and 1 Re-Assessed	98%	98%	98%	98%	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?

The review is completed utilizing the SSC Assessment Project Templates as tools for the review. Planned improvements are discussed and incorporated over the upcoming year in each programs' technical courses. To ensure shared responsibility from adjunct faculty, it is mandatory that all didactic faculty attend Start-Up, Mid-Semester, faculty calibration, and Annual Curriculum Review meetings when scheduled.

Faculty continue to incorporate new assessment tools and update technologies for learning. Program Coordinators and other faculty reach out to community for support in learning about new technologies to incorporate into the classroom. Sales representatives from the medical laboratory science industry are asked to be guest lecturers and to provide opportunities of our students to have hands on experience with equipment and technology used in the clinical laboratory. Fulltime faculty attend professional educational conferences to learn about new technologies in order to keep curriculum updated and current.

Shared responsibility for student learning is addressed through faculty department meetings. Brainstorming sessions are held to address issues of student learning, assessment, and retention. 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 obtained from faculty advisors through advising sessions. Advisory board members provided suggestions for skills necessary in the workforce, which helped faculty make decisions, related to assessment methods. 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.

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