



STARK STATE COLLEGE ASSESSMENT SUMMARY REPORT

Department/Division Health and Public Services Division	Chair/Dean Dean Mallernee
Degree Program(s)/Major(s)/Certificate(s) <u>Bachelor of Science</u> Nursing (3381) <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), Police Science (1300), Health Information Management (3050), 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), Surgical Technology (3373), Dental Hygiene (3400), Massage Therapy (3453), Emergency Medical Services (3551), Emergency Fire (3554) <u>Associate of Arts</u> Criminal Justice (1301), Political Science (1315) <u>Associate of Science</u> Dental Assisting (3425), Expanded Functions Dental Auxiliary (3427), Dietetic Technician (3560) <u>Career Enhancement Certificate</u> Human and Social Services – Gerontology Major (1006), Human and Social Services - Chemical Dependency Major (1007), Police Science (1304), Dental Assisting (3403), Expanded Functions Dental Auxiliary (3423), Sports Massage (3455), Dietary Manager (3566), Medical Billing Specialist (3057), Phlebotomy Technician (3102) <u>One-Year Certificate</u> Medical Assisting (3105), Medical Coding Certificate Program (3055), Police Science (1302), Massage Therapy (3451), Dietary Manager (3564), Practical Nursing (3357)	Academic Year (20xx/20xx) 2025-2026

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 5. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 19. The Provost will prepare an Academic Affairs' assessment report by July 17.

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

Respiratory, Laboratory, and Surgical Technology

Twenty-one (21) courses were assessed for the Respiratory Care program, and all GLOs scored at or above the 70% threshold in this review period.

Six (6) courses were assessed in the Medical Laboratory Technology program, and the only area that scored below 70% was in the MLT223 course in professionalism. Plans for course improvement include additional emphasis on making students aware of their behavior and how behavior can affect a student's continuation in directed practice and the program. The program will incorporate a career services assignment to include a unit on professionalism in the classroom, lab and in the field of health care.

Six (6) courses were assessed for the Surgical Technology program. Because necessary modifications were made to improve unsatisfactory assessment results from past assessment periods, the program's courses have scored at or above the 70% threshold in this assessment period. Even so, the program will continue to make minor adjustments as needed to further improve program outcomes.

Human Services and Justice Studies/Occupational Therapy Assistant (OTA)

During the 2025-2026 academic year, four courses were assessed within the department to include: CJS124, CJS222, PSC130, and CJS129. CJS124 and CJS129 were delivered as W4, 21st Century classes, with one section on the Main campus and the other at the Akron campus. The assessed courses were selected to evaluate student achievement of several GLOs including Effective Communication, Information Literacy, Critical Thinking, Global and Diversity Awareness, and Civic, Professional, and Ethical Responsibility.

Assessment data from the courses with complete results indicate that student performance exceeded the institutional benchmark of 70% across all measured outcomes. In most cases, student achievement ranged from approximately 80% to 100%, particularly on assignments such as research papers, exams, and discussions. These results suggest that students are effectively demonstrating key competencies in communication, critical thinking, and professional and ethical responsibility within the assessed courses.

Although overall performance was strong, some variability was noted in select assessments (e.g., scores in the upper 70%–80% range), indicating opportunities to further support student learning through additional formative assessments, targeted review activities, and continued refinement of instructional strategies. Faculty will continue to evaluate alignment between course assignments and learning outcomes to ensure assessments accurately measure student achievement.

It is notable that the Political Science program, implemented in Summer 2024, has not yet completed a full APR cycle and is currently in the early stages of program review.

Medical Technology

Data was collected on all 45 courses taught in the department during the 2025-2026 academic year. No courses fell below the 70% threshold during this period. No immediate improvement plans are required currently. However, continuous monitoring and instructional refinement will remain in place to ensure ongoing success.

Emergency Fire Services/Emergency Medical Services

All GLOs assessed during this assessment period met or exceeded the 70% benchmark across all courses. As no outcomes fell below the expected threshold, no immediate improvement plans are required at this time. Continuous monitoring and instructional refinement will remain in place to ensure ongoing success.

Nursing

Six (6) courses were assessed in the Practical Nursing program during the 2025-2026 academic year. Student achievement exceeded the 70% benchmark in all assessed General Learning Outcomes. Achievement rates ranged from 85.3% to 98.2%, with an overall success rate of 91.3%. Faculty will continue to monitor student achievement and implement evidence-based teaching strategies, simulation activities, and clinical learning experiences to support continued student success.

Nine courses were assessed in the Associate Degree, Nursing (ADN) program during the 2025-2026 academic year. Student achievement exceeded the 70% benchmark in all assessed General Learning Outcomes. Achievement rates ranged from 94.5% to 100%, with an overall success rate of 99.0%. Assessment findings support student achievement of communication, critical thinking, information literacy, quantitative literacy, professionalism, and ethical practice outcomes. Faculty will continue to review assessment data and implement curriculum improvements as needed.

NSG310 was assessed in the RN-to BSN Completion program during the 2025-2026 academic year. Student achievement exceeded the 70% threshold in all assessed GLOs with 100% of students meeting the established threshold. Faculty will continue to monitor assessment findings as the program progresses through implementation and accreditation activities.

Allied Dental Health Professions

ALL GLOs in all six (6) courses measured during the 2025–2026 assessment period demonstrated a >70% success rate.

Therapy and Wellness

Twenty-seven courses were assessed in the 2025-2026 assessment period. The Department had one course (MAS123) that was below 70%. This was a low enrolled course. Three out of eight students did not pass Test 1, which measured effective communication. As a result, greater emphasis will be placed on anatomical terminology and nomenclature. The Massage Therapy Program will also review curricular content and class lesson plans to identify the need for additional strategies to improve student outcomes. This course will be reassessed in a future assessment cycle.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 136/ 301 = 45% (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:	83 FT	51 Adjunct		
Modality:	116 F2F	34 W2	31 W3	15 W4
Campus:	129 Main	18 Satellite	8 College Credit Plus	0 Early College 48 Online
Time:	125 Day	24 Evening	12 Weekend	48 Online

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

Faculty:	FT	Adjunct		
Modality:	F2F	W2	W3	W4
Campus:	Main	Satellite	College Credit Plus	Early College Online
Time:	Day	Evening	Weekend	Online

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 23/34 = 71% (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 *mystarkstate*.

General Learning Outcomes (GLOs)

Program Learning Outcomes (PLOs)

GLO1 – Effective 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
	Homework	
	Discussion Posts	
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	
	Simulated laboratory experiences	
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 – Civic, Professional, and Ethical Responsibility	Clinical practice	Utilize intrapersonal growth and development 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
RCT						
RCT126/RCT126L	153/176= 87%	196/220= 89%	109/132= 83%	218/242= 90%	85/88= 97%	85/88= 97%
RCT128	127/147= 86%	112/126= 89%	N/A	127/147= 86%	75/84= 89%	21/21= 100%
RCT128C	282/299= 95%	306/322= 95%	260/276= 94%	352/368= 96%	46/46= 100%	91/92= 99%
RCT121/RCT121L	107/126= 85%	63/63= 100%	202/210= 96%	128/147= 87%	56/63= 89%	140/146= 96%
RCT122/RCT122L	249/273= 91%	287/315= 91%	102/105= 97%	211/231= 91%	123/126= 98%	123/126= 98%
RCT227/RCT227L	192/198= 97%	107/108= 99%	189/198= 95%	279/288= 97%	136/144= 94%	N/A
RCT224C	185/187= 99%	168/170= 99%	134/136= 99%	202/204= 99%	102/102= 100%	134/136= 99%
RCT220	279/301= 91%	350/377= 93%	243/270= 90%	350/377= 93%	N/A	N/A
RCT224	168/179= 94%	168/179= 94%	N/A	168/179= 94%	N/A	N/A

RCT123/RCT123L	87/96= 90%	32/32= 100%	147/160= 91%	165/176= 93%	94/96= 97%	94/96= 97%
RCT125	113/117= 96%	48/49= 97%	N/A	113/117= 96%	N/A	N/A
RCT129	125/144= 87%	N/A	14/16= 88%	305/330= 92%	14/16= 88%	25/27= 93%
RCT225/225C/225L	318/323= 98%	233/238= 98%	182/187= 97%	318/323= 98%	119/119= 100%	152/153= 99%
RCT125C	224/234= 96%	224/234= 96%	116/126= 92%	242/252= 96%	71/72= 99%	98/108= 91%
MLT						
Directed practice MLT 226	60/60= 100%	60/60= 100%	60/60= 100%	60/60= 100%	60/60= 100%	5/5 = 100%
Hematology II MLT 124	249/260 = 96%	249/260 = 96%	249/260 = 96%	249/260 = 96%	NA	12/13 = 92%
MLT Applications MLT 225	78/85 = 92%	78/85 = 92%	78/85 = 92%	78/85 = 92%	78/85 = 92%	5/5 = 100%
Clinical Microbiology MLT 223	109/120 = 91%	109/120 = 91%	109/120 = 91%	109/120 = 91%	NA	3/5 = 60%
Fundamentals of Lab techniques MLT 121	273/280 = 98%	273/280 = 98%	273/280 = 98%	273/280 = 98%	NA	14/14 = 100%
Hematology I MLT 123	253/280 = 90%	253/280 = 90%	253/280 = 90%	253/280 = 90%	NA	14/14 = 100%
SUR						
SUR102/102L	328/351= 93.4%	N/A	366/380= 96.3%	366/380= 96.3%	N/A	340/364= 93.4%
SUR104	131/143= 91.6%	75/78= 96.1%	96/104= 92.3%	171/182= 93.9%	171/182= 93.9%	88/-91= 96.7%
SUR105	160/180= 88.8%	N/A	160/180= 88.8%	160/180= 88.8%	N/A	N/A
SUR106/106L	240/250= 96%	30/30= 100%	260/270= 96.2%	260/270= 96.2%	30/30= 100%	99/100= 99%
CJS124	14/14= 100%	NA	NA	14/14= 100%	14/14= 100%	14/14= 100%
CJS222	15/15= 100%	NA	15/15= 100%	15/15= 100%	15/15= 100%	15/15= 100%
PSC130	5/5= 100%	NA	5/5= 100%	5/5= 100%	5/5= 100%	5/5= 100%
CJS129	9/9=100%	NA	9/9=100%	9/9= 100%	9/9= 100%	NA
HIT101 (Fall 25)	27/27= 100%	21/27 = 77%	27/27= 100%	27/27= 100%	24/27= 89%	26/27= 96%
HIT102 (Fall 25)	8/8= 100%	14/14 = 100%	14/14 = 100%	9/9 = 100%	9/12= 75%	11/13= 85%
HIT121 (Fall 25)	25/26 = 96.15%	24/26 = 92.30%	27/27 = 100%	27/27 = 100%	27/27 = 100%	23/28 = 82.14%
HIT123 (Fall 25)	28/28=100%	N/A	30/30=100%	31/31=100%	N/A	28/29=96.6%
HIT222 (Fall 25)	7/7=100%	6/6=100%	7/7=100%	7/7=100%	N/A	7/7=100%

HIT224 (Fall 25)	6/6=100%	7/7=100%	6/6=100%	6/6=100%	7/7=100%	7/7=100%
HIT226 (Fall 25)	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%
HIT230 (Fall 25)	33/33=100%	35/35=100%	29/33=87%	28/28=100%	31/31=100%	27/27=100%
MAT100 (Fall 25)	12/12=100%	N/A	N/A	12/12=100%	12/12=100%	12/12=100%
MAT101 (Fall 25)	12/12=100%	12/12=100%	12/12=100%	12/12=100%	12/12=100%	12/12=100%
MAT102 (Fall 25)	11/12 =91%	11/12 =91%	11/12 =91%	11/12 =91%	11/12 =91%	9/12 =75%
MAT203 (Fall 25)	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%
MAT204 (Fall 25)	13/13 = 100%	13/13 = 100%	13/13 = 100%	13/13 = 100%	13/13 = 100%	13/13 = 100%
MAT205 (Fall 25)	12/12=100%	N/A	12/12=100%	12/12=100%	12/12=100%	12/12=100%
MAT206 (Fall 25)	12/12 = 100%	12/12 = 100%	12/12 = 100%	12/12 = 100%	12/12 = 100%	12/12 = 100%
MAT234 (Fall 25 Main)	8/9=90%	N/A	7/9= 80%	7/9= 80%	N/A	7/9= 80%
MAT234 (Fall 25 Akron)	13/13= 100%	N/A	13/13= 100%	13/13= 100%	N/A	13/13= 100%
HIT221 (Sum 25) DT	10/10=100%	10/10=100%	10/10=100%	10/10=100%	N/A	10/10=100%
HIT221 (Sum 25) NT	5/5=100%	5/5=100%	5/5=100%	5/5=100%	N/A	5/5=100%
HIT233 (Sum 25) DT	11/11=100%	11/11=100%	11/11=100%	11/11=100%	N/A	11/11=100%
HIT233 (Sum 25) NT	5/5=100%	5/5=100%	5/5=100%	5/5=100%	N/A	5/5=100%
MAT200 (Sum 25 Akron)	9/9 = 100%	N/A	9/9 = 100%	9/9 = 100%	9/9 = 100%	9/9 = 100%
MAT202 (Sum 25 Akron)	9/9 = 100%	9/9 = 100%	9/9 = 100%	9/9 = 100%	9/9 = 100%	9/9 = 100%
MAT203 (Sum 25 Main) DT	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%	5/5 = 100%
MAT204 (Sum 25 Main) DT	4/5=80%	5/5 = 100%	4/5=80%	4/5=80%	4/5=80%	4/5=80%
MAT205 (Sum 25 Main) DT	5/5=100%	N/A	5/5=100%	5/5=100%	5/5=100%	5/5=100%
MAT206 (Sum 25 Main)	4/4 = 100%	4/4 = 100%	4/4 = 100%	4/4 = 100%	4/4 = 100%	4/4 = 100%

HIT101 (Spring 26)	14/15= 93%	13/15 = 87%	15/15= 100%	14/15= 93%	13/15 = 87%	12/15= 80%
HIT102 (Spring 26)	16/20= 80%	19/20 = 95%	18/20= 85%	17/17 = 100%	15/20= 75%	14/20= 70%
HIT122 (Spring 26)	6/7 = 85.71%	N/A	6/7 = 85.71%	6/7 = 85.71%	6/7 = 85.71%	6/7 = 85.71%
HIT123 (Spring 26)	21/21=100%	N/A	21/21=100%	20/21=95%	N/A	21/21=100%
HIT124 (Spring 26) NT	14/16 = 87.5%	N/A	16/16 = 100%	14/16 = 87.5%	N/A	16/16 = 100%
HIT124 (Spring 26) DT	7/7 = 100%	N/A	7/7 = 100%	7/7 = 100%	N/A	7/7 = 100%
HIT223 (Spring 26)	6/6=100%	7/7=100%	6/6=100%	7/7=100%	6/6=100%	6/6=100%
HIT227 (Spring 26)	7/7=100%	7/7=100%	7/7=100%	7/7=100%	7/7=100%	7/7=100%
HIT229 (Spring 26)	6/6=100%	6/6=100%	7/7=100%	6/6=100%	7/7=100%	6/6=100%
HIT230 (Spring 26)	21/21=100%	21/21=100%	20/20=100%	18/18=100%	19/19=100%	17/17=100%
HIT232 (Spring 26)	22/22=100%	15/18=83%	21/21=100%	22/22=100%	22/22=100%	22/22=100%
MAT103 (Spring 26)	11/11 = 100%	N/A	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%
MAT200 (Spring 26) – Main	11/11 = 100%	N/A	11/11 = 100%	11/11 = 100%	11/11 = 100%	8/9 = 89%
MAT201 (Spring 26) – Akron	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%
MAT202 (Spring 26) – Main	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%	11/11 = 100%
MAT231 (Spring 26)	8/8 = 100%	8/8 = 100%	8/8 = 100%	8/8 = 100%	8/8 = 100%	8/8 = 100%
MAT234 (Spring 26 Main)	13/13 = 100%	N/A	13/13 = 100%	13/13 = 100%	N/A	13/13 = 100%
MAT234 (Spring 26 Akron)	12/12 = 100%	N/A	12/12 = 100%	11/12 = 91%	N/A	11/12 = 91%
Summer 2025	15/17 = 88%	N/A	N/A	15/17 = 88%	15/17 = 88%	15/17 = 88%

EMS121 11755						
Fall 2025 EMS224 35322	20/20 = 100%	20/20 = 100%	20/20 = 100%	20/20 = 100%	20/20 = 100%	20/20 = 100%
Spring 2026 EMS223	23/23 = 100%	23/23 = 100%	23/23 = 100%	23/23 = 100%	23/23 = 100%	23/23 = 100%
Fall 2025 FST228	20/20 = 100%	N/A	20/20 = 100%	20/20 = 100%	20/20 = 100%	20/20 = 100%
Spring 2025 FST224	11/12 = 92%	N/A	11/12 = 92%	11/12 = 92%	11/12 = 92%	11/12 = 92%
PNC100	65/67 (97%)	NA	NA	65/67 (97%)	NA	65/67 (97%)
PNC101	NA	73/81 (90%)	NA	73/81 (90%)	NA	NA
PNC120	56/62 (90%)	NA	NA	56/62 (90%)	NA	56/62 (90%)
PNC121	NA	58/68 (85%)	58/68 (85%)	58/68 (85%)	NA	NA
PNC130	48/55 (87%)	NA	NA	48/55 (87%)	NA	48/55 (87%)
PNC140	56/57 (98%)	NA	NA	56/57 (98%)	NA	56/57 (98%)
NSG100	104/110 (95%)	104/110 (95%)	104/110 (95%)	104/110 (95%)	104/110 (95%)	104/110 (95%)
NSG101	135/136 (99%)	135/136 (99%)	135/136 (99%)	133/136 (98%)	135/136 (99%)	135/136 (99%)
NSG121	85/86 (99%)	85/86 (99%)	85/86 (99%)	85/86 (99%)	NA	85/86 (99%)
NSG122	13/13 (100%)	13/13 (100%)	13/13 (100%)	13/13 (100%)	13/13 (100%)	13/13 (100%)
NSG123	41/41 (100%)	41/41 (100%)	41/41 (100%)	41/41 (100%)	41/41 (100%)	41/41 (100%)
NSG141	170/171 (99%)	170/171 (99%)	170/171 (99%)	170/171 (99%)	170/171 (99%)	170/171 (99%)
NSG221	147/147 (100%)	147/147 (100%)	147/147 (100%)	147/147 (100%)	147/147 (100%)	147/147 (100%)
NSG241	140/140 (100%)	140/140 (100%)	140/140 (100%)	140/140 (100%)	140/140 (100%)	140/140 (100%)
NSG261	147/148 (99%)	147/148 (99%)	147/148 (99%)	147/148 (99%)	147/148 (99%)	147/148 (99%)
NSG310	22/22 (100%)	NA	22/22 (100%)	22/22 (100%)	NA	22/22 (100%)
DAS121 FA25	15/18=83%	NA	NA	17/18=94%	NA	16/18=87%
DAS122 SP26	9/11=81%	NA	11/11=100%	10/11=90%	NA	9/11=81%
DAS227 36286 FA25	17/18=94%	17/18=94%	NA	17/18=94%	NA	17/18=94%
DAS227 36287 FA25	18/18=100%	18/18=100%	NA	18/18=100%	NA	18/18=100%
DAS228 55193 SP26	15/17=88%	15/17=88%	NA	15/17=88%	15/17=88%	15/17=88%

DAS228 42800 SP26	18/18=100%	18/18=100%	NA	18/18=100%	18/18=100%	18/18=100%
DMA135	7/7=100%	7/7=100%	7/7=100%	7/7=100%	NA	7/7=100%
DMA145	6/6=100%	6/6=100%	6/6=100%	6/6=100%	6/6=100%	6/6=100%
DMA155	5/5=100%	5/5=100%	5/5=100%	5/5=100%	5/5=100%	5/5=100%
DTR122	11/11=100%	NA	11/11=100%	10/10=100%	9/9=100%	11/11=100%
DTR223	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%
DTR225	3/3=100%	NA	3/3=100%	NA	3/3=100%	3/3=100%
DTR226	2/2=100%	2/2=100%	2/2=100%	2/2=100%	2/2=100%	2/2=100%
DTR228	NA	8/8=100%	8/8=100%	8/8=100%	NA	7/7=100%
DTR229	3/3=100%	NA	3/3=100%	NA	NA	3/3=100%
DTR235	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%
DTR236	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%	3/3=100%
NTR121 (16-wk)	15/15=100%	13/13=100%	14/14=100%	16/16=100%	15/15=100%	15/15=100%
NTR122	7/7=100%	6/7=86%	7/7=100%	7/7=100%	6/6=100%	7/7=100%
NTR130	10/10=100%	10/10=100%	NA	10/10=100%	10/10=100%	NA
NTR130L	7/7=100%	7/7=100%	7/7=100%	NA	7/7=100%	NA
MAS121	12/12=100%	NA	NA	12/12=100%	NA	12/12=100%
MAS122	9/9=100%	NA	NA	9/9=100%	NA	NA
MAS123	5/8=63%	NA	NA	NA	NA	NA
MAS124	8/9=89%	NA	NA	8/9=89%	NA	NA
MAS224	8/9=89%	NA	NA	9/9=100%	NA	NA
EXS110	15/17=88%	NA	NA	15/17=88%	NA	NA
EXS120	26/27=96%	27/27=100%	NA	27/27=100%	NA	NA
PTA119	26/26 = 100%	NA	26/26 = 100%	NA	26/26 = 100%	26/26 = 100%
PTA128	23/23=100%	23/23=100%	NA	23/23=100%	NA	N/A
PTA224	14/15=93%	15/15=100%	NA	15/15=100%	NA	NA
PTA225	15/15=100%	15/15=100%	NA	15/15=100%	NA	NA
PTA230	15/15=100%	15/15=100%	15/15=100%	15/15=100%	15/15=100%	15/15=100%
136 Assessed 0 Re-Assessed	96%	98%	97%	96%	97%	96%

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

All faculty in the HPS Division monitor student learning based on student assessment outcomes. Tutoring is provided to students who request it and/or when faculty identify students who may be struggling with course material. Programs conduct regularly scheduled meetings for faculty, advisory committees, and community employers to ensure quality curricula that are current and align with industry and/or accrediting agency standards and that meet the needs of community employers. Examples of actions steps taken to improve student learning this academic year include the following:

Ongoing monitoring of faculty performance in classroom, laboratory, and clinical settings to ensure quality instruction	Continual assessment of department courses
Reviewed new exams, skill check offs, and practical exams	Altered course delivery methods to support student success
Reviewed and revised rubrics and assessment tools	Improved the use of SSC's Brightspace learning management software
Reviewed current learning materials and recommended the use of instructional supplies and teaching models and/or software	Increased the use of Starfish for student advising for cohort programs
Incorporated practices required by professional/accreditation standards	Offered open lab sessions to reinforce student learning
Aligned stackable program curricula	Incorporated active learning strategies
Implement the use of online case studies	Implemented use of Dedicated Instructional Specialists in the nursing programs
Conducted Town Hall meetings as a platform for students to provide program feedback	Faculty calibration sessions
Increased faculty participation in program accreditation and licensure process	Monitored and evaluated the quality of clinical education sites as well as the number of student placements at these sites
Incorporated new assignments that aligned with industry best practices	Increased work-based learning opportunities for students
Integrated current professional and accreditation standards into curriculum and student assessment	

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. In addition, SSC hosted discussions for communities of interest to address issues of student learning, assessment, and retention. Program advisory board members provided feedback that helped faculty make decisions regarding skills necessary in the workforce as well as student assessment methods. Students provided formal feedback regarding their learning experiences through the course evaluation process at the conclusion of each semester.

Accredited programs solicited feedback from their accrediting organizations licensing bodies when appropriate. Other programs solicit student feedback through department-initiated surveys. Lastly, informal feedback from students was also gleaned through faculty advising sessions.

All faculty participate in the assessment process for the course(s) they teach. When offered, faculty attend assessment training during Start-Up Weeks. Department Chairs mentor faculty to assist with complete and accurate reporting. All instructors are responsible for reviewing the effectiveness of student performance assessment tools on a regular basis. Outcomes and ideas for improvement are discussed at program meetings and are then further discussed at each program's respective advisory committee meeting for additional input.

Faculty continue to modify/improve current assessment tools, incorporate new assessment tools, and update learning technologies. Program coordinators and faculty reach out to the surrounding community for support and to learn about new technologies to incorporate into the classroom and to provide opportunities for students to have hands-on experience with equipment and technology through clinical experiences. Full-time faculty attend professional educational conferences and seminars to stay abreast of new technologies to maintain current curricula. Information gathered from these conferences is communicated to other faculty as well as to students.

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
Engage community partners to learn how best to incorporate AI into program curricula	Community partner and department/division personnel hours
Increase work-based learning opportunities through additional clinical sites	Community partner and department/division personnel hours
Participate in an <i>early warning</i> system (Starfish) for students	Departmental 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 to ensure effective student assessment	Increase communication 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 experiences	Community partner and department/division personnel hours
Course mentors will continue to support adjunct faculty and ensure consistency of teaching methods and assessment strategies	Expand tutoring opportunities for open labs
Increase collaboration with local clinical placement sites	Coordinator hours
Incorporate state-of-the-art simulation activities into laboratory courses	NEOWIN Grant and Ohio Board of Nursing Grants
Increase student communication through Starfish for cohort programs	Departmental faculty training

Remediate students scoring below 70% on course assignments	Faculty office hours, Perkins's funding, NEOWIN Grant
Ensure accuracy and appropriateness of program handbook policies	Community partner and department/division personnel