



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, Police Science, Surgical Assisting Technology, Massage Therapy, Medical Instrument Sterilization Technician, Dietary Manager	Academic Year (20xx/20xx) 2017/2018

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 divisions 2017-2018 Assessment Summary Report of the 280 courses in the Health and Public Service Division 171 (61%) were assessed. Of those assessed 3 (1.7%) did not meet the 70% GLO benchmark. The courses were: MAT231, DMA155, and OTA225.

Plans for improvement:

MAT231 – The GLO deficiencies were in *Communication, Information Literacy, Critical Thinking, and Civic, professional and ethical responsibility*. The achievement level in all of the identified GLOs was 64%. The key issue with this online course was lack of attendance by the students. To address this faculty have started sending emails and making phone calls to the students.

DMA155 - This course had a total enrollment of 3 students one of which left the college however, they did not withdraw and therefore failed the course. This brought the overall course GLO achievement to 67%. In this course all GLOs fell below the 70% benchmark.

OTA225 – The GLO which fell below the 70% benchmark was *Communication* in which the achievement level was 62%. This was related to documentation skills. An electronic documentation system has been acquired but there have been some onboarding issues. Three of the faculty have been collaborating in an effort to work out the issues and make it more student-friendly. The instructor has also been incorporating additional classroom learning activities that are helping the students to develop both their clinical awareness and related documentation skills.

These courses will be re-assessed during the 2018-2019 academic year.

All programs are on a three cycle for Academic Program Review and six reviews were completed during the 2017-2018 academic year.

A total of 6 courses were reassessed during 2017-2018. These included: RCT124, RCT220, RCT128, RCT224, RCT226 and NSG122. All re-assessed courses met the 70% benchmark.

- 1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = $171/280 = 61\%$
% (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:	78 FT	70 Adjunct		
Modality:	139 F2F	24 W2	17 W3	2 W4
Campus:	173 Main	5 Satellite	0 College Credit Plus	0 Early College
Time:	124 Day	61 Evening	6 Weekend	
1b. Courses re-assessed/total number of eligible courses in your department or division: 6/280 = 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:	6 F2F	1 W2	0 W3	0 W4
Campus:	6 Main	0 Satellite	0 College Credit Plus	0 Early College
Time:	6 Day	0 Evening	0 Weekend	
1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 33/34 = 97% (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 <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
	Student organizations	
	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
177 (171 Assessed and 6 Re-assessed)	97%	99%	97%	97%	97%	97%
4. Outline and summarize the action plans that have been developed to improve student learning based on the evidence for this year.						
<p>Faculty monitor student learning and achievement on an on-going bases and hold curriculum discussions at regularly scheduled meetings. Across the division an assessment of the DFW% was conducted and each department developed a plan to address the rate. Across the division this included the early identification of students who received a low or failing grade on initial assignments. Assignments and exams are reviewed to ensure they reflect the program learning outcomes and the industry standards for entry into practice.</p> <p>Specific to those courses (3) not meeting the 70% threshold:</p> <p>MAT231 – The GLO deficiencies were in <i>Communication, Information Literacy, Critical Thinking, and Civic, professional and ethical responsibility</i>. The achievement level in all of the identified GLOs was 64%. The key issue with this online course was lack of attendance by the students. To address this faculty have started sending emails and making phone calls to the students.</p> <p>DMA155 - This course had a total enrollment of 3 students one of which left the college however, they did not withdraw and therefore failed the course. This brought the overall course GLO achievement to 67%. In this course all GLOs fell below the 70% benchmark.</p> <p>OTA225 – The GLO which fell below the 70% benchmark was <i>Communication</i> in which the achievement level was 62%. This was related to documentation skills. An electronic documentation system has been acquired but there have been some onboarding issues. Three of the</p>						

faculty have been collaborating in an effort to work out the issues and make it more student-friendly. The instructor has also been incorporating additional classroom learning activities that are helping the students to develop both their clinical awareness and related documentation skills.

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?

All program handbooks were reviewed, revised and approved by the respective advisory committee.
 The DFW% rates for all courses were analyzed for a 3-year trend and were addressed by the respective programs/department.
 All departments hold monthly meeting to discuss student learning/achievement in addition to other topics.
 Faculty submit mid-term grades for all students.
 Continued to support program specific tutoring through the Nursing Tutoring Center.
 Advisory committee meetings are held twice a year and members are provided program specific achievement of learning outcomes and passage rates on certification and licensure exams.
 Faculty members stay attuned to changes in industry standards or state regulations through attendance at state/national level professional conferences and meetings, electronic professional news letters, and updates from accrediting agencies.

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

