STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division **Health and Public Services**	Chair/Dean **Kathleen Sommers**
Degree Program(s)/Major(s)/Certificate(s) **Associate of Applied Science** 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), **Associate of Arts** Criminal Justice (1301) **Associate of Science** Dental Assisting (3425), Expanded Functions Dental Auxiliary (3427), Dietetic Technician (3560), Dietary Manager (3562) **Associate of Technical Studies** ATS Massage Therapy (3450), Medical Instrument Sterilization Technician (3500)	Academic Year (20xx/20xx) **2018/2019**

Career Enhancement Certificate Human and Social Services – Gerontology Major (1006), Human and Social Services - Chemical Dependency Major (1007), Police Science (1304), Ophthalmic Assistant (3366), Ophthalmic Technician (3367), Dental Assisting (3403), 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 2018-2019 Assessment Summary Report of the 274 courses in the Health and Public Service Division 138 (50%) were assessed. Of those assessed 3 (2.2%) did not meet the 70% GLO benchmark. The courses were: HIT122 (GLO #3), HIT123 (GLO #4), and HIT222 (GLO#4). For the same period of time 2 courses, DMA155 and MAT231 were reassessed and met the 70% GLO benchmark

Plans for improvement:
In all cases students made the decision not the take the assignment/quiz/test. This is not a reflection on the course content, but on the student's choice not to participate to complete that particular assignment/quiz/test. We will continue the current practice of emails and phone calls to students expressing concern when assignment/quiz/test are not completed.

These courses will be re-assessed during the 2019-2020 academic year.

All programs are on a three cycle for Academic Program Review and six reviews were completed during the 2018-2019 academic year.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 138/274 = 50% (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:	65 FT		71 Adjunct				
Modality:	111 F2F		11 W2		26 W3		3 W4
Campus:	128 Main		13 Satellite		4 College Credit Plus		0 Early College
Time:	117 Day		58 Evening		1 Weekend		

1b. Courses re-assessed/total number of eligible courses in your department or division: 2/274 = 2.2% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	2 FT		0 Adjunct				
Modality:	1 F2F		0 W2		1 W3		0 W4
Campus:	2 Main		0 Satellite		0 College Credit Plus		0 Early College
Time:	1 Day		0 Evening		0 Weekend		

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 23/50 = 46% (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 4/7 = 57% (**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

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016

	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
NSG100	100%	100%	98%	74%	100%	100%
NSG261	100%	95%	98%	96%	95%	100%
HIT101	93%	100%	81%	93%	93%	75%
HIT121	96%	96%	96%	100%	100%	100%
HIT123	92%	NA	100%	96%	NA	92%
HIT221	100%	NA	100%	100%	NA	100%
HIT224	100%	100%	100%	100%	100%	100%
HIT222	88%	77%	100%	55%	NA	100%
HIT226	100%	100%	100%	100%	100%	100%

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HIT230	93%	100%	81%	93%	93%	75%
HIT232	100%	100%	100%	100%	100%	100%
MAT100	100%	NA	NA	100%	100%	100%
MAT101	100%	100%	100%	100%	100%	100%
MAT103	100%	NA	93%	100%	93%	87%
MAT200	100%	NA	100%	100%	100%	100%
MAT201	100%	100%	100%	100%	100%	100%
MAT202	100%	100%	100%	100%	100%	100%
MAT234	100%	NA	NA	100%	NA	100%
OPH100	100%	NA	100%	100%	100%	100%
OPH101	93%	93%	NA	93%	NA	93%
OPH102	100%	NA	100%	100%	NA	NA
OPH200	100%	100%	100%	100%	100%	100%
OPH201	100%	100%	100%	100%	100%	100%
HIT221	100%	100%	100%	100%	NA	100%
HIT231	100%	100%	100%	100%	100%	100%
OPH107	100%	100%	100%	100%	100%	100%
HIT102	72%	72%	72%	72%	72%	85%
HIT122	100%	100%	66%	83%	83%	100%
HIT123	75%	NA	75%	37%	NA	75%
HIT124	100%	NA	100%	100%	NA	100%
HIT223	100%	88%	77%	100%	88%	88%
HIT227	100%	100%	100%	100%	100%	100%
HIT229	100%	90%	90%	90%	100%	70%
HIT233	100%	NA	100%	100%	NA	100%
HIT232	95%	95%	100%	87%	100%	100%
MAT102	100%	100%	100%	100%	100%	100%
MAT103	96%	NA	100%	92%	96%	78%
MAT203	100%	100%	100%	100%	NA	100%

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MAT204	100%	100%	100%	100%	100%	100%
MAT205	100%	100%	100%	100%	NA	100%
MAT206	90%	90%	90%	90%	NA	90%
MAT231	75%	NA	75%	75%	NA	75%
MAT234	100%	NA	NA	100%	NA	100%
MAT235	100%	NA	NA	100%	NA	100%
OPH103	77%	77%	NA	92%	NA	92%
OPH104	100%	100%	100%	100%	100%	100%
OPH105	92%	NA	92%	92%	NA	NA
OPH106	85%	NA	100%	100%	NA	NA
OPH202	100%	NA	100%	100%	NA	100%
OPH203	100%	100%	100%	100%	100%	100%
DMA135	100%	100%	100%	100%	100%	100%
DMA145	86%	86%	86%	86%	86%	86%
DMA155	100%	100%	100%	100%	100%	100%
DTR122	87%	87%	87%	87%	87%	87%
DTR223	100%	100%	100%	100%	100%	100%
DTR228	100%	100%	100%	100%	100%	100%
DTR229	100%	100%	100%	100%	100%	100%
DTR231	100%	100%	100%	100%	100%	100%
NTR122	100%	100%	100%	100%	100%	100%
PTA118	96%	96%	96%	96%	96%	96%
PTA118L	96%	96%	NA	96%	96%	96%
PTA119	96%	NA	96%	NA	96%	96%
PTA221	100%	100%	NA	100%	NA	NA
PTA224	100%	100%	NA	100%	NA	NA
PTA225	100%	100%	NA	100%	NA	NA
PTA228	100%	100%	100%	100%	100%	100%
PTA247	100%	100%	100%	100%	100%	100%

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PTA248	100%	100%	NA	100%	NA	NA
PTA248L	100%	100%	NA	100%	NA	NA
PTA223	100%	100%	NA	100%	100%	NA
PTA230	100%	NA	100%	100%	100%	100%
PTA257	100%	100%	100%	100%	100%	100%
PTA267	100%	100%	100%	100%	100%	100%
PTA226	100%	100%	NA	100%	NA	NA
MLT122	100%	100%	100%	100%	NA	100%
MLT126	94%	94%	94%	94%	NA	94%
MLT123	100%	100%	100%	100%	NA	100%
SWK121	98%	N/A	97%	95%	98%	96%
SWK126	90%	N/A	100%	100%	99%	100%
CDC221	97%	N/A	98%	98%	98%	99%
SWK125	98%	N/A	97%	98%	99%	99%
CDC222	100%	N/A	100%	100%	100%	100%
SWK224	97%	N/A	100%	93%	100%	94%
SWK230	93%	N/A	100%	100%	100%	96%
SWK124	99%	N/A	97%	100%	100%	89%
SWK127	100%	N/A	100%	81%	88%	92%
CDC223	100%	N/A	100%	98%	95%	97%
CDC224	97%	N/A	99%	97%	98%	100%
CJS222	92%	N/A	98%	87%	95%	96%
GLS121	93%	N/A	92%	92%	92%	NA
GLS123	73%	N/A	93%	70%	100%	73%
GLS227	75%	100%	50%	89%	83%	89%
OTA222	100%	100%	100%	100%	100%	100%
OTA122	100%	100%	100%	100%	100%	100%
OTA123	100%	N/A	100%	100%	95%	100%
DHY126	100%	NA	100%	100%	NA	NA
DHY132	100%	NA	100%	100%	100%	100%

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DHY133	100%	NA	100%	100%	100%	100%
DHY224	100%	NA	100%	100%	NA	100%
DHY233	95%	95%	95%	94.7%	95%	95%
DHY234	94%	95%	95%	94.7%	95%	95%
DHY222	100%	100%	100%	100%	NA	NA
DHY223	100%	NA	100%	100%	100%	100%
DHY225	100%	100%	100%	100%	NA	NA
DHY231	100%	100%	100%	100%	100%	100%
DHY232	95%	95%	95%	94.7%	95%	95%
DAS225	100%	NA	NA	100%	100%	100%
DAS226	94%	NA	94%	93.75%	NA	94%
DAS227	NA	94%	NA	93.75%	NA	94%
DAS228	NA	100%	NA	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS222	100%	100%	100%	100%	100%	100%
EMS222	100%	100%	100%	100%	100%	100%
EMS222	100%	100%	100%	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	100%	NA	NA	95%	95%	95%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	92%	NA	NA	92%	92%	92%
EMS122	92%	92%	92%	92%	92%	92%
EMS122	100%	100%	100%	100%	100%	100%
EMS122	100%	100%	100%	100%	100%	100%
EMS124	100%	100%	100%	100%	100%	100%
EMS124	100%	100%	100%	100%	100%	100%
EMS 224	100%	100%	100%	100%	100%	100%

EMS224	100%	100%	100%	100%	100%	100%
EMS224	100%	100%	100%	100%	100%	100%
EMS225	100%	100%	100%	100%	100%	100%
FST224	100%	NA	NA	100%	100%	100%
FST224	100%	NA	NA	100%	100%	100%
FST228	100%	NA	NA	100%	100%	100%
FST228	100%	NA	NA	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	100%	NA	NA	100%	100%	100%
EMS121	96%	NA	NA	96%	96%	96%
EMS121	82%	NA	NA	82%	82%	82%
EMS221	100%	100%	100%	100%	100%	100%
EMS221	100%	100%	100%	100%	100%	100%
EMS221	100%	100%	100%	100%	100%	100%
EMS223	100%	100%	100%	100%	100%	100%
EMS223	100%	100%	100%	100%	100%	100%
FST224	100%	NA	NA	100%	100%	100%
FST228	100%	NA	NA	100%	100%	100%
FST228	100%	NA	NA	100%	100%	100%
FST228	100%	NA	NA	91%	100%	100%
FST228	100%	NA	NA	91%	100%	91%
SUMMARY	14,110/14,500 = 97%	9295/9500 = 98%	10,635/11,000 = 97%	14,079/14,600 = 96%	10,956/11,200 = 98%	12869/13,300 = 97%

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

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. In addition, content specific tutoring was instituted for those programs with a high DFW% rate. This resulted in an overall division A-D rate of 90.9% as of end-of-term Spring 2019.

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

Specific to those courses (3) not meeting the 70% threshold: **HIT122** (GLO #3), **HIT123** (GLO #4), and **HIT222** (GLO#4
 In all cases students made the decision not the take the assignment/quiz/test. This is not a reflection on the course content, but on the student's choice not to participate to complete that particular assignment/quiz/test. We will continue the current practice of emails and phone calls to students expressing concern when assignment/quiz/test are not completed

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 *early warning* 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

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