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) **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) **2019/2020**

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 2019-2020 Assessment Summary Report of the 265 courses in the Health and Public Services Division 98 (37%) were assessed. Of those assessed all met the benchmark of 70%.

Some programs decided to delay assessment until next rotation due to the COVID-19 pandemic. This still follows the guidelines of the assessment cycle.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 98/265 = 37% (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:	34 FT	77 Adjunct

Modality:	83 F2F	6 W2	10 W3	0 W4
Campus:	95 Main	2 Satellite	4 College Credit Plus	0 Early College
Time:	74 Day	23 Evening	1 Weekend	

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:	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= 20/39 = 51%   (ex. 1/3=33%)

1d.   Departments participating in assessment/eligible departments= 5/7 = 71% (**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
	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	

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

	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
98 assessed 0 re-assessed	98%	98%	96%	98%	98%	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?

Respiratory Care, Laboratory, and Surgical Technology
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.

Emergency Services
During Advisory Board meetings and Faculty and Staff meetings, the Emergency Services Department continues to reevaluate student learning and assessment of learning. Faculty is involved with implementing change as needed to ensure student learning. Students submit evaluations which are reviewed by faculty and staff to assess the needs of the students. Advisory Boards are in place to ensure the department is following Ohio Department of Public Safety and Ohio Administrative Code policies and rules for Fire and EMS courses. Handbooks for Fire and EMS programs are in place and updated as necessary to reflect new or amended rules in the Ohio Administrative Code.

Therapy and Wellness Programs

The Department Chair supervises Program Coordinators and faculty during the assessment processes. The Department Chair has established and shared 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. 4 of the 7 programs are governed by boards of accreditation and each program is in full compliance with accreditation standards. All programs have active advisory boards. 4 of the 7 programs regularly visit clinical sites and consult with clinical instructors.

Human Services and Justice Studies

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. Faculty work closely with the Criminal Justice, Student Connection and the Human and Social Services Student Association Student Clubs, which provide additional evidence of successful application of course concepts in practice.

Nursing

All faculty completed updates of the requirements of the Ohio Administrative Code regarding faculty teaching in a nursing course that are required by the Ohio Board of Nursing (OBN). Each lead faculty completes an Instructor Course Evaluation (ICE) form and General Learning Outcomes (GLOs) Course assessment (as scheduled) at the end of the semester to collect outcome data. ATI (standardized testing) used to compare outcomes from Stark State nursing students to their counterparts nationwide. The nursing department has a Curriculum sub-committee that meets at least monthly to review GLO's and PLO's. Semi-annual Advisory Board meetings review student outcomes and gather feedback and suggestions for improvement are discussed. These outcomes include retention rates, NCLEX pass rates, students and employer satisfaction rates. Students receive an invitation to all nursing meetings. Course evaluations gather student input.

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