STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

Department/Division	Chair/Dean
Health and Public Services Division	**Kelly Reinsel**

Degree Program(s)/Major(s)/Certificate(s)	Academic Year (20xx/20xx)
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), 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) **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** Medical Instrument Sterilization Technician (3500) **Career Enhancement Certificate** Human and Social Services – Gerontology Major (1006), Human and Social Services - Chemical Dependency Major (1007), Police Science (1304), Expanded Functions Dental Auxiliary (3423), Sports Massage (3455), Medical Instrument Sterilization Technician Certificate (3504), Dietary Manager (3566), Medical Billing Specialist (3057), Phlebotomy Technician (3102)	**2022-2023**

One-Year Certificate

Medical Assisting (3100), Medical Coding Certificate Program (3055), 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 2. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 23. The Provost will prepare an Academic Affairs' assessment report by July 21.

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 2022-2023 Assessment Summary Report of the 309 courses in the Health and Public Services Division 187 (61%) were assessed.

One EMT course (EMS001) had a 60% assessment. This course was a CCP course that was attended by high school seniors. We plan to provide more initial information to the CCP EMT students prior to enrollment so the students are better informed of the requirements and rigors of the course. We have also implemented the follow changes to all EMT courses: New written testing material, new practice testing material, and implement National Testing Standards. An updated textbook has also been implemented for use Fall 2023. The updated text includes more robust web-based support features to connect with students on a level the program was unable to provide before the update.

One RCT course (RCT128C) did not meet the 70%. Students did not follow the instructions and therefore received a poor grade. Updated instructions will be provided when this is taught the next time. One additional course (RCT122/RCT122L), students scored poorly on Test 3. The instructor will implement a test review when taught the next time.

Overall the division is meeting the goals set.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 187/309 = 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: 77 FT   96 Adjunct

Modality:	125 F2F	35 W2	36 W3	13 W4
Campus:	138 Main	14 Satellite	7 College Credit Plus	1 Early College 33 Online
Time:	139 Day	22 Evening	6 Weekend	31 Online

1b. Courses re-assessed/total number of eligible courses in your department or division = 3/47 = 6% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

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

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 29/40 = 73% (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
GLO2 – Quantitative Literacy	Diet analysis	Written and oral assignments, group work, class discussions, case analysis, quizzes, capstone experiences, scenario-based exams
	Quantitative laboratory determinations	

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016, 09-30-2021, 06-07-2022

	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 – Civic, Professional, and Ethical Responsibility	Clinical practice	Utilize intrapersonal growth and development in an effort to successfully utilize therapeutic-use-of self

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	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
309 Assessed and 3 Re-Assessed	95.8%	97.1%	96.9%	96.2%	97.0%	96.1%

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

Across the division and on a continual basis, faculty monitor student learning and achievement. Curriculum is reviewed during program faculty meetings to assess for strength of subject area, consistency in teaching and learning, curriculum content and learning outcomes. Tutoring is utilized when identification of low grades and/or poor performance is recognized. Programs will continue to incorporate accreditation standards into assessment plans, allowing students to achieve entry-level competency upon graduation.

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 mandatory for full-time faculty. Meetings include brainstorming sessions to address issues of student learning, assessment, and retention. To ensure shared responsibility from adjunct faculty, lead instructors are utilized to mentor and provide guidance for consistency when presenting material. Also, it is mandatory that all didactic faculty attend Start-Up, Mid-Semester, faculty calibration, and Annual Curriculum Review meetings when scheduled.   Input from advisory committees is elicited and implemented where feasible to reach goals. Advisory board members provided suggestions for skills necessary in the workforce, which helped faculty make decisions related to assessment methods. 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.

Faculty continue to incorporate new assessment tools and update technologies for learning. Program Coordinators and other faculty reach out to community for support to learn about new technologies to incorporate into the classroom and to provide opportunities for our students to have hands on experience with equipment and technology through clinical experiences. Fulltime faculty attend professional

educational conferences to learn about new technologies in order to keep curriculum updated and current. Information gathered from these conferences are provided to other faculty and also our students. Fulltime and part-time faculty are involved in assessment processes. Evaluations and surveys are sent to current students, graduates and employers to collect information used to continue to provide the best educational experiences possible for our students while providing student support and advising.

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