



STARK STATE COLLEGE
ASSESSMENT SUMMARY REPORT

<p>Department/Division Health and Public Services Division</p>	<p>Chair/Dean Dean Mallernee</p>
<p>Degree Program(s)/Major(s)/Certificate(s) <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), 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)</p> <p><u>Associate of Arts</u> Criminal Justice (1301)</p> <p><u>Associate of Science</u> Dental Assisting (3425), Expanded Functions Dental Auxiliary (3427), Dietetic Technician (3560)</p> <p><u>Associate of Technical Studies</u> Medical Instrument Sterilization Technician (3500)</p> <p><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), Medical Instrument Sterilization Technician Certificate (3504), Dietary Manager (3566), Medical Billing Specialist (3057), Phlebotomy Technician (3102)</p>	<p>Academic Year (20xx/20xx) 2023-2024</p>

<p>One-Year Certificate Medical Assisting (3105), 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)</p>																
<p>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 7. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 21. The Provost will prepare an Academic Affairs' assessment report by July 19.</p>																
<p>1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.</p>																
<p>Based on each department's 2023-2024 Assessment Summary Report of 296 courses in the Health and Public Services Division (HPS), 164 (55%) were assessed.</p> <p>The Phlebotomy Program's MAT234 course was the only course in the HPS Division that was reassessed due to student performance falling below the 70% threshold for GLO6: Civic, Professional, & Ethical Responsibility; and this was on one assignment. Because the Fall 2023 cohort was a small class of six students with two of them not meeting this GLO, it is believed the small number of students in this cohort did not provide a large enough sample size to provide meaningful data. And as such, the measure is an outlier given students historically meet the GLO in this assignment in the course. Recent student outcomes support this supposition, as 100% of the Spring 2024 cohort met the GLO on this assignment.</p> <p>The HPS Division is achieving its student success goals.</p>																
<p>1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 164/296 = 55% (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.)</p> <table data-bbox="352 1279 1533 1412"> <tr> <td>Faculty:</td> <td>69 FT</td> <td>59 Adjunct</td> <td></td> <td></td> </tr> <tr> <td>Modality:</td> <td>119 F2F</td> <td>13 W2</td> <td>26 W3</td> <td>13 W4</td> </tr> <tr> <td>Campus:</td> <td>121 Main</td> <td>16 Satellite</td> <td>9 College Credit Plus</td> <td>0 Early College 41 Online</td> </tr> </table>		Faculty:	69 FT	59 Adjunct			Modality:	119 F2F	13 W2	26 W3	13 W4	Campus:	121 Main	16 Satellite	9 College Credit Plus	0 Early College 41 Online
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Modality:	119 F2F	13 W2	26 W3	13 W4												
Campus:	121 Main	16 Satellite	9 College Credit Plus	0 Early College 41 Online												

Time:	113 Day	19 Evening	4 Weekend	39 Online
1b. Courses re-assessed/total number of eligible courses in your department or division = 1/50 = 2% (ex. 8/45=18%) (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)				
Faculty:	0 FT	1 Adjunct		
Modality:	1 F2F	0 W2	0 W3	0 W4
Campus:	1 Main	0 Satellite	0 College Credit Plus	0 Early College 0 Online
Time:	0 Day	1 Evening	0 Weekend	0 Online
1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 26/34 = 76% (ex. 1/3=33%)				
1d. Departments participating in assessment/eligible departments= 6/7 = 86% (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 – 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			
	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
	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
164 Assessed including 1 Re-Assessed	96%	98%	97%	96%	98%	96%
4. Outline and summarize the action plans that have been developed to improve student learning based on the evidence for this year.						
<p>Faculty across the entire 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 revision of tests, skill evaluations and lab manuals, faculty calibration exercises, adjustment of course delivery methods, and improved use of SSC's learning management software (Blackboard).</p>						
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?						
<p>Shared responsibility for student learning is addressed through faculty department meetings. In addition, SSC hosted discussion for communities of interest to address issues of student learning, assessment, and retention. Feedback received from advisory board members helped faculty make decisions by providing suggestions regarding skills necessary in the workforce and student assessment methods. Students provided formal feedback regarding their learning experiences through the course evaluation process at the conclusion of each semester. Lastly, informal feedback from students was also gleaned through faculty advising sessions.</p> <p>All faculty participate in assessment for the course(s) they teach. Faculty are sent for assessment training during Start-Up Week when offered. Department Chairs mentor faculty to assist in accurate and complete reporting. All instructors assess each student performance assessment tool on a regular basis. Outcomes and ideas for improvement are discussed at program meetings and relayed to the advisory committees for input.</p> <p>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 students to have hands-on experience with equipment and technology through clinical experiences. Fulltime faculty attend professional educational conferences to learn about new technologies to maintain current curricula. Information gathered from these conferences are communicated to other faculty as well as to students.</p>						

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
Increase student communication through Starfish by using kudos.	