

Health Sciences & Education

Fall 2023 Gen Ed and Program Reports: Diversity

PROGRAM	PROGRAM HEAD	INCLUDED IN PDF
Biology	John Leiser	Yes
Chemistry	David Gelormo	Yes
Dental Hygiene	Sherri L. Meyers & Jacey Mitchell	Yes
Diagnostic Medical Sonography	Susan Davidson	Yes
Education (Early Childhood)	Tonia Breech	Yes
Education (Middle & Secondary)	Tonia Breech	Yes
Education (Special)	Robin Cunconan-Lahr	Yes
Emergency Medical Technician	John Evans	Yes
Emergency Medical Services	David Repyneck	
Emergency Services Administration	Thomas Barnowski	
Environmental Science	John Leiser	Yes
Funeral Services	Tony Moore	Yes
Health & Physical Education	Sherri Bollinger	Yes
Health Sciences	Alyson Patascher	Yes
Medical Assisting	Karen Stone	Yes
Nursing	Thomas Rush	
Public Health	Alyson Patascher	Yes
Radiography	Tracey Lehnart	Yes
Sport Medicine	James Reidy	
Vet Technician	Lisa Martini-Johnson	Yes

Program Name: Biological Science & Environmental Science

Faculty Lead: John Leiser

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assessment was a series of three Discussion Boards dealing with issues of social and environmental (climate) justice.</p> <p>The goal was to assess whether or not students could connect scientific data to social justice and make policy recommendation.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>10</p> <p>Scored based on number and lucidness of their original posts/arguments and the professionalism in their responses to peers' posts.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No changes.</p>

Program Name: Chemistry

Faculty Lead: David Gelormo

This assessment data offered by Danielle N. Ringhoff

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. After a discussion in class regarding the solubility of gases in water as temperature changes, I had the class consider the impacts of global warming on the oxygenation of waters.</p> <p>I then led students via a Socratic process of thinking through the outcomes of these changes with the ultimate goal of getting students to comprehend that people need to migrate from one climate to another when their ecosystems and economy are affected by Global Warming. This was also framed in immigration without any reference to any political positions anyone may hold.</p> <p>The actual question posed on Exam 2 was as follows: "Describe in 8 sentences or less how the warming of the earth can result in civil unrest leading to the migration of people."</p> <p>The intent was to ascertain how well students are connecting the concepts of chemistry to their understanding of the world around them. This could lead to better teaching of the subject through understanding how students make connections between coursework and their own lives and perspectives, as well as offering students more ways to explore their own beliefs and opinions about world events.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Assuming an artifact represents each answer to an assessment question, there were 11 artifacts.</p> <p>The rubric given for scoring was applied for this assessment activity for the college.</p> <p>The question itself, on the exam in which it was asked, was scored out of 10 points. Students needed to respond with comments on how global warming impacts the environment in some way (+3), how that environmental change impacts quality of life (+4), and why this could result in migrations of people (+3).</p> <p>Assuming that "passing" for a given assessment question is achievement of the intended goal stated in the previous box and achievement of 70% on the rubric used, 7 out of 12 students passed the assessment question.</p> <p>This was presented as a Bonus Question, hence not all students took the time to give a complete answer.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This type of question will be moved from a Bonus Question to one required to be answered in future assessments.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>This type of question will be moved from a Bonus Question to one required to be answered in future assessments.</p>

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Program Name: **Dental Hygiene**

Faculty Lead: Kate Karalunas

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>This project is designed to allow students to engage directly with the community and meet their needs while enhancing their coursework. It will also foster the development of empathy, social responsibility, and a sense of caring for others. Each group of students must select from one of the organizations they interviewed last semester. Each member of the group must spend 3 hours with this location and must complete a journal entry for each visit and for each member. After completing the scheduled volunteer hours, the group needs to create a needs assessment to evaluate the needs of the organization's clients.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks. 19 students participated. All students participated fully and used their experiences to develop a better understanding of the dental needs of the population they worked with.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program will continue to encourage community involvement and service learning through the curriculum.</p> <p><u>What did you think about or change because of last semester's results?</u> This years' service learning was conducted in groups which foster teamwork and collaboration and is more accessible for community partners to manage.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Students are required to complete a service learning project throughout this semester. This project is designed to allow students to engage directly with the community and meet their needs while enhancing their coursework. It will also foster the development of empathy, social responsibility, and a sense of caring for others. Each group of students must select from one of the organizations they interviewed last semester. Each member of the group must spend 3 hours with this location and must complete a journal entry for each visit and for each member. After completing the scheduled volunteer hours, the group needs to create a needs assessment to evaluate the needs of the organization's clients.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>19 students participated. All students participated fully and used their experiences to develop a better understanding of the dental needs of the population they worked with.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program will continue to encourage community involvement and service learning through the curriculum.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>This years' service learning was conducted in groups which foster teamwork and collaboration and is more accessible for community partners to manage.</p>
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Program Name: **Diagnostic Medical Sonography**

Faculty Lead: Sue Davidson

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. The project assessed the following General Education outcomes:</p> <p>Understanding Diversity defined as: “You understand how each individual’s experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.” All first semester sonography students take an introductory course, DMSG 101, Essentials of Patient Care, to prepare them to begin their clinical education. The course covers orientation to the hospital and sonography department; history of sonography, roles and responsibilities of the sonographer, medical ethics, HIPPA and patient confidentiality, basic patient care, safety and handling, nursing procedures and medical terminology. Students engage in discussions of diversity and caring for those who are different than themselves in health care, including the correlation between poverty and health and patient choice in decision making about one’s health and medical care. Students were asked to consider the following question:</p> <p>Is there a link between poverty and poor health? The students were asked to write a brief reflection in a discussion post and comment on the posts of two peers. In class the students discussed their thoughts with a partner and then shared their thoughts with the larger class. There were no penalties for personal beliefs or for opposing another person’s ideas when shared respectfully.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Results: 17 students are enrolled in DMSG 101 and all participated in the reflective discussion post assignment and the in-class discussion.</p> <p>Individuals: Can explain how individuals have widely different experiences within the same institutions, cultures and societies. Advanced: 100% Acceptable: 0% Needs Improvement: 0% Minimally Evident: 0%</p> <p>Institutions: Can explain how artistic, economic, social, scientific, cultural or political institutions are shaped by changing social understandings of equality and inequality. Advanced: 59% Acceptable: 35% Needs Improvement: 6% Minimally Evident: 0%</p> <p>Global Resources: Can explain how global resources – including physical and social values are challenged, and how those challenges have a past and future impact on individuals and institutions using those resources. Advanced: 47% Acceptable: 35% Needs Improvement: 18% Minimally Evident: 0%</p> <p>Summary Most students (82%) achieved an acceptable or advanced level of understating in the rubric categories. The few students who need</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Summary: Most students (82%) achieved an acceptable or advanced level of understating in the rubric categories. The few students who need improvement were enriched by the discussion held in class.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Recommendations</p> <p>Most sonography students in this class have shown an acceptable to advanced level of understanding diversity in individuals, institutions and globally. Discussion-post reflections and in-class discussion were enriching for all students, who come from widely diverse backgrounds and experiences, including an international student giving a perspective of a different country’s peoples. A variety of diversity issues related to health care, patient rights and the social determinants of health will continue to be discussed in this course. Similar topics related</p>

<p>Data collection The diversity written discussion took place on the Slack discussion board and live, during class time. The “Understanding Diversity Rubric” was utilized.</p>	<p>improvement were enriched by the discussion held in class.</p>	<p>to diversity are posed and discussed as students move into higher level DMS courses.</p>
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Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>The project assessed the following program outcomes: To prepare competent entry level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. All first semester sonography students take an introductory course, DMSG 101, Essentials of Patient Care, to prepare them to begin their clinical education. The course covers orientation to the hospital and sonography department; history of sonography, roles and responsibilities of the sonographer, medical ethics, HIPPA and patient confidentiality, basic patient care, safety and handling, nursing procedures and medical terminology. Students engage in discussions of diversity and caring for those who are different than themselves in health care, including the correlation between poverty and health and patient choice in decision making about one’s health and medical</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Results: 17 students are enrolled in DMSG 101 and all participated in the reflective discussion post assignment and the in-class discussion. Individuals: Can explain how individuals have widely different experiences within the same institutions, cultures and societies. Advanced: 100% Acceptable: 0% Needs Improvement: 0% Minimally Evident: 0% Institutions: Can explain how artistic, economic, social, scientific, cultural or political institutions are shaped by changing social understandings of equality and inequality. Advanced: 59% Acceptable: 35% Needs Improvement: 6%</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do? Summary: Most students (82%) achieved an acceptable or advanced level of understating in the rubric categories. The few students who need improvement were enriched by the discussion held in class.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Recommendations: Most sonography students in this class have shown an acceptable to advanced level of</p>

<p>care. Students were asked to consider the following question: Is there a link between poverty and poor health? The students were asked to write a brief reflection in a discussion post and comment on the posts of two peers. In class the students discussed their thoughts with a partner and then shared their thoughts with the larger class. There were no penalties for personal beliefs or for opposing another person's ideas when shared respectfully.</p> <p>Data collection The diversity written discussion took place on the Slack discussion board and live, during class time. The "Understanding Diversity Rubric" was utilized.</p>	<p>Minimally Evident: 0% Global Resources: Can explain how global resources – including physical and social values are challenged, and how those challenges have a past and future impact on individuals and institutions using those resources. Advanced: 47% Acceptable: 35% Needs Improvement: 18% Minimally Evident: 0% Summary Most students (82%) achieved an acceptable or advanced level of understating in the rubric categories. The few students who need improvement were enriched by the discussion held in class.</p>	<p>understanding diversity in individuals, institutions and globally. Discussion-post reflections and in-class discussion were enriching for all students, who come from widely diverse backgrounds and experiences, including an international student giving a perspective of a different country's peoples. A variety of diversity issues related to health care, patient rights and the social determinants of health will continue to be discussed in this course. Similar topics related to diversity are posed and discussed as students move into higher level DMS courses.</p>
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Program Name: Early Childhood Education AAS
 Faculty Lead: Amanda Seguinot/Tonia Breech

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This project's purpose is to apply what students learned about partnering with families to support the healthy development and growth of young children. Students analyzed their growth in understanding families, building relationships, and collaborating and applying ethical practice in these interactions. This project demonstrates student's ability to meet NAEYC outcomes for Standard 2: Family-Teacher Partnerships and Community Connections.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>38 students were enrolled in EARL 217 in which the assessment was delivered. 5 students did not submit the assignment. Data below is based on results of 33 students who did complete the assignment.</p> <ul style="list-style-type: none"> 91% of students scored a 3 or better 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This key assessment is newly developed in response to the standards for professional preparation changing by the early childhood degrees accrediting body, NAEYC. Fall 2023 was a pilot semester for this assessment.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>In Spring of 2024, the Key assessments in all courses will be reviewed to ensure they are aligned appropriately with the standards for professional preparation.</p>

Program outcome(s) assessed: Building Family and Community Relationships

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This project reinforces student's ability to apply evidence based knowledge to understand complex and diverse characteristics of families and communities using multiple perspectives to support each child's development and learning through collaborative relationships.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>38 students were enrolled in EARL 217 in which the assessment was delivered. 5 students did not submit the assignment. Data below is based on results of 33 students who did complete the assignment.</p> <ul style="list-style-type: none"> 91% of students scored a 3 or better 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Discussed results of key assessments at faculty meeting. Assessment yielded positive student understanding of the assignment objects, students who completed the assessment scored well.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>A full review of the learning experiences which lead up to the delivery of the assessment in the course will be completed.</p>

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Program Name: **Middle/Secondary Education**

Faculty Lead: Carla Pacitti- Adjunct Faculty; Robin Cunconan-Lahr – Program Coordinator

General Education outcome(s) assessed: **Diversity**

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="86 280 737 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="86 391 737 586">The intent of this assignment in EDUC 260G was in part to support students to broaden their understanding of diversity beyond their own school experiences and current professional experiences.</p>	<p data-bbox="737 280 1388 378">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="737 423 1388 1268">10 students were assessed using the general education diversity rubric. One student scored minimally evident in all areas; three students scored a need for improvement in some rubric areas; all other students scored acceptable or advance, with two students scoring advanced in all rubric areas. In observing the findings, it was concluded by the instructor that most students are still frequently operating from a viewpoint that is almost entirely informed by their own experience with school. It is sometimes difficult for them to take on the perspective of learners who are marginalized in some capacity. Students exist on a pretty broad spectrum of their understanding of equity, inclusion, and belonging, and this assessment made it apparent to the instructor more explicit instruction is needed and to incorporate related discussions throughout the course.</p>	<p data-bbox="1388 280 2011 378">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1388 423 2011 1390">While the writing assessment was a fairly controlled measure with a great deal of feedback from the instructor, the place where the instructor observed the greatest deficits/needs in the understanding of equity was with lesson planning and assessment design (CR-SE Competencies 3 & 4). Students struggled in their class lessons to differentiate effectively and needed more explicit instruction on culturally relevant practices. The instructor intends to include this earlier and more frequently in future semesters. The program is also reviewing curriculum for additional intentional teaching and embedding of competencies with regards to CR-SE competencies. Additionally, in response to instructor feedback, the program and the Education Department, should consider disallowing students from participating in fieldwork at the high school they graduated from to support the expansion of diversity perspectives.</p>

		<p><u>What did you think about or change because of last semester's results?</u> NA</p>
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Program outcome(s) assessed: NA

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p>

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Program Name: **Special Education**

Faculty Lead: Katie Lesoine –Adjunct Faculty/ Robin Cunconan-Lahr - Program Coordinator

General Education outcome(s) assessed: **Diversity**

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was previously a discussion in which students were assigned one side or the other either for or against standardized assessment. The assignment was slightly adapted to be the same, but they must have consideration for diversity (as outlined in the rubric). Expectation was for the students to not only consider standardized assessment through a lens of pro and con, but also consider intentional thinking and additional reflection through a lens of student diversity, including culture and varied background beliefs and experiences and how that impacts their view of standardized assessment.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Twelve students participated in the assessment. Two students scored need improvement on the Global Resource column. All students were scored at acceptable or advance in one or more parts of the rubric.</p> <p>There was 1 main student artifact per student in which they had to identify/develop a pro or con side for standardized assessment. However, in addition, students were asked to respond to at least 2 others to defend their side. The additional responses were intended to connect to the lens of diversity. All students passed. The instructor believed that since this was the first time the assignment was given with the adaptation of the diversity rubric, the instructor may not have been done as "strict" or "tough" in grading the assignment. In part, the instructor questions whether adequate background knowledge related to the assignment was provided to support student understanding of what was being assessed. The instructor reflected upon the need for adequate instructor understanding of diversity in the context of standardized assessment for school age children, to support student discussion and grading.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Adapting the diversity rubric to an existing assignment allowed the faculty member to intentionally consider and evaluate diversity conversation, understanding, and impact in the context of standardized assessments, much more than in the past and in more thoughtful ways. The instructor's view was not only broadened for purposes of this course and its students, but in the instructor's own professional experiences in the field of education. As a result of this assessment work, the instructor intends to continue the learning that was prompted to embed deeper elements of diversity perspectives in this assignment. Additionally, the special education program will look at the course as whole more closely to consider other intentional entry points and/or deeper diversity awareness and understandings in the context of assessment, including other points of intersectionality of disability and assessment through a lens of broader diversity conversations.</p> <p><u>What did you think about or change because of last semester's results?</u> NA</p>

Program outcome(s) assessed: Not Assessed

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

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Program Name: EMGS115 Emergency Medical Technician

Faculty Lead: John Evans

General Education outcome(s) assessed: Diversity

Program outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Students enrolled in the Fall 2023 Semester of the Emergency Medical Technician Course (EMGS115) were tasked with providing statistics on diversity within a given geographic area and how it impacts the way Emergency Medical Services responds and interacts with diverse populations.</p>	<p>Students provided statistics for the cities of Allentown, PA and Philadelphia, PA as well as some nationwide data. It was noted that in Allentown 20% of the population was born outside the U.S. and that in Philadelphia over 23% of the population speak a language other than English. The diversity found in these cities in not only languages spoken but also in religion, customs, and other cultural differences pose a challenge to Emergency Medical Services when interacting with these populations. In some cases the difference in gender alone between the patient and the EMS personnel can affect the prompt and proper treatment of the patient.</p>	<p>Although the data provided by the students accurately pointed out some of the challenges faced by EMS in serving communities with diverse populations, it could have been enhanced by comparing the diversity of the community to the diversity of the EMS services of such communities. This data could be researched in a future assessment.</p>

Program Name: Funeral Service Education
 Faculty Lead: Tony L. Moore, Program Director

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Explain the importance of funeral service professionals in developing relationships with the families and communities they serve. (FUNS 101 Principles of Funeral Service)</p> <p>Students will complete an exam covering various aspects of different people groups, including cultures, customs, and religions, to demonstrate their understanding of the differences and similarities of each. The goal is for students to score 85% or higher.</p> <p>The recent data collection on diversity assessment is truly impressive. Twenty-four students were evaluated on five questions related to diversity, and I am pleased to inform you that the results far surpassed the minimum score requirement.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>The recent data collection on diversity assessment is truly impressive. Twenty-four students were evaluated on five questions related to diversity, and I am pleased to inform you that the results far surpassed the minimum score requirement.</p> <p>All twenty-four students, representing 100% of the cohort, exceeded the 85% minimum score, showcasing a remarkable commitment to understanding and embracing diversity within the context of their studies. This outstanding achievement reflects not only the individual efforts of the students but also the effectiveness of the program's curriculum in fostering a comprehensive understanding of diverse perspectives.</p> <p>Furthermore, the average score across all students was an impressive 96%. This collective performance indicates a high level of proficiency and engagement with the material, emphasizing the dedication of both the students and the faculty to promoting an inclusive learning environment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program director and faculty member recognize the importance of maintaining the current positive trajectory. We believe that emphasizing diversity in the funeral service profession is integral to preparing our students for the challenges and nuances they will face in their careers.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The program will continue to monitor student performance and ensure that the emphasis on diversity remains a core component of the curriculum.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Demonstrate skills required for conducting arrangement conferences, visitations, Services, and ceremonies.</p> <p>Students will be assessed on their ability to conduct a funeral arrangement conference based on a specific people group.</p> <p>Students were graded on their ability to conduct a mock funeral arrangement with instructors, based on different races, ethnicities, religions, and cultures. Twenty-three students participated. This assignment demonstrated the students' ability to perform mock funeral arrangements. Used the software provided to input the data and complete required government, both state and national, forms. Published obituaries and death notices.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The majority of students demonstrated an acceptable to advanced understanding of diversity when making funeral arrangements, showcasing their commitment to the principles of inclusivity. However, it is noteworthy that a portion of the students indicated a need for improvement in this area.</p> <p>Regrettably, due to academic challenges, four students chose to withdraw from the program. This highlights the significance of addressing diversity-related concerns early in the curriculum to ensure the success and retention of our students.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program director engaged in discussions with the three faculty members, and together, they reviewed the assignment results. It was collectively determined that a special training session should be implemented before students embark on similar assignments in the future. The majority of students demonstrated an acceptable to advanced understanding of diversity when making funeral arrangements, showcasing their commitment to the principles of inclusivity. However, it is noteworthy that a portion of the students indicated a need for improvement in this area.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Emphasis on Importance: We will reiterate the importance of diversity in funeral service during class discussions and extracurricular activities, fostering an inclusive mindset among our students.</p> <p>Feedback and Improvement: Regular feedback sessions and constructive criticism will be encouraged to identify areas of</p>

		improvement and address any emerging challenges.
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Funeral Service Education

Course Title: Care of Deceased Family Member Across Different Cultures

Program Title: Funeral Service Education – Understanding Diversity

Semester and Year: Fall 2023

Program Director – Tony Moore

General Education outcomes

The project assessed the following General Education outcomes:

Understanding diversity defined as: “You understand how each individual’s experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.”

Program outcomes

The project assessed the following program outcomes:

1. Explain the importance of funeral service professionals in developing relationships with the families and communities they serve. (FUNS 101 Principles of Funeral Service)
2. Demonstrate skills required for conducting arrangement conferences, visitations, services, and ceremonies.

(FUNS 212 Funeral Service Clinical or FUNS241 Funeral Service Field Study)

Assessment overview

1. Students will complete an exam covering various aspects of different people groups, including cultures, customs, and religions, to demonstrate their understanding of the differences and similarities of each. The goal is for students to score 85% or higher.
2. Students will be assessed on their ability to conduct a funeral arrangement conference based on a specific people group.

Data collection

1. The recent data collection on diversity assessment is truly impressive. Twenty-four students were evaluated on five questions related to diversity, and I am pleased to inform you that the results far surpassed the minimum score requirement.

All twenty-four students, representing 100% of the cohort, exceeded the 85% minimum score, showcasing a remarkable commitment to understanding and embracing diversity within the context of their studies. This outstanding achievement reflects not only the individual efforts of the students but also the effectiveness of the program's curriculum in fostering a comprehensive understanding of diverse perspectives.

Furthermore, the average score across all students was an impressive 96%. This collective performance indicates a high level of proficiency and engagement with the material,

emphasizing the dedication of both the students and the faculty to promoting an inclusive learning environment.

2. Students were graded on their ability to conduct a mock funeral arrangement with instructors, based on different races, ethnicities, religions, and cultures. Twenty-three students participated. This assignment demonstrated the students' ability to perform mock funeral arrangements. Used the software provided to input the data and complete required government, both state and national, forms. Published obituaries and death notices.

Results

1. I am pleased to share that I recently had the opportunity to discuss the results of the recent exam with a fellow faculty member from our program. We meticulously reviewed each student's performance, and I am delighted to report that the outcomes are highly commendable.

It is evident that the students have not only met but have surpassed the minimum requirements. Their performance reflects a remarkable understanding of the diverse cultural and religious aspects they will encounter in their roles as future funeral directors. This achievement is a testament to their dedication, hard work, and the effectiveness of our program's curriculum.

The commitment to excellence demonstrated by our students is truly inspiring, and it speaks volumes about their readiness to navigate the complexities of the funeral service profession. As faculty, we take pride in witnessing their growth and success, and we are confident that they are well-prepared to contribute positively to the industry.

2. The majority of students demonstrated an acceptable to advanced understanding of diversity when making funeral arrangements, showcasing their commitment to the principles of inclusivity. However, it is noteworthy that a portion of the students indicated a need for improvement in this area.

Regrettably, due to academic challenges, four students chose to withdraw from the program. This highlights the significance of addressing diversity-related concerns early in the curriculum to ensure the success and retention of our students.

Results for Understanding Diversity Rubric:

Individuals:

1. Advanced: 100%
Acceptable: 0%
Needs Improvement: 0%
Minimally Evident: 0%

2. Advanced: 61%
Acceptable: 13%
Needs Improvement: 17%
Minimally Evident: 9%

Institutions: Can explain how artistic, economic, social, scientific, cultural or political institutions are shaped by changing social understandings of equality and inequality.

1. Advanced: 100%
Acceptable: 0%
Needs Improvement: 0%
Minimally Evident: 0%

2. Advanced: 61%
Acceptable: 13%
Needs Improvement: 17%
Minimally Evident: 9%

Global Resources: Can explain how global resources – including physical and social values are challenged, and how those challenges have a past and future impact on individuals and institutions using those resources.

1. Advanced: 100%
Acceptable: 0%
Needs Improvement: 0%
Minimally Evident: 0%

2. Advanced: 61%
Acceptable: 13%
Needs Improvement: 17%
Minimally Evident: 9%

Recommendations

1. It is truly commendable to acknowledge the success of all students in achieving an acceptable or higher pass rate, and it is a testament to the dedication of both the students and the faculty to the principles of diversity within the funeral service profession. This achievement highlights the inclusive and supportive environment fostered within the program, where individuals from diverse backgrounds are given the opportunity to excel.

The commitment to diversity not only enhances the educational experience but also prepares students to navigate the complexities of the funeral service profession with cultural competence and sensitivity. By valuing and embracing diversity, the program contributes to the creation of a more inclusive and representative funeral service community.

The collaborative efforts of students and faculty in upholding these principles not only promote academic success but also contribute to the broader goal of creating a compassionate and understanding funeral service profession that serves the needs of a diverse and multicultural society.

Congratulations to both the students and the faculty for their dedication to fostering diversity within the funeral service profession, and may this commitment continue to shape the program positively for years to come.

I had the opportunity to discuss the results with the program's faculty member, and we also reviewed each student's performance on the exam. It is evident that the students not only met but surpassed the minimum requirements, demonstrating a commendable grasp of the various cultural and religious aspects they will encounter in their roles as future funeral directors.

Program Direction and Future Emphasis: Both the program director and faculty member recognize the importance of maintaining the current positive trajectory. We believe that emphasizing diversity in the funeral service profession is integral to preparing our students for the challenges and nuances they will face in their careers.

2. The program director engaged in discussions with the three faculty members, and together, they reviewed the assignment results. It was collectively determined that a special training session should be implemented before students embark on similar assignments in the future. The majority of students demonstrated an acceptable to advanced understanding of diversity when making funeral arrangements, showcasing their commitment to the principles of inclusivity. However, it is noteworthy that a portion of the students indicated a need for improvement in this area.

Next Steps:

Continued Monitoring: The program will continue to monitor student performance and ensure that the emphasis on diversity remains a core component of the curriculum.

Emphasis on Importance: We will reiterate the importance of diversity in funeral service during class discussions and extracurricular activities, fostering an inclusive mindset among our students.

Feedback and Improvement: Regular feedback sessions and constructive criticism will be encouraged to identify areas of improvement and address any emerging challenges.

Program Name: **Health & Physical Education**

Faculty Lead: Sheri Bollinger

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was a discussion forum (online- 02 and in-person 01) requiring students to view a brief video (from the show WWYD) and provide their comments and thoughts regarding how the young Muslim couple were treated and how they feel they may have responded in the portrayed scenario.</p> <p>The intent was to make students aware of every day bias/discrimination they may be exposed to and how this may impact their personal safety or the safety of others.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>There were a total of 35 artifacts in the two sections of HEAL 150. 26 out of 27 students (02 section) and 11 out of 11 students (section 01) completed the assignment. Students were scored on a scale of 1-4 (4 being the highest score). 34 of 37 students earned a passing score.</p> <p>Most of the students seemed to have witnessed or experienced a similar situation in their lifetime and responses varied as to how they feel they would have reacted in the scenario.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Many students seemed familiar with the ABC show and enjoyed watching and commenting about how they feel they would have responded.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Both faculty using this assignment decided to continue assigning it moving forward.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>N/A- not a program</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>N/A- not a program</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>N/A- not a program</p> <p><u>What did you think about or change because of last semester's results?</u></p>

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Program Name: Health Sciences

Faculty Lead: Robin Watson

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 280 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 386 722 524">The assignment required a student to find an international health challenge, identify the reasons and background and then provide proposed solutions to address the challenge.</p> <p data-bbox="100 565 722 776">I want students to think beyond the borders of the US and understand that there are health problems globally. By doing this, students will gain a more thorough understanding of health issues that may not be evident in the US, how that country's health system works and identify the gaps.</p>	<p data-bbox="751 280 1373 378">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 418 1373 630">Students were asked to present the final project using PowerPoint slides including citations. Of the 17 students, 14 received full credit and 3 students received reduced credit. I determined grades by content, attention to details, and proper use of citations.</p> <p data-bbox="751 670 1373 808">The content overall was good with realistic suggestions. Citations continues to be a weakness with all students so this needs to be an area of focus.</p>	<p data-bbox="1402 280 2003 378">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 418 2003 597">Each international challenge brought learnings to both students and faculty. The outcomes should be included in a posting of projects so all students could learn from each other so this change should be enacted going forward.</p> <p data-bbox="1402 670 2003 735"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 776 2003 914">The final project requirements need to be outlined earlier and provide a virtual forum for asking questions besides the standard office hours.</p>

Program Name: Medical Assistant

Faculty Lead: Karen Stone, RN

General Education outcome(s) assessed: *“You understand how each individual’s experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.”*

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Through a group research project of cultures in the Lehigh Valley and Monroe County, the student will learn about the cultures of patients that are seen in the medical offices.</p> <p>The information was presented to the class to allow and encourage for discussions</p>	<p>7 areas were assessed and scored based on the information the students presented</p> <ul style="list-style-type: none"> • Traditional definitions of health and illness • Traditional methods of healing • Current healthcare problems • Issues for the Medical Assistant to consider <ul style="list-style-type: none"> ○ Access to medical care <ul style="list-style-type: none"> ▪ financial/insurance ▪ transportation ○ Access to food/nutritious food ○ Limited English proficiency <p>8 Students presented their material and received passing grades</p>	<p>Plan is to continue this assignment in the Fall semester of the program when students are learning about communication, law, and ethics</p>

Program outcome(s) assessed:

- Demonstrate knowledge of the legal and ethical responsibilities of the medical assistant.
- Integrate biopsychosocial principles in delivering care to patients and in performing the medical assistant role.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Through a group research project of cultures in the Lehigh Valley and Monroe County, the student will learn about the cultures of patients that are seen in the medical offices.</p> <p>The information was presented to the class to allow and encourage for discussions</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>7 areas were assessed and scored based on the information the students presented</p> <ul style="list-style-type: none"> • Traditional definitions of health and illness • Traditional methods of healing • Current healthcare problems • Issues for the Medical Assistant to consider <ul style="list-style-type: none"> ○ Access to medical care <ul style="list-style-type: none"> ▪ financial/insurance ▪ transportation ○ Access to food/nutritious food ○ Limited English proficiency <p>8 Students presented their researched material and received passing grades</p>	<p>Based on a discussion of the presentations, we will continue this research topic in the fall semester. We feel that this information, shared as an oral presentation, delivers important information about the cultures that the medical assistant may come across when working in the medical office. It is specific to the geographic location where the students will complete their externship and may possibly find employment.</p>

	<p>For several of these students the information they shared was personal. Many, from the diverse group of students at Fowler and Pocono campuses, selected their own culture bringing a personal perspective and wonderful insight to the topics. This also allowed for lively and interactive discussions from the presenters as they shared personal experiences.</p>	
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Program Name: Public Health, PUBH 201

Faculty Lead: Beth Adams

General Education outcome(s) assessed: Understand Diversity --You understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 391 722 456">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 496 722 667">The intent of the assignment was to assess students' ability to understand public health issues facing cultures similar and different from their own, as well as explaining solutions to those issues in a historical and cultural context.</p>	<p data-bbox="751 391 1373 488">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 529 1373 805">Out of 6 students enrolled in the course, all students submitted thoughtful assignments. Each student scored a minimum of 3 (Acceptable) on the three competencies underlined, with the strongest responses being under the global resources competency. This make sense as the class was Global Health, so students were naturally thinking more about that area.</p>	<p data-bbox="1402 391 2003 488">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 529 2003 699">The students excelled at explaining the global impact of various health issues, but did not emphasize the individual or institution pieces as much, which means that our classes should prepare students better regarding those topics.</p> <p data-bbox="1402 740 2003 813"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 821 2003 911">I intend to focus on each level of public health and how they interact but also are separate entities.</p>

Program outcome(s) assessed: Discuss local, regional, national, and global population health.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 212 722 277">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 318 699 456">The intent of the assignment was to assess students' ability to synthesize knowledge about global health issues at large, including information about individuals and institutions as support.</p>	<p data-bbox="751 212 1373 310">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 350 1373 488">Overall, the students excelled at meeting this objective. They clearly articulated various levels of population health issues in explaining their selected health outcome.</p>	<p data-bbox="1402 212 1982 310">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 350 1982 456">This assignment shows that students are being properly prepared to discuss and analyze health issues in various countries and cultures.</p> <p data-bbox="1402 496 1982 561"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1402 570 1982 667">Students are eager for analytical, synthesizing assignments, and I plan to update more assignments to reflect this.</p>

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Program Name: Radiography

Faculty Lead: Tracey Lenhart/Julia Van Pelt

General Education outcome(s) assessed: Diversity

Course(s) chosen to assess: RADT207

Program outcome(s) to be assessed: PLO 5: "Communicate effectively in written and oral formats with patients, members of the health care team, and the community. PLO 6: "Listen, understand, and evaluate what the speaker is saying." PLO 7:" Speak using effective word choice, appropriate terminology, level of explanation, and delivery method."

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure, or more fully understand.</p> <p>Evaluated Aged/Diversity Considerations when interacting with patients.</p> <p>Includes evaluation for: *Care and dignity regardless of age, race, sex, religion, ethnicity, or type of illness *Sensitive to Cultural Differences *Responds to patient's needs and supports staff and peers</p> <p>Scores taken from Clinical Preceptor Evaluation of Student Performance and Professionalism</p>	<p>Include the number of student artifacts, how you scored them, the number of passing, and brief analytical remarks.</p> <p>26 2nd year Radiography Students were scored on a scale of 1- Needs improvement, 2-Satisfactory, 3-Very Good. The average score in all three evaluations is 91%.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The assessment is solely based on clinical preceptor evaluation. The results hold some merit but may be skewed by bias. Overall, the artifacts that consistently scored satisfactorily are consistent with student history.</p>

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Program Name: Veterinary Technician Program

Faculty Lead: Lisa Martini-Johnson

General Education outcome(s) assessed: Understand Diversity; *You understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.*

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Course: VETC230 – Veterinary Technician Externship</p> <p>Assessment overview: Students engage in a written journal/reflection assignment relating a core value of diversity, Integrity, and inclusion to a particular experience and discuss any barriers that were experienced, identifying what those barriers were and specifying what attempts were made or could have been made to overcome those barriers at that particular time or how a similar situation could be handled differently in the future.</p> <p>The structured journal/reflection assignments were used for students to reflect on their own client interactions, and those they observe between clients, families, veterinary professionals, and staff. Various activities include cooperative learning, real-world experiences, and self-reflection. All aspects of DEI were encountered by students during their clinical off-campus experiences.</p> <p>Data Collection: To assess the student's ability to engage intentionally with individuals (clients, staff, veterinary professionals) from different identity groups or from different communities/cultures and to reflect on relations between themselves, veterinary professionals, and others.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>29 students were assessed on the journal/reflection assignment using the "Understanding Diversity Rubric".</p> <p>Criteria: 90% + of students will receive an 80% or better on the assignment.</p> <p>100% of the students demonstrated adequate and advanced knowledge of the characteristics of many cultures, how individuals have broadly different experiences within the same cultures and societies, and how physical and social values are challenged and how those challenges have an impact on individuals.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>All Veterinary Technician students have shown an acceptable and advanced level of interacting and understanding diversity in individuals from various backgrounds and from different communities.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Will continue to monitor as a recurring assessment. No changes at this time.</p> <p>Continue providing activities that allow and encourage students to participate in DEI activities.</p>

Program outcome(s) assessed: PLO #1 Demonstrate competence in performing and engaging in office and hospital procedures, client relations and communication.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Course: VETC230 – Veterinary Technician Externship</p> <p>Assessment overview: Students engage in a written journal/reflection assignment relating a core value of diversity, Integrity, and inclusion to a particular experience and discuss any barriers that were experienced, identifying what those barriers were and specifying what attempts were made or could have been made to overcome those barriers at that particular time or how a similar situation could be handled differently in the future.</p> <p>The structured journal/reflection assignments were used for students to reflect on their own client interactions, and those they observe between clients, families, veterinary professionals, and staff. Various activities include cooperative learning, real-world experiences, and self-reflection. All aspects of DEI were encountered by students during their clinical off-campus experiences.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>29 students were assessed on the journal/reflection assignment using the “Understanding Diversity Rubric”.</p> <p>Criteria: 90% + of students will receive an 80% or better on the assignment.</p> <p>100% of the students demonstrated adequate and advanced knowledge of the characteristics of many cultures, how individuals have broadly different experiences within the same cultures and societies, and how physical and social values are challenged and how those challenges have an impact on individuals.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>All Veterinary Technician students have shown an acceptable level of interacting and understanding individuals from various backgrounds and from different communities.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Will continue to monitor as a recurring assessment. No changes at this time.</p> <p>Continue providing activities that allow and encourage students to participate in DEI activities.</p>

<p>Data Collection: To assess the student's ability to engage intentionally with individuals (clients, staff, veterinary professionals) from different identity groups or from different communities/cultures and to reflect on relations between themselves, veterinary professionals, and others.</p>		
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