



**MINNESOTA WEST
COMMUNITY AND
TECHNICAL COLLEGE**

**ASSESSMENT SUMMARY
REPORT
2018-2019**

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Assessment Summary Report 2018-2019 Academic Year

Introduction

Faculty and staff at Minnesota West Community and Technical College engage in assessment activities throughout the academic year for several reasons. First, assessment activities provide opportunities to improve student learning through the development and measurement of learning outcomes at the course, program, and co-curricular levels. Second, assessment of learning outcomes provide both qualitative and quantitative data that demonstrates continuous improvement and accountability to our constituents, community and accrediting agency(s). Third, assessment activities provide a culture of continuous improvement by providing feedback on what does and does not work well both within, and outside of the classroom. Last, assessment activities demonstrate and support the college's mission to prepare learners for a lifetime of success; the college's vision to be the regional college of choice; and the college's values that promote community engagement, courage, diversity and inclusion, innovation, integrity, and student success.

Assessment Activities

Assessment activities have been ever-changing throughout the years as the faculty and staff have worked to continuously improve. Moving from a single meeting held at the end of each semester and completion of a paper-pencil form, assessment activities have evolved to a uniform system for course, program and co-curricular activities. This uniformity increases completion rates and makes the process user-friendly college-wide.

Prior to the start of fall semester, faculty and staff are afforded opportunities for training in assessment in their respective areas. Announcements of potential changes and solicitation of feedback from both faculty and staff help guide the activities of the Assessment Coordinator for the academic year. A mandatory meeting is held at the end of fall semester to provide information and afford time for faculty and staff to complete the forms. At the end of the 2018-2019 academic year, a full day was committed to assessment activities. Several meetings were held throughout the day to further explain and gather feedback from faculty and staff regarding course, program and co-curricular activities.

Several changes were implemented during the 2018-2019 academic year. With respect to course assessment, questions posed to faculty were edited for content and additional questions were included to expand assessment data. Student learning outcomes were included on each form for each course taught. The purpose of including the student learning outcomes was dual-fold. First, to promote the culture of continuous assessment of student learning throughout the year and second, to compel faculty to review current student learning outcomes (as are listed on the course outlines) in an attempt to start the college-wide review of all course outlines to begin in the fall of 2019.

With respect to program assessment, several changes were implemented. A major change was to complete a program assessment form for each award offered (Associate of Science, Associate of Applied Science, Diploma and certificate)

rather than one form for all awards offered within a respective program. The purpose for this change was to ensure Program Coordinators were reviewing and assessing the difference in rigor and criteria between awards. Another change made to the program assessment form included reporting on funds received and how those funds applied toward meeting student and program learning outcomes. Other changes included editing the grammatical structure of some questions to make them more objective and operational. Collectively, these changes have provide a more robust summary of the technical programs efforts at meeting both student and program learning outcomes.

With respect to co-curricular assessment, formal assessment was created in a context very similar to the course and program assessment in an attempt to gather both qualitative and quantitative data. Because co-curricular assessment has not been conducted in this manner, student clubs and organizations were chosen as the starting point to keep the process manageable. Clubs and organizations include student senate, intramural activities and other student organizations that receive funds. Club and organization Advisers met to develop program learning outcomes that are the foundation of all student clubs and organizations at Minnesota West. From there, specific student learning outcomes were developed that focus on the respective club and organization. See Appendix A for the Club/Organization learning outcomes.

Course, program and co-curricular assessment is completed on Brightspace by D2L. Course assessment is completed at the conclusion of each semester while program and co-curricular assessment is completed at the end of the academic year.

Future Assessment Activities

Because assessment activities are a continuous improvement project, several changes will occur in the 2019-2020 academic year including improvements to the assessment forms as indicated by recommendations from faculty and staff, training opportunities to enhance understand of the purpose and scope of assessment, and updating course outlines to improve student and program learning outcomes

2018-2019 Assessment Summary

Overview

- **Employment status:** Percentage of faculty completing Course and Program Assessment.
 - Full-time Faculty 80%
 - Part-time Faculty 12%
 - Adjunct 8%

- **Course delivery:** Percentage of Course Delivery.
 - Completely face-to-face 54%
 - Completely Online – Asynchronous 26%
 - Completely ITV (Interactive Television) 5%
 - Completely Online – Synchronous Meetings (online with specified meeting times) 2%

- Blended/Hybrid (Online with more than two face-to-face meetings) 14%
- Predominantly Online (Online with a maximum of two face-to-face meetings) 3%

- **Division Chairs:**

Allied Health	Lisa Smith
Computer Science & Business Management	Terri Pelzel
Humanities & Fine Arts	Eric Parrish
Science & Math	Paul Seifert
Social & Behavioral Science/History	Beth Van Orman
Trades & Services/Manufacturing & Energy	Rob Arp
Transportation	Pete Gerard

Course Assessment

Course assessment is completed at the end of each semester during the academic year.

- **Completion:** One hundred percent of full-time faculty completed course assessment in the fall, 2018 and spring, 2019 semesters. Ninety-eight percent of part-time and adjunct faculty completed the forms.
- **Assessment methods used and evidence of effectiveness:** There are several methods faculty utilize to assess student learning in his or her respective course. Although it is not possible to have an all-inclusive list of assessment methods, attempts are made to categorize the types of methods for brevity. Faculty rate the effectiveness of the assessment method using a Likert scale. Ratings range from a score of 1, meaning poorly measures student learning to 5, meaning the method is an excellent measure of student learning. If faculty did not use the specific assessment methods, Not-Applicable (NA) is an option. Raw data for all the ratings can be found in Appendix B.

Seventeen categories of assessment methods are listed as options to choose that are applicable to each Faculty member's course. Some of those categories are textbook problems, individual presentations, instructor- and/or publisher-developed tests, in-class and/or out-of-class assignments, labs, internships, and specific skill assessment. The full list of assessment methods included on the Assessment form can be found in Appendix B. If a Faculty member uses an assessment method that is not listed, a separate area is available for writing in that method with a rating of effectiveness in measuring student learning outcomes.

Consistent across all 17 categories, the majority of faculty rated the assessment measure used as high-average to excellent in the effectiveness of assessing student learning outcomes. Faculty that indicated below-average or poor ratings of assessing student learning outcomes have an additional area to explain why the

method was not effective in measuring student learning outcomes and what changes will be made to such measures.

Overall, ninety-nine percent of faculty indicated the assessments used in his or her respective course accurately measured student success in relation to the course outcomes listed in the course outlines.

- **Changes made to course as a result of assessment methods:** Those faculty that found that a particular assessment method used did not effectively measure student learning outcomes, indicated what changes would be made to his or her respective course. These proposed changes demonstrate a culture of continuous improvement in an attempt to meet student learning outcomes. Many of the proposed changes are simple and easy to implement while others require some additional training or financial support. For a comprehensive list of proposed changes please see Appendix C.

Program Assessment

Program assessment is conducted annually at the end of spring semester. Course assessment is gathered both individually and collectively for the purposes of confirming the purpose of the program, to check alignment of the program design with program outcomes, and to discern how well the program fosters student learning outcomes.

Program assessment, much like course assessment, is a fluid process that is continually being evaluated and re-designed in an attempt to ensure essential qualitative and quantitative data are collected. Changes in this academic year include adding a Likert scale to measure the effectiveness of assessment methods, how funds received has benefitted the program and enhanced student learning, and how the assessment activities related to the college mission, vision and values.

- **Programs included in this report:** Thirty-four Program Coordinators reported on Fifty-four programs this academic year.
- **Effectiveness of assessment methods used:** Similar to course assessment, ratings range from a score of 1, meaning poorly measures student learning to 5, meaning the method is an excellent measure of student learning. If faculty did not use the specific assessment methods, Not-Applicable (NA) is an option. Raw data for all the ratings can be found in Appendix D.

Based on the ratings of the Program Coordinators, a variety of measures are used to assess student learning at the program level. The most frequently used and seemingly most effective are Instructor- and publisher-based exams. Student observations, oral interviews, and program data collection for attrition and retention are also considered valuable assessment measures. Advisory committee feedback and specific program accrediting agencies provide invaluable feedback that not only guides the program but

promotes a culture of continuous improvement.

Many programs also have on file, program-specific reports based on requirements of their respective accrediting agency.

- **Effectiveness of assessment methods in relation to the College mission, vision, and values:** All programs strive to provide learning experiences that are guided by the college mission, vision and values. Due to the extensive data collected, a couple of programs will be highlighted here.

The Medical Lab Technician (MLT) program focuses on student learning by assessing graduation rates, American Society for Clinical Pathology (ASCP) certification board results, course assessments by semester, and annual program assessment. The Students are provided opportunities for interdisciplinary program within the college and increase involvement in community services through regular health-related activities. The MLT program promotes marketing to non-traditional and ethnically diverse individuals.

The Administrative Assistant program interviews business professional to provide opportunities for students to engage in their community and learn aspects of their chosen profession. This program allows flexibility in enrollment options, part-time or full-time. Online programs create opportunities for traditional and non-traditional students who may have families and/or work obligations. The program appeals to a diverse audience as it is available online and can be completed from anywhere in the world. Students are able to use ReadSpeaker for an audio version and translation of instructions. The technology used by students in courses are current with industry use.

For more information on each programs report on meeting the college mission, vision, and values go to Brightspace by D2L: https://mnwest.learn.minnstate.edu/d2l/lms/survey/admin/modify/survey_newedit_properties.d2l?si=4289362&ou=2316171

- **How funds benefitted the program and enhanced student learning:** Each program has an opportunity to request funds for program needs. The Finance committee deliberates each request and approves purchases based on priority need, cost, and overall benefit to the program. More information on the decisions of the Finance committee can be found on Brightspace by D2L at <https://mnwest.learn.minnstate.edu/d2l/home/4400959>

Perkins funds help offset the cost for the National Occupational Competency Institute (NOCTI), funding for the Program Coordinator, and outside agency training for students. Leveraged equipment funding has been used for supplies and materials including manikins, blood pressure cuffs, stethoscopes, software

updates, and firearms simulation systems, to name only a few.

These funds allow for programs to have up-to-date materials and provide relevant experiences for students in each respective program. For example, the Law Enforcement program requested funds to purchase up-to-date software. As such, firearms training is enhanced by adding more reality-based scenario training to give the students the feel of a real-life encounter to help them with emergency situation decision-making. In the manufacturing programs, students gain practical skills installing, designing, wiring, plumbing, troubleshooting and monitoring industrial equipment and systems used in automated manufacturing and processing. For more information on how funding enhance student learning programs please go to Brightspace by D2L:

https://mnwest.learn.minnstate.edu/d2l/lms/survey/admin/modify/survey_newedit_properties.d2l?si=4289362&ou=2316171

- **Future budget implications:** Many programs indicated future expenditures to include NOCTI testing, equipment/technology updates, continued work on labs and simulations, and other materials to stay current in each respective field. Several programs do not see an immediate need for additional funds to be able to provide a quality program to students.
- **Evaluation of changes:** While some programs indicated there are no need for major changes at this time, other programs report that some minor curriculum changes would benefit. Other programs will focus on updating learning outcomes, focus on changes in field state board requirements that will occur in the next academic year, and enhance methods of delivery to students. Most important to note, all program coordinators indicated some need for continuous improvement.

Co-curricular Assessment

Co-curricular assessment is completed at the end of the academic year. Clubs and Organizations are the focus of this report.

- **Clubs and Organizations included in this report:** Minnesota West provides many opportunities for students to participate in clubs and organizations on all campuses. Those clubs and organizations that are included in this assessment summary report receive funds to provide materials, activities and events.

Each club and organization has an assigned adviser that oversees the activities of the club/organization, manages funds available, and provides opportunities for learning.

Club/Organization	Adviser	Number of Participants
Alpha Nu Kappa – Phi Theta Kappa	Le Lucht	21+

Athletics – Intramural	Jeff Linder	21+
Art Club	Leah Gossum	6-10
Business Professionals of America (BPA)	Terri Pelzel Pam Jensen	Information not provided
Campus Crusade for Christ (Cru)	Kip Thorson	11-15
Child Care Club	Alyson Helgeson	16-20
Clay Target Team	TD Hostikka	6-10
Cosmetology	Beth Mix Danylle Espenson Jackie Lage	11-15 21+ 11-15
Cultural Diversity Club	Le Lucht	21+
Law Enforcement Club	Mike Cumisky	21+
Music	Eric Parrish	6-10
Post-Secondary Agricultural Student Organization (PAS)	Jeff Rogers	11-15
Student Senate	Mike DeVries-Canby Alyson Helgeson- Granite Falls Angie Houselog-Pipestone Vong Rathsachack-Luverne Danyelle Espenson-Jackson Kile Behrends-Worthington	1-5 6-10 1-5 21+ 11-15
Theater	Eric Parrish	6-10
Veteran's Club	Barb Staples	6-10

- Activities of the club/organization in relation to the college mission, vision, and values:** The Club and Organization learning outcomes are directly tied to the College's mission, vision and values. All clubs strive to engage students in a variety of activities that promote community engagement, courage, diversity and inclusion, innovation, integrity and student success. For example, the Culture Club participates in activities of equity and inclusion by using their leadership skills within their classroom settings, in student activities, at Minnesota State sponsored events, and in local and regional community events. The Athletics – Intramural activities focus on learning a life-long interest in recreational activities to promote integrity, sportsmanship, social interactions and personal values. The Music Club is a culturally inclusive discipline and singing music from different cultures and time periods provides a perspective for students and the audience of the global community. The Campus Crusade for Christ (Cru) club encourages interpersonal reflection and thought with the goal of transforming individual lives through the deepening of their faith. The club embodies the college mission to prepare learners for a lifetime of success. While all of the college values can be indirectly linked to Cru, student involvement in Cru meetings afford the opportunity to demonstrate courage, integrity, and ideally, community engagement.

A complete list of club and organization activities for the 2018-2019 academic year can be found in Appendix E.

- **Effectiveness of assessment methods used:** Each learning outcome has subsets the advisers of each club selected as being pertinent to his or her club or organization. Based on the activities of the club or organization, methods of specific assessment (student rating scales, verbal reports, and success of activities) were rated using a Likert Scale. Ratings range from 1 = not at all effective to 5 = excellent effectiveness. If the club or organization did not focus on a specific subset of a learning outcome, Not-applicable (NA) was selected.
 - **Intellectual Agility:** Of those clubs and organizations that focused on Intellectual Agility, all found the activities the students engaged in were either very well or excellent in assessing student learning. Only one club adviser indicated the activities did not effectively assess student learning, specifically to identifying patterns to make connections to unrelated phenomena.
 - **Global Mindset:** The majority of clubs and organizations that focused on global mindset found the assessment of learning outcomes to be very well or excellent. Only two areas were indicated to be ranked as poor in the assessment method: Articulate how exposure to multiple worldviews has impacted one's own perspectives and ways of being and calibrate one's behavior and communication to exhibit cultural sensitivity in professional and social setting. These areas are being evaluated in an attempt to better assess the effectiveness for the next academic year.
 - **Social Consciousness & Commitment:** All of the learning outcomes outlined in this area were assessed as fair to excellent. In most of the clubs and organizations, social functions and fellowship encourages friendship and inclusion amongst peers. One example is the Veteran's club. Members of this club use their military service experience to mentor other students and to serve their local communities.
 - **Professional & Personal Effectiveness:** All clubs and organizations that focused on professional and personal effectiveness rated student learning from fair to excellent. For example, the students in the Post-Secondary Agricultural Organization (PAS) participate in local, state, and national competitions in their career area and network with industry representatives and other professionals during workshops and career fairs to align themselves with career opportunities and choices.
 - **Well-Being:** These learning outcomes focus on developing knowledge, skills, and behaviors necessary to live balanced and fulfilling lives. All clubs and organizations rated the effectiveness of assessment fair to excellent.

See Appendix F for raw data of effectiveness.

- **How funds benefitted the program and enhanced student learning:** Funds provided were used for meetings, food, student life activities, registration fees, and travel costs to attend professional conferences for several of the clubs and organizations. Other clubs such as Law Enforcement, used funds to bring professional speakers to campus to teach about various topics in the field. Cosmetology used funds primarily for industry conferences and competition fees. Athletics – Intramural and Clay Target team used funds for equipment required for the athletic activity. Overall, the funds were found to be critical to ensure the sustainability of the clubs and organizations on all campuses.

Training needs identified as a result of assessment activities

The assessment data guides the Center for Teaching and Learning (CTL) training opportunities each year. Training has been provided in a variety of areas including information/technology, student services, current trends in teaching and learning, assessment, and other areas of indicated interest. Please refer to the 2018-2019 CTL report at: <https://www.mnwest.edu/about/reports>

Many Faculty choose to utilize staff development and/or department/program funds to attend professional conferences and receive training in their respective fields.

*Training requests are listed in no specific order

Technology	Student Learning	Other
		Group discussions on assessment methods across disciplines
Office 365	Student issues/problems	Enterprise Training
OneDrive	Evaluating tools	Finpack training
Sway	Teaching techniques	Alignment with 4-year universities for transferability
OER	Rubrics	Collaboration with 4-year universities in regard to co-curricular activities
D2L tools	Working with ESL students	Budgeting
Group work on D2L	Flipped classrooms	Multicultural training
Kaltura updates	Short presentations with visuals	Leadership training
Mediaspace	Best practices on Instructor-student interaction and learning	Interpersonal training
Digitizing imaging	Types of assessments	Recruitment

tests	used in courses	techniques
General incorporation of technology in courses	Assessment in clinical settings	
Grades First	Service learning projects	
Quality Matters		
Microsoft Office Suite		
Zoom		
Cisco Meeting		
Soundboard		
Microphone skills		

Note: some requests can be secured through staff development and fiscal affairs. SBM/FBM requests will be coordinated within the division.

Feedback on assessment data collection

Faculty are encouraged to share their input regarding what does and does not work well with regard to assessment activities. The following are suggestions made by faculty:

- Structural and grammatical changes to some questions to make them more meaningful.
- Print capabilities are challenging and need to be easier to use.
- Continued training and ideas of ways to involve students and give them higher goals for their success in their chosen field of study.
- Help the instructor do a better job that is more effective for the student.

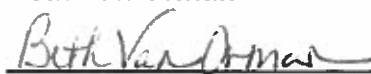
Dissemination of assessment data:

The data used to write this Assessment Summary Report are available to all Faculty and staff via Brightspace by D2L. A request to review or print assessment forms can be made to the Assessment Coordinator at any time.

Program assessment data is disseminated to respective advisory committees, Leadership councils, and accrediting agencies.

The Assessment Summary report is submitted to the Office of the Provost, is uploaded to the Minnesota West Website and can be found under Reports, and is emailed to all college employees.

Report Submitted by
Beth Van Orman



Assessment Coordinator



Appendix A

Co-Curricular Club & Organization Learning Outcomes

The Club and Organization learning outcomes focus on learning that happens outside of the classroom. These learning outcomes are the basis that guide all co-curricular activities at Minnesota West. Co-curricular clubs and organizations meet a minimum of three learning outcomes. Building upon a shared language, the framework includes five learning dimensions:

1. Intellectual Agility: Students develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations.
2. Global Mindset: Students develop knowledge, skills, and behaviors to live, work, and communicate with people whose backgrounds, experiences and perspectives are different from their own as well as to consider the global impact of their decisions.
3. Social Consciousness and Commitment: Students develop the confidence, skills, and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.
4. Professional and Personal Effectiveness: Students develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationships, and shape their personal and professional identities to achieve fulfillment.
5. Well-Being: Students develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

Appendix B

Effectiveness of Course Assessment Methods Used

F18 = Fall, 2018
S19 = Spring, 2019

Assessment Methods	1 Poor		2 Low Average		3 Average		4 High Average		5 Excellent		NA Not Applicable	
	F18	S19	F18	S19	F18	S19	F18	S19	F18	S19	F18	S19
	%	%	%	%	%	%	%	%	%	%	%	%
Attendance (Not part of grade, but used as an assessment of professional attitude)	1.49	.94	1.12	.47	10.41	7.98	16.36	18.31	52.04	52.82	18.59	19.48
Textbook Problems	2.23	3.94	5.2	4.87	12.27	8.58	11.9	15.55	30.11	27.15	38.29	39.91
Individual Presentations	1.12	2.33	2.97	1.86	8.18	8.16	6.69	11.66	19.33	22.38	61.71	53.61
Group Presentations	2.61	5.4	4.48	3.05	4.48	5.4	5.22	9.39	4.48	3.29	79.73	73.47
Instructor-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	1.49	1.63	2.97	1.16	6.69	5.12	13.01	23.26	31.6	32.79	44.24	36.05
Publisher-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	.37	3.76	1.49	1.41	6.72	5.41	15.3	14.59	21.64	21.18	54.48	53.65
Blended Instructor/Publisher Developed Tests (pop quiz, unit exam, pre- & post- testing, oral exam, comprehensive exam, etc.)	0	4.25	1.12	1.18	6.72	4.95	15.67	15.8	25.37	28.54	51.12	45.28
In-Class Assignments (worksheets, discussions, chats, individual or group work, etc.)	.74	.93	2.97	.93	7.43	6.53	16.13	24.01	47.58	46.85	27.14	20.75
Out-of-Class Assignments (reading, work products, interviews, etc.)	2.24	2.08	4.1	2.55	5.97	5.32	17.54	21.53	40.3	42.13	29.85	26.39
On-Campus Labs (lab task performance, lab tests)	.74	4.27	.37	.47	2.6	2.13	4.09	6.64	24.91	20.38	67.29	66.11
Off-Campus Labs (internship/externship, clinical experience, supervised occupational experience, field experience)	5.6	8.96	3.73	2.12	1.49	.94	1.12	5.42	11.94	19.1	76.12	63.44
Demonstration/Performance (individual or group, role- playing, debates, speech, performance on national licensure exams)	.37	3.09	.75	1.19	2.62	3.09	6.74	6.89	24.72	25.42	64.79	60.33
Specific Skill Assessments (specific to programs and technical programs)	.37	2.13	.37	0	2.23	3.07	10.41	11.11	36.43	34.28	50.19	49.41
Papers (journals, quick writes, minute papers, one- sentence summary, reflection paper, research paper, etc.)	3.72	7.21	4.83	2.56	4.46	3.72	7.06	15.12	21.93	19.53	57.99	51.86
Individual Projects (portfolio assessment, competency portfolio, Capstone project, etc.)	.37	3.49	1.87	1.63	5.22	2.79	8.96	11.63	32.09	28.3	51.49	51.16
Group Projects (debates, presentations, etc.)	1.86	4.74	3.35	1.66	6.32	6.4	6.32	8.06	2.23	3.79	79.93	75.36
Evaluations (self, peer, external evaluations)	.37	2.58	1.86	2.11	8.55	6.81	7.43	17.84	31.6	27.7	50.19	42.96

Other Assessment Methods Used (not listed above)

Method

Instructor developed application worksheets
Virtual/Simulation labs
ATI practice tests

Rating

4
3
5

Case studies and media simulations	5
Excel spreadsheets to determine cost of production and profitable sales points	5
Finpack financial updates with business analysis	5
Finapck program and financial analysis charts	5
Art projects	5
Guest presenters	5
Industry professional speakers	5
On-site placement visit	5

Appendix C

Proposed Changes to Course Assessment Methods

- Move course assignments online using D2L (as opposed to paper copies graded by hand). This allows students access to their work more easily and receive immediate feedback.
- Use a wider variety of assignments (projects, presentations, etc.) to assess in a variety of ways.
- Switch to include D2L discussion posts as part of weekly reading and writing assignments which adds an analytical, evaluative, and discursive component to the weekly writing assignment.
- HSER 1121: American Sign Language. Include software that provides instant feedback with signing so students see what they sign are or are not appropriate.
- Add rubrics for better student clarity and more efficient flow of the course.
- Addition of closed captioning, as available, in order to better serve students with hearing impairments as well as to improve retention of video-based information for all students.
- Incorporate more worksheets and discussions to aid in student analysis of information.
- Add instructor videos to online learning that focus on the instructions of the course, not just content of material.
- Utilize an Open Educational Resource (OER) versus a textbook. Students demonstrate the conceptual grasp of course content in the online discussions, final exam and assignments.
- Increase the number and quality of assignments completed in the Electronic Health Records (EHR) program. This gives students exposure so they can transfer learning to whatever EHR system their employer uses.
- Update study guide outlines and exams.
- Include case studies to review and respond to questions in each section (hematology, bio fluids, urinary analysis, etc.).
- Re-write the final exam to improve the assessment of student knowledge that is in alignment with the certification board exam.
- Modify homework on Connect and D2L that is balanced for the number of credits for the course.
- Use current events in discussions, case studies, and essay questions on exams.
- Add a multi-patient simulation; space simulations out over the semester; give preparation work assignments prior to simulation.
- Utilize more online resources.
- Change the timing of open book and proctored tests to allow students to adjust to the course material before the first proctored test.
- Remove film/screen imaging from the course as it is outdated.
- Communication lab was added for student to complete in addition to other labs. This was added to aid in communicating appropriately or willingly to their patients in their clinical notations.
- Stay on top of new laws and rules that continue to change.
- Restructure the program to follow the power sports seasons. Allows students to focus on a specific piece of equipment.
- Add eyelash extension training to the program.
- Update teaching methods to include spreadsheet creation and management to assist students in appointment tracking and basic accounting principles.

- Add more labs for students to get more practice in wiring.
- Modify visual lecture delivery from primarily white board to primarily smart board.
- Implement formal observation process for field experiences
- Make more urinalysis labs.
- Reduce the number of reading assignments by allowing students to choose between several stories in the same section, rather than assigning all stories in the section.
- Include online video lectures to assist students in understanding the material.
- Allow students the flexibility of using any software/medium of their choice in the final project for digital literacy.
- Implemented additional field labs to provide more hands-on experience in soil and water conservation.
- Add additional critical thinking assignments.
- Add a new hydraulics textbook.
- Stay abreast of changes coming in the fall of 2019 from the Cosmetology board.
- Add a pre-assessment test.
- Split discussion boards into groups rather than individual.
- Slow down the pace of the course in the beginning part of the semester to address a lack of base knowledge.

Appendix D
Effectiveness of Program Assessment Methods Used

Assessment Methods	1 Poor	2 Low Average	3 Average	4 High Average	5 Excellent	NA Not Applicable
Individual presentations/demonstrations	0	0	14.29	25	28.57	32.14
Group presentations/demonstrations	0	1.79	8.93	28.57	10.71	50
Student observations	0	0	5.36	12.5	33.93	48.23
Student portfolios	1.79	0	0	5.36	5.36	87.5
Student self-evaluation	1.79	1.79	12.5	23.21	16.07	44.64
Oral interviews	0	1.82	3.64	25.45	5.45	63.64
Concept mapping	0	0	1.82	12.73	9.09	76.36
Instructor- and publisher-developed quizzes and tests	0	0	1.79	21.43	62.5	14.29
Review questions	0	0	10.91	38.18	34.55	16.36
Research and reflection papers	0	1.79	3.57	19.64	30.36	44.64
Simulations	0	0	3.57	26.79	25	44.64
Advisory committee feedback	0	0	10.91	16.36	60	12.73
State Board Exams	1.79	0	0	0	21.43	76.79
Graduate surveys	0	1.79	25	5.36	10.71	57.14
Employer surveys	0	0	8.93	7.14	21.43	62.5
Program data collection for attrition and retention	0	3.57	14.29	14.29	30.36	37.5
Program data collection for job placement	0	1.79	5.36	19.64	19.64	53.67
*NOCTI assessment	0	1.79	7.14	7.14	19.64	64.29
Other industry-based assessments (i.e., IDEA surveys, FBM annual analysis, Financial Red Flags report, AAMA exam reports.	1.79	0	8.93	19.64	19.64	50

*NOCTI: National Occupational Competency Testing Institute

Appendix E
Co-Curricular Club & Organization Activities

Club/Organization	Activities
Alpha Nu Kappa – Phi Theta Kappa (PTK)	<ul style="list-style-type: none"> • 1-2 campus community projects per academic year • Plan and implement Red Cross Blood Drive • Participate in the Better World Books recycling project • Participate in PTK International online Five Star Competition • Participate in PTK (Minn-Kota) regional leadership conference
Art Club	<ul style="list-style-type: none"> • Bi-weekly planning meetings • Host local artist displays • Annual Fine Arts displays
Athletics - Intramural	<ul style="list-style-type: none"> • Co-Ed basketball • Co-Ed 3-3 basketball • Spikeball • Ping Pong • Playstation Madden tournament • Playstation Y2K basketball tournament • Dodgeball • Indoor soccer
Business Professional of America (BPA)	<ul style="list-style-type: none"> • No information provided
Campus Crusade for Christ (Cru)	<ul style="list-style-type: none"> • Participate in monthly meetings with faith-based lesson and discuss.
Child Care Club	<ul style="list-style-type: none"> • Monthly planning meetings • Halloween event • Toys for Tots • Read Across America in local schools • Early Childhood Family Education fair • Kids First conference
Clay Target Team	<ul style="list-style-type: none"> • 10 meetings during the season • Competitive play for 6 weeks
Cosmetology Club	<ul style="list-style-type: none"> • Bi-monthly planning meetings • Hair & Nails for residents of the Good Sam nursing home • Presented to a group of home-schooled students • Marketing training • Fargo Cosmoprof Hair show to learn advanced techniques • State conferences
Cultural Diversity Club	<ul style="list-style-type: none"> • Theater productions that highlight cultural practices • Lectures & classes by artists, authors, historians, social activists that represent ethnic and culturally diverse communities • Student volunteer host/co-host demonstration of cultural celebrations • Celebrations around the world event • Native American Conference • Power of Diversity Conference
Law Enforcement Club	<ul style="list-style-type: none"> • Monthly planning meetings • Adopt a Highway • Red Cross Blood Drive • Community Christmas Basket Program • Scholarship Raffle • YMCA Cruise Dinner volunteer services • Adrian and Worthington Prom volunteer services
Music	<ul style="list-style-type: none"> • Meet twice per week for rehearsal • Minimum of one public performance per semester • Support Celebrations Around the World • Support Fine Arts Day

Post-secondary Agricultural Student Organization (PAS)	<ul style="list-style-type: none"> • Quarterly meetings • Attend State Conference • Attend National Conference • Fund raising events
Student Senate	<ul style="list-style-type: none"> • Two meetings per month for planning activities • Welcome Back Student Kick-Off • Homecoming • Rock-the-Vote concert • We Love Our Students luncheon • Bingo • Spring Break Day Trip to Chanhassen Dinner Theater • Thanksgiving meal • Red Cross Blood Drive • Graduation dinner • Community Christmas Baskets, Food shelf Aid • Campus committee participation, Interview committees • State and local conferences on student government
Theater	<ul style="list-style-type: none"> • Rehearsal 3 days per week; 3 hours per day for 8 weeks • 3 public performances in November • Spring Field trip to a professional theater production
Veteran's Club	<ul style="list-style-type: none"> • Participate in monthly meetings • Two formal semester meetings • One fundraiser per year • Restructure Veteran's Center on campus

Appendix F

Co-Curricular Effectiveness of Assessment

Intellectual Agility Learners develop the ability to use knowledge, behaviors, skills, and experience flexibly in new and unique situations to innovatively contribute to their field.						
Student Learning Outcomes	1 Not at all	2 Poor	3 Fair	4 Very Well	5 Excellent	NA Not Applicable
Identify patterns to make connections between seemingly unrelated phenomena	5.26	0	26.32	10.53	10.53	47.37
Seek, construct, integrate, articulate and apply knowledge and aesthetics across contexts	0	0	26.32	36.84	15.79	21.05
Connect new ideas with existing knowledge	0	0	0	47.37	47.37	5.26
Generate, analyze, and implement novel solutions to problems	0	0	15.79	31.58	42.11	10.53
Reflect on learning and experience, adjusting goals and developing actions accordingly	0	5.26	15.79	31.58	42.11	5.26
Global Mindset Learners develop knowledge, skills and behaviors to live, work, and communicate with people whose backgrounds, experiences and perspectives are different from their own as well as to consider the global impact of their decisions.						
Student Learning Outcomes	1 Not at all	2 Poor	3 Fair	4 Very Well	5 Excellent	NA Not Applicable
Engage and build relationships with people from different cultures and contexts	0	0	15.79	21.05	52.63	10.53
Create inclusive environments.	0	0	10.53	31.58	57.89	0
Calibrate one's behavior and communication to exhibit cultural sensitivity in professional and social settings.	0	5.6	10.53	52.63	10.53	21.05
Make decisions and personal choices that reflect an understanding of global repercussions, including environmental, societal, cultural, political, and economic.	0	0	21.05	42.11	21.05	15.79
Articulate how exposure to multiple world views has impacted one's own perspectives and ways of being.	0	5.26	21.05	31.58	15.79	26.32
Social Consciousness and Commitment Learners develop the confidence, skills, and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.						
Student Learning Outcomes	1 Not at all	2 Poor	3 Fair	4 Very Well	5 Excellent	NA Not Applicable
Demonstrate empathy and concern for individuals, communities, and societies.	0	0	10.53	36.84	42.11	10.53
Negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts.	0	0	42.11	15.79	5.26	36.84
Take actions to achieve or advocate for social justice.	0	0	36.84	15.79	10.53	36.84
Engage in constructive social change through responsible action.	0	0	31.58	42.11	10.53	15.79
Identify and articulate one's own identities and the intersectionality of these identities.	0	0	22.22	38.89	5.56	33.33
Professional and Personal Effectiveness Learners develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationships, and shape their personal and professional identities to achieve fulfillment.						
Student Learning Outcomes	1 Not at all	2 Poor	3 Fair	4 Very Well	5 Excellent	NA Not Applicable
Build and leverage networks with people of varying backgrounds, roles, and perspectives to achieve professional and/or personal goals.	0	0	10.53	36.84	52.63	0
Critically and systematically analyze pertinent information to make decisions and/or solve problems	0	0	36.32	36.84	10.53	26.32
Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or	0	0	21.05	47.37	26.32	5.26

personal goals.						
Persevere through setbacks and disappointment constructively.	0	0	10.53	57.89	26.32	5.26
Well-Being						
Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.						
Student Learning Outcomes	1 Not at all	2 Poor	3 Fair	4 Very Well	5 Excellent	NA Not Applicable
Build and sustain meaningful relationships with individuals who provide guidance and support.	0	0	21.05	15.79	53.16	0
Continually reflect on and align behavior with personal values, beliefs, meaning, and purpose.	0	0	10.53	31.58	36.84	21.05
Optimize emotional and physical health	0	5.26	26.32	36.84	15.79	15.79
Consistently employ harm/risk reduction strategies.	0	5.26	36.84	15.79	10.53	31.58
Effectively balance autonomy and interdependence.	0	0	36.84	26.32	10.53	26.32
Pursue, embrace, and value aesthetics.	0	5.26	15.79	31.58	21.05	26.32