



**MINNESOTA WEST  
COMMUNITY AND TECHNICAL  
COLLEGE**

**ASSESSMENT SUMMARY REPORT**

2020-2021

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# Assessment Summary Report

2020-2021 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 cocurricular levels. Second, assessment of learning outcomes provides 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 OVERVIEW

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, technical and cocurricular programs. 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 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 tools. At the end of the academic year, a full day is committed to assessment activities. Several meetings are held throughout the day to further explain and gather feedback from faculty and staff regarding course, technical and cocurricular programs.

## Learning Outcomes

Learning outcomes are what drive the assessment process and activities. All students of Minnesota West are provided with a clear idea of what can be achieved at the end of their program of study. Learning outcomes are the navigation tool in courses, technical programs and all cocurricular programs.

## Institutional Learning Outcomes (ILOs):

Minnesota West's Institutional Learning Outcomes were developed in summer of 2019.

The Institutional Learning Outcomes (ILOs) are directly connected not only to the Values of the college – essentially becoming the Values, defined – but also to the college’s Mission and Vision. The ILOs are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of Minnesota West, including courses, technical programs, and cocurricular programs. The ILOs are a part of every assessment tool and are measured in courses each semester, and annually in technical and cocurricular programs. The ability to measure is essential for understanding how well we are achieving our Institutional Learning Outcomes and, ultimately, understanding how well we are achieving our mission. The Minnesota West Institutional Learning Outcomes are as follows:

1. Community Engagement and Courage: 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.
2. Diversity and Inclusion: 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.
3. Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
4. Integrity: Learners develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationship, and shape their personal and professional identities to achieve fulfillment.
5. Student Success: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

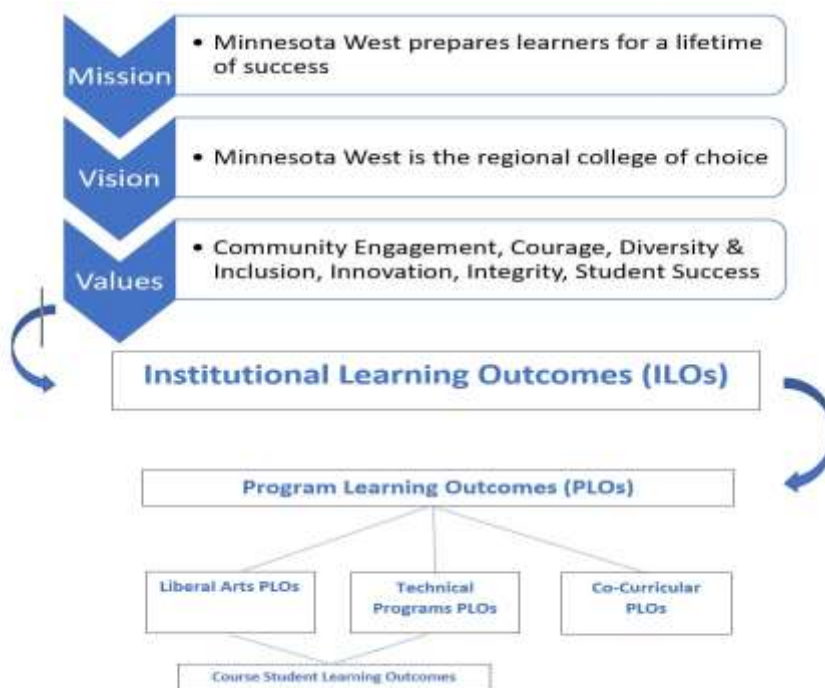
#### Program Learning Outcomes (PLOs):

The Program Learning Outcomes (PLOs) are clear, concise statements that describe how students can demonstrate their mastery of the specific program whether it be within a technical program, a club and organization, or interacting the any of the student services programs (i.e., advising, tutoring, student services, etc.). The PLOs are intentionally written in a way that allows an individual to measure achievement of each outcome in the respective program.

#### Student Learning Outcomes (SLOs):

The Student Learning Outcomes are clear, concise statements that describe how students can demonstrate their mastery of the specific course material. The SLOs are written in observable, measurable statements that support the Program and

Institutional Learning outcomes, and ultimately, the mission.



## CHANGES IN ASSESSMENT ACTIVITIES 2020-2021

Several changes were implemented during the 2019-2020 academic year to include course, technical program, and cocurricular learning outcomes; curriculum maps; and assessment site tools. Only minor editing was completed during the 2020-2021 academic year to ensure consistent assessment data for a minimum of two years. This process continued as changes were made to course and program learning outcomes throughout the academic year.

Feedback from faculty and staff is derived from each of the assessment tools. Recommendations from faculty and staff drive any minor editing and major changes to the assessment tools, training, and use of data. Major changes to the assessment tools can be reviewed in the 2019-2020 Assessment Summary Report.

Changes to Cocurricular assessment included removing Financial Aid and Customized Training from the areas to be assessment in this format.

Course, Technical and Cocurricular program assessment is completed using the Desire2Learn Brightspace platform. Course assessment is completed at the conclusion of each semester while technical program and cocurricular program assessment are 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 2021-2022 academic year. Many of those changes will be as a result of faculty and staff feedback provided on each respective assessment tool. In addition, progress to improve more course outlines with updated learning outcomes will continue through the 2021-2022 academic year. The schedule of assessment activities will also be in alignment with the Program Review cycle. See faculty and staff recommendations.

## 2020-2021 ASSESSMENT SUMMARY

### Course Assessment

#### Employment Status of Faculty that completed course assessment.

Employment Type	Fall, 2020	Spring, 2020
Full-time	80%	79%
Part-time	7%	8%
Adjunct	9%	8%
REACH Concurrent Enrollment	4%	5%

Assessment Completion: All full-time faculty completed course assessment in fall and spring. The majority of part-time and adjunct faculty completed the forms for both semesters. The REACH concurrent enrollment faculty also completed course assessment during this academic year.

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 utilize a Likert scale to rate the effectiveness of the assessment method used in their respective course. Ratings range from a score of 1, meaning the method was not effective at all in measuring student learning to 5, meaning the method was extremely effective in measuring student learning. If faculty did not use the specific assessment methods, Not-Applicable (NA) is an option.

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 and ratings included on the Assessment tool can be found in the Assessment Summary Report: Data Sets, 2020-2021

If a Faculty member uses an assessment method that is not listed, a separate area is available for writing in that method and the rating of effectiveness in measuring student learning outcomes. Some examples are: community service activities, online simulations, and open pedagogy where students develop the quizzes and assignments.

Consistent across all 17 categories, the majority of faculty rated the assessment measure used as “effective” to “extremely effective” in assessing student learning outcomes. While it is assuring to determine assessment methods are effective, it is those methods that were not as effective that drive major changes. Faculty that indicated “not effective at all” or “somewhat effective) ratings of assessing student learning outcomes have an additional area to explain why the method was not effective and what changes will be made in future course offerings.

Changes made to course as a result of prior assessment methods: Those faculty who determined 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. Some examples of change made include revision of content to achieve clarity of materials; improved use of Zoom features to enhance instruction; changed format of course to incorporate use of additional software; added more (or less) assignments and discussions; and more (or less) quizzes and exams. For a comprehensive list of proposed changes, detailed information can be found in the Assessment Summary Report: Data Sets, 2020-2021

Proposed changes to course assessment methods as a result of the 2019-2020 assessment data:

The information provided by the faculty indicate a passion and desire to provide the best education to the students in the courses offered at Minnesota West. Most faculty indicated needs to change some strategies or teaching methods that will more accurately measure the Student Learning Outcomes. This provided support and evidence that the faculty at Minnesota West have embraced not only the culture of assessment but also the culture of continuous improvement.

Because the proposed changes made is extensive a few examples will be included here. For detailed information please refer to the Assessment Summary Report: Data Sets, 2020-2021. Many faculty indicated a need to focus more on linking the Institutional Learning Outcomes into lectures and activities within the classroom both face-to-face and online. This was indicated as proposed changes last academic year as well. Based on this need, further training on the Institutional Learning Outcomes will continue in the 2021-2022 academic year. Other faculty focused on providing more diverse work sites for internships; experiment with new online laboratory simulation activities; adding rubrics to every assignment; and add components of self-reflection on the students’ own experiences. Faculty provided thoughtful consideration to the proposed changes in individual courses. One example is from the Communication Studies Division:

*One area of improvement in this course is regarding the following learning outcome: “Develop and demonstrate skills in managing perception, disclosure,*

*assertiveness, emotions and conflict. I think a specific assignment that allows students to demonstrate assertive communication in different scenarios would be an added bonus.*

Another example provided was to incorporate an open pedagogy to the students and let them determine what assessments they believe will assist with their learning and course performance.

One more example is provided that provides evidence of faculty persistence in ensuring changes are made to enhance student learning:

*Describe how cultural pluralism has shaped and enriched US history and society. This is something where I want to focus my attention as we continue down the path of trying to understand that our country has been positively impacted by the many cultures that are represented in the United States.*

### Changes made due to the Corona Virus (COVID-19) Pandemic

In March of 2020, faculty worked not only diligently to alter their course delivery method but also creatively to present information to students to ensure student learning outcomes were met due to the stay-at-home order in Minnesota. While many courses at Minnesota West were already fully online requiring minimal change, all face-to-face and lab course needed to move their delivery method to online or distance learning. This posed many challenges but the faculty worked diligently to meet those challenges to ensure students could not only finish the course but also do so in an educationally sound manner while still meeting the student learning outcomes. Those faculty that had lab components moved equipment and technology to their home. Those courses that required skill performance used social distancing, smaller cohorts, and zoom demonstrations to determine skill mastery.

Fall of 2020 began with continued safety protocols to maintain social distancing and masking. Many faculty continued with the delivery methods listed above. A hyflex model continued with dynamic delivery methods employed.

As the list of changes made is extensive so only a few will be highlighted in this report. For the full list of changes made please refer to the Assessment Summary Report: Data Sets, 2020-2021

*Example: Introduction to Psychology was offered face-to-face in the fall semester. The faculty moved the course into the Theater to afford the 6-foot social distancing requirements. Masks were required for everyone. Because this course had 46 students, the Theater could not accommodate all students (maximum was only 30 individuals – instructor included). The faculty structured the course to have those students who preferred face-to-face in the Theater while the other students engaged in live Zoom. All exams were taken online using the Brightspace by D2L platform. There were no paper products exchanged between faculty and student or student to student. Because this faculty valued group activities, students were expected to present a topic of interest at the end of the semester. These occurred via live Zoom.*



Faculty reported moving into the fall semester was easier because of changes they made in March of 2020. However, there were continued concerns regarding students who did not have access to internet or technology in their homes. Computers were available to check-out and various areas of the campuses were set-up for students to access online courses and materials. Accommodations were made to these students and the ability to make-up work was provided. Faculty continued to report a greater lack of participation and requirement completion from students when Zoom was the primary delivery method. Many faculty also used Zoom and included live lectures in online courses that students could participate in should they choose. Many of those faculty reported this feature was used at the beginning of the semester but significantly decreased by mid-semester. Some faculty stopped using this feature as no students would participate.

The impact of the COVID-19 pandemic on meeting the student learning outcomes was varied. As mentioned earlier, those courses that were already fully online were minimally impacted while others had some areas of concern. The information provided by faculty to this question was primarily positive. Most student worked more diligently, transitioned smoothly, and were able to meeting the learning outcomes. Full commentary from faculty can be found on the Assessment Summary Report: Data Sets, 2020-2021. The impact of the changes in instructional delivery is significantly less from the year prior as faculty and students have become better at using technology (in particular Zoom) and faculty's creativity.

#### Technical Program Assessment

Technical Program assessment is conducted annually at the end of spring semester. Course assessment within those programs 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 evaluated and re-designed in an attempt to ensure essential qualitative and quantitative data are collected. No significant changes were made to the Technical Program Assessment Tool in order to maintain consistency in data for a minimum of two years.

Programs included in this report: Sixty-four technical programs were assessed this academic year.

Effectiveness of assessment methods used: Similar to course assessment, faculty utilize a Likert scale to rate the effectiveness of the assessment method used in their respective course. Ratings range from a score of 1, meaning the method was not effective at all in measuring student learning to 5, meaning the method was extremely effective in measuring student learning.

Based on the ratings of the Program Coordinators, a variety of measures are used to assess student learning at the program level. Similar to the data from the prior year, the most frequently used and seemingly most effective are Advisory committee feedback, comprehensive final exams, performance and presentations, internships/externships/preceptorships, and simulations. Student observations, oral interviews, and program data collection for attrition and retention are also considered valuable assessment measures. Specific program accrediting agencies provide invaluable feedback that not only guides the program but promotes a culture of continuous improvement. Detailed information can be found in the Assessment Summary Report: Data Sets, 2020-2021

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

Most Minnesota West technical programs, such as those involving health care, include state and national tests that students must pass to earn certifications or licenses required for employment. Other programs, such as Medical Lab Technician/Phlebotomy involve optional licenses or certifications from outside organizations. When no other national tests or standards are required, most technical programs use the National Occupational Competency Testing Institute (NOCTI).

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, one program will be highlighted here.

*Associate Nursing Program: Based on the 2019-2020 assessment data the program instituted more select-all and short-answer questions on tests to prepare for their licensing exams. Midterm and final exams were on-campus spring semester while decreasing the number of tests for each course to maintain testing integrity. Faculty added case studies to didactic classes to enhance critical thinking; updated the clinical evaluation tool and clinical paperwork due to student/faculty to better assess student performance. In addition, the testing window was shortened to promote academic integrity. Due to Covid restrictions, virtual simulations were added when needed and lab times were adjusted.*

*All identified Program Learning Outcomes were met as Extremely Effective with the exception of one: "learners will incorporate the forms of artistic expression and their inherent creative processes (rated as Very Effective). All five of the Institutional Learning Outcomes were identified as Extremely Effective.*

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 Diesel mechanics and Diesel Technician programs requested funds to purchase an updated high-pressure common rail injector tester as it teaches the students the cutting edge of fuel injection that runs the diesel engines. In the agriculture program, precision technology equipment was purchased to expose and train students on technology used in the industry. The Medical Lab Technician program received through Perkins Grant funds, a blood bank cell washer and HemCue that measure hemoglobin. These purchases taught students about the most current method to wash cells for blood banking (prior completed by hand). In addition, the HemCue is the most current used in Physician Office Lab and can be used by the Phlebotomy and Medical Assistance programs, as well as used at career fairs to promote enrollment. Detailed information can be found in the Assessment Summary Report: Data Sets, 2020-2021

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.

#### Changes made due to the Corona Virus (COVID-19) Pandemic

The Technical Program faculty continue to utilize the creative changes made last spring, to ensure delivery of course material and to provide the required lab, internship, externship, etc. experiences for their respective program. Programs employed all safety practices that were required to ensure both faculty and students had a safe environment and experience. While fall semester allowed for on-campus courses, continued use of social distancing and mask mandates were employed. For example, the Electrician Program expanded lab facilities to maintain Covid restrictions and provide two sections on the Jackson campus. This allowed students to complete labs face-to-face.

Detailed information can be found in the Assessment Summary Report: Data Sets, 2020-2021

### Cocurricular Assessment

Co-curricular assessment is completed at the end of the academic year.

#### Advising

The advising program provides many services to students including academic advising, course registration, course placement, course schedule planning, transcript review for transfer of credits, petitions, appeals, orientations, preparation for Degree Audit Report (DARS) review, review admission status. In addition, Advisors send reminders to students, respond to Early Alert Campaigns, instruction to students on using GradesFirst, DARS, transcripts, schedule, financial aid, bills and payment, and use of the e-services account. Advisors also assist with petitions and referrals to outside agencies for services if needed, and connecting students to community and college resources.

The advising program assessment tool includes the program learning outcomes (PLOs). The PLOs were developed during several planning sessions with consultation from the assessment coordinator. The assessment tool was completed as a collective group representing input from all the advisors of the college.

Assessment activities provided more accountability and consistency in tracking as well as follow-up activity and results. It also provided a more organized lay-out of current students not registered for advisors. In addition, the assessment activities educated the advising staff on the importance of assessment.

#### Likert Rating Scale

1 = Not effective at all (did not measure Program Learning Outcomes well)

2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)

3= Effective (measured Program Learning Outcomes adequately)

4= Very effective (measured some Program Learning Outcomes adequately and some very well)

5 = Extremely effective (measured all Program Learning Outcomes very well)

NA = Not applicable (did not measure this learning outcome)

Advising Program Learning Outcomes – Effectiveness							
PLO	ILO	1	2	3	4	5	NA
Learners will develop relationships to become an engaged citizen.	Community Engagement & Courage			X			
Learners will identify and utilize a support system of family, friends, significant others, coworkers, and/or college faculty and staff.	Community Engagement & Courage				X		

Learners will demonstrate leadership in making improvements to the physical and human condition of community and neighborhood residents.	Diversity & Inclusion			X			
Learners will demonstrate organizational skills to utilize appropriate in-house and community resources.	Innovation				X		
Learners will provide solutions that have significant impact on the community's improvement.	Community Engagement & Courage			X			
Learners will develop coping skills to handle failure by utilizing creative ways to overcome challenges.	Integrity				X		
Learners will demonstrate awareness of balancing academic work, social, family, and extra-curricular activities.	Innovation, Integrity				X		
Learners will develop the communication skills to effectively navigate their college experience.	Student Success			X			
Learners will describe how their chosen program of study helps to achieve both personal and professional growth.	Student Success					X	

Based on the ratings of the advising program staff, a majority of the activities provided to students are considered to be effective or very effective in meeting the Program Learning Outcomes. Rated as Effective are the areas of leadership development, communication skills, and providing solutions that will impact the community. Rated as Extremely Effective are the student's ability to describe how their chosen program of study helps to achieve both personal and professional growth. Those methods that were considered to be Very Effective include students using support systems when in need, demonstrating organizational skills, demonstrating coping skills, and demonstrating awareness of balancing academic, work, social, family, and extra-curricular activities.

While some variability in ratings occurred from the 2019-2020 to the 2020-2021 academic years, the most significant change is the ratings of Somewhat Effective to Effective in regard to leadership development and student-initiated solutions.

Additional methods of gathering assessment data will be explored in the 2021-2022 academic year.

Changes made due to the Corona Virus (COVID-19) Pandemic

Several changes were made to the advising program due to COVID-10 during the 2019-2020 academic year. During the 2020-2021 academic year, the Advising program switched from remote/teleworking to meeting with students via Zoom and telephone. Microsoft Bookings was employed to aid students in making appointments with advisors. This software provided reminders to both the advisors and students, while giving students more access to a variety of meeting times. The advisors began using the Microsoft TEAMS site to help track students they needed to connect with and which advisor was assigned to do so. Because so many students were not on campus, measuring all of the assessment pieces was difficult to track. Other changes included using Jabber to redirect phone calls to home offices and use of online videos and promotional materials.

Advising staff continued to use all Covid safety protocols including social distancing, use of face masks and desk shields.

#### *Clubs and Organizations*

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 from Student Senate 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. Some of those activities include the American Red Cross Blood Drive (PTK and Law Enforcement Club); Adopt a Highway ditch cleanup and Mobile Meals (Law Enforcement Club); and; various Intra-mural activities including flag football, spike ball, dodgeball, open gym, NBA Y2K PlayStation tournament; delivery of Christmas baskets, Drive-In Theater on campus, and yard bingo (Student Senate); Meetings for various clubs and organizations; and publication of *Unwound: A Creative Journal* (Writing Club).

Several activities were not able to meet face-to-face due to the number of students and some events were not held due to the Covid-19 pandemic. Such activities include the spring Art exhibition, guest artists, and the theater production.

A complete list of club and organization activities can be found in the Assessment Summary Report: Data Sets, 2020-2021.

<b>Club/Organization</b>	<b>Number of Participants</b>
Alpha Nu Kappa – Phi Theta Kappa	21+
Athletics – Intramural	21+
Art Club	6-10
Business Professionals of America (BPA)	Information not provided

Campus Crusade for Christ (Cru)	Information not provided
Child Care Club	6-10
Clay Target Team	Information not provided
Cosmetology	11-15 21+ 11-15
Cultural Diversity Club	Information not provided
Law Enforcement Club	21+
Mechatronics Club	11-15
Music	Faculty on Sabbatical
Post-Secondary Agricultural Student Organization (PAS)	11-15
Student Senate	60+ college-wide
Theater	Faculty on Sabbatical
Veteran's Club	6-10
Writing Club	1-5

Likert Rating Scale

1 = Not effective at all (did not measure Program Learning Outcomes well)

2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)

3= Effective (measured Program Learning Outcomes adequately)

4= Very effective (measured some Program Learning Outcomes adequately and some very well)

5 = Extremely effective (measured all Program Learning Outcomes very well)

NA = Not applicable (did not measure this learning outcome)

<b>Clubs and Organizations Program Learning Outcomes (PLOs) - Effectiveness</b>							
<b>PLOs</b>	<b>ILOs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Learners will demonstrate empathy and concern for individuals, communities, and societies	Community Engagement & Courage	0	1	0	6	3	3
Learners will negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts.	Community Engagement & Courage	0	0	3	4	2	4
Learners will take actions or advocate for social justice.	Community Engagement & Courage	1	1	4	0	2	5
Learners will engage in constructive social change through responsible action.	Community Engagement & Courage	0	1	0	5	3	4
Learners will identify and articulate one's own identities and the intersectionality of these identities.	Community Engagement & Courage	0	0	5	3	2	3
Learners will engage and build	Diversity &	0	0	2	3	5	3

relationships with people from different cultures and contexts.	Inclusion						
Learners will create inclusive environments.	Diversity & Inclusion	0	0	1	2	7	3
Learners will calibrate one's behavior and communication to exhibit cultural sensitivity in professional and social settings.	Diversity & Inclusion	0	1	2	4	3	3
Learners will make decisions and personal choices that reflect an understanding of global repercussions, including environmental, societal, cultural, political, and economic.	Diversity & Inclusion	1	1	1	6	1	3
Learners will articulate how exposure to multiple worldviews has impacted one's own perspectives and ways of being.	Diversity & Inclusion	0	1	5	3	1	3
Learners will identify patterns to make connections between seemingly unrelated phenomena.	Innovation	1	0	5	1	1	5
Learners will seek, construct, integrate, articulate and apply knowledge and aesthetics across contexts.	Innovation	0	0	5	2	1	5
Learners will connect new ideas with existing knowledge.	Innovation	0	1	1	5	3	3
Learners will generate, analyze, and implement novel solutions to problems.	Innovation	0	1	3	2	3	4
Learners will reflect on learning and experience, adjusting goals and developing actions accordingly.	Innovation	0	0	1	6	3	3
Learners will build and leverage networks with people of varying backgrounds, roles and perspectives to achieve professional and/or personal goals.	Integrity	1	1	2	7	2	0
Learners will critically and systematically analyze pertinent information to make decisions and/or solve problems.	Integrity	1	4	3	3	2	0
Learners will continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals.	Integrity	1	2	2	4	4	0
Learners will persevere through setbacks and disappointment constructively.	Integrity	1	1	2	6	3	0
Learners will build and sustain meaningful relationships with	Student Success	0	0	1	3	5	4



individuals who provide guidance and support.							
Learners will continually reflect on and align behavior with personal values, beliefs, meaning, and purpose.	Student Success	0	2	1	3	3	4
Learners will optimize emotional and physical health.	Student Success	0	2	1	3	3	4
Learners will consistently employ harm/risk reduction strategies.	Student Success	1	2	2	2	2	4
Learners will effectively balance autonomy and interdependence.	Student Success	0	3	3	2	2	3
Learners will pursue, embrace, and value aesthetics.	Student Success	0	2	2	3	2	4

\*PLOs are listed for all clubs and organizations however, not all addressed every learning outcome. PLOs specific to each club and organization can be located on the Assessment Site on D2L Brightspace.

\* The number represented under the Likert scale rating reflects the number of clubs and organizations that focused on that particular learning outcome.

Based on the quality of PLOs provided by the various clubs and organizations at Minnesota West, providing a quality experiences that promotes life-long learning is important. Consistently, advisors rated the effectiveness of their assessment methods as “effective,” “very effective,” or “extremely effective.” While the majority of the ratings were positive, the advisors did not hesitate to indicate when program learning outcomes were not measured using the best methods. This is in part due to the limitations as a result of the pandemic. Advisors will review and analyze the assessment data to ensure better assessment methods are employed during the 2020-2021 academic year.

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.

#### Changes made due to the Corona Virus (COVID-19) Pandemic

While communications and awards were provided to students via email, zoom or postal mail, all clubs and organization face-to-face activities ceased with the onset of the COVID-19 pandemic and the subsequent stay-at-home Executive order from the Governor of Minnesota in March of 2020. Advisors were dedicated to ensuring clubs and organizations would be as operational as possible in fall of 2020.

Changes made to the clubs and organizations based on data from the 2019-2020 academic year included involving students more in the setting-up of operations of the events; gave more authority of clubs to the student president; organized more outdoor

activities; adjusted meals to be box lunch or using social distancing; and provided students with the technology needed to use Zoom for meetings.

These changes helped students become more diligent with their time and communications in order to successfully complete the activities and events; pushed students to reach goals and showcase their work; and students felt supported in their efforts to comply with the Covid restrictions while still engaging in their respective club and organization.

Proposed Changes for the 2021-2021 Academic Year

While activities of clubs and organizations will be dictated by the parameters set due to COVID-19, Advisors are optimistic and look to make changes that will enhance not only the students experiences but also ensure learning outcomes are fully met. Some examples provided by the Advisors include holding more meetings via Zoom; gear club projects toward the current college and community needs; plan social engagement early in the year to get students working together and involved; add local events, meetings, and social gatherings.

*Library and Academic Resources Centers (LARC)*

The LARC provides library research and instructions sessions individually face-to-face, online, and in the classroom, student research assistance, and selection, organization, and dissemination of academic resources. The staff of the LARC had limited face-to-face contact with students due to the parameters established due to Covid-19. Despite those limitations, the LARC staff conducted 23 individual research sessions with students and 15 classroom instruction sessions via zoom.

None of the Program or Institutional Learning Outcomes were measured this year due to the limited direct student contact.

Likert Rating Scale

- 1 = Not effective at all (did not measure Program Learning Outcomes well)
- 2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)
- 3= Effective (measured Program Learning Outcomes adequately)
- 4= Very effective (measured some Program Learning Outcomes adequately and some very well)
- 5 = Extremely effective (measured all Program Learning Outcomes very well)
- NA = Not applicable (did not measure this learning outcome)

LARC Program Learning Outcomes – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will seek resources from diverse perspectives in order to broaden their frame of reference.	Community Engagement & Encourage						X
Learners will recognize the cultural, physical, social and historical	Diversity & Inclusion						X

contexts of an information source in order to understand how they influence the content.							
Learners will critically examine sources for depth of coverage, quality, and validity in order to select those appropriate to the information needed.	Innovation						X
Learners will demonstrate ethical behavior through their use and creation of information.	Integrity						X
Learners will recognize issues related to privacy, ethics, intellectual property and copyright in order to respect the rights of others, comply with laws, and contracts, or safeguard personal information.	Integrity						X
Learners will develop a strategy for persisting in information seeking despite challenges in order to overcome potential roadblocks in research.							X

The primary method of gathering data to determine the effectiveness of assessment included analyzing quiz results from library units in online courses and consultation of library resources and database usage statistics. These were considered to be very effective methods. Additional assessment methods need to be considered for more robust assessment data.

Faculty librarians conducted 15 library research and instruction sessions face-to-face during the 2019-2020 academic year. The online librarian was embedded in 4 online courses and student success rates on the library unit quiz averaged 76%. Two hundred, thirty-eight individual contacts regarding library research and resources occurring ranging in scope from citation assistance to resource selection to formulating a thesis.

#### Changes made due to the Corona Virus (COVID-19) Pandemic

All library and academic resource services were provided completely online or via Zoom. LARC Librarians and staff indicated that while students were essentially forced into an online environment, the strategies were helpful.

#### *Peer Tutoring*

Students are provided tutoring that supports student learning. Students are empowered to achieve success by actively making connections to materials with the assistance of peer and professional tutors in individual or group settings. The staff aims to foster confidence and self-esteem. The tutoring lab is designed to support classroom instruction and overall student success. Students are provided guidance in understanding course subject matter. They are aided in developing good study habits in order to become more efficient and effective learners with the ability to become independent learners. Finally, students are provided knowledge of course materials and concepts in order to overcome obstacles as well as tips to make courses easier to understand for continued success.

In prior years, there were more peer tutors but due to the Covid-19 pandemic, less students participated due to the physical distancing and limited on-campus activity. The few Peer Tutors that were available provided services via Zoom but very few students participated. Eventually, due to a lack of use, the Peer Tutoring program was cancelled. The Peer tutoring program will resume in the 2021-2022 academic year.

Likert Rating Scale

1 = Not effective at all (did not measure Program Learning Outcomes well)

2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)

3= Effective (measured Program Learning Outcomes adequately)

4= Very effective (measured some Program Learning Outcomes adequately and some very well)

5 = Extremely effective (measured all Program Learning Outcomes very well)

NA = Not applicable (did not measure this learning outcome)

Peer Tutoring Program Learning Outcomes (PLOs) – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will demonstrate improved understanding of respective subject matter.	Innovation Student Success				X		
Learners will apply study habits to improve independent work.	Innovation Student Success				X		
Learners will use tools and techniques covered during tutoring sessions to overcome obstacles to continued success.	Student Success				X		
Learners will work effectively and independently.	Integrity			X			

Strategies employed to teach students the subject matter and use tools and techniques to overcome obstacle are very effective while those strategies to apply study habits to improve independent work and work effectively and independently are effective. This data is similar to the prior year but caution should be taken when viewing these results due to the low number of respondents.

Data analysis is one method of collecting assessment data and was deemed effective in measuring the program learning outcomes. Student survey cards and student self-reports were considered to be somewhat effective in measuring the program learning outcomes. Additional and more sounds methods of collecting assessment data need to be considered for the 2021-2022 academic year.

A decrease in interest in becoming a peer tutor and utilization of peer tutoring service has been noted the past few years, not just due to Covid. Methods to market peer tutoring should be employed to ensure students have this service for years to come.

Changes made due to the Corona Virus (COVID-19) Pandemic

Peer Tutoring was cancelled in late fall of 2020.

### Professional Tutoring

Minnesota West tutoring services are a blend of professional tutors, peer tutors, and a proprietary online tutoring service (Tutor.com) offered 24 hours a day, 7 days a week. Professional tutors are on the Worthington, Pipestone, and Granite Falls campuses although they travel to other locations as well as offer remote tutoring via distance technologies.

Professional tutoring services are available to all Minnesota West students during the academic year. Professional tutors provide face-to-face and remote tutoring assistance, teach strategies for student success including time management, test preparation and note taking, and periodic (optional) seminars for students to attend covering academic success topics.

Previous assessment activities have revealed professional tutors as an underutilized service. During the 2019-2020 academic year, Tutors discussed how to enhance outreach activities targeting both students and faculty to connect students that need help with available tutors. The 2020-2021 academic year proved to be unsuccessful for Professional tutoring due to the lack of student participation in using the services. Student largely utilized the proprietary online tutoring (Tutor.com) for 24/7 homework assistance.

None of the Program or Institutional Learning Outcomes were measured this year due to the limited direct student contact.

### Likert Rating Scale

1 = Not effective at all (did not measure Program Learning Outcomes well)

2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)

3= Effective (measured Program Learning Outcomes adequately)

4= Very effective (measured some Program Learning Outcomes adequately and some very well)

5 = Extremely effective (measured all Program Learning Outcomes very well)

NA = Not applicable (did not measure this learning outcome)

Professional Tutoring Program Learning Outcomes (PLOs) - Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will demonstrate improved understanding of the course subject matter.	Student Success						X
Learners will demonstrate improved skills in interpreting information from the text and other course media.	Student Success						X
Learners will apply improved study habits and time management skills.	Student Success						X

### Changes made due to the Corona Virus (COVID-19) Pandemic

All instances of professional tutoring emphasize became remote offerings. Students were encouraged to contact tutors via email, a designated phone number and/or zoom meetings.

Data demonstrates that most students opted for assistance via Tutor.com rather than connecting with a professional tutor via Minnesota West. Because of this, it is difficult to determine the impact on student achievement. Because students reached out for assistance, it can be reasonably assumed that they performed better in their course(s) than had they not sought out tutoring assistance.

*Student Services*

The services to students provided by the Student Services program are vast. Staff provide students with campus tours, orientation, advising, registration, admissions, RCFN, assistance with resources (eservices, D2L, email, etc.), and various activities and events on all campuses.

The Student Services staff ensure students meet with advisors, answer questions regarding all aspects of the student’s orientation, registration, and use of technology to navigate key areas such as e-services, the website and email. Kick-off week, Welcome Bluejay Days, and Graduation are also a part of the Student Service responsibilities.

Some activities that students engage in after having interacted with the Student Services Program include becoming involved as officers in clubs and organizations where they have an opportunity to compete (Skills USA, BPA, PAS, etc.), become contributors of the College Foundation, Attend alumni or college events after they graduate and/or send their siblings and children to Minnesota West, bring Minnesota West to the forefront of industry successes and efficiency, and become employed in our service area and demonstrate success stories.

Likert Rating Scale

- 1 = Not effective at all (did not measure Program Learning Outcomes well)
- 2= Somewhat effective (measured some Program Learning Outcomes adequately and others not adequately enough)
- 3= Effective (measured Program Learning Outcomes adequately)
- 4= Very effective (measured some Program Learning Outcomes adequately and some very well)
- 5 = Extremely effective (measured all Program Learning Outcomes very well)
- NA = Not applicable (did not measure this learning outcome)

Student Services Program Learning Outcomes (PLOs) – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will implement their ability to work in teams, as well as communicate, and think critically about workforce and career readiness.	Community Engagement & Courage			X			
Learners will demonstrate skills and characteristics that support an understanding and appropriate interaction in a variety of cultural contexts.	Diversity & Inclusion				X		

Learners will demonstrate problem solving skills to navigate campus and community resources, which will prepare them for their real life work experiences.	Innovation					X	
Learners will demonstrate their ability to balance positive relationships.	Integrity				X		
Learners will develop personal growth using a holistic approach.	Student Success				X		

The methods by which the program learning outcomes were measured included the number of students on the RCFN list. This was considered an effective measure of the program learning outcome. Considered Very effective were participation in the number of student events and activities, registration of returning students for retention, assessing a cohort number of complete applications to registrations to actual sit-time, and comparison of the number of eligible graduates to the number of applications for graduation.

Additional methods for data collection included campus visits, comparison of prospect lists to actual applicant list and then to registration lists, academic appeals and suspension meetings, the CCSSE Survey, and Accuplacer and CareerScope results.

#### Changes made due to the Corona Virus (COVID-19) Pandemic

The student services program made considerable adjustments due to the COVID-19 pandemic. Student advising and registration sessions were held via Zoom, assisted with setting up calls over Zoom and Microsoft Office Team, investigate and employ Bookings, and offer campus visits virtually and continue to communicate through email. Student Services hosted Student Senate tuition consultation meetings and CARES act funding via zoom. Fall of 2020 began with social distancing, limited capacity in general-use areas, and facial masks. Use of plexiglass barriers at desks afforded students the opportunity to meet face-to-face with Student Services staff.

Additional training is requested by the Student Services staff in the areas of use of the Desire to Learn (D2L) Brightspace program, ISRS system, and financial aid including access limitations.

## INSTITUTIONAL LEARNING OUTCOMES (ILOs) CURRICULAR ASSESSMENT DATA

The Institutional Learning Outcomes (ILOs) were measured in all courses, technical programs, and cocurricular programs. The rubrics used in the 2019-2020 academic year were considered ineffective in measuring the progress toward meeting the ILOs. A 5-point rating scale was used instead beginning spring semester, 2021. This scale is the same across all measures on the assessment tools. Because this change in measure occurred mid-year, comparisons of the data from last academic year to this year is

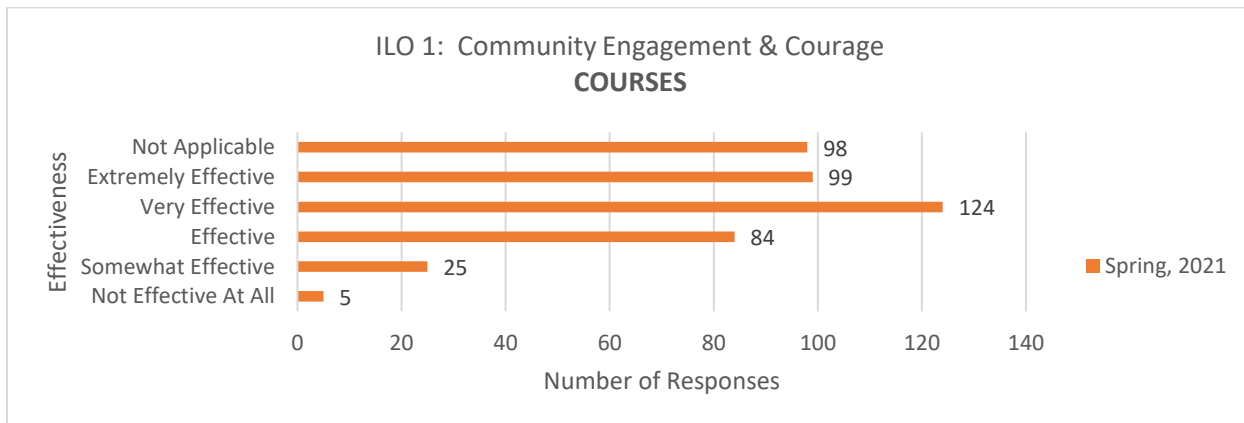
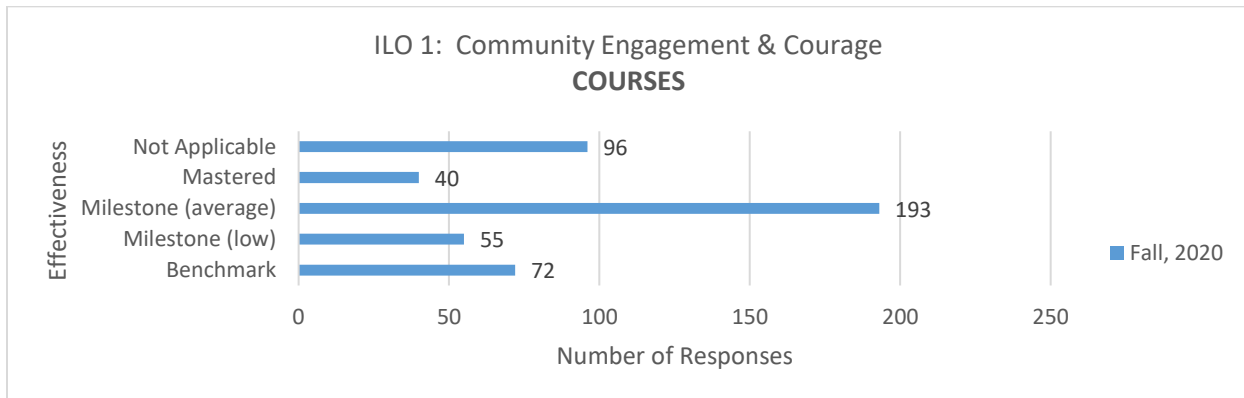
skewed.

What can be gleaned from the data and through commentary from faculty and staff, is there is a better understanding of the Institutional Learning Outcomes are and what purpose they serve. Working with faculty and staff to help determine effective activities and measure continues throughout the year upon request, and at Assessment Day sessions.

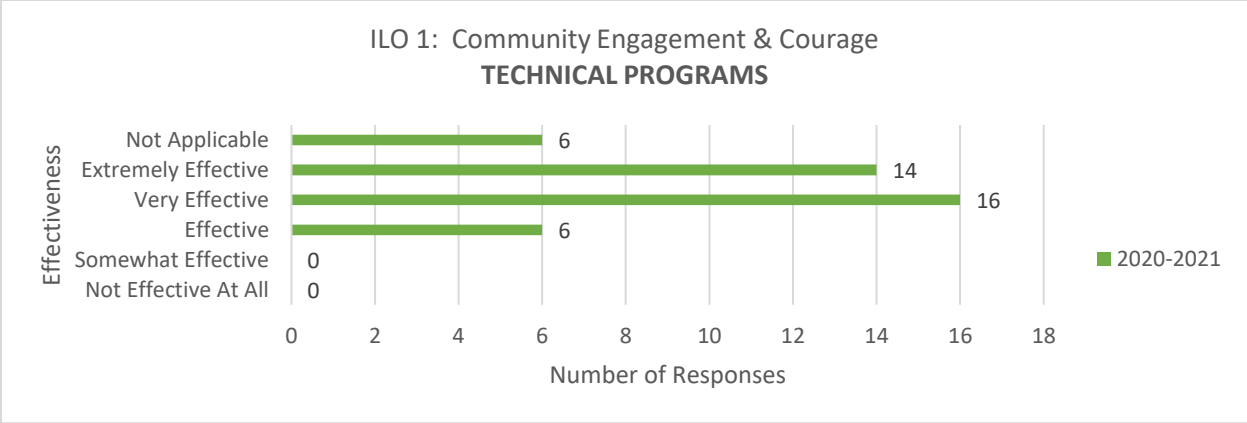
Since the implementation of the Institutional Learning Outcomes two year ago, faculty have reported a better understanding of how the activities and learning outcomes in the courses and programs (curricular and cocurricular) are directly tied to the ILOs. By connecting or mapping the ILOs to all aspects of the college, faculty and staff have a better appreciate of the need to not just promote the student within a single course or a program, but overall as a functional individual who will be a good citizen upon graduation from Minnesota West.

### COURSES

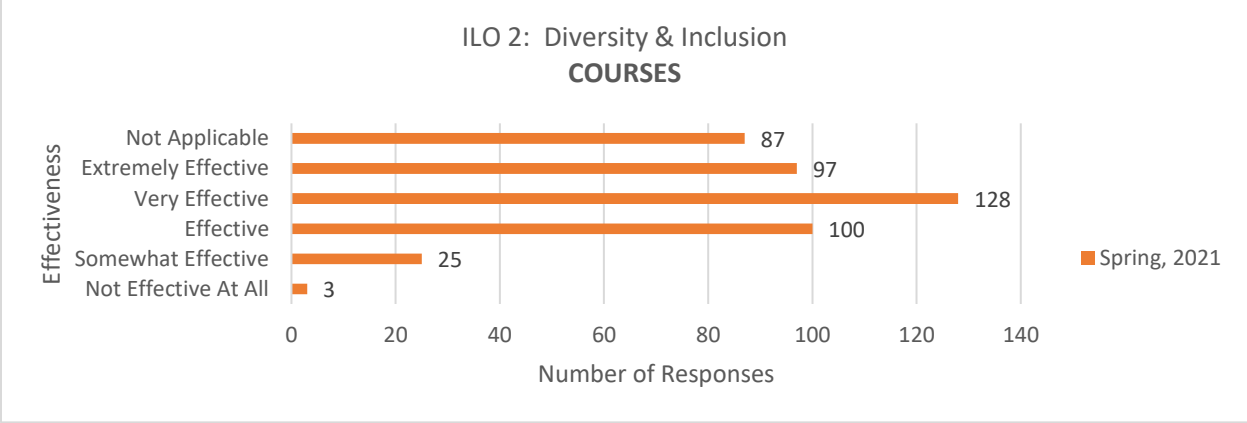
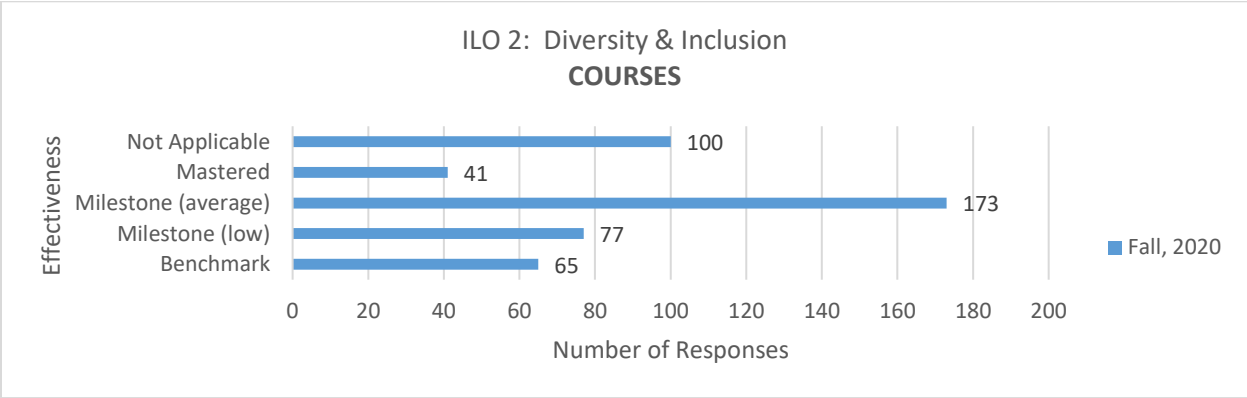
ILO1: Community Engagement and Courage: Learners develop the confidence, skills, and values to effectively recognize the needs of individual, communities, and societies, and make a commitment to constructively engage in social action.

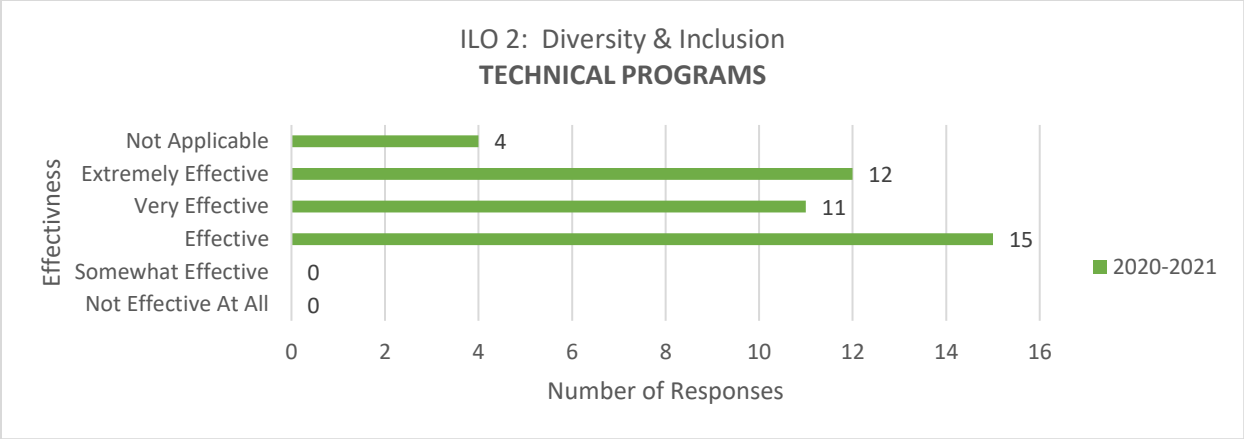




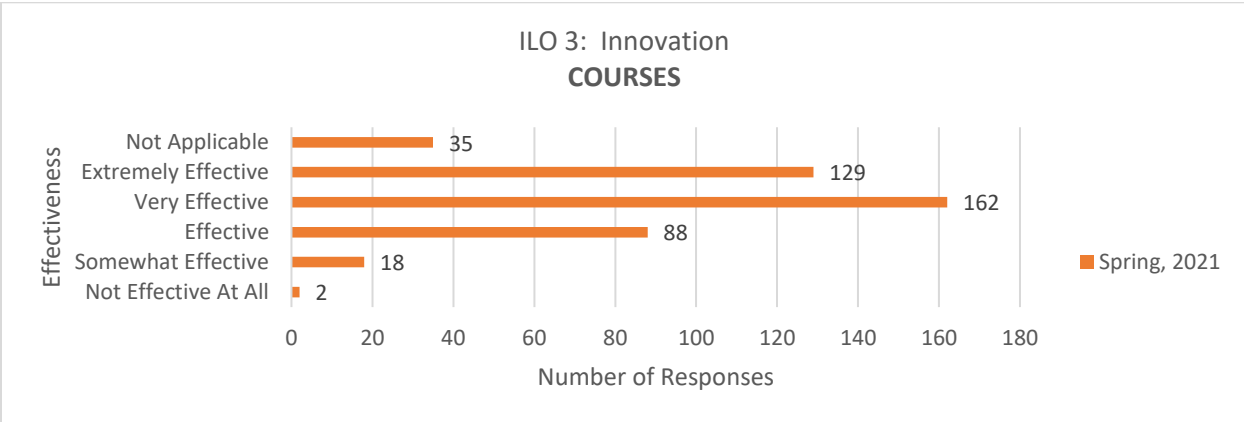
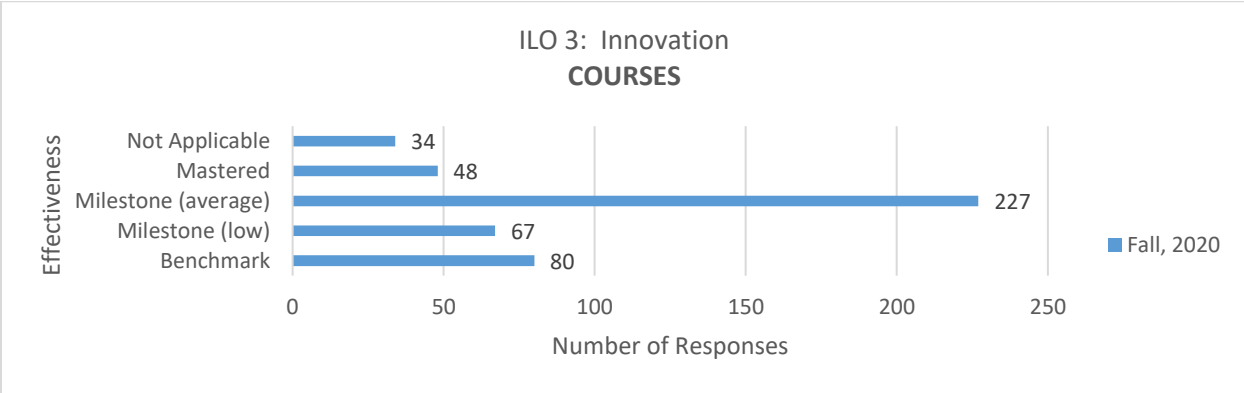


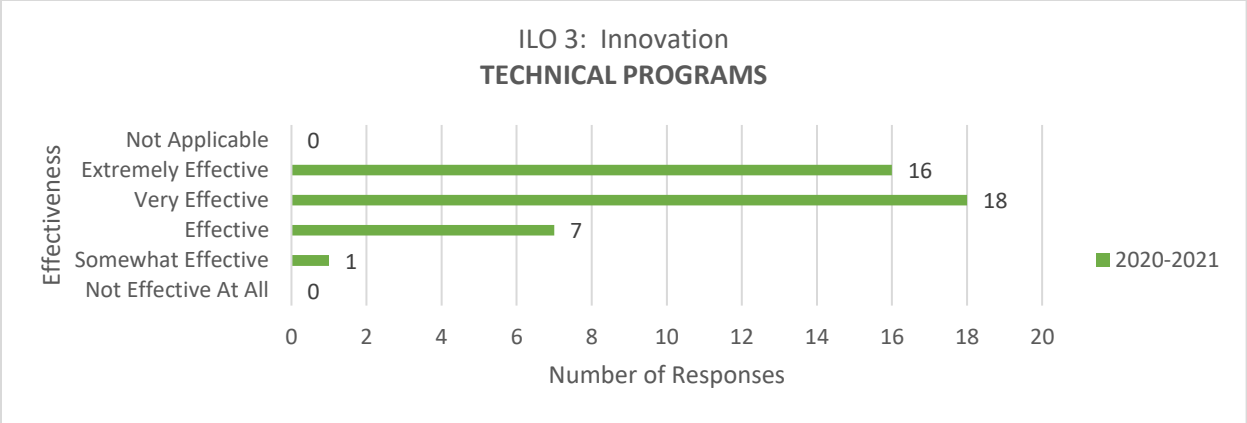
**ILO2: Diversity and Inclusion:** Learners develop knowledge, skills, and behaviors to live, work, and communicate with people whose backgrounds, experiences, and perspectives are different from their own as well as to consider the global impact of their decisions.



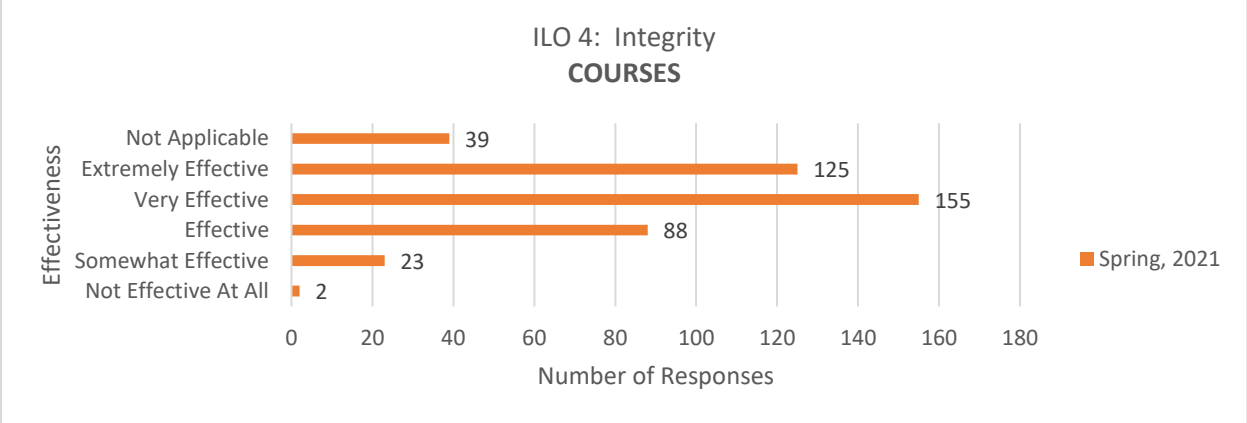
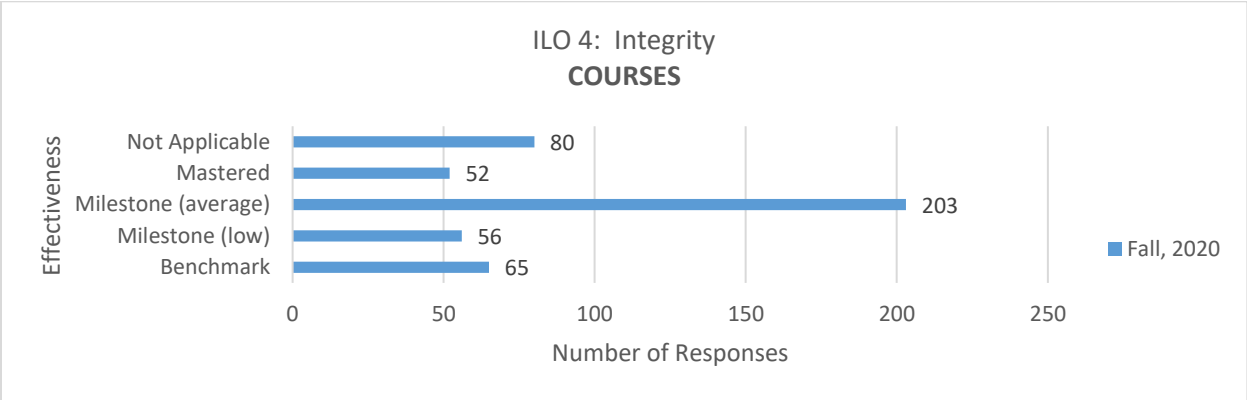


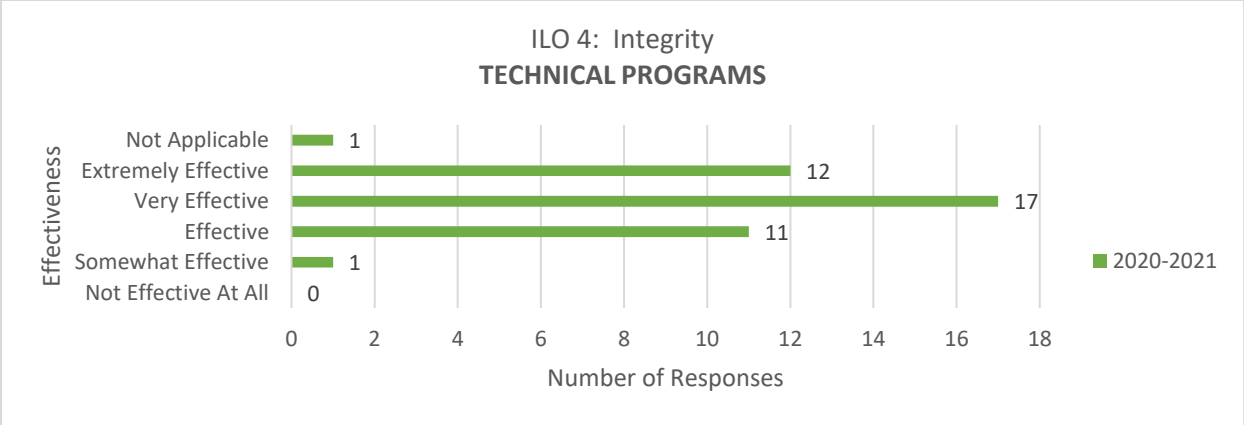
**ILO3: Innovation:** Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.



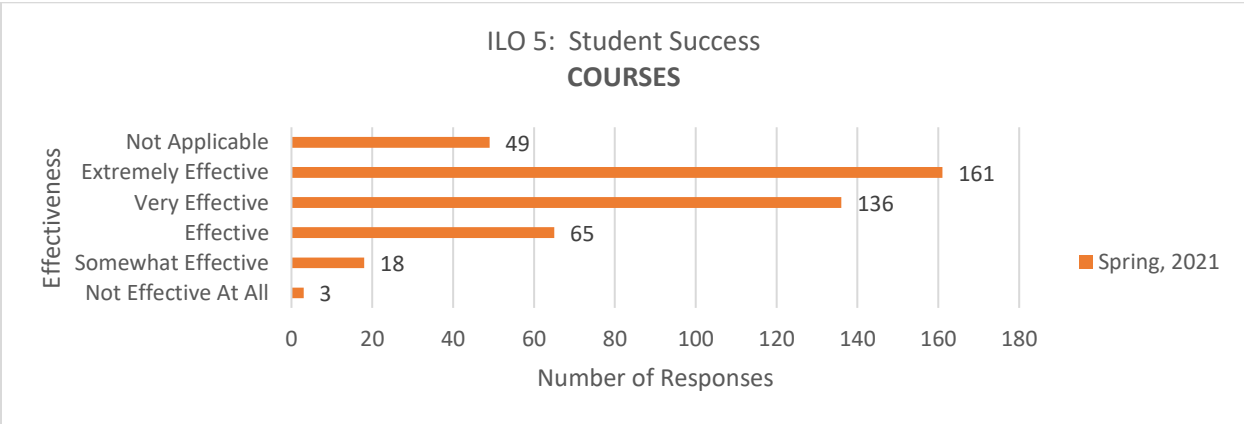
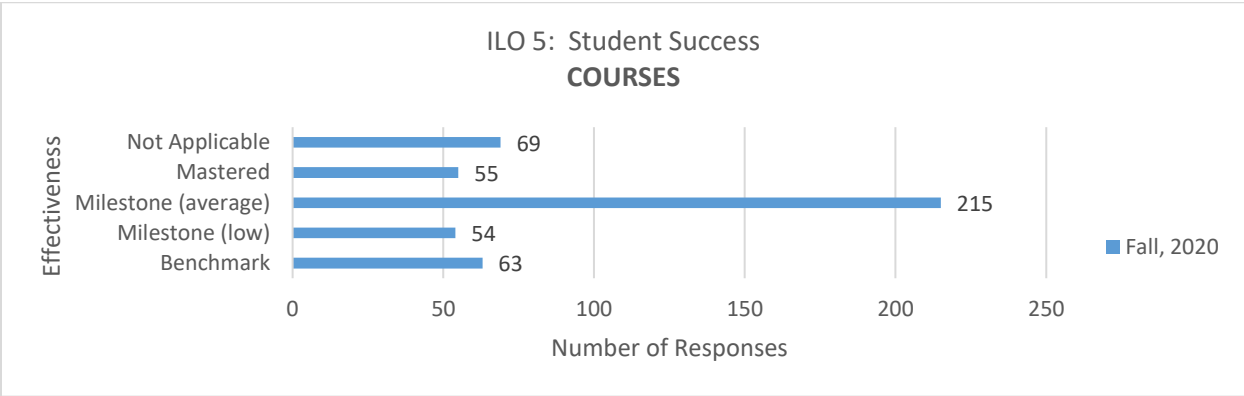


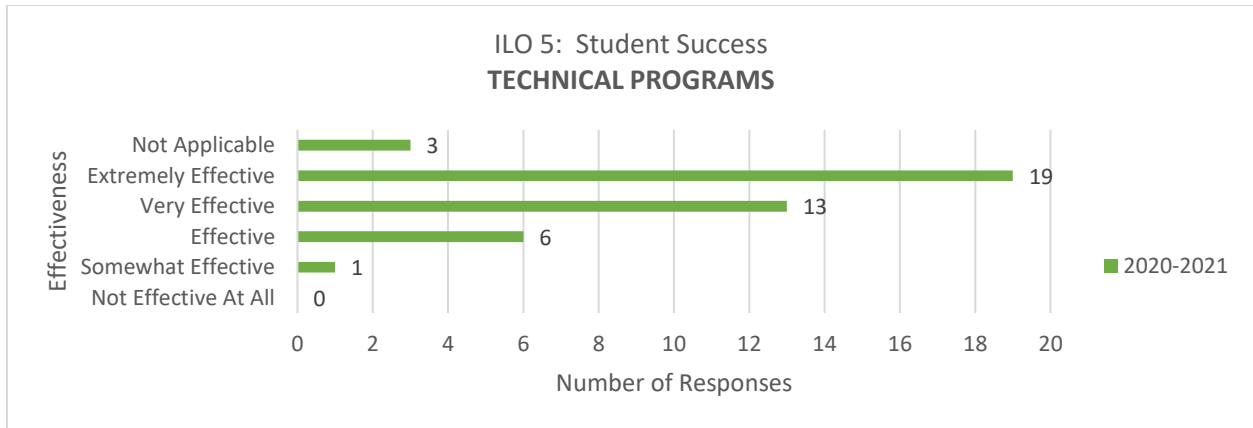
**ILO4: Integrity:** Learners develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationships, and shape their personal and professional identities to achieve fulfillment.





**ILO5: Student Success:** Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.





The information and examples provided by faculty and staff is extensive and can be found in the Assessment Summary Report: Data Sets, 2020-2021.

## INSTITUTIONAL LEARNING OUTCOMES (ILOs) COCURRICULAR ASSESSMENT DATA

Because the ILOs are relatively new (two years) in presentation, many faculty and staff have struggled with conceptualizing and implementing strategies, techniques, and activities to ensure students are working toward mastery as they progress through their programs. Training has been provided to introduce the ILOs to faculty and staff however, more training is required to help faculty and staff better understand the ILOs and how to implement them in their courses and programs.

<b>ILO1: Community Engagement and Courage</b>						
	<b>Not Effective at all</b>	<b>Somewhat Effective</b>	<b>Effective</b>	<b>Very Effective</b>	<b>Extremely Effective</b>	<b>Not Applicable</b>
<b>Advising</b>			X			
<b>LARC</b>						X
<b>Peer Tutoring</b>	X					
<b>Professional Tutoring</b>						X
<b>Student Services</b>				X		

<b>ILO2: Diversity &amp; Inclusion</b>						
	<b>Not Effective at all</b>	<b>Somewhat Effective</b>	<b>Effective</b>	<b>Very Effective</b>	<b>Extremely Effective</b>	<b>Not Applicable</b>
<b>Advising</b>			X			

LARC						X
Peer Tutoring	X					
Professional Tutoring						X
Student Services			X			

ILO3: Innovation						
	Not Effective at all	Somewhat Effective	Effective	Very Effective	Extremely Effective	Not Applicable
Advising			X			
LARC						X
Peer Tutoring				X		
Professional Tutoring						X
Student Services			X			

ILO4: Integrity						
	Not Effective at all	Somewhat Effective	Effective	Very Effective	Extremely Effective	Not Applicable
Advising				X		
LARC						X
Peer Tutoring				X		
Professional Tutoring						X
Student Services				X		

ILO5: Student Success						
	Not Effective at all	Somewhat Effective	Effective	Very Effective	Extremely Effective	Not Applicable
Advising				X		
LARC						X
Peer Tutoring				X		
Professional Tutoring						X
Student Services				X		

## 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 input provided is reviewed after each semester and changes are made when possible. Topics of concern are addressed in assessment meetings throughout the academic year. Instructional documents are also provided to help faculty and staff better understand the assessment process. The following are areas of concern:

- Print capabilities are challenging and need to be easier to use. Resolution: Faculty and staff have access to the support personnel assigned to assessment activities. Upon request, that person can provide a printed/electronic copy of prior assessments for comparison. In addition, each February, Technical and Cocurricular Program assessment information is sent to each of the Program/Lead Faculty so they have a copy to refer to when completing the end-of-year assessments. This is announced via email, on the assessment site, and in all assessment meetings and trainings throughout the year.
- Difficult to apply the ILOs into technical courses and programs. Resolution: This is a continuous improvement project that is facilitated by the Assessment Coordinator each year through individual meetings and work sessions with respective program faculty and staff.
- Create a dropbox for artifacts to demonstrate assessment measures (i.e., graded assignments/rubric). Resolution: An evidence drop box had been available for several years on the D2L Assessment site with very little use by faculty. This can be presented again to determine the usefulness of this.

## TRAINING NEEDS IDENTIFIED AS A RESULT OF ASSESSMENT ACTIVITIES

### Courses

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 [2020-2021 CTL Report](#) report for a full list of topics that were provided college-wide.

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

\* Training needs are listed in no specific order.

<b>Technology</b>	<b>Student Learning</b>	<b>Other</b>
Online interactive evaluations	Culturally responsive pedagogy, Culturally relevant teaching practices	Group discussions on assessment methods across

		disciplines
Office 365 (OneDrive; OneNote, Sway)	Student issues/problems/engagement	Enterprise Training
Using virtual reality to enhance skill development	Evaluating tools	Networking with professionals
Zoom features and tools	Teaching techniques	Alignment with 4- year universities for transferability
Open Educational Resources (OERs)	Rubrics	Collaboration with 4-year universities in regard to cocurricular activities
D2L tools; discussion board; updates; tests; optimizing online learning; using Mindtrap in D2L; rubrics; widgets; intelligent agents	Working with ESL students; diversity; ally training;	Budgeting
Group work on D2L	Student group work in online courses	Multicultural training, Diversity & Inclusion, Ally training
Kaltura updates	Short presentations with visuals	Leadership training
Mediaspace	Best practices on Instructor- student interaction and learning; behavioral conflict;	Interpersonal training; conflict resolution; human relations skills to handle concerns.
Digitizing imaging tests	Types of assessments used in courses	Recruitment techniques
Finpack	Assessment in clinical settings	Time management
Grades First	Service learning projects	Refresher on assessment; process; development of learning outcomes;



		methods used to measure outcomes; have a hands-on component; what's new in assessment
Quality Matters	Institutional Learning Outcomes	Integrating student self and peer assessment into online courses
Microsoft Office Suite	Teaching strategies in various courses	Intentional course mapping
Zoom Teaching Zoom to students	Incorporating service learning	Curriculum mapping to learning outcomes
Quality Improvement Process (QIP) offered by the system office	Humanizing your online class	Performance-based assessments using portfolios
Smartboard – tips and tricks	Helping students deal with financial crisis	
Using YouTube; adding it to Power Point	Writing tests	
Gamification (quizzes, Kahoot, Quizlet)	Creating Accessible Course	
Turn it in	Universal Design for Learning	
Flip grid	Time management during lectures	
Schoology		
Virtual labs		
Integrating video/narrative taping options in discussions.		
Embedding videos from Films On Demand		
MathLab		
Padlet		

Survey Monkey		
TextReader; Headings in Word		
Merlot		

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

**Technical Programs:**

Technical Program training needs are very specific to the program. These training needs are compiled and distributed to the respective Academic Dean. Much of the training needs are addressed in local, state and national conferences that faculty choose to attend using staff development funds.

**Cocurricular Programs:**

**Advising**

Based on requests from the prior assessment data to receive training on communications with students to ensure awareness and intentionality regarding student learning and success, all academic advisers received training on Appreciative Advising in the fall of 2020. This approach is an intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. This type of advising helps the advisor better understand the psychology of students’ (behavior) and how to help change methods of responding.

The 2020-2021 advising assessment indicates a need to continue research in adopting and actively using 2 to 3 types of assessments that are reliable and provide usable data.

**Clubs and Organizations**

Advisors of the various clubs and organizations indicated the following needs for training:

- Working with young adults and to get the best out of them in the short-term.
- Teaching facilitation skills to students in the club or organization.
- Teaching students how to work with their peers to attain a similar goal.
- Networking skills.

**Library and Academic Resource Centers (LARC)**

No training needs were indicated.

**Liberal Arts Program**

- How the Liberal Arts courses are mapped to the Institutional Learning Outcomes

**Peer and Professional Tutoring**

No training needs were indicated.

### **Student Services**

- ISRS screens to assist with information and data to help support students
- D2L – how it works.
- Tutor.com.
- Readspeaker.
- Financial Aid – access limitations.

### **DISSEMINATION OF ASSESSMENT DATA**

The data used to write this Assessment Summary Report are available to all Faculty and staff via Brightspace by D2L and detailed information can be found in the Assessment Summary Report: Data Sets.

A request to review or print assessment tools can be made to the Assessment Coordinator at any time by any other constituents and stakeholders.

Program assessment data is disseminated to respective advisory committees, Leadership councils, and accrediting agencies, as well as posted on program pages on the Minnesota West website..

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

*Beth Van Orman*                      *8/12/2021*  
Assessment Coordinator