2017-18 Assessment Summary Report
Prepared by Kip Thorson, Interim Assessment Coordinator

Overview
Course Assessment Forms are completed online using Brightspace by D2L. Each faculty member completes assessment forms individually. 100 percent of faculty (full- & part-time, adjunct) across 7 divisions were in compliance in terms of reporting for Fall 2017 semester. 98 percent of full-time faculty were in compliance for Spring 2018 semester while only 3 individual adjunct faculty failed to report.

Employment Status

	Fall 2017 Semester	Spring 2018 Semester
Full-Time	83%	82%
Part-Time	12%	12%
Adjunct	5%	6%

Method of Course Delivery

	Fall 2017 Semester	Spring 2018 Semester
Face-to-Face	49%	51%
ITV	2%	3%
Online	27%	24%
Hybrid	1%	6%
Face-to-face/Online	6%	5%
Face-to-face/ITV	5%	2%
Face-to-face/Hybrid	6%	4%
Online/ITV	2%	.76%
Online/Hybrid	1%	3%
ITV/Hybrid	.43%	1%
Other	.21%	.76%

Division Chairs

Division	Chair
Allied Health	Lisa Smith
Computer Science & Business Management	Terri Pelzel
Humanities & Fine Arts	Eric Parrish
Science & Math	Paul Seifert
Social & Behavioral Science/History	Ron Schwint
Trades & Services/Manufacturing & Energy	Rob Arp
Transportation	Pete Girard

Assessment Methods Used
Listed below are the assessment methods. Faculty utilized a Likert Scale to measure the effectiveness of the assessment method.
Results reported in percentages
*F17 = Fall Semester, 2017
*S18 = Spring Semester, 2018

Assessment Methods	1 Poor		2 Low Average		3 Average		4 High Average		5 Excellent		NA Not Applicable	
	F17	S18	F17	S18	F17	S18	F17	S18	F17	S18	F17	S18
Attendance (Not part of grade, but used as an assessment of professional attitude)	2.18	0.25	1.75	3.57	9.83	8.16	15.72	16.07	55.9	53.83	14.62	18.11
Textbook Problems	2.43	2.38	3.09	2.12	10.15	8.2	16.56	15.08	25.39	26.98	42.38	45.24
Individual Presentations	3.1	0	2.44	1.85	9.53	7.39	9.98	11.08	21.06	22.96	53.88	56.73
Group Presentations	4.68	1.07	4.23	3.48	5.12	6.95	6.46	9.36	2.00	4.01	77.51	75.13
Instructor-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	0.89	2.11	1.56	1.58	7.33	2.11	24	23.16	29.33	35	36.89	36.05
Publisher-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	2.67	1.34	2.22	0.8	6	3.49	12.44	12.33	18.67	21.72	58	60.32
Blended Instructor/Publisher Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	2.23	0.8	0.67	1.34	6.24	3.49	14.48	13.4	24.94	27.61	51.45	53.35
In-Class Assignments (worksheets, discussions, chats, individual or group work, etc.)	0	1.03	1.55	2.56	6.64	4.62	21.68	20	47.79	53.85	22.35	17.95
Out-of-Class Assignments (reading, work products, interviews, etc.)	1.77	1.29	2.21	3.1	8.63	10.59	25.44	19.12	44.69	46.25	17.26	19.64
On-Campus Labs (lab task performance, lab tests)	2.2	1.88	0.22	0.81	1.54	1.88	8.79	10.75	21.54	22.58	65.71	62.1
Off-Campus Labs (internship/externship, clinical experience, supervised occupational experience, field experience)	4.9	3.46	2.45	2.66	3.34	3.72	5.35	4.26	11.36	19.41	72.61	66.49
Demonstration/Performance (individual or group, role-playing, debates, speech, performance on national licensure exams)	3.99	1.07	1.11	1.07	2.66	2.93	7.76	6.93	25.06	30.93	59.42	57.07
Specific Skill Assessments (specific to programs and technical programs)	2.22	1.32	0	0	4.22	1.58	13.11	14.78	36.22	42.22	44.22	40.11
Papers (journals, quick writes, minute papers, one-sentence summary, reflection paper, research paper, etc.)	4.66	1.59	1.77	5.29	7.32	4.5	13.3	14.02	17.96	19.58	54.99	55.03
Individual Projects (portfolio assessment, competency portfolio, Capstone project, etc.)	4.65	2.11	2.43	2.89	4.42	5.26	11.95	8.42	21.02	32.63	55.53	48.68
Group Projects (debates, presentations, etc.)	5.79	2.14	3.34	2.68	4.23	5.09	5.79	8.31	2.45	4.45	78.4	78.28
Evaluations (self, peer, external evaluations)	3.1	0	3.1	0.53	8.2	9.31	13.53	15.96	23.06	27.93	49	46.28

Assessment Methods not listed on the survey currently used by faculty
- Field Experience observation
- Students contract for a grade. Syllabus outlines requirements for each grade.
- New textbook this semester. Plan to add greater outside information to this when taught next
- ATI resources utilized for the first time this semester.
- Lab Kit.
- Reflection Journals – Likert Score: 4.
- Individual Assessments
- Rubrics created for Sign Language classes that measure students receptive and expressive skills.
- Marketing plan for 2018 crop year. Likert Score: 5
- Record Keeping and Financial Software Activities. Likert Score: 2
- Software lessons. Likert Score: 2
- Computer based simulations
- Problem solving worksheets. Likert Score: 4.
- Practical testing
- NOCTI Testing
- Instructor observations at Field Experience sites, which was also excellent part of the assessment method.
- Weekly Evaluations are done by laboratory tech mentors. Final assessments are done after completion of hours in each department.
- Students are assessed on the correct pronunciation and appropriateness of communicative phrases for the patient/nurse situation. The final presentation of a real, work-related situation, includes all chapters covered from the text materials and is presented orally. Assessment effectively allows students to experience if their language skills are accurate enough to be used in their chosen field.

Effectiveness of Assessments
Fall Semester 2017: 100% of faculty indicated the assessment methods accurately measured student success in relation to the course objectives and course outcomes listed in the course outlines.
Spring Semester 2018: 100% of faculty indicated the assessment methods were effective.

Adjustments Made to Course Assessment
The following are faculty responses to the survey question "What specific adjustments will you make in this course with your assessments? How will you measure the effectiveness of those adjustments?"
- Update all notes and tests as a new textbook edition of the textbook is coming out. Effectiveness of the updates will be measured by test grades and performance exams.
- Rework quizzes/exams and add more visual presentation.
- Adding a new recheck assignment to check skills competency.
- Incorporate a quiz on proofreaders' marks. Effectiveness will be measured by scores on the quiz, but also by review of student application/understanding in document production lessons where proofreaders' marks are included to see if less student errors occur because of misinterpretation.
- Reduce the number of discussion board assessments in the course. View participation levels of students and quality of responses received to establish effectiveness.
- Ask more open ended questions to facilitate learning from the student.
- Implement additional video assessments in the course.

- Improve some quiz questions and discussion topics to get more thorough responses.
- Introduce grammar instruction/assessment earlier in the semester and gauge whether that will make a difference for the rest of the assignments in the semester.
- Offer students more experiences with native speakers.
- Continue to develop working with the Zuercher system.
- Allow additional testing flexibility.
- Continue to make changes to the question bank for quizzes and exams. One way to measure it is to compare the number of "disputed" answers from the previous year to the current one.
- Continue to add voice-over Powerpoints or lectures.
- Continue to increase student understanding of NEC calculations.
- Improve delivery over ITV. ITV is difficult to have an interactive environment.
- Review clarity of instructions, requirements, and rubrics for assessments. Student response and questions will aid in the success of this process.
- Keep developing station at the lab for training purposes.
- Incorporate more in-class worksheets because it gives me a better idea about the individual student's ability to comprehend what they are reading by answering the question. Additionally, I get a better idea of the time some students take to complete a worksheet.
- Place more emphasis on the importance of less structured outside work (i.e. work beyond the highly structured problem sets).
- Incorporate a case study presentation and more in-class assignments with the goal of increased student involvement.
- Spend more time next year on parasite identification. Effectiveness will be measured by quiz scores and board exam review results.
- Seek additional ways to increased attendance. This semester too many students skipped when they didn't have to give a speech.
- Continue to add and update current events associated with content.
- Introduce games and other methods to keep student interest.
- Offer more weekly review questions over content covered.
- Alter the grading scale for discussion and practice-based writing activities and revise some of the descriptions for large writing assigments (i.e. papers) for clarification. Effectiveness will be measured via student participation, the volume of student questions, and the end-of-semester course survey.
- Utilize student self-assessment on a small, early paper. Instructor will compare their own assessment with each student's.
- Add a syllabus quiz during the first week of the semester.
- Explore options for a chat room that has video so that student and instructor can interact using sign language. Assess using rubric to measure students' expressive and receptive skills.
- Consider implementing self-generated mid-term assessments of the course to allow students to recommend improvements.
- Add additional group work and presentations.
- Increase the number of video presentations and videos of the students performing specific skill sets.
- Based on student feedback, offer a greater selection of questions for Discussions.
- Continue to reexamine the length of some weekly assignments

- Increase usage of a planetarium program/software more. Success will be measured by more students doing the out-of-class activities using that software.
- Change the worksheets for the MN board of Dentistry rules and add more quizzes. Will look at the pass rate of students when they take the MN Dental Jurisprudence Exam as assessment method.
- Include more demonstration videos on complicated topics that are covered in the textbook. Effectiveness will be measured by the number of student emails with questions and by quiz and lab scores.
- Attempt to incorporate additional videos that align with the chapter topics in the course. The visual reference to the material should be helpful to better understand the concepts.
- I taught one class online - the assessment for this group of students was much different than the group I taught Face to Face. With the Face to Face students I adjusted more readily to better meet their learning style.
- Added additional assignments using the Electronic Health Records subscription that the students purchase, in order to be more familiar with how to navigate a system such as this when they enter practicum. The results will be assessed with practicum evaluations in Summer 2018.
- The full lecture PowerPoints will not be posted on D2L; students will be required to attend/view lecture by having to complete and turn in fill-in-the-blank lecture notes. This will hopefully increase course attendance.

Evidence of effectiveness of adjustments made to course
Note: the data in this portion was introduced to the assessment module Spring 2017.

- Incorporated new online homework system (CNOWv2) to assist with student learning in Fall 2017. The new system appears to be effective based on student feedback in a personal course survey and student grades.
- Utilized a Pearson program through Revel to assist students with the learning process. The changes were made to get the students to read the text in a timely manner so they could add to discussions and concepts. This was an effective way to see if they read the material.
- In the online environment it is hard to assess if students are understanding and utilizing proper keyboarding position and technique necessary to develop both keyboarding speed, accuracy, and prevent injury. Two direct formative assessments were added - one where the students have to watch a video and submit an image of themselves demonstrating proper keyboarding position/technique and the other where the student is asked to review multiple images and assess the images based on proper keyboarding position and technique. These were both very effective assessments based on student engagement and skill/technique assessment.
- Modified some assignments to add more clarity in instructions/rubric guidelines provided to students. Overall, the improved instructions resulted in better assignment submissions and higher scores received for students.
- Added more worksheets this year based on previous student feedback. A second adjustment included letting students retake any exam, except the final, if they wanted to. Both proved to be effective based on student completion rates and overall scores.
- Students needed to get 80% average on their proctored exams before adding in assignments. Students did not do well with this change.
- Added new formative assessments to this course this semester (a two question (one-minute paper) survey and a discussion board with peer review of posting were incorporated. The majority of

students participated in the survey and provided information on areas where they lacked understanding which allowed me to personalize the feedback/assistance provided to the student at a critical time/chapter in the course. The discussion board with peer review had much lower participation and therefore, was not viewed to be quite as effective. Of the students that participated, all but one student demonstrated an acceptable level of understanding of the concepts.

Note: many faculty included the changes they made to the courses; however, data was more qualitative in terms of effectiveness without quantitative data to support it.

Training Needs Identified
One of the core purposes of assessment activities is to identify training needs of faculty and incorporate those into the subsequent year's Center for Teaching and Learning (CTL) activities. Note that some may have specific campus requests identified by the name of the campus in parentheses, or specific discipline requests identified by the name of the discipline in parentheses. Additionally, if we have had recent workshops on these topics, the contact person/explanation is also included behind the item. Additional reference materials may also be provided on request.

Campus CTL leaders should review this list of training needs closely and work with faculty on their campus to identify priority training needs for the 2018-19 academic year.

Kayla Westra, Dean of Institutional Effectiveness and Shannon Fiene, D2L Trainer/Coordinator work closely with faculty on both collegewide duty day trainings and individual/small group training, respectively, and are the key contact personnel in these areas. The following training needs were listed on the faculty course assessment forms or provides as feedback at the CTL training day in the spring.

Software/Computer/Technology Training:
- Training in D2L use for quizzes and the assignment folders
- Video assignment tool in D2L and it's assessment potential
- Training on latest technologies available to incorporate into assessment techniques - Voicethread, Edpuzzle, etc.
- An open discussion for faculty to facilitate fresh ideas for assessments into courses - specifically online courses.
- D2L grading and assignments
- General D2L training and Abobe connect training.
- Kaltura Mediaspace
- Microsoft Office apps
- Video recording within D2L
- Step by step instructions of how to deliver short (10-15 minute) lectures that can be recorded and available for students to listen to on several devices.
- Continued D2L training on new features, shortcuts, and helpful successful faculty practices.
- Suggestions for smartphone/assessment use like kahoot.
- Windows 10

Programs and Disciplines:
- Nursing faculty attending the Health Educator's Conference.
- New automation in blood typing and how the irradiate units of blood at Averra McKennon.
- Spanish language training workshops.

- Summer Ag teachers conference with the state of Minnesota.
- ITProTV for training needs.
- Training or seminars on Ethical Hacking
- Windows Server 2016
- Attend more coaching clinics
- Attend psychology conferences and workshops.
- Attend Autism Spectrum workshops and conferences.
- Additional training in lab activities for Anatomy.
- Attend Ag Tech in January and MAAE summer conference each year.
- Attend education seminars related to skincare.
- Continue to attend OEM training on emerging technologies
- Continued training on Early Childhood Indicators of Progress.
- New engine technology needed
- Continuing education classes on business and salon management.
- Professional Cosmetology Continuing Education
- New indoor climbing lab and using it to its potential
- Training on AMI/AMR metering. Smart meter, solid state metering.
- Continued Professional development in software and related farm management topics.
- MTTIA and also online training thru Polaris and Arctic Cat.

General:
- Intellectual property rights as it pertains to YouTube videos.
- Student Drug Policy: How to handle various situations.
- ESL needs.
- Student engagement both in-person and online.
- Leading discussion in an on-line environment. Best practice/roleplay/techniques?
- Using interactive technology in the classroom
- Training on addressing sexual harassment in the classroom
- Training on incorporating online service learning opportunities into courses (i.e. citizen science projects - Zooniverse.org)
- New Tutor Services.
- Continued training in social media marketing and use of tools online

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

General feedback from Faculty regarding the Assessment process
- I think instead of scratching the surface of each of the classes we teach maybe just do 1 or 2 in depth course assessments would be better.
- For number 5, I taught one class face-to-face/ITV and one section online. That was not an option. Maybe make the question a multi-select.
- No ideas at this time, this form seems to include the necessary components!
- I'd like to see what I wrote a year ago regarding this course.
- Love the form, very easy to use and detailed.
- Gets better every year.
- We complete the assessments at the end of each semester and it is a good way to reflect and try and plan on a way to improve our courses which is a good way to end the year and get ready for

the next academic year.
- Helpful to keep our program up dated and consistently improving.
- Difficult to use due to limitations of our accrediting body and Board of Nursing.
- The focus in only on assessments, not on teaching methods. This year, that was the major issue I encountered. The assessments were fine, but there are changes I need to make to the course being both ITV and online to ensure instruction is happening the way in which I intended.