



**MINNESOTA WEST
COMMUNITY AND TECHNICAL
COLLEGE**

**ASSESSMENT SUMMARY REPORT
DATA SETS**

2019-2020

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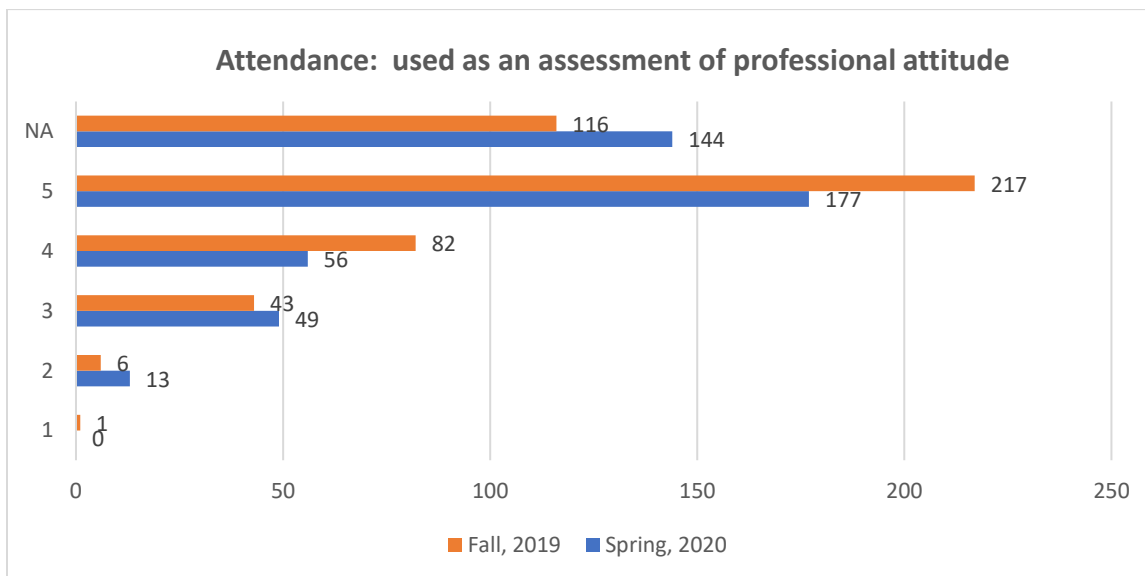
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COURSE ASSESSMENT

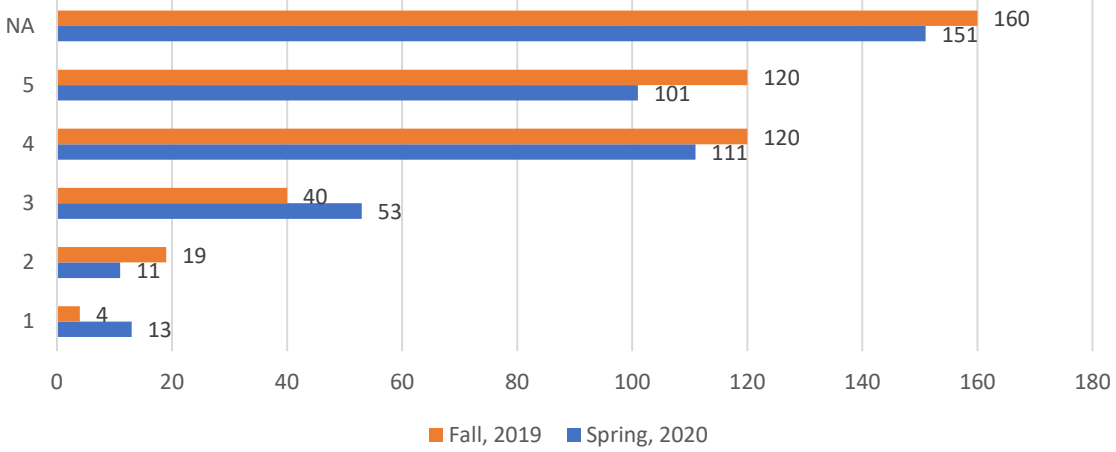
Effectiveness of Course Assessment Methods Used

Likert Rating Scale

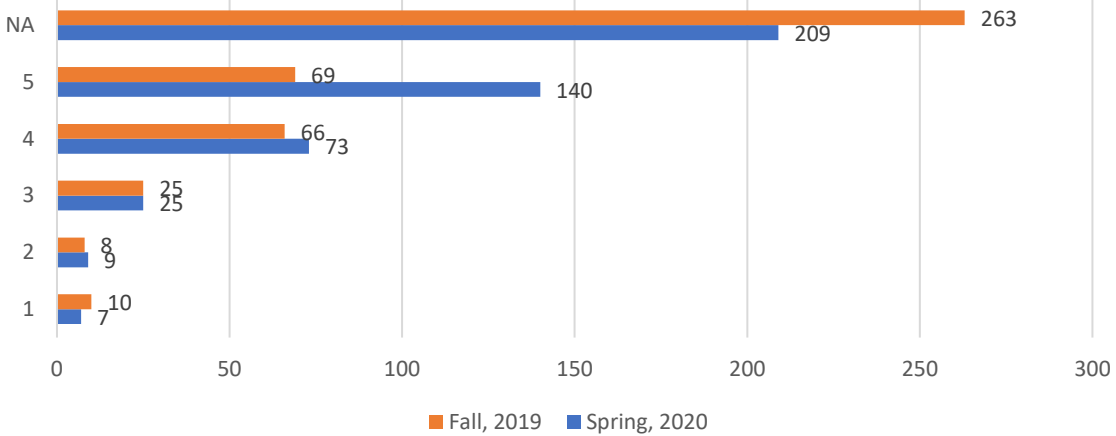
1	Not Effective at all: did not measure Student Learning Outcomes well.
2	Somewhat Effective: measured some Student Learning Outcomes adequately and others not adequate enough.
3	Effective: measured Student Learning Outcomes adequately.
4	Very Effective: measured some Student Learning Outcomes adequately and some very well.
5	Extremely Effective: measured all Student Learning Outcomes very well.
NA	



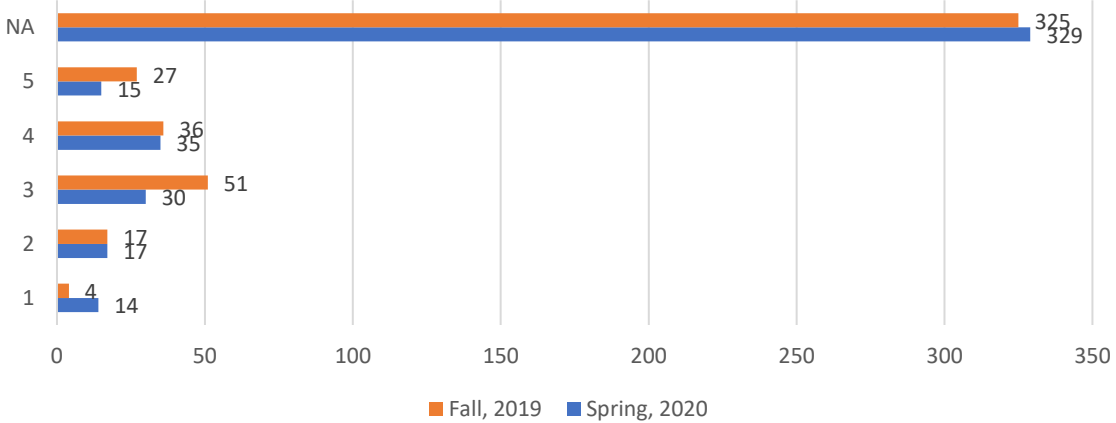
Textbook problems/activities



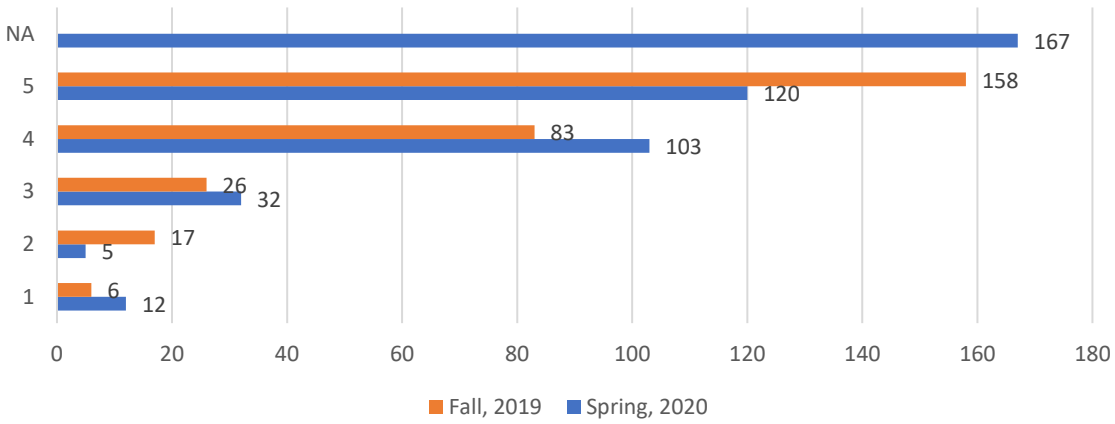
Individual presentation/demonstrations



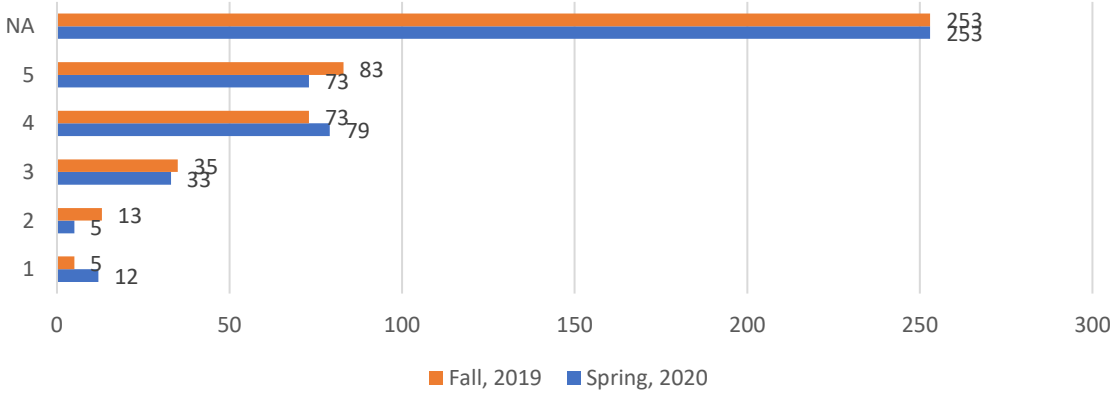
Group presentations/demonstrations



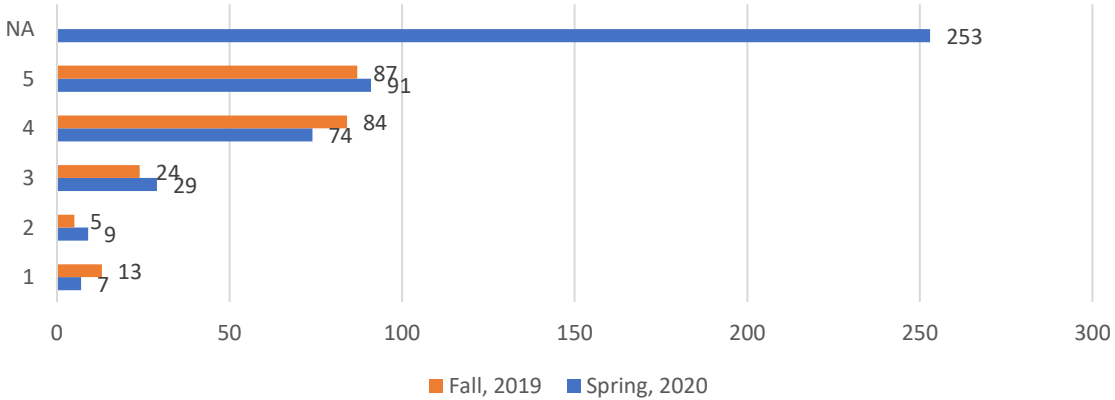
Instructor-developed tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam



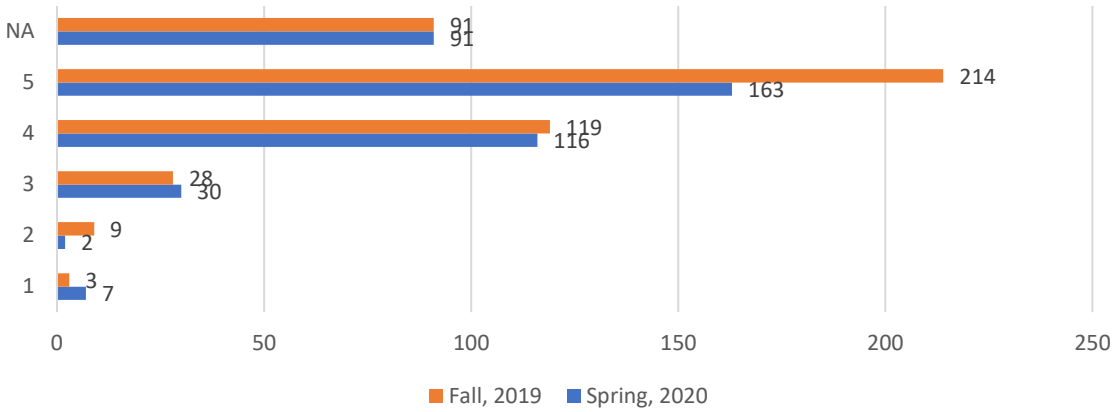
Publisher developed tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam



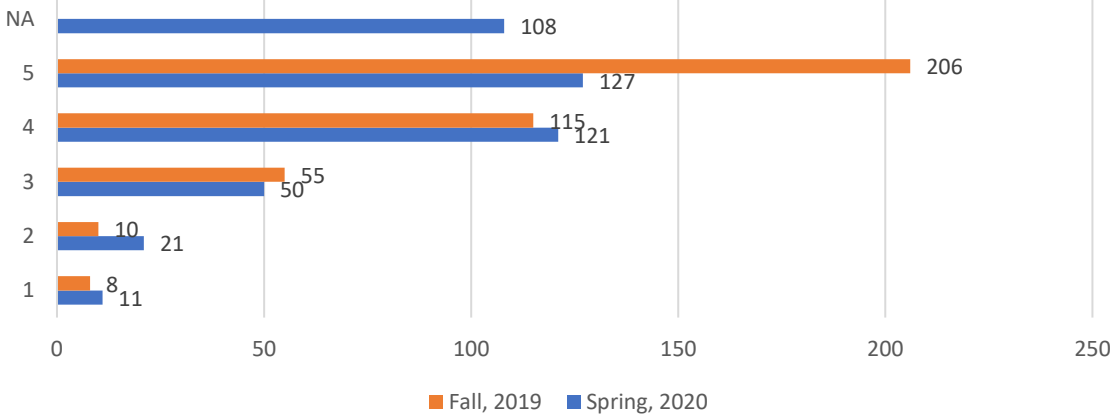
Blended instructor/publisher tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam



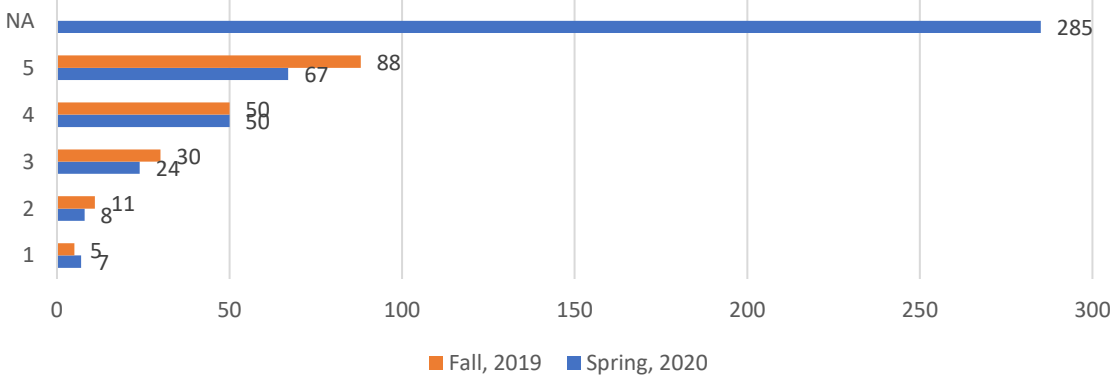
In-class assignments: worksheets, discussions, chats, individual or group work



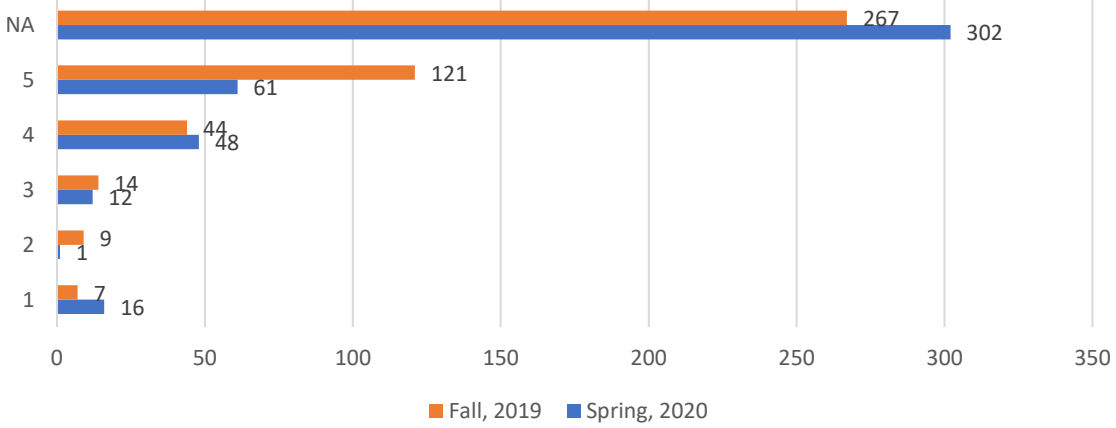
Out-of-class assignments: reading, worksheets, work products, interviews, etc.



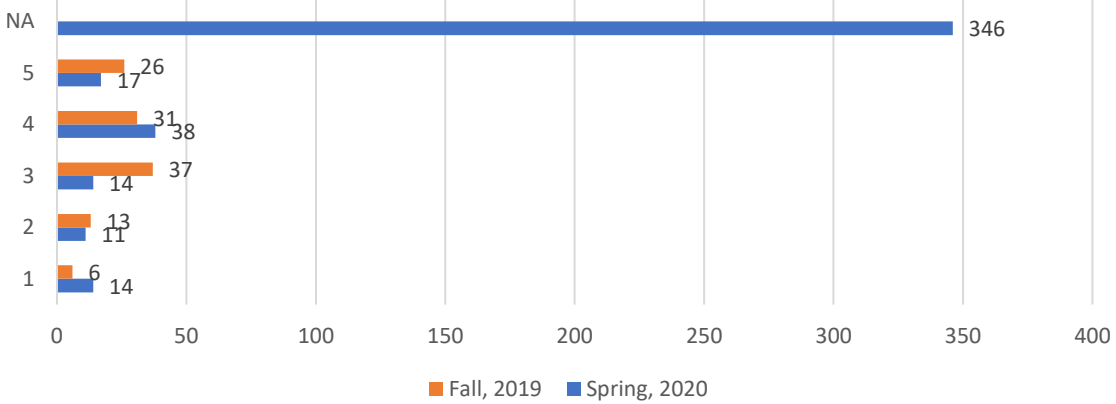
Papers: journals, quick-writes, minute paper, one-sentence summary, reflection paper, research paper, etc.



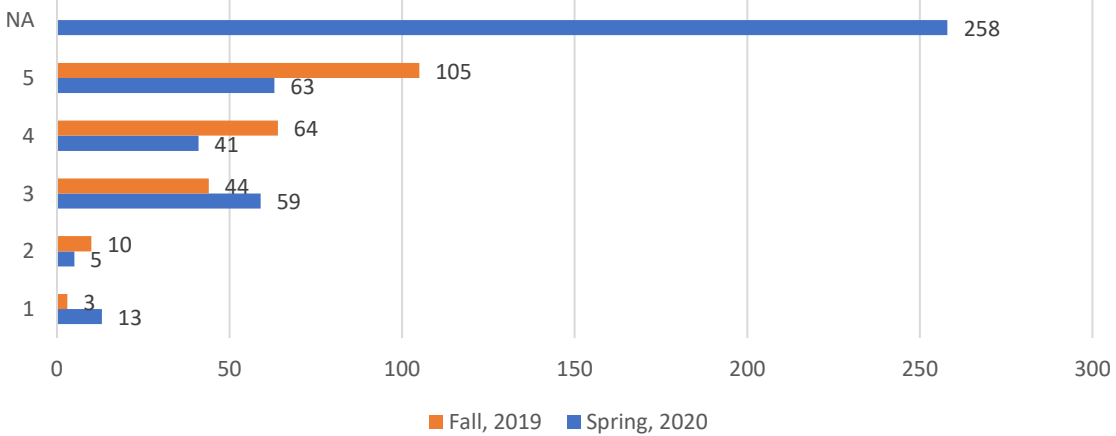
Individual projects: portfolio, competency portfolio, Capstone project, etc.



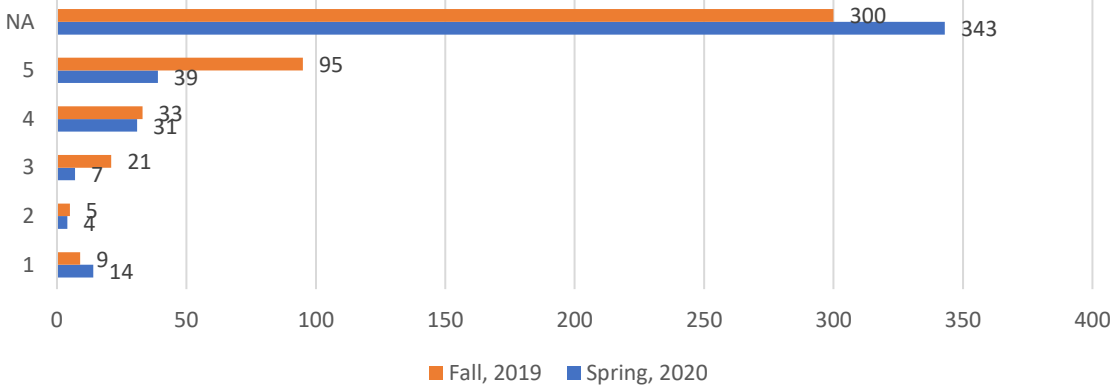
Group projects: debates, presentations



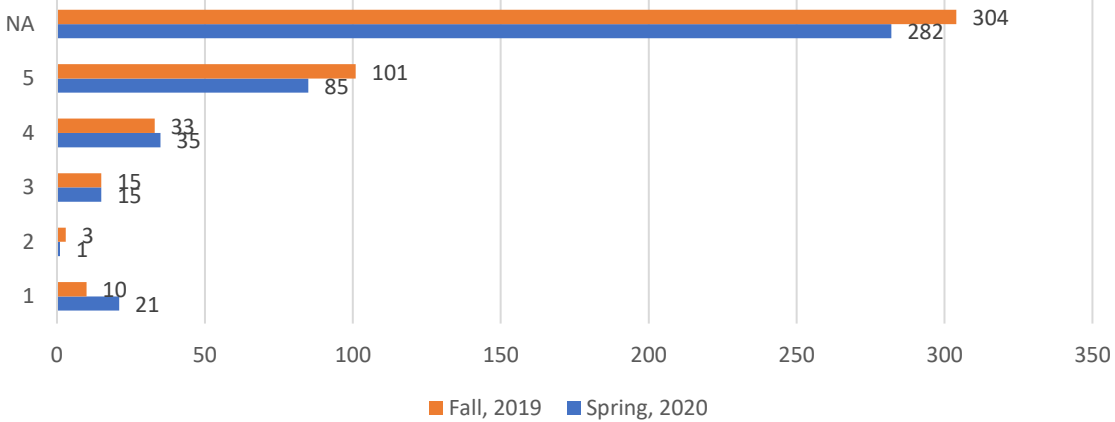
Evaluations: self, peer, external evaluation



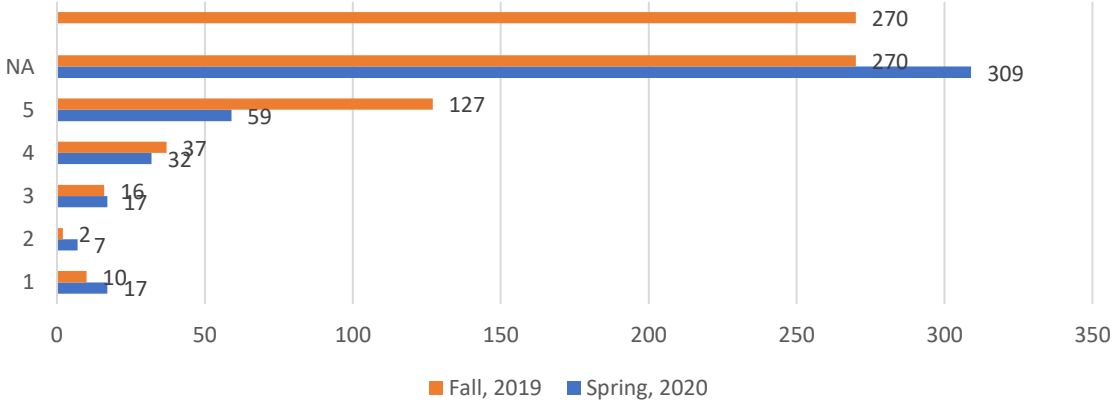
Demonstration/Performance: individual or group, role-playing, debates, speech, performance on National license exams

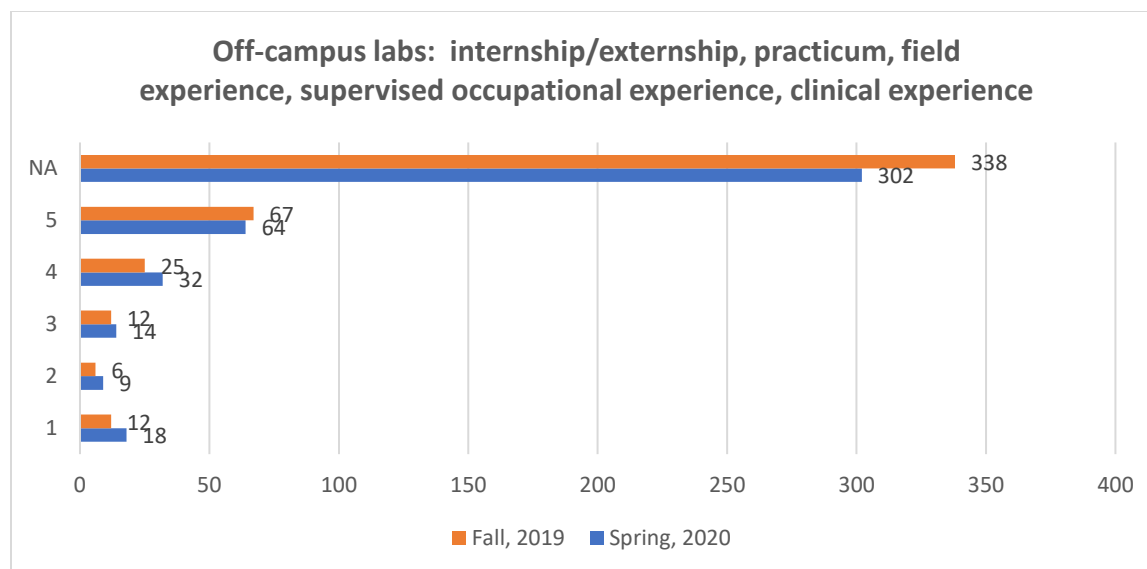


On-campus labs: lab task, performance, lab test



Specific skills assessment: skills specific to courses, cocurricular programs that offer credit, technical programs (music lessons, law enforcement skills, intercollegiate athletics, etc.)





Changes Made to Course to Improve Student Learning

Fall Semester, 2019

- Drew up a few more worksheets for the students to practice on series parallel circuits and it made a big difference.
- Working with the students more in the lab so they get a better understanding.
- Incorporated Online Educational Resources (OERs) for this course vs a publisher's textbook. Participated in a Minnesota State Learning Circle, with other Minnesota State faculty, facilitated by Karen Pikula.
- Switched from a publisher's textbook to all Online Educational Resources (OERs) for this course.
- Short instructor video segments were added to describe concepts.
- Faster replies to discussion questions and feedback to lab assignments.
- Added some Mindtap assignments to the course.
- Added more proctored exams and online practice exams.
- Had the students complete online modules prior to coming to class.
- Had the students wear uniforms to make skills lab/simulation more realistic.
- Changed the points on the prep sheet and some of the information that students had to collect.
- Implemented the "flip the class" concept and had them work on review for exam worksheets together and then we discussed them as a whole class. Did not do this for the first exam but did for the 2nd and 3rd exam and noticed an improve in their scores; especially the third exam. The 3rd exam was over red blood destruction. Believe the scores were higher on that exam because we spend many labs looking at red blood cell morphology and different types of anemia.
- Assigned individual audio recording assignments to aid in listening to the correct way of pronunciation and gave feedback on audio as well.
- Improve on instructions for laboratory procedures because some students did not understand oral instructions as well for a laboratory procedure. Had them perform several crossmatches that were incompatible so they could see the reaction and know what was the next step in the process. Received two more gel analyzers for antibody screens from hospitals that are changing to a new system.
- Used more videos in the lecture. Used a variety of methods to review for exams such as in class worksheets, small quizzes on D2L, scratch-off quizzes done in a group. Implemented the "flip the Class" concept by giving projects where students could work more in groups and then we would reconvene as a whole class for more discussion.
- Revisited the Final Exam contents. Moved all assignments to the cloud.

- Had more in class worksheets throughout the topic lecture to make sure the student was learning step 1, for example, concept before moving forward. Gave the students the chance to retake any exam they wanted to retake to improve their comprehension of the subject. Students would do homework, worksheets in class, take exam and if they failed it retake it and earn a passing grade. That is improving student learning.
- Took the students to Avera McKennan laboratory to experience a large hospital lab. Had the chance to discuss and show them advanced testing (ex. PCR and MaldiTof) that we have only discussed. The tour improved my lectures because I was able to talk about what they had seen at Avera's lab. Increased the number of mycology slides they had to view.
- Discussion boards are so useful; students have done a great job this fall engaging in the discussions presented. I've been really impressed with the level of detail/critical thinking they have demonstrated.
- Revise content and objectives/outcomes for general content.
- I added a chapter on Mental Health Disorders this semester, including a quiz and a discussion as assessment tools,
- Added more Case Analysis Assignments using the Discussion Board.
- Added assignments that will assess students' verbal communication skills.
- Revised some of the assignments in EHR Go (Electronics Health Records Go), the subscription students purchase for hands-on experience with electronic medical records.
- More time was spent on motor calculations to improve understanding.
- NEC III assessments indicate good understanding and retention.
- Assessments indicate understanding and retention are good.
- Looked for a different textbook.
- I reassigned a computerized practice set through Cengage that the students can see their errors and make changes until it is correct.
- Project assignments were adjusted to better target SLO's. Small improvements in student learning were realized.
- I would like to put more into the discussion area's
- Maybe add in more self-assessment options
- I usually invite a native speaker to help assess accurate pronunciation and give feed-back to students, but due to the class schedule, I was unable to do that this semester. Assessment involved one-on-one feedback with instructor.
- Taking full advantage of the text books materials, as well as giving them all the resources and time needed to successfully complete the program.
- Changes made were fully taking advantage of the curriculum offered.
- I am allowing the use of cell phones a little more in our research and consultation with our guests. I am trying how a cell phone can be used productively in the workplace and when it is inappropriate.
- In the nail care area of our industry, you can hardly keep up with all the changes that are happening. New products, updated techniques, what they see on you tube...lots of influencers. Any classes or educators on those new products and techniques.
- We are bringing in more textural distinction into the education and training of our students. The world is only getting more diversified. Color is one of the largest income generators in our field. It is also ever changing with the trends so just keeping up with all of that can be a challenge.
- We keep everything about the same. Updated things last year with the changes mandated by our MN Cosmetology Board.
- More NEC code involvement.
- Improve the lab areas for students.
- This is another course that is their very first to take as electrical student. My expectations from students is that they are to complete all lab work and work questions according to the Department of Labor Electrical division Minnesota.
- Threw out some exam questions that caused confusion. No issue this year.
- Developed new stations and methods

- Included more class discussion.
- Increase group discussions.
- Increase online discussions.
- Peer Sharing and Networking.
- Utilized Davis Edge Questions.
- More ATI and Improved Rubrics.
- More due date-based assignments and tests, this helped the students maintain consistency in the class.
- More skills testing on the basic lifts to encourage learning.
- More interaction between students in the discussion area in the hopes that more of them would golf together.
- More film breakdown for position learning purposes, the students were able to see what needed to be corrected and what skill was being performed properly.
- More Group projects and presentations, this has improved learning of skill to improve coaching styles.
- Incorporated new curriculum this semester per LYFT grant
- I need to incorporate more opportunities for students to "talk" about what they are doing. I am going to incorporate opportunities where students can present their solutions verbally and not just in written form.
- new methods of teaching and learning
- More learning lab assignments.
- I will use a different textbook. I adopted a new textbook to save students money and it was not as rigorous as I would have liked.
- I think my assessments worked well. I am continually trying to improve so I will look at adding more higher learning thinking into my worksheets to help students determine how to apply what they are learning to their field of study.
- Continue to implement additional hands-on labs and presentations from industry professionals.
- Additional Chapter Assignments to prepare for quiz.
- Adjustments on individual project assignments were made to better align with SLO's. Small positive effect to student learning was noted.
- The discussions were changed to provide inclusivity of book assignments.
- continue to implement hands on lab related to precision technology equipment
- More case studies.
- I continued to work on improving hands on laboratory activities that allowed students to truly be able to learn through actual demonstration of skills.
- I again continue to strive to make the online learning environment more interactive. This particular course doesn't require a lot of interaction necessarily, so it is always a challenge to interact personally with these students.
- I believe that I can continue to incorporate local establishments to allow these students to officiate at their games in order to expose these students to various levels of officiating.
- I removed writing a paper on topics or related athletic injury reports. I found additional readings more important than writing papers which were getting to be very poor or often plagiarized.
- This was the first semester I used a publisher "cartridge" as a starting point for the course. I think it helped make the course more structured and helped ensure a thorough coverage of the material.
- I tried to make the discussion questions more succinct. Rework the review questions.
- Reviewed the course review questions.
- Some new components were added to the PLC training.
- Re-evaluated point values.
- Updated questions and quizzes due to new edition.
- First time teaching this class in a few years.
- Clarity of requirements and rubrics.
- Additional Guest Speakers. Additional Hands On Activities. Self-care Lesson
- I changed the text book to something more affordable and useful.
- I slowed down the rate of new information at the beginning of the course.

- I added more weekly assignments and provided additional information for field experience.,
- Updated skills assessments.
- Instead of a comprehensive final, I will be switching to a mid-term and final exam.
- Some editing of online lecture notes, minor changes to document assignments.
- More applied approach. Requiring students to interaction with each other in class and online and coming up with possible solutions to issues/concerns/problems. Incorporated material from courses I have taken at University of Texas-Rio Grande Valley and Minnesota State University-Mankato.
- Asses financial performance.
- Develop a marketing plan.
- Improve the format for the grain marketing plan.
- Incorporated more applied approach to solving issue/concerns/problems using life and work experiences of Instructor and students.
- Developed more lab report assignments
- Went to a firearms instructor course and incorporated several new learning activities into the course.
- Update all materials to new addition of text book
- Use different books to provide students different perspective on race and ethnic minorities. Focus being on grassroot organization and its influence on public policy, societal changes, and the influence on interactions between groups.
- Used a different approach. Required students to go into the community and speak with individual's and write a 2 to 3-page paper about their interaction.
- Look for more understanding prior to moving on to another concept
- To improve student outcomes, we focused on bringing the student's portfolios online through Wordpress powered blogs and professional portfolios. This improved their overall participation and provided an enhanced focus on technological skills, as well as creative design decisions. I also incorporated more group discussions centered around industry relevant 'hot topics.'
- Making sure Students had point system. Which helped them be conscious of their grade and keeping them accountable.
- i did more hands on and games to get the whole class involved.
- Scaffold assignments, Group work, Rubrics, Reading Circles.
- Switching to a new textbook allowed me to utilize different types of textbook practices and assignments. Instead of lecturing for most of the class, I alternated between lecturing and doing activities, which kept my students far more engaged.
- To improve measurable student awareness to their progression of skills, I created a Weekly Productivity document that: facilitates time management; provides a concrete rubric of how their services are checked; tracks the student's progress towards required quotas; and provides measurable and consistent feedback on clinical skills.
- To incorporate emerging industry standard technology, I activated a POS system in our time clock software to track client services, keep client records, and improve record keeping
-In order to successfully engage the advanced students in finalizing their skills and abilities, I encourage them to check their own work and provide me with feedback on where their strengths and growth opportunities exist.
- To facilitate growth and SMART goal setting, I incorporated a standardized time guideline for clinic services to incentivize timing of services and provide motivation for improvement towards industry standards.
- More group work, More in-class assignments, More team-building, More student led presentations
- I modified the paper-writing process. Students wrote personal memoir papers, and continued to rewrite them until they achieved the grade of "A." This resulted in improved student learning of good writing skills, but also improved overall student grades because every paper written ultimately resulted in a grade of "A"
- ITV section: I eliminated the paper previously required in this course, since students in the past really struggled to write an historical essay. I replaced the paper with more active learning activities, primarily using the Virtual Reality kit on five separate occasions.
Online: I modified some chapter assignments to better assess student learning of the material. I also added

an introductory "Let Me Introduce Myself" discussion forum so that students could introduce themselves at the beginning of the semester and to foster a greater sense of community.

- I eliminated the analytical essay I have had students write in previous semesters. Students really struggled with writing an essay. Instead, I did more in-class discussions and worksheets focusing more on mastering content rather than mastering written communication skills.
- First time teaching this course
- Attended ASP trainers conference and incorporated several new training skills. Continuously read and study case law to up-date training requirements.
- I add more skill and drill grammar training. I also eliminated the textbook for this course. Students used Khan Academy Grammar. The results were outstanding--a marked improvement between their first and second essays.
- Focused more group discussion, journaling, and presentation.
- A few labs were modified from a "cookie cutter" lab to a lab that involves more individual decisions and application of biological concepts.
- I recorded all of my lectures and posted them on D2L so that students could review them whenever they wanted to. I added writing assignments to the course that required students to connect course content to their everyday lives.
- I added a project and presentation to this class. Previously, student assessment was based primarily on quizzes, exams, participation, and written assignments. Although students were initially apprehensive about presenting, the presentations gradually made them more comfortable speaking in front of the class.
- The curriculum was rewritten by Advance IT Minnesota. For the curriculum students are completing off Campus - it is much more interactive. I did have the option to adopt the new curriculum or not. I did adopt and I love the interactivity.
- Office applications were moved to the cloud for student study, feedback and grading.
- Added some D2L online testing for class.
- Added review assignment for the material, prior to testing. Added medication templates to the assigned case studies.
- I added additional lab assignments to force students to practice more, added group learning assignment, and created more review opportunities through self-test (non-graded).
- Went to online format for tracking clinical evaluations making it easier for students to see immediate feedback to grades and assessments.
- Emailing feedback and scores to personal emails of their choice.
- Redid the instructions for the end of the semester business simulation so that they were a little clearer on the expectations.
- I redesigned some calculation sheets to include step-by-step instructions. Received another three-phase transformer for student to practice hooking up in lab.
- Developed better Discussions.
- I will need to develop better discussion topics for the class.
- I will be making multiple changes in this course. One change will be the aspect of attending practice as an outside assignment is not possible at the beginning of the class and only available at the last part of the class.
- Had a wood backplate put up for student use. This allows students to make proper mounts of equipment as if in the real-world industry. This allowed for correct measuring and mounting of equipment.
- Added review questions; rearranged the class topics, added 2 more tests.
- Brought in external resources on code related topics.
- Created a detailed Rubrics for labs.
- A new textbook was used in this course Fall 2019 - updated to Word 2019 software. Added access to Watch and Learn videos and Guide and Practice tutorials - textbook publisher supplemental learning tool. This allowed students the opportunity to practice working with the features learned in each chapter before they completed their graded assessments. I had desired to add videos demonstrating some of the more difficult/often misunderstood features. Chapter knowledge check

assessment was added. This replaced the former optional Concept Check Reading Guide I had provided. This change required students to dip deeper into the chapter content in order to complete.

I continued the use of pre-assessment for each chapter. Test score performance improved this semester from previous Fall 18 and Spring 19 semesters (62.5% of the class had a test score average of A; 37.5% had a test score average of B). All chapter and unit assessments averages were in the A range - improvement from Fall 18 and Spring 19 performance. Chapter Knowledge Check 62.5% had an A average; 25% B average; 12.5% D.

- This was the first time using a new textbook for this course. I incorporated low stake chapter assignments and quizzes to assist with students digging deeper into the course material. Created new and additional hands-on, real-life application assessment opportunities were provided for the students to assist with coverage and alignment with the course and overall program outcomes. Made modifications to some grading rubrics in order to more clearly define expectations (Interview Paper).
- Updates from OSHA for curriculum and tests.
- I broke down service code calculation sections into parts. Allowing the student to understand and grasp each section then bringing it together as a whole.
- Used the curriculum from Stemfuse which improved the quality of the course
- A new grain marketing template was developed.
- Got them more involved in classroom.
- Keeping current with changing tax laws always improves student learning.
- Using most current version of Sage Accounting.
- Continue to add in-class team projects and visit sites
- First time teaching this class and appreciated the publisher's labs and projects for the students where they can apply their knowledge of Spreadsheets in labs that were immediately graded and, in some cases, could be retaken to correct their errors.
- I have rewritten the course learning outcomes to reflect the shared learning outcomes. I have spent time reteaching in areas where the majority of the class struggled.
- An updated income tax template and 2019 income tax reviews were completed
- I rewrote the student learning outcomes. I have also added a couple of new assignments for spring semester that will help students to plan their schedules for future semesters.
- I revisited the current student learning outcomes. With the discipline change from HSER to CDEV, I revisited the current student learning outcomes, changed the wording so that each started with a verb, determined if each was measurable using the assessment currently used.
- I used the discussion boards more to get more in class participation for the online sections and face to face sections of the course. It allowed more interaction with the students and also different perspectives were shared and more students participated.
- Since turning into a 1-year program more fast paced and tweaking assessment activities
- Based on the last assessment I have changed one of the textbooks that I use to bring it more in line with our student learning outcomes.
- I updated several requirements to better serve the students & their study of Sociology.
- Poorly worded or incorrectly loaded questions in quizzes/exams were edited or removed from the question bank in effort to better reflect the objective of the question.
- I tried to include more interactions with the local businesses that deal with marketing but had little success with encouraging them to participate in class presentations or visits to their production facilities. I will work harder at forging these relationships.
- More hands on with electrical meters with Snap-on tool corporation.
- Get Newer vehicle applications the students can work on.
- I adopted a new textbook to try and save students money and the rigor was not as good as in the past. The textbook exercises and tests were not at the level I would like. I will be re-evaluating and selecting a different textbook for the next time that I teach this course.
- I changed the textbooks used. I am shifting to more OER's.

- Before the semester started I created a more detail chart of accounts that closely matches Finpack account list, so that students do a better job of detailing records. The goal is to have every student completing computerized records. Detailed records result in a detail analysis of a operation so that they can know cost of production on individual commodities to assist in Marketing.
- More interactive projects based on real-world connections.
- I made the following changes: I have started the process of what is evolving into student-driven quizzes and tests: students are asked what they expect to see on the quiz prior to taking it. I then evaluate the questions based on student responses and make revisions if needed. (SLO2) (G2). I have introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments. (SLO6) (G1). Class writing model discussions are more focused on student writing, rather than the professional writing provided by the textbook. As a result of this, students are also completing collaborative writing assignments. (SLO1) (G3).
- The college updated the Lab Volt equipment and paid to have a digital version to. This was a big improvement to the students learning.
- The format of this course was changed from separate lecture and laboratory sessions to a "blended" lecture and lab delivery. The format change resulted in class demonstrations and lab activities being more seamlessly integrated with lecture material.
- I have chosen a new textbook that provides more information than the last book on the research process and includes writing models for discussion that review current social concerns. (SLO 1)
I have included several new activities that ask students to practice annotating and synthesizing research in addition to developing their own primary research. (SLO 2)
Students are now required to take a pre-quiz (a digital resource that comes with the textbook) prior to taking the instructor-written quizzes based on each chapter and lecture. (SLOs 1 and 2)
I have introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments. (SLOs 3 and 6)
In addition to several individual papers, students are asked to write collaborative essays in response to prompts that ask them to consider traditionally polemic issues (e.g. politics). They are then asked to peer review the work. (SLO 5 and 6)
- Instructor-developed tests were improved by re-working questions to better align with specific SLOs.
- I have included opportunities for reflection and self-assessment: students not only write a reflection paper at the start of the semester, but they now also write one at the end. This second reflections asks them to reflect on their achievements and mastery of the course objectives. (SLOs 1, 3, and 4)
I have included additional writing assignments that introduce students to the steps of research and aid them in analysis: research proposal and rhetorical analysis. (SLOs 1, 2, and 3)
We review and discuss anonymously submitted student writing as a class. (SLO 3 and 5)
I have introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments. (SLO 5)
- Simplified group project.
- I used a more in-depth Discussion and Feedback system
- I went over drawing of electrical circuits earlier in the semester rather than later. It made a difference when we went over hooking up switches and diagrams.
- I have devised another method of teaching Ohms law to the students. Instead of teaching $E = IR$ to the students I teach them what their multimeters have. Their multimeters show V for voltage instead of E. Their meters show Amps instead of I and their meters show the omega symbol for resistance instead of R. I have gotten many complements from students as well as service managers in the industry for the knowledge of multimeter use.
- Had short quizzes after part of the lecture.
- Added lab participation skills. Hands on in the lab so they know what I'm talking about in lecture. Quizzes during lecture. Game participation.

- Started working on the Skill assessments sooner. Did my best to stick to the time-frame of the syllabus.
- Added group level projects, quizzes during lecture, Youtube presentations.
- Started some lab skills in Spring
- Had the students do more labs that required partners for wiring of the lab. I felt this worked well because they will have to do this in the workforce.
- We moved from a required textbook to our online ATI program that is required. The students had to complete a quiz prior to coming to lab as a "ticket to lab" to ensure the students were prepared for lab. We have the students complete their "charting" after lab which assists them in knowing how to chart assessments and the completion of their skills as they would do in the facility setting.
- This time I made sure that the students explained how a (example starter) works. I made sure that each student explained to me in their own words how it functioned. Last time I had them do a report. Then the student would just read it off. They got their information from out of a book. If they can explain it rather than read it, it then shows they got a better education from it.
- I hit the basics hard for air conditioning systems and kept going back over the basics. When I knew they had system figured out I didn't need to asking them where is the receiver dryer located in the system. They knew it because we hit the basics hard. This class has the best understanding of air conditioning because they understood the basics.
- This instructor feels that introducing new, and first-generation students to the academic rigors that they will face in the upcoming semester and throughout their college careers is vital. Time management, financial management, and the various study methods (exam preparation, note taking etc.) is vital not just for this course but for their entire academic career. Providing different methods of teaching will increase the student's ability to learn, interjecting PowerPoint, lecture, video and other speakers helps to reach the students through different modalities.
- To improve measurable student awareness to their progression of skills, I created a Weekly Productivity document that: facilitates time management; provides a concrete rubric of how their services are checked; tracks the student's progress towards required quotas; and provides measurable and consistent feedback on clinical skills.
- We started this course with a 36-hour retreat to focus and develop the program and our approach to teaching and training up student athletes.
We as a staff introduced a computer based TRAQ system that worked with students in the areas of strength and conditioning. Developing student athletes by incorporating technology is vital in this analytic athletic field as well as reaching today's student athlete.
- More laboratory and hand on material.
- To incorporate emerging industry standard technology, I activated a POS system in our time clock software to track client services, keep client records, and improve record keeping- I can keep integrating ever changing technology in their learning through expanded D2L usage as well.
- The new digital radiologic system has allowed us to incorporate more labs for students to complete throughout the course.
- I started on 2 different chapters I research indicates if you can teach students how to learn, and how to put information into active memory that would serve positive. I feel this change did impact our students in a positive manner. The timing and teaching method did change as I was on site 1x per week and off site 4 x per week, each class period lasted 1 hour and forty minutes.
Teaching and Development changed.
- To improve measurable student awareness to their progression of skills, I created a Weekly Productivity document that: facilitates time management; provides a concrete rubric of how their services are checked; tracks the student's progress towards required quotas; and provides measurable and consistent feedback on clinical skills.
- Updated salon listings and added new locations of interest and more types of salon bases
- Several new laboratory activities were implemented that improved student learning.
- Attended a seminar on current updates and new material

- Did research on line to broaden my knowledge and good or bad influence - represents the possibilities and helps define quality of the project. and passing these findings on to the class and have them evaluate some of their own
- added more hands-on skills and tried to have more interactive checks of information received in different segments
- added time for review of each presentation for clarity of student learning
- Focus on level of student's education and keep track of how each has accomplished or not accomplished skills and what i can do to help them understand or relate to each problem or situation
- I was able to attend some conferences this last summer. The MTTIA and the ABYC conference. The MTTIA was good because it gave me a chance to learn new electrical skills, Hybrid, Can Bus, Textbook companies. I will pass along info to my students while we are learning about our various areas that we have in the Powersports program. The ABYC was a good to attend because we have just started discussing how we could blend in a Marine Mechanics program with the Powersports Technology program.
- I changed up a couple of the assignment instructions and goals.
- More discussion posts and more defined dates assignments are due.
- I utilized a different software (Microsoft Sway) for student generated projects.
- I need to develop more self/peer critiques and check ins. I need to create a better system for grading projects. I hope that this will fall into place by making the class a two-day, two hour a week meeting instead of four hours one day a week.
- I started having weekly conferences with each student about their writing, which they found beneficial and was a good way to talk about writing issues that are hard to encapsulate with a few-word written comment on a paper.
- Differentiated the instruction throughout the course. Added rigor in the form of discovery-based assignments and assessments. Used real world happenings to drive home course content and theory. Utilized Socratic method more to deepen understanding and challenge ideas. Had students develop their own understandings and debated them thoughtfully amongst each other.
- this is the first assessment
- After grading kids in group discussion, I decided to go forward with having them grade each other - something I had never done before.
- Spent more time on confidence intervals and hypothesis tests.
- I gave my students more sample writings from previous students and spent more time on writing instruction prior to assigning their first paper.
- I reduced the number of minor writing assignments and focused the students' time and energy on the major papers.
- I included more reflective writing assignments that encouraged students to apply the content we are learning to examples in their own lives or in current events.
- I scheduled more time to meet with students to discuss their papers. In exchange, I covered fewer plays, though I still covered a more than sufficient amount.
- Increased differentiation on some of the formative work, along with more self-paced learning options for students who seek to move faster than the general class's pace.
- Allowed more time in class to work/ask questions.
- Periodic concept checks
- Provided more time in class to work on assignments.
- I increased the amount of practice work for the students.
- I can create assignments to allow students to upload their videos and do their OWN self-analysis/evaluation/comment. Also, I would like to add Zoom meetings to this course but the last time, it didn't work for asynchronous fully online class since they have different school and work schedules. I was thinking of having 1 to 1 zoom meeting with a student and have a basic ASL conversation.

Spring, 2020

- Added virtual course conversations and short instructor videos to explain content and assignments.
- Added two assignments:
 1. Zoom interacts where students met in small groups, recorded the meeting and reported out on the learning experience.
 2. Create-A-Quiz group project where students create the Quiz for a specific unit and then I combined questions from various groups to create one quiz for the entire class. Great Assessment of SLO.
- Clarify student expectations.
- Increase explanation of student expectations.
- Re-affirm student expectations.
- Add videos and podcast for student's language pronunciation.
- Meet one time with student to explain the course and answer question
- This year I gave the student more worksheets to assist them in understanding the content and also to study for the exams. I also put review quizzes in D2L prior to exams. I spent more time in lab, prior to COVID, because this group seemed to struggle with the identification of white blood cells. I was going to set up a no-point quiz, where the student had to identify the different WBCs under the microscope, so I could get a better assessment of which cells they were really struggling with.
- Last year I stated that I would incorporate more information on ESBL bacteria, due to increasing resistance of bacteria to antibiotics. I did do that by incorporating in lecture and also doing a worksheet. Last assessment I also stated that I would give more worksheets to increase knowledge since there are so many different bacteria; of which I did. This was a request by students during end of year paper course assessment.
- I started using Mindtap which has online assessments and reviews for the students
- Due to COVID 19, the students did not come to campus. The following changes were made.
 1. I sent them the practice exams prior to the days we had classes via Zoom. During Zoom meeting we went over answers and discussed some of the questions.
 2. I had discussed and assigned the Resume before they left in December.
 3. I added Youtube videos with worksheets that covered some of the areas where I felt the students scored lower in Board Exam and that I felt needed to be reviewed. They included quality control/quality assurance, dilutions, instrumentation, math, and spinal fluid examination. I believe these reviews will improve the Board Examination scores for the "Laboratory Operation" section.
 4. I also had several Youtube videos on interviewing with worksheets.Last year I had written that I was going to send out Case studies rather than have them write a Case Study, and then they could pick one of the case studies to give a presentation. I had sent out Case Studies for Hematology and Microbiology prior to COVID. After that, I was overwhelmed with putting every course (exams, labs, lectures) online, I did not have them do a presentation.
- I added a case study per department for each student rather than having the student pick one case study to write. This will be a good review for each student. Additionally, the student will have to problem solve using the medical information and data about the patient.
- Revision of course student learning outcomes and objectives for assessment. Clarification of student learning outcomes in new revised formats.
- First semester students programmed on two different platforms.
- For some critical skills, the students first had to practice, then demonstrate to a classmate, and finally test-out with the instructor. Demonstrating to a classmate was a required step this semester, and had not been consistently in the past. Students felt this was helpful.

Other changes were implemented due to COVID (see question below).
- Did more with the discussion part of the class getting the students to interact more even though it is an online only class. I also started to use more videos to demonstrate the labs and how to complete certain tasks that might be confusing for them.
- Changed the textbook for the Maternity & Pediatric part of the course, more review questions, and more proctored tests
- All unit tests included content from the previous units covered to promote long-term retention.

- This Course was covered under the Covid-19, had a online text book/tests which worked out great and had the students watch you tube video's relating to this subject and had review questions after each and following day 2 hour zoom meeting to talk about the content
- Have students perform the overhaul procedure on the same transmission application.
- Had the same manual transmission for students to cover
- Updated the prep sheet.
- Required pre-simulation work prior to the clinical day. Changed points on Manager of Care to reflect student work.
- I added a final project that student needed to complete that integrated each part of the Office suite. The student learned a real-world application to using Word, PowerPoint, Excel, and Access. This project will help them learn how to make their business or personal life easier and can also be a time saver for them.
- I assessed students more with additional debugging exercises that helped them learn about programming syntax. This seemed to be harder for the students but in the end it helped them fix errors in code and helped them catch their own syntax errors
- Student need to complete additional work on creating a VLOG and also more work in the photoshop creating pictures for different type of social media
- Changes I made to improved student learning was addition of more videos during lecture, more graded worksheets, and more in-class group discussions. The portion of the course that I taught was delivered during the COVID-related quarantine. See COVID-related changes in the question that addresses this.
- I have added more free writing exercises about topics we are going to cover for the day at the beginning of the class. I added opportunities during the semester to answer the question, "What I don't understand..." to help gauge if we need to review topics to gain better understanding or to see if I can be more illustrative in my teaching.
- Added writing assignments to get students to watch episodes of Forensic Files and answer questions about the episodes to get them more exposure to forensic science, evidence collection and crime scene processing.
- This is a basic hydraulic so make sure the students have a good understanding to move on to Advanced.
- Added a journal assignment.
- More discussion questions and worksheets.
- I used more case briefing assignments and discussions.
- More online and technology usage
- Current market conditions change otherwise the materials remain consistent with Finpack and excel spreadsheets
- Have allowed quick books usage and NDSU record keeping to be actively used
- 1. introduction of options, hedges and forward sales verses cash sales - CME website
2. improved a spread sheet in excel to enhance development of plans
- This course has been Quality Matters Certified. In this process I outlined the outcomes and objectives and tied them to the assessment methods used in the course. I also added some video to enhance student learning.
- Created small groups for participation in the classroom
- First time teaching this course
- Had students work in groups of two to wire motors and they completed peer to peer inspection of connections.
- This course had to be completely adjusted due to Covid-19. Had to teach remotely via Zoom. Did not get the chance to assess their technical skills like I usually do.
- A few changes were made to the course Tests.
- I changed a few of the publisher learning activities and drop box assignments to make sure all outcomes were assessed.
- Gave more time to complete end of the semester project
- Gave more notes on payroll project
- Updated text to most current edition

- More detailed instructions on use of Cengage
- I am using a new textbook. I have developed Power point slides to use in lecture. I will be using small groups in class.
- Added more analyzation on chapter 23 test
- New course outcomes were written. Added a couple new assignments.
- Student learning outcomes were rewritten.
- Added an additional group project
- Updated research projects
- Using the new equipment that industry has available.
- Added in-classroom activities such as Kahoot. Hoping to continue to expand on this and utilize more in the classroom as well as add to online sections.
- Had several new engines donated used them for training
- Adjusted the split of Lessons 86-90 to be a smaller amount (Lessons 86 and 87 only) and then Lessons 88-90. This change allowed students more time to review feedback from the first section of the project, request assistance with formatting guidelines, etc. before continuing on with the second half of the comprehensive assignment. This was a more manageable amount and less punitive to the student's grade. These lessons continue to be graded to be graded on a curve - the only assignments in the course graded in this manner.
- The new textbook, learning tools, and assessments are working well. Test score performance continues to be maintained - 60% of the class had a test score average of A; 20% had a test score average of B; 20% F average (student lack of engagement). Chapter/unit assessment performance: 60% performed at an A average; 20% at a B average; 20% F average (student lack of engagement). Knowledge check performance: 60% performed at an A average; 20% at a C average; 20% F average (student lack of engagement).
- A new textbook was used in this course Spring 2020 - updated to Word 2019 software. Added access to Watch and Learn videos and Guide and Practice tutorials - textbook publisher supplemental learning tool. This allowed students the opportunity to practice working with the features learned in each chapter before they completed their graded assessments. I had desired to add videos demonstrating some of the more difficult/often misunderstood features. Chapter knowledge check assessment was added. This replace the former optional Concept Check Reading Guide I had provided. This change required students to dip deeper into the chapter content in order to complete. I continued the use of pre-assessment for each chapter. Test score performance remained consistent from the previous Fall 19 semester (80% of the class had a test score average of A or B; and approximately 20% a C average). Chapter and unit assessments grade averages improved from 60% in the A range Fall 19 to 83.33% in the A range Spring 20; 16.67% of students had a B average Spring 20 compared to 20% Fall 19. Chapter Knowledge Check 83.33% had an A average; 16.67% D.
- This was the first time using a new textbook for this course. The format of the course to provide some chapter projects to review concepts which integrated the various software applications early on and then lead up to capstone chapter assignments where less direction and more critical thinking, problem solving, research, etc. was necessary to complete integrated projects worked well.
- As the software used in the course is an online software, updates are continuously being made. I provided up-to-date information on changes that had occurred to the concepts prior to each chapter.
- This was a unique experience for me with Covid be the top concern. Nothing was normal after we came back from spring break. Was proud of the effort most students gave but had less overall success than normal.
- Updated Quizzes
- I've updated several assignments to include current events/scenarios, to help students better understand/apply sociological knowledge.
- We needed to do more online work, so less in lab class time. Utilized many online simulations and videos.
- We were planning on moving more of the theory to online delivery and have done so.
- Because of COVID all instruction and lectures were put on-line to keep my students studying was not let down.
- We are moving to more online delivery methods

- Keep working on developing new stations and lab assignments
- new lab station for learning
- Learning about new developments in the powerline industry
- Changes in projects assigned
- Emphasis on marketing plan as it relates to the latest government programming.
- Changed annual meeting to focused on direct students' needs this year.
- Opened up the lab space to give students more for the lab experience.
- Change a lab portion so students have more accessibility to the instructor when doing lab work.
- Increased lab size to allow the student to perform more complex labs.
- Changed Annual Meeting to focused on meeting direct students' needs this year.
- This was the first time that I had taught Human Anatomy as a Hybrid class and so there were multiple changes that were made to this class when compared to the last time that I taught this class. Obviously, there were extra challenges this spring with the Covid situation, but I made changes to improve student learning by adding
- I am going away from regular textbooks and using OER's.
- Lessons were re-designed to try to include more active learning for students.
- Adjusted daily lesson to include more active learning from students.
- Introduced additional content which correlates to real life decision making.
- Continue to implement software capabilities and labs
- Further refined mini project worksheets and timing of same.
- I implemented a discussion area in the classroom to try and get more discussion and buy in to this fully on-line class.
- Continue to implement current news events on environmental topics.
- Adjusted timing and rubrics of mini project worksheets.
- Continue to incorporate additional ration balancing problems.
- I had added additional clinical assignment to review skills learned early on in the program, however students were only able to partially complete this due to Covid.
- These students were allowed to retake every test through the course. Some did and others did not choose to do so.
- Decrease number of review questions so that they may be more successful and spend more time on the ones that they had. Discussion questions - course split and do discussions every other week so they can focus more on ones they were assigned. Many different discussion questions listed.
- Online office hours -
- Cumulative Final - Let them use book this year, but no extra time was given. This did not really make a difference on the scores.
- I modified Unit Five discussion to a more accessible topic, which lead a greater understanding/application in the following units.
- I incorporated attendance activities for students such as quick writes and Kahoot. This improved engagement and attendance.
- Students have done well in this class in the past and the feedback was positive. I did not make many changes to my assessment.
- I changed some discussion topic/prompts to more reflect the unit objectives.
- I changed the order of the content.
- This course has worked well in the past. I did not really make changes this semester.
- Continued to refined timing and concepts used on various mini project worksheet assessments. Also working to adjust lessons to incorporate more active student learning.
- Provided more practice (low stakes assessments) prior to testing (high stakes assessment).
- I slowed down the content in the beginning to make sure students got the basics. That ended up hindering this semester due to our unexpected change of delivery.
- Added chapter quizzes in place of the Checking Your Knowledge questions because the publisher included the answers to those questions in the back of the text (new edition). Exams and quiz questions were

closely reviewed for questions that reflected <50% success rate. Those questions were either re-worded or withdrawn. Fewer points were credited back this semester opposed to previous semesters, and a baseline is established for the chapter quizzes.

- This course was not taught for three years; consequently, I don't recall the last assessment. It was taught independent study which allowed students to work more at their own pace than a rigid schedule.
- Addition of assignments - crossword puzzles, added to the number of tests and other assignments.
- I actually did not make many changes to the course this year except for adding additional questions into the unit exams. Average class scores for the 3 exams did not change this year compared to last year.
- WE ARE TRYING TO GET THE STUDENTS TO DIVE INTO MORE PROJECTS THAT HAVE MORE TECHNICAL DIFFICULTY IF THEY ARE SHOWING THAT THEY ARE READY TO DO SO.
- Continue to improve assignments, create assignments that meet outcomes/learning with a less is more outlook
- I went from teaching on ground face-to-face to online during because of Covid-19. I adjusted my delivery style, teaching style and assessment.
- Students were given more opportunities to practice taking radiographs before they were graded.
- Students purchased a lecture binder with all lecture outlines and handouts for the semester. I really liked this and so did the students.

The hybrid students didn't have to worry about printing documents before the class period and I didn't have to make copies for the face-to-face students.

- Modifications to the discussion boards. Students used them to identify potential quiz questions.
- More Discussions and interaction with the class.
- More Video training and coursework.
- More Discussions and interaction with the class.
- More Discussions and interaction with the class.
- Continue to clarify instructions. Adjusted some requirements due to COVID.
- I created and added D2L rubrics to almost all assignments. I will continue working on and adding them to the remaining assignments.
- Having both HIST 1101 and HIST 1102 back to back, I have been able to get better student feedback, because they are informed about how 1101 went. Listening to students, I have modified my lectures to incorporate power points, prepared lecture notes and ventured away from the textbook more and more. Also, upon student discussion results, we have changed from a final exam, to split this into a Midterm and a Final to decrease the material for the students.
- I contacted students using the learning management system and email to check in with students regularly and also encourage them to participate in the three Zoom meetings that were available throughout the week.
- I added more in class lab activities.
- More hands-on labs.
- Did more hands on projects and added more work and questions for home study. I was learning lots and needed to get that more on the student working and researching more.
- This course was switched from using a publisher platform where students had to pay to complete their homework to using an OER textbook. The percentage of students that withdrew or failed the course dropped dramatically from previous semesters. The course was built using the Quality Matters Rubric and was eventually certified by Quality Matters towards the end of the semester.
- The course was organized in Unit with Unit exams, but this semester the course was organized by chapter to give shorter and more quizzes. Students appeared to do better by focusing on one chapter (one organ system) instead of two or three systems at a time.
- Added more questionnaire assignments and group discussion
- Graded unit homework assignments were created to replace ungraded study guides to help students focus on topics and spend more time applying concepts.
- Did several videos on skills.
- Rework study guides into weekly read and test

- Attempted to simplify the methods of instruction by differentiating the presentation of the course material (i.e. via e-learning) with self-paced tools such as Nearpod and more traditional lecture & Q&A via Zoom. Also created more student created demonstrations of learning rather than traditional quizzes and tests, which is a function of the e-learning environment, but also gives the students several different ways they can demonstrate their level of understanding.
- Wrote my own OER text for the class
- Weekly reading and test
- More group discussion and evaluation of text readings
- This was a new course offered this year.
- I made discussions a requirement, instead of just an expectation. It did get more students involved and kept them off of their phones, which led to a more engaged environment.
- This year I started a 1-1 conferencing system over each paper, where I didn't tell them their grade until they had met with me about each paper. I answered their questions and vice versa, and we talked through all of the grammar, style, content, every sort of issue with their paper. The kids liked it and it saved a lot of grading time, as I could just write "ask me about this" and then explain instead of typing everything out.
- Changed our annual meeting to focused on direct student needs this year.
- I changed accompanying Reader so students have current articles regarding events to critique and state opinion. More class discussion through Discussion tab.
- Changed Reading assignment book for current up-to-date material.
- Students engaged more in class discussion and online. Allowed for more input from student's point of view and compare and contrast based on author's point of view.
- Changed main textbook and Reader for current up-to-date material.
- I added some small assignments to introduce other types of writing.
- Changed the annual banquet meeting to a zoom meeting to better serve the students current needs.
- Based on the results of the last assessment of this course, what changes did you make to improve student learning?
- Increased frequency of meeting by using shorter/online visits. Meeting with farms tend to be more frequent for shorter times. Increased number of presentations to multiple farms simultaneously using more group meetings online and in person.
- Put more emphasis on gather data and setting goals from Red Flag Report to establish goals for the upcoming year.
- I used a new edition of textbook Right Thing to Do, and added a new reading to both sections on the ethics of pandemic influenza. I added a book in the medical focused course which was an e library resource-- Nursing Ethics in Everyday Practice.
- We were able to purchase updated transmissions.
- I went back and looked at my assignments and how those assignments are meeting the student learning outcomes.
- More group learning. More interactive class presentations (students presenting course material) In class workshopping. Graphic Organizers (as in class assessments)
- Because of Distance Learning, I made my materials more accessible online, and I had more individual written communication with each student rather than class discussions.
- Student presentations or course materials. Student writing workshops. Gaming Workshops
- Changed the annual banquet meeting to a zoom meeting to better serve the students current needs.
- In order to make the course align more closely with Student Learning Outcomes, I sought to engage students in small group work and collaborative learning in understanding key vocabulary terms and technical ideas. I also created multiple independent projects that required the student to do independent research and present his/her findings to the group; in one project, the student's assignment was to persuade his or her peer group to align with their opinions. This felt fresh and excited the students, and demonstrated their ingenuity and propensity for research based on their interests.
- I continue to reevaluate and look over current assignments and assure that they are meeting the student learning outcomes. I need to create some new assignments for interpersonal communication.

- Because of the switch to online learning, many of the assignments used in the face-to-face section of this class had to be modified or eliminated altogether. I made many changes to the course due to this. The changes improved student learning by virtue of the fact that it made learning possible when face-to-face instruction ended. As for the online section of this course, little was changed. Some assignments were modified, others were deleted due to the extended Spring Break. Again, these changes were made in order to allow learning to continue despite the altered circumstances.
- I have started the process of what is evolving into student-driven quizzes and tests: students are asked what they expect to see on the quiz prior to taking it. I then evaluate the questions based on student responses and make revisions if needed. (SLO2) (G2). I have introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments. (SLO6) (G1). Class writing model discussions are more focused on student writing, rather than the professional writing provided by the textbook. As a result of this, students are also completing collaborative writing assignments. (SLO1) (G3)
- Introduced graphic organizers into course. Introduced quizzing and testing. Introduced guided student discussion and student's helping teach the course
- Got all new Lab Volt equipment and a digital version of Lab Volt. It made a big difference.
- Change: Create an exam re-take policy that allows each student the chance to re-take one exam during the semester. Such a policy would help incentivize students to review material they struggled with the first time. Result: The effects of this change could not be measured due to delivery changing to completely online in response to COVID-19.
- Formative and summative assessments. Peer to peer teaching. Peer to peer assessment. Portfolio assignments
- Throughout the distance learning period, I continually assessed how well the instructional methods were working and adapted them from week to week.
- Changed the annual banquet meeting to a zoom meeting to better serve the students current needs.
- I have chosen a new textbook that provides more information than the last book on the research process and includes writing models for discussion that review current social concerns. (SLO 1)
I have included several new activities that ask students to practice annotating and synthesizing research in addition to developing their own primary research. (SLO 2)
Students are now required to take a pre-quiz (a digital resource that comes with the textbook) prior to taking the instructor-written quizzes based on each chapter and lecture. (SLO 1)
I have introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments. (SLOs 3 and 6)
- Went online for the final
- Went all online half way through the semester so the labs I had them right down the measurements for each lab.
- Based on the results of the last assessment of this course, I made the following changes:
 - I updated the rubric and added a sample for discussion posts
 - I added a rubric to the final exam and broke the exam into two parts
 - I assigned quizzes to the poetry selections and reduced the number of discussions associated with this unit.
- Changed the annual banquet meeting to a zoom meeting to better serve the students current needs.
- Changed the annual banquet meeting to a zoom meeting to better serve the students current needs.
- This course was last offered as an online course so the format is the same. I have updated the course to reflect recent changes in the agricultural economy so to enhance the students' learning outcome.
- Based on the results of the last assessment of this course, I have done the following to improve student learning:
 - Added rubrics for discussions and peer review
 - Started the process of what is evolving into student-driven quizzes and tests: students are asked what they expect to see on the quiz prior to taking it. I then evaluate the questions based on student responses

and make revisions if needed.

- Introduced the use of Turnitin.com to assist students with grammar and potential plagiarism issues to not only ensure authenticity of student work but to also ensure originality: revisions rely less on tutor reviews of the work and more on self-assessments.

- I have updated the course to reflect recent changes in the agricultural economy so to enhance the students' learning outcome.
- Improved Lecture PowerPoints, more hands-on activities with labeling, receiving meds, and combining meds, had more assessments during class such as quizzes
- I try to keep the students busy on newer technology.
- I performed more training for myself in Word and Publisher.
- I went to some trainings and asked for industry help. The industry was awesome and donated the use of 3 GPS systems for the students to use.
- Because of the switch to online learning, many of the assignments used in this class had to be modified or eliminated altogether. I made many changes to the course due to this. The changes improved student learning by virtue of the fact that it made learning possible when face-to-face instruction ended.
- Improved on the lecture outlines/power points. Increased skill practice and assessments. Added some quizzes and YouTubes to lecture. Tried interactive games and group projects.
- Had more practice tests available for the students. Also provided worksheets and information via email. They were not graded on the practice tests. It was for them to know what more they needed to study.
- Change: Create an exam re-take policy that allows each student the chance to re-take one exam during the semester. Such a policy would help incentivize students to review material they struggled with the first time.
Result: The effects of this change could not be measured due to delivery changing to completely online in response to COVID-19.
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Result: The effects of this change could not be measured due to delivery changing to completely online in response to COVID-19.
- Incorporated Google Earth into paper assignment.
- Streamlined lectures to speed up class progress through the material.
- I decided to eliminate the projects and papers that focused on one topic and give the students unit learning activities that included the questions and activities from each chapter in the unit to get them into their books.
- If we are going to develop a hybrid/flex version of this course front loading the clinical or role-playing part of this course will prove necessary for the students to gain an understanding. Then a modification of zoom and "videotaped" sessions will prove necessary and important for our students.
- We continue to make positive cultural changes in our program, continuing to challenge our student athletes each and every year.
- We established a team retreat where we established the team culture, team rules and team expectations. This challenges our program to act and behave a certain way off the baseball field. These leaders helped to hold teammates accountable.
- I updated all of the unit exam. I have found that a blended instructor/textbook created test best evaluates the student outcomes. I also updated the guideline and rubric for the case study presentation to make it more detailed.
- I included more individual reflection papers that required the students to reflect on what they had learned about the content of the unit and apply it to real life examples and hopefully to their own experiences.

- Distance Learning had a huge impact on both my content delivery and my assessment. During the shutdown, I presented smaller amounts of curriculum at a time, and had more frequent, but smaller, assessments.
- I changed the order in which I delivered the units.
- I would want to make sure that I set more time aside for students to share their work and look into a better way of doing that while distance learning.
- This spring was challenging due to COVID and distance learning so it is difficult to determine what changes I can make to improve student learning. Being in the classroom is much better for most students.
- I was able to use questions prepared by the AP College Board website. I used more free-response questions this year than I have in the past. I was also able to use the Progress checks from the AP website as a study tool for unit and final tests.
- With the last assessment being via distance learning, I haven't made too many changes off of that. I will examine things in the fall depending on if we are in classroom or still doing distance learning.
- Do more labs for understanding
- More labs that students had to solve a problem
- I added an assignment entitled "College in the News" in which students found articles relevant to aspects of college life.
- Everything went well, all things considering. With distance learning in place, I received ample support and older videos from my advisor, and used those, with my videos and other videos on Youtube, as well as online help sessions to guide student learning the last 1/2 of the semester.
- Modes of teaching and assessment methods remained mostly the same whereas a content item (the unit on Digital Divide) was shortened to emphasize other key concept areas in the course further.

Proposed Changes to Course

Fall, 2019

- Develop activities to increase awareness and improve student skills in to participate in civic engagement.
- Further research and development of assessment and activities. Work with colleagues in my field and develop ideas to enhance student learning.
- I do need to take the topics of the Precision Exam that students take as the assessment of this course and map the outcomes back to the curriculum. I know there are areas that can be improved upon. Also - I started with Module 3 so students would have that completed before they had 1st lab day. BIG mistake. I need to start with an easier Module and then do as much as I can in Module 3 with the students - teaching it - as it is a more difficult module.
- Implementing a schedule for continued reevaluations of technology
- Offer this class as a hybrid with bookwork is online with zoom. And offer half the labs on Jackson campus for install of roof mount projects and have the other half on the Canby campus to complete solar water heating labs with lab equipment along with flat roof installs. This would allow for an overall learning opportunity.
- I need to purchase some resistive load banks for teaching how it affects the current load of the transformer.
- Individual work assignments could be more in depth.
- I will develop a better method of discussion.
- Discussions need to be developed for this course.
- Discussion topics need to be changed to create better interaction.
- Purchase of new electric bender as the one we have quit working. (I was granted Perkins funds to do this.)
- Add more practice questions and case studies/discussion questions. Add outside speakers on specialty topics.
- I will need to adjust the textbook/software to use Word 2019 for Fall 2020.
- Use more peer-to-peer learning structure.
- Replacement of older components, old need to be switched out with new.
- I will be reviewing and evaluating the changes I incorporated this fall semester 19. Fewer students took advantage of the optional pre-assessment this term than in the spring semester 2019 when I first added this supplemental learning tool.

- Change area where lab stations are, too crowded. So, I will utilize new electrical lab area next year.
- I will be updating the course and using a new textbook and Microsoft Office Word 2019 software for spring semester 2020.

I plan to incorporate Watch and Learn videos and Guide and Practice tutorials to provide additional opportunity for students to use the features learned in the chapter before completing their graded assessments. (This will incorporate more videos to demonstrate how to use features that I haven't had time to create.)

I plan to integrate a graded chapter knowledge check assignment rather than just using this as an optional more reading guide activity for students as it has been in the past.

For the fall 2019 course offering the daily assessment and test scores were similar to how they were in the spring 19 semester.

- I incorporated an instructional strategies survey for the students to complete in the fall 2019 course offering. This will provide student feedback on what assessments they feel assist with their learning and course performance. I will review the results of that survey to see where the strengths and any weaknesses are present and make changes if necessary and that don't compromise or negate course learning outcomes (i.e. all students tend to dislike group projects and discussions and I will not remove these assessments despite any feedback received that would indicate they should be.)
- I incorporated a student survey on the fall 2019 course offering and will review student feedback to see what needs, if any, are identified.
 - Look at possibly adding chapter reading guides or more videos to help explain difficult topics.
- Incorporate a session with groups to demonstrate a correct safety procedure.
- New curriculum will be available next year, which we will adopt and deliver
- The course could maybe have the students create their own database and create their own data to input and manipulate.
 - get them to understand industry needs
 - continue to use the most current version of Sage Accounting
 - Continue to have a variety of assessment options and homework, team work, papers, tests
 - Develop grading rubric for lab assignments.
 - Develop rubric for grading laboratory assignments.
 - Add more follow-up/feedback with discussion posts.
 - Consider adding case studies as a group project.
 - Implement a student survey at the end of the course that addresses changes that we made.
 - Restructure the lab to become a blended course.
 - Increase the length of unit quizzes to 15 to 20 questions from the current 10 questions.
- Update paperwork assignments.
 - Clinical performance to be evaluated with a rubric.
 - Resource site for faculty ideas will be added to D2L class.
- Improvement is needed in time management which includes more time for Hemostasis. This particular class asked many questions during lecture and took longer to take exams than previous classes, thus decreasing time for covering hemostasis. Because I felt like I "rushed" through hemostasis I gave them an open book exam (which I have never done in my classes) but weighted the exam a 2 rather than a 4. Exam scores came out consistent with the students' previous exam scores. Prior to the exam I did do a review and gave them handouts that simplified the concepts and testing for hemostasis.
- Assigned project in group and peer feedback, that would demonstrate the effectiveness of my teaching.
- This year I did not include a midterm lab practical that I have done in the past. I will implement that again next Fall so I can see the student performance individually rather than as a partner or group.
- Assigned project in group and peer feedback, that would demonstrate the effectiveness of my teaching.
 - Master material on the audio program accompanying the text. Reading, oral expression, individual projects.
- Some students expressed that they would like more worksheets.
- The class meets 2 hours on Mondays. I would like to change it to 1 hour two times a week.
- I am going to purchase more parasitology slides
- More quick writes (reflections) on current event topics

- Revision of some content and SLO's
- I would like to learn how to effectively have students do some group work in an online class.
- I have been modifying this course each time I have taught it and feel the course is in good condition at this time concerning assessment. I will need to adjust the textbook/software used to update to Word 2019 for Fall 2020.
- Additional assignments in EHR Go (Electronic Health Records Go).
- Unsatisfied with current textbook but very limited option in this area of study.
- Continue to work on converting narrative to line diagram.
- Continue to improve understanding of calculations.
- Develop a better introduction to the practice set so they are more successful in starting the practice set.
- Giving the students more time to work on the business simulation.
- Continue to choose the best labs and assessments from the publisher and assess learning in publisher and instructor tests.
- I made changes to the learning outcomes for spring so that they meet with the shared learning outcomes. This provided me, required me to revisit the outcomes, make changes to wording, and add new outcomes.
- Changes have been made for spring semester and will be reevaluated at the end of the semester.
- I will consider what other ways I can assess students versus just discussions and tests in order to have multiple measures of outcomes
- I have formatted my outcomes correctly so that they are clearer to the students
- Developed a new business risk management plan or review and improve old risk management plans
- Review of new rules and regulations will update the knowledge base of all students
- ON task things are working well
- The adding of additional integration activities so the student can demonstrate more ways to use the office suite in a real-world situations.
- Doing more online automotive training with a publisher
- Looking at bended offering the course to three sections.
- We are teaching more with a online text book to enhance student learning
- More lab hours and more homework with online text book
- try more lab experiments for this class
- Show and demonstrate new scanners with Snap-on Corporation
- Possibly more formative assessments.
- Consider incorporating more group work, but this is difficult through distance education. Will consider providing homework problems with help and then transferring students to problems with now help. I think they are becoming too dependent on the help and this is not accomplishing the learning outcomes to the level that I would like.
- Increasing student assessment questions (end of chapter) may help drive home the chapter concepts for better understanding.
- Perhaps including actual production videos will assist the students by providing a better visual than just reading words.
- None needed at this time.
- My students this semester where very introverted. It took a long time to help them develop soft skills. Still a work in progress. Otherwise, in all other areas they did great.
- Changes could be made in current exercises to increase overall students' general fitness to better prepare them for a law enforcement career.
- Using more scenario-based questions earlier in the course.
- I think an ongoing change will be to continue incorporating current events, societal topics and interactives to my curriculum to enhance student learning.
- Future courses will incorporate off campus assignment related to the field of Abnormal Psychology.
- I had good results from above changes. I will continue these assignments next year with the possible addition of another lab requirement.

- Always making changes to evaluation process (form) making it sure it is an accurate way to assess student in clinical environment.
Educate clinical sites as to how students should be evaluated.
- Perhaps, adding in some online options beyond Mindtap.
- Add in a self-evaluation component to the end of their training.
- Due to the rigorous Nursing Program schedule, it is difficult to add additional courses. The Nursing Director set the schedule for the course as four class days of four hours each day. Half of the students had six hours of class prior to the Spanish class. All students suggested that if the course were held over more days and no more than two hours of class at a time it would enhance their learning and performance. I agree.
- I believe the areas where changes can be made in the future to enhance the students learning and performance will be to have a bit more structure and a little less flexibility with what I will receive (both in late work and their behavior).
- Changes that can be made will be having a class that will be more structured and less flexible on what I will receive (both in late work and behavior).
- The inclusion of working with more of the different types of texture they will be experiencing in a more culturally diverse population.
- Thinking of getting another line besides OPI for more variety.
- We are considering changing some of our color lines in the upcoming semester. We will then get company educators to come in and train not only us, but the current students as well.
- Practice is what they need. We usually just run out of time in the semester.
- This course is a very busy course is a five-credit course students are responsible for finishing all labs and lectures according to the standard from the Department of Labor Electrical Division in the state of Minnesota.
- I was told to teach this course two days before school started. I used existing material from last year and I was not very happy with it. I would change the book would be the first item and create better labs for student outcomes.
- Peer sharing and networking
- Assure Student Learning Outcomes are appropriate for the course.
Consider adding more proctored exams.
Utilize workbook.
- More interaction between students in the discussion area.
- More discussion interaction by having more discussion questions.
- Individual teaching projects for students to research and teach their classmates.
- I would like to put more into the discussion areas.
- Increasing film breakdown to increase visual learning.
- More situation scenarios for the students to learn.
- Include more opportunity for employability skillset
- Continue and stress important of learning labs.
- I will redo my homework assignments and look at adopting a more rigorous textbook.
- Trying to make group work more seamless and easier for the student.
- As this course is taught as part of EDUC Transfer Pathway, SLO's for traditional MATH needs and also EDUC needs will be further analyzed.
- As this course is taught as part of future EDUC Transfer Pathway, continued monitoring of SLO's for both MATH and EDUC SLO's and competencies will need to be monitored.
- No further changes anticipated at this time. I will continue to monitor changes from last semester for further evidence.
- Group Chat or Discussion
- We will encounter significant changes in SLO's as we move from a Pre-Req Developmental Ed Model to a Co-Req model.
- I believe there is always room to re-evaluate what the students have mastered and what they have failed to master and adjust the curriculum accordingly.
- implement precision technology labs, purchasing technology equipment

- I believe there is always room to re-evaluate what the students have mastered and what they have failed to master and adjust the curriculum accordingly.
- I think I can continue to grow in the use of the microscopes in the laboratory environment. This will only continue to enhance the learning of the students and expose them to many facets of human anatomy in the microscopic world.
- I think incorporation of more technology to enhance online learning will continue to enhance student learning and performance.
- Continue to incorporate out of classroom experiences to give them many different perspectives to better help them to develop their own philosophies on coaching.
- Every year I have to learn new tactics and strategies to motivate an ever-changing type of student that attends our institution.
- I believe there is always room to re-evaluate what the students have mastered and what they have failed to master and adjust the curriculum accordingly
- I feel comfortable in what the students are learning in my class. I have had good feedback from students that went on to pursue like or same field of sports medicine and the relevancy of this class in preparation for more advanced classes.
- The course outline is / will be re-written. This question will be better addressed after that happens.
- I need to improve the syllabus - right now it really only has the course outcomes on it.
- Revision of the syllabus needs to be completed related to SLOs.
- Add to the review questions to assist to cement base knowledge.
- Plan on incorporating videos to enhance student learning
- Class covers necessary material
- Clarity of requirements and rubrics
- More individual assignments and fewer tests.
- Increasing student practice
- Play/script comprehension/analysis
- Enrollment--class is difficult with a small number.
- I have identified no areas for improvement.
- I have been working on refining my skills in presentation of the information, while creating a balance with student responsibility for the material.
- Introduction of narrated PowerPoints with annotations (annotations also available for outside study as a pdf) may prove a useful supplement to current online lecture notes.
- Get students to interact with community members on a one to one basis and report back to the class regarding their interaction and learning about an ethnic group outside their own.
- Field trips to lumber yards and wholesale suppliers.
- More lab time doing a wide variety of projects
- Need more time to go over material for this course, maybe add one more credit to achieve this
- More focus on teaching this class the way roofs are constructed now and less focus on how they used to be built.
- We need to update our CAD program!
- Consistently monitor the marketing plan
- Increase use of technology in marketing
- Increasing the review of the total farm system data process
- Have more class discussion from student point of view and their perceptions of current social problems.
- Changing with the trends regarding ethnic group interactions. Learning from the past and accounting for present perspective while engaging what the future might hold.
- More applied approach. Make students interact with communities and report their findings. Then, discuss in class and compare to set standards acquired via research.
- To enhance student learning, I will incorporate daily class discussions regarding current trends and challenges to soft skills.

- I think as long as the students are willing to keep up with their attendance they will continue to learn and succeed.
- More group work, More reading circles, Convert Course to a zero-textbook course
- In the future, I intend to incorporate more group work into this class. Although students occasionally worked in pairs during in-class activities, none of their larger assignments or essays required group work. I plan to change this in the future.
- I will encourage additional student feedback in assessment of their own skills and abilities in order to improve self-awareness and gear students towards intrinsic motivation
I will continue to coach on soft-skills and strive to improve communication with students
- More service learning, More group projects
- Based on my assessment of this course this semester I plan to make changes to how I teach outlining (speech organization), and how I teach students to properly cite their references in their outlines, in addition, the proper way to orally cite their references during their speech.
- Based on my assessment of this class this semester, I plan to spend more time on outlines, and presentations that my students give as dyads and individually to ensure that I am assessing the learning outcomes of Goal Area 1: Communication of the Minnesota Transfer Curriculum.
- I will continue to focus on developing assessments and activities that connect historical events to the present, so students can make connections between the past and the present.
- I want students to complete worksheets based on the reading, I wish to include quizzes based on the reading, I want to incorporate service learning into this course, I want to think of ways to add a project to this course
- I will review how I am teaching essay writing. I want to figure out a way to add more group review or group work to the essay writing process. Maybe even assign a large project.
- I plan to add more group work/presentations and self-reflection exercises to this class. Since this is a study skills course, it will be beneficial to encourage students to self-reflect about their own experiences in the class.
- I am currently working to get this course QM certified.
I will be adopting an OER textbook to help students with affordability of the learning materials.
- I think students would benefit from completing self-evaluations periodically. Since this is a study skills class, it might even be beneficial to have students evaluate the study skills they use in other courses as well.
- More application to real-world implementation.
- Try to incorporate more diversity into course.
- Adding new equipment for learning
- Considering the SLOs for this course, changes that will enhance student learning and performance include
-providing additional research checkpoints to ensure students are following all the steps required of preparing a research project and/or paper. (SLO 4) (G1)
-spending more time on the argumentation unit prior to the final paper. (SLO5) (G2)
-implementing additional opportunities for students to not only discuss but to also become involved in the community: involvement as of now is at the local level, and while discussion is at the national and global levels, involvement has not yet reached this level. (SLO 4) (G4)
- Spend more time with the students in the lab. Lately I have spent way too much time ordering parts and not working with the students on their engine projects. I want the students to work on live projects because I believe they get the best experience on engines but I spend too much time ordering parts. If I have to sacrifice one it would be ordering parts and give them more one on one time. It will damage their experience but I can only do so much.
- Taking the Student Learning Objectives for this course into consideration, the following changes will be made:
-Class writing model discussions should be more focused on student writing, rather than only discussing the professional writing provided by the textbook. (SLO 6)
-Students taking the online class will be required to view all recorded and uploaded course lectures. (SLOs 1 and 2)
- Student should learn how to use a welding fixture or a fixture table and the processes that is needed.
- I plan to do more in-class activities for students to complete in groups.

- Considering the Student Learning Outcomes for this course, the following changes will enhance student learning and performance:
 - More time can be spent on discussing student writing.
 - More time can be spent on revising student writing.
 - Students can be asked what they expect to see on the quiz prior to taking it. The quiz questions can then be evaluated based on student responses and revisions to the content or quizzes made if needed.
 - An assignment that asks students to consider their role -- as students or as future members of their disciplines -- within the community can be implemented.
- Provide best practice examples of paper and group project.
- doing on site welding visits involving the welding process.
- Currently there are no changes that I would make to engage the student in the learning process.
- I plan to change the organization of the course from units to chapters. This will give student more testing chances...each test will cover one organ system instead of two.
- I tried out a new system called Electude which is interactive software that students get shown how to use their multimeter and then they are tested on it. So far the students have given good feedback saying they have a better understanding of electrical theory.
- More quizzes/exit questions to see if they understood the material.
Have in class participation papers for them to fill out.
- More quizzes during lecture and Youtube videos. Class participation in group papers/studies.
Group / individual projects.
- Going to begin having students start practicing the skills that go with our lectures in the Spring. This way they will be ready to complete the competencies in the Fall and be ready for Clinical I
- More class participation projects / papers.
- Need to start more lab skills in Spring so they are more prepared for Clinical I.
- We need to work on downtime for students and the proper way to do skills test outs. The test outs take a long time and students aren't getting enough instructor feedback on proper skill technique to do well on their test outs.
- There is always room for improvement so I am learning as I go the best ways for the student to get a better understanding so I can get the best outcomes.
- Try to do more group work in class
- The need for a Foundry visit, Student should lean the basic idea how the base metal is made and the component which they are made from.
- All of the students had to reclaim an air conditioning system and recharge it individually. They all took the ASE tests.
- It is the opinion of this writer that this course can be taken in combined with utilizing multiple measures to assist students in becoming successful in the academic environment. It is my opinion that providing ways and means to feel empowered and proactive will be a positive result from this course.
- To incorporate emerging industry standard technology, I activated a POS system in our time clock software to track client services, keep client records, and improve record keeping- I can keep integrating ever changing technology in their learning through expanded D2L usage as well.
- We consider to implement new approaches to effectively impact today's student athlete. There are a great deal of the students we train and teach that have not been introduced to the methods and methodology and our Intercollegiate Baseball program will continue to challenge our students.
- Increase communication labs to help meet the goal of preparing students to be able to effectively communicate in the healthcare field.
- In order to successfully engage the advanced students in finalizing their skills and abilities, I encourage them to check their own work and provide me with feedback on where their strengths and growth opportunities exist.
- Incorporate more assignments that require students to get information from clinical sites. This allows the students to connect what we are learning in the classroom to the clinical site.

- If I am to teach this class again, I feel it will be important to develop a stricter time line so students can have the time needed to learn each chapter of the text. It will be important to remember this is a 5x per week, 100 minutes each day course for 8 weeks. Staying on a timeline is imperative.
- In order to successfully engage the advanced students in finalizing their skills and abilities, I encourage them to check their own work and provide me with feedback on where their strengths and growth opportunities exist.
- -In order to successfully engage the advanced students in finalizing their skills and abilities, I encourage them to check their own work and provide me with feedback on where their strengths and growth opportunities exist.
 - To facilitate growth and SMART goal setting, I incorporated a standardized time guideline for clinic services to incentivize timing of services and provide motivation for improvement towards industry standards.
- continue to monitor the field of cosmetology with updated of fashion, chemistry and interests to fit with student interests and stronger abilities
- Image quality is something that we are looking at changing/improving to better align with what students are seeing in the clinical field. We will be implementing a digital version of what we are currently doing.
- i need to follow through more effectively with feedback and hold student more accountable for their outcome of study.
- continue to strengthen and advance my knowledge base to offer more ways to advance class knowledge
- continue to update information as the material changes yearly as the state advances and adds regulations
- did well in learning - and comprehension. adjust to student base as students change
- bring in a product specialist to help students understand how the knowledge they are building will help them in their career and in many aspects of cosmetology
- We could incorporate hands on lab assignments that correlate with the chapter.
- More class discussion and More hand on
- More on the job training. Working alongside of plumbing companies in the area.
- Work on smaller residential blue prints so students get a better understanding of small-scale jobs
- Come up with new ideas for lab work
- Visit trade shows to show students the world of plumbing and all the latest tools
- I feel like a one-week course with an electrical instructor would help out a lot
- More recorded lectures.
- I feel the need to add other methods of learning including short essays, media research projects, pharmacy field trip/scavenger hunts to diversify the learning.
- SLO: Efficiently search the Internet for digital resources.
 - potential change: with improvements in artificial intelligence, young information seekers need to be "sold" more on the idea of learning tools and strategies for information retrieval, rather than relying solely on technology tools. I am exploring ways to demonstrate an ever-growing dependency on technology at the expense of critical thinking skills.
- I believe that including more regular quiz, review, and examination would enhance student comprehension.
- This (Blue to Brown Program) semester used a new model of working co-currently with existing courses taken by students to improve reading skills. The benefits of this model were that students could practice reading skills in real time, on real assignments for other courses. The downside of this model was the lack of an independent text/curriculum, and uncertain collaboration with other instructors.
- I believe that there are changes that need to be made in general in order to enhance students learning and performance. Many concerning the set-up of the class itself as well as the materials needed to help enhance student learning and make the course a successful one.
- I would like to find an event, or learning opportunity I can take the students to outside the classroom. Knowledge is great, but understanding the application of that knowledge through direct observance, or experience has a much greater impact.
- I think I can work on more specific grammar practice activities.
- I think adding field trips would help.

- This was to be taught as an online course and this particular group of students were not as disciplined as they could have been so I made a number of trips to teach the class in person which resulted in much better participation.
- Self-grading seems like a potentially powerful tool in a Speech class.
- I believe my curriculum is quite effective for teaching the students how to write a variety of essays.
- Students hated the textbook. A better textbook would be very helpful for this course.
- I need to reevaluate some of the projects I had students do outside of MindTap.
- Additional use of current research is an area I'd like to enhance or improve on.
- It would help if reading quizzes were provided for each selection in the book.
- Continual pairing down of topics we discuss in the class to focus on a smaller number of examples on a more in-depth level, that still helps students acquire the necessary skills and outcomes. Additionally, more immediate feedback on their learning progress needs to be given by several sources, not just the instructor (i.e. peer, self, etc).
- Assign more readings outside of class. More hands-on lab experience.
- I can have a more diverse way to show/explain the material.
- Edit lecture slides shows for clarity.
- Speed up course content to allow more content.
- More attention needs to be paid to connecting what we learn in class to current events.
- There is a need to change this SLO that was already there before I started working/teaching this course. The changes for this course are: No Lab, Reading, No Group Problems, Yes to Individual Projects but no Collaborative Projects, Portfolio replaces to Signed Expressive Presentations/Production Exams (submission videos) 1. Student greets/introduces "self" and "fingerspelling the city and the state" 2. Student tells about "Language Background", 3. Student tells about "Autobiography and Family", Expected Student Learning Outcomes, 4. Receptive skills: Students demonstrate understanding of basic ASL vocabulary and syntax with repetitions and slower than average speed. 5. Expressive skills: Students demonstrate the ability to express elementary needs. 6. Grammar/Culture/History: Student demonstrate satisfactory knowledge of proper grammar/culture rules and of ASL history. Language (ASL) 7. Student develops basic ASL grammar and emphasis on comprehensions skills. 8. Student participates online in the American Sign Language (ASL)
- Beginning the field experience earlier will help the students get a better grasp of the material. With this, the overall pace and timing of how and when I deliver the material will be more impactful.

Spring Semester, 2020

- I am mostly satisfied with the alignment of learning outcomes with course activities - I would like to further develop Diversity & Inclusion 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.
- I'm not sure - the course is developing - adding another individual assessment to call attention to cultural norms - this is addressed in a covert manner - I will make it overt as a measure of cultural competence.
- This course is meant to be used as the title implies Networking Basics. I will be working on a rewrite to add more printing troubleshooting and reflecting on the user experience of networking. Use of OneDrive, network printing and removing the technical of packet tracer in the CISCO Networking Essentials class. Most USERS do not need to know how to convert to binary or even that the OSI model exists.
- Due to COVID 19, this year I had them watch videos and wrote questions, in every clinical course. Some were virtual labs. Next year I will use those to enhance student learning.
- Hopefully, the course will be face-to-face next year and I can implement the Case study presentation. Next year, I will continue the use of YouTube videos with worksheets I write, to increase the knowledge and competency in the areas of the laboratory.
- Include short demonstration videos for the various procedures so students can review them prior to test-out.
- Make short lecture videos to enhance the online assignments.
- It would be good to add some role playing for oral surgery and pediatrics. I could also include some shorter instrument ID practice quizzes, while learning about each of the specialty instruments.

- SLO: Know what media is use in regards to specimen received and correctly streak for isolation. The change I will make for next year is to increase the variety of media I purchase and use it more frequently in the lab; rather than just having them use the medium for one or two labs. SLO: Use the correct test to identify the bacteria based on gram stain, colonial morphology, and biochemical tests. Due to COVID, this year I had the student identify bacteria by giving them pictures of bacteria on certain medium, serological tests, biochemical tests, and antibiotic identification. I really like this so I will use this in addition to in-lab bacteria identification. I am going to use this next semester in Microbiology II also so they can continuously be exposed to these tests to identify bacteria rather than seeing them a few times throughout the semester.
 - Recognize abnormal cells in differential smear: Due to COVID, this SLO was not met. However, the U of MN graciously gave all MLT/MLS instructor free access to their digital slides until June 30, 2020. I would like to purchase the subscription because I believe it would enhance student learning because I can assign the students to look at cells that I can annotate on the slides.
 - I am going to change the lab assigned submission folders for next semester to include the photos of the dissections pasted into the corresponding word document for each dissection to help the students keep on a timely schedule for completing the dissection labs.
 - I am looking at another supplier who has created some different hands-on labs for lab kits. This may be incorporated for Spring, 2021 semester.
 - Meet at the begin of the semester and schedule via zoom individual or group meeting to answer question and concerns.
 - We transitioned to Distance Learning, I will use more videos in group and individual for student to practice their language ability more effective. Students will demonstrate their learning by using software, such as Connect and screencast to learn and practices their Spanish.
- Rita: Due to COVID, I found streaming videos and You-Tube videos that explained the theory and laboratory procedures. I had worksheets, for points, for each video so the student would have to watch the video. I will continue to use the videos with worksheets next years as an additional teaching tool. The advantage is the student can look at them as many times as they need to. I will also implement some of the things I tried due to COVID, such as group work on Emergency Preparedness plans and ECG online simulations.
 - Having the students create and learn more advanced features that are ever changing each year dealing with picture formatting and also website design will be a ever updating feature of this course.
 - Have the students present their programs to a group via conferencing software or recording themselves executing the program as a way to get them to interact as a class and explain how they decided to do the program. Get them to explain their thought process which is also a good way to learn is explaining what they did.
 - I will look to teach how more of the work done in the class can be posted to a webpage in order for it to be more readily available to be read by other users.
 - During the course the students can be given a real-world scenario of how to use the Access program to make some type of business process easier.
 - Have the students complete a paper/activity explaining the programming life cycle and how this course helps them in future programming courses
 - Incorporate virtual simulation activities.
 - Revise the care plan, prep sheet and student evaluation form. Add simulation/v-sim as learning adjunct.
 - I feel the outcomes are ok providing hands on instruction
 - Just need more hands on lab sheets which I could not do with the circumstances.
 - I plan to add more virtual simulations that correspond with the content.
 - Adding more Zoom reviews; use only a paper textbook for Gerontology, not an e-book; rearrange content to move through life span; add more virtual simulations.
 - The sharing of the newest feature(s) of the Office suite would a something to add to instruction of the course. This seems to change every year and even month to month trying to help my students learn about to use the programs to make their life/career easier.
 - Compile the list of skills students must evaluate one another on prior to testing out with the instructor, and more consistently require this. Consider assigning a small number of points for that step.
 - Update course content to reflect changes in the subject of pharmacology, as change is constant.

- Stay current with changes in disease research and update course information accordingly.
- The textbook will be changing to a Word 2019 version for Fall 2020. I will be reviewing all lecture and course content to check for any updates necessary with the software change. Updating of some of the videos currently used in the course may be necessary or new videos could be added to assist with understanding of some of the basic formatting requirements in areas where students have struggled.
- Revision of course student learning outcomes and objectives for assessment. Clarification of student learning outcomes in new revised formats.
- This is a course that is normally taught by another instructor
- none
- Add some videos and questioners for videos
- We had really worked hard at getting the greenhouse full of plants for our labs but were disappointed when all of the efforts the students had placed into the assignments was altered.
- I completed my own course evaluation and students provided feedback indicating they prefer to be tested only over one chapter at a time versus two chapters. I will consider making this change in future course offerings. I will adopt a new textbook next time the course is offered. As the software used in the course is online and updates frequently it is hard to have a textbook that matches the software version 100% of the time. I will continue to provide updates on changes to students as they arise.
- This course is not part of my normal teaching assignment. No changes are planned. The course worked well as is to incorporate the integration of Microsoft Office applications and to have students demonstrate the other identified SLOs.
- This is the first offering of the course since a number of new learning tools (Watch and Learn videos and Guide and Practice Tutorials) have been implemented in the course. I feel the course has a good mix of assessments and learning tools that assist students with understanding of the concepts and mastery of the SLOs. No changes are being planned at this time. I will continue to review and evaluate the changes I incorporated this spring semester 20.
- Keep getting newer engine in to work on
- Continue to update the textbook to utilize the most recent software version – Change will be made Spring 2021 in alignment with the change being made in ADSA 1100 College Keyboarding I Fall 2020. Create videos to enhance student learning of the required formatting guidelines.
- Have usable units to show performance compared to older technology units
- Place more assessment on non-exam points to assure critical thinking.
- We have industry training unit come in to be work on.
- give more time on end of the semester project
- add an additional analyzation project
- Incorporating additional forms of assessments such as portfolios, self-evaluations, group work.
- One of the assignments that I have added is for students to submit a course plan for 2 years/ 4 semesters, that they can follow so as to be bettered prepared to make it to graduation.
- perhaps add a group project on analyzation
- additional guidance on difference between practice and required projects
- continually update to current software
- Give more time on Payroll project
- give more notes on project
- There could be more basic grammar and sentence structure activities. The assignment rubrics include assessment of grammar and sentence structure, but the course assignments do not include a review of these basic skills.
- New learning outcomes were written to comply with Minnesota State's shared learning outcomes.
- The state has been updating and changes the Laws and Rules quite frequently lately, so we are always adjusting.
- We worked hard on building our clientele base so they could have a more varied clinic floor experience.
- We may be changing the color line and the hair relaxing system, so that may change outcomes. The new instructor will decide that.

- I need to create some rubrics that students can see and have as a checklist when completing hands-on tasks.
- We are considering changing from OPI to another line of product.
- There will be a new instructor next semester. Going partially online.
- With the course being recently QM certified, I will not make changes next semester.
- I have changes the materials and went to on-line training manual present by CME the class has a new template in excel with commodity amounts, date and prices all variable
- Because farm markets change continuously communication needs to be current in time and accurate in location
- technology is always changing and new record accounting and production programs should always be considered
- Develop a checklist to fine tune the focus points
- 1. demonstrate strategic decision making
- 2. Identify and implement concepts specific to your area of study
- after Covid - 19 I am going to add an area for more adaptable and reversible implementing options
- In the past offerings I have used two papers to be written about important court cases that affect law enforcement procedures. In the next offering I want to have only one major paper. I will then add more in-class opportunities to dissect court cases in groups and present to the class to enhance learning.
- Could use a writing assignment. Free writing, reflection paper, etc.
- Use of training ads that can give students a good pic of how the system works
- I will be adding more assignments like the Forensic File episodes to increase understanding in crime scene processing.
- This course will be going online, but the Learning Outcomes should not be affected. This course is a builder for their soft skills. It really is 85% of what we do.
- More Discussions and interaction with the class.
- I need to be more intentional about getting them to think outside their own selves--to think in terms of other people and cultures. I do this already, but I think if I changed some of the course readings that this will improve. Plus, I need to state this clearly in a place I know they'll read.
- There is room for improvement in the discussion questions which I have started working on.
- Clarification of expectations when needed for individual questions.
- More Video presentations to provide visual skill improvement.
- When things return to normal we will have them evaluate games and coaches out in the field.
- More Video presentations to provide visual skill improvement.
- Need to think about doing away with Western Civ and going to World History. I didn't do it when I was there, but I should have.
- Currently, student create a video of them giving oral hygiene instructions to a friend/family member. I would like to change the way they are asked to perform the task. I would consider having them recite the OHI to me and I could provide instant feedback.
- I would like to identify which lab FMX are giving the best learning opportunities and add more of those while taking out less pertinent assessments.
- Peer Evaluation Grid, New submission format ideas/suggestions for online speeches
- Add more assessment methods, diversify
- Video instruction
- Better connect them to the assignments
- TRYING TO FIND NEW TECHNICAL EQUIPMENT TO BE ABLE TO DO MORE VIRTUAL DEMONSTRATIONS THAT THE STUDENTS CAN GO BACK TO WHILE THEY ARE ACTUALLY DOING THE HANDS WORK.
- SLO: Perform conversions between measurements of measurement units, sensor units, output units and display units. SLO: Explain the concepts of troubleshooting and maintenance for process control. For the first one listed above, explanation of conversion formulas is given, the students demonstrate their understanding by completing the assigned work sheet(s) and then demonstrate their understanding through quiz and exam evaluations. I need to include audio in the presentation to emphasize important steps in these

calculations. For the second one listed, students actually have to draw out a water treatment process from the incoming water up to the boiler. Then they have to explain their process in a paragraph or two. The drawing and explaining of other water treatment processes in the plant appears to help them better understand the subject matter and I will incorporate more of those assignments next spring.

- I will have to look at student feedback.
- SLO: Identify and define the ASTM Standards and BQ9000 Compliance as they relate to biodiesel.

I will pursue obtaining updated standards next year in effort to bring them up-to-date with regard to current technologies and standards.

- SLO: Describe OSHA's proper safety procedures and practices in the workplace.

I introduced additional short write-ups that focus on the students' applications in the workplace such as "Identify and Explain Three Types of PPE That You Use In The Workplace." These short assignments were so well-written by the students that I could tell they personally identified with the course topics. I plan to include more of them next spring.

- More practice time.
- Incorporate more opportunities for students to interact and work in groups.
- Further refine timing and concepts used on various mini project worksheet assessments. Also work to adjust lessons to incorporate more active student learning.
- Incorporate student projects.
- More listening discussion
- More time spent on covering basic concepts so they can be applied later in the course.
- Increasing the introduction unit length to better prepare students for the course content.
- Addressing reading comprehension/interpretation.
- Review questions will be changed.
- Discussion questions
- Additional clinical test outs evaluating efficiency which is always a struggle for students to grasp.
- Continue to adjust timing and rubrics as well as providing more modeling for assignment expectations for students.
- incorporate lab exercises and field experiences.
- Continue to implement field labs as research is developed in agriculture.
- One of the learning outcomes in the is course is to utilize the techniques, skills and tools necessary for enhancement of health, fitness and overall well-being. With new technologies available I am now able to put the summer workouts and fall pre-season workouts onto an online tracking app that allows the students to input their accomplishments and track their progress to see how they are changing and improving.
- One student outcome is to demonstrate the ability to spell medical terms correctly. I continue to emphasize this to the students and much to their dismay - they lose points for not being able to spell these terms correctly. I try to give examples of how just one letter can change the entire meaning of the term and how this can be crucial in the medical field.
- Follow industry as new technology and software is developed
- One of the student learning outcomes for this course is to be able to illustrate a working knowledge of the physiology the body from the cellular level through the tissue, organ and organ system levels. I think that some areas that I can make changes here are to add some virtual technologies incorporated into my hands-on lab. There are some limitations that we have in our lab setting due to budgets, but to be able to have the students do some hands on work and then be able to use that in conjunction with some virtual technologies of the human body can really enhance the students learning in this area.
- Incorporate industry speakers to associate banking/loan standards.
- Continue to adjust lessons to even more active learning while students are in class.
- This course will be replaced with another Co-Req Math course.
- One of our student learning outcomes is to demonstrate the ability to accurately dissect and identify different structures on various species and be able to use comparative anatomy to relate those structures to the human body. I believe this is one area where I can personally make some changes to enhance student learning. I have been learning more and more about virtual reality opportunities through things such as google

expeditions and also with some virtual cadaver dissection software. I am excited to look into these technologies and be able to add them to the hands-on dissection that we do with different species. This ability to have hands on in conjunction with virtual dissection of an actual human body, will really make these labs and this information come to life for these students and help them to truly be able to learn more about the human body.

- Organize the lab space area so the students have a better understanding how to control materials and parts.
- Organizing lab area better updating product.
- Students will be required to plan, layout, wire, and fill out job invoices as if they were on a job is the responsibility to do this in a neat and workshop like manner.
- Having the math lab at school instead of homework is more effective in the students respond better to equations!
- Keep developing for labs to be more effective in the electrical field. Students need to reinsurer themselves how to handle tools, meters, safety equipment, and fill out lab reports.
- Emphasis on marketing plan as it relates to the latest government programming.
- Maybe change to some different books, online teaching or more current learning
- New tools and lab stations
- Update equipment that is needed and tools for learning
- Continue to work on D2L and online methods of delivery
- Continue to work with D2L
- I still use NIDA, Lab-Volt (FESTO)
- We needed to do more online work, so less in lab class time. Utilized many online simulations and videos.
- Continue to evolve the evaluation process to be fair/accurate by both clinical site and myself as instructor and meet the needs of the rapidly changing healthcare field.
- Adjust to online access to learning materials
- I believe I can continue to update & incorporate new materials and activities to enhance student learning & overall academic performance.
- I don't normally teach this class. Taught by another instructor.
- Require students to get code books, touch on book keeping.
- Simulation software, on campus lab models
- Don't turn it into independent study again
- Need on campus display models!
- field trips
- More hand- on demonstrations.
- Hopefully, face-to-face instruction will resume in Fall 2020, then changes to the assignments can be made and assignments can be returned to the curriculum in order to enhance student learning.
- This technology is changing constantly so I have been trying to stay involved were this technology is leading.
- I need more experience in Excel.
- Get the students here for their labs.
- I don't like the zoom thing. I would rather have them here.
- There are always enhancements that can be done to increase student learning.
- Need to do more activities that help students interact with each other and work as teams such as learning games, projects. Better organization of lecture and activities.
- Considering the SLOs for this course, I will plan to assign appointment times to review final narratives (rather than leaving comments on the paper) and provide points for students who attend.
- When possible, I will use Zoom meetings to enhance student learning.
- Students need to have continuous access to the movies to be studied and discussed. Also, a better textbook should be found that offers more support for teaching and learning. Third, we should avoid shutting down school in the middle of a semester.

- Goals:1) ACADEMIC CONTENT: The academic objectives of this class are: a. To examine the nature of reality. b. To analyze how different philosophers and schools of thought have approached different areas (epistemology, metaphysics, and axiology) of reality. c. To explore how different cultures have examined the major questions posed by western philosophy. 2) THINKING SKILLS: This course will help students improve the effectiveness of their thinking skills through: a. Being exposed to various forms of thought about the same idea. b. Comparing different value systems. c. Analyzing various cultural answers to the major areas of philosophy. 3) COMMUNICATIONS SKILLS: This course will help students improve their oral and written communication skills through: a. Written reports. b. Emphasized critical reading and listening skills. c. In depth class discussions. 4) HUMAN DIVERSITY: this course will help students recognize, understand, and appreciate human diversity through: a. Confronting cultural differences in regard to the major philosophical issues. b. Studying the complex situations faced by these philosophical dilemmas.

Given these goals, the class did well in achieving outcomes 1, 2, and 4. This was especially the case while class was being held in person on campus, as I was able to engage the student's interest through discussion, in class activities, and films. Even at this time, some students were attending but not communicating, and failed to complete out of class assignments that involved written communication and critical thinking.

Zoom meetings allowed us to continue some of the best features of the former in class format, and some of the students who had floundered on the out of class assignments, did much better on Zoom communication. However, due to Covid-19, a few students never joined the on-line classes, with a few completing only on-line D2L assignments at the very end.

In the future, a vital component of this class, especially if it will be for B2B students, will be to explain clearly and consistently "why philosophy", and to create assignments that will encourage students to answer this for themselves through direct application of philosophical foci and concepts to areas of relevance to their own lives. If we were not placed on stay-at-home orders, I think some practical exercises like the "philosophical walk" (modeled after the film excerpts shown in class from the film "The Examined Life" would be good, or an interview similar to the ones in this film. Maybe have students visit a store like Wal-Mart, or to examine a newspaper, or to do other social observances to reflect upon "what is true/real and how do we know"? "What is good?" "what is fair?" "What is beautiful" would be a reflection exercise that students could do even under stay at home orders. This became more difficult after the switch to Zoom meetings, largely due to sporadic attendance. The on-line quizzes and writing assignments were not as successful in doing this. The pamphlet assignment, which asks students to reflect upon and articulate their own philosophies (metaphysics, epistemology, ethic, social/political, religious, aesthetic) should be kept. It would be worthwhile to have students share these with others in the class, and compare/contrast/question.

A big problem with the group this semester is that the students lacked motivation and discipline in a heightened way compared to most of my past experiences teaching this class (at other institutions). No doubt this was exacerbated when the virus hit. I suspect some students lacked the ability and/or interest to continue in a totally digital and distanced format.

- When possible, I will use Zoom meetings to enhance student learning.
- Changes that can be made to enhance student learning and performance include giving students the option to complete the research project as either group presentation or an individual paper, providing a peer review rubric for the group presentation, posting all course learning objectives with the assignment that meets the CLO for students to access
- Develop more stuff to put on D2L
- incorporate more in D2L for assignments and tests.
- Taking the Student Learning Objectives for this course into consideration, the following changes will be made: Class writing model discussions should be more focused on student writing, rather than only discussing the professional writing provided by the textbook. (SLO 6), Students taking the online class will be required to view all recorded and uploaded course lectures. (SLOs 1 and 2)
- When possible, I will use Zoom meetings to enhance student learning.
- This was an interesting spring to start this class with distance learning, but I found that I can plan differently in the future if I know ahead of time that we will be using distance learning again in the fall. I had the students continue to the labs and hands-on activities, but not some of the same experiences I had planned. I know now

how I could better incorporate the research component into planning and carrying out their own experiment with produce.

- The SLOs for the course were all updated prior to the PN accreditation visit.
- More use of the textbook
- A stress on APA citation
- A larger stress on academic journals.
- I wish to add diagnostic and self-evaluation assessments to the course.
- A better textbook could be adopted so that students would have a more interactive reading experience using an online interface.
- In order to enhance the Student Learning Outcomes for this course, I will consider incorporating more self and peer evaluation to provide additional and helpful feedback on skills and technical abilities
- I want to find a way to make the student project at the end of the course more interactive--students help to put together an award show.
- Considering the SLOs for this course, changes that will enhance student learning and performance include providing additional research checkpoints to ensure students are following all the steps required of preparing a research project and/or paper. (SLO 4) (G1), spending more time on the argumentation unit prior to the final paper. (SLO5) (G2), implementing additional opportunities for students to not only discuss but to also become involved in the community: involvement as of now is at the local level, and while discussion is at the national and global levels, involvement has not yet reached this level. (SLO 4) (G4)
- Hopefully, face-to-face instruction will resume in Fall 2020, then changes to the assignments can be made and assignments can be returned to the curriculum in order to enhance student learning.
- In order to enhance the Student Learning Outcomes for this course, I will consider incorporating more self and peer evaluation to provide additional and helpful feedback on skills and technical abilities.
- Identify the specific learning outcome on assignments so students can see exactly what they are being assessed on and how it meets the learning outcomes of the course.
- Considering this course, I have identified two areas to focus on Student Learning Outcomes that will enhance student learning and performance: 1- increase student reflection on their own skills and abilities, 2- utilize peer review to provide additional feedback to students
- When possible, I will use Zoom meetings to enhance student learning.
- Make sure all textbook texts and quizzes are in D2L.
- Create teaching videos of content.
- Create formative and summative assessments.
- Tie SLO to specific assignments and tasks. Try to have a metric for each SLO.
- I think I would like to implement projects of some sort to help the students connect what they learn to real life situations. It would also help with their understanding of the math because they would have to synthesize and interpret data.
- I think one area of improvement that can be made to ensure that student learning outcomes are being met which will enhance student learning and performance would be to include the specific learning outcomes on the assignments that are given to students.
- Staying on the cutting edge of technology in our courses.
- Change: The text book that I used to the class is not one I will use again (Warren Matthews, World Religion). It was comprehensive and very factually informative, but it lacked philosophical engagement and interesting discussion questions or activity suggestions. I will seek a book or a combination several texts/readings to aid in achieving SLOs.

I would like to bring in more speakers, via Zoom would be best, or a Zoom recording, second best.

Limit the study of indigenous North American religions to Native American, subject to student interest survey.

Develop an assignment where students study a religious holiday that is unfamiliar.

Develop a unit on religion and social factors (power, gender, class, race, family etc.).

Maybe include a few philosophy of religion topics--the problem of evil. Include a day on "God is not Dead" and Nietzsche's views on religion, Spinoza. Keep: In class discussion were very helpful. Traveling to other

campuses to see students who were ITV helped to connect with them, but I had to do this outside of class

time. Keep: Films like "I Am not a Witch", Navajo Dancing, Hinduism, The Faces of Buddha. Add: The Burning

Times and Goddess Remembered. Need to look for good films for Islam and African religions. The study of "Heaven is for Real" (show excerpts) and "I have Lived Before" was a nice coupling. Include views of afterlife from other religions. Keep: Essay homework, quizzes, individual student presentations of weekly readings, and semester paper. Students this semester wanted to study Wicca and Voodoo, which I discovered through a student survey. Student interest surveys should be kept at start of semester, and curriculum adjusted accordingly.

- Goals: 1) Content 2) Thinking 3) Communication 4) Diversity Course Outcomes:

1) Students will be familiar with contemporary and classical ethical theories. 2) Students will be able to identify ethical issues which do arise and may arise in various settings. 3) Students will be aware of ethical issues which have played a role in the development of contemporary laws and policies meant to redress ethical abuses which have occurred in the past and to prevent future abuses.

Given these goals and outcomes, and the unusual need to switch class fully on-line, I think the SLOs were met fairly well for at least a majority of students. The academic content in terms of moral theory was taught in the first half of the semester via reading, lecture, and application in class. A mid-term exam gave students an opportunity to review the content and apply it. This was reinforced in the final paper and on-line discussion at the end of the semester. Some students chose to present via Zoom, others presented on the discussion board in written format with group response. The development of pandemic influenza has us studying ethics in real time, facilitating all of the goals and outcomes. We discussed ethical abuses and issues of diversity (e.g. Black Lives Matter Movement, implicit bias, privilege, health care disparities, U.S. immigration policies, Tuskegee Study, impact of pandemic, employment, and medical access on diverse populations).

Changes that would improve the course, especially if it is to continue on-line, would be to assure that students have digital access and can attend Zoom meetings on a regular basis. I kept these meetings at former class time, but many students never joined and I lost communication with them. A few reappeared at the very end of the semester and I am working with them on IPs. An alternative communication source (texting, e.g.) would be helpful.

Zoom meetings seemed to work well with many students, others preferred quizzes and expected to be able to complete all work in the last weeks. A small minority seemed to do well with D2L discussion forums. There will need to be an improved way to motivate regular participation. Individual zoom meetings worked very well with some students who were struggling with on-line quizzes and readings, but this was time intensive. It might work well to open up one class session via Zoom for review of class material each week.

- When possible, I will use Zoom meetings to enhance student learning.
- Update our current software
- Get the student to interact with young couples, middle-aged couples, and elderly couples and talk about marriage. Couples must be different ethnicity from student. Write a paper about their experience. This was put on hold due to COVID-19.
- Get the student to interact with community and professionals. This was put on hold due to COVID-19.
- More hands-on, community-oriented assignments (if class size is not too big)
- I think continuing the conferences will be good, and more peer reviewing will make them more cognizant of their writing too.
- Students still seem reticent to participate in discussions and talk to other students than their friend group. Finding ways to mix them around will enhance their learning and get them to see different viewpoints than their own.
- By having skilled workers come to the class room to share what learned throughout their career in the pipe line field.
- Have more written assignments that connect our world today to the particular time in the past.
- add weekly reading test
- weekly reading test instead of worksheets
- weekly reading and test
- Wrote my own OER text for the class
- I always believe I can find additional perspectives and points of view to present when evaluating alternative interpretations of historical events. Right now, we do a pretty good job of presenting multiple perspectives on several topics, but there is always room for growth there throughout the course. Additionally, I can also

increase the long-term and large-scale change and continuity over time understanding with the development of more projects/essays/assessments that addresses this skill. The historical principles that I have implemented throughout the course (i.e. serving as overriding themes over every unit) have certainly aided in this process, but I have yet to assess those skills at a frequent and in-depth level.

- Rework study guides into weekly read and test
 - The need for more equipment with larger classes
 - I plan to have students to real dissections instead of paper dissections. The details will be worked out in the upcoming year. I plan to add in chapter homework assignments to help student study for the chapter quizzes. The course would benefit from some componets of Quality Matters.
 - I will continue to modify the homework assignments and replace Flash based virtual labs to limit technology issues.
 - help connect facts with how it effects them and their patrons.
 - The virtual labs will be reviewed and Flash based labs will be replaced to reduce technology issues. This will allow students to focus on learning and less on technology problems. The course will use the Respondus LockDown browsers. This course is a pre-req to other biology courses and many of the health care programs that use the LockDown browser and Monitor, so it is a good idea to get the students used to the tools used to enforce the Academic Integrity Policy.
 - Questions for the chapter quizzes will be reviewed and added to which will create a test bank. The virtual labs will be rewritten to remove labs that are Flash based to reduce technology issues allowing student to focused on learning instead of technology.
 - continue to systematically find ways to engage the students and keep them finding more information and learning more about each chapter and assignment.
 - Provide more descriptive notes, more review, and more labs.
 - Adding lab activities, I believe changes the dynamic of the class. What students actually learn and take away from labs (in my opinion) may be subjective but I believe changing the pace of classroom activities is valuable.
 - I would add some presentations that would allow students to convey their understanding of the information.
 - Would always like to increase student conversation, debate, and engagement. The difficulty is a lack of pre-understanding, which means that there is time that needs to be spent on background, that takes away from depth.
 - Student feedback indicated a desire for additional group work and that will be factored into the next occurrence of this course offering.
 - If distance learning will be done for a whole semester next spring, I'll likely have to adjust either the depth, or amount of outcomes, as I feel they won't all be accomplished with the time we have.
 - Additional activities emphasizing diversity and inclusion can be incorporated into the course.
 - Lab activities that had students perform a task and develop a object with specific targets.
 - Less online more in person time.
 - I think I could do a better job of working on the following SLO - Connect key algebraic concepts to other areas of study.
 - I need to develop more online presence where the students can practice and get help on their own.
 - I would like to do more of a blended classroom in the future. The ability to balance traditional teaching with all of the online resources will be beneficial to my students in the future.
- Because of distant learning this year I was not able to end my class with our community project. This will be something that will be put back into the class for the future.
- Same as above
 - Using Livetext for the portfolio will help give the students purpose on the assignments they are completing now as well as help them understand how they will be useful moving forward.
 - I incorporated more Anatomy and Physiology Case Studies.
 - I could do more group projects and demonstrations to allow students to show me what they've learned.

- The current shutdown caused me to look very closely at the essential outcomes, and I believe that this will help me as we move into next school year. I can more easily distinguish what are the essentials, and what things are extensions or enrichment topics.
- More targeted small group speaking assessments
- I would like to make some changes to my course calendar to allow for more time to explore abnormal psychology topics and applications. Those units have been too rushed.
- Due to Covid-19 students were not able to observe all the classroom levels. Even if we are online during this class again in the future I would ask teachers to allow them to observe their online instruction as well. I would also like my students to do more mini lessons to practice being in front of the classroom more.
- Include more real-life experiences
- Need better class presentation material.
- I plan to incorporate more image of the pathologies. Currently, we utilize the images from the book to review but don't currently assess images.
- As a program I will continue to search evidence-based practices and introduce those practices to our student athletes.
- We developed a retreat that established team rules, team culture. We utilize and introduce our student athletes to technology and analytics that are prominent in collegiate and professional athletic teams.
- As a faculty member striving for academic integrity and rigor, we will have to think outside the box to provide course outcomes to be realized. We will have to develop a program that can be viewed as full proof for our students, at the same time constantly evaluating what we are doing to assist our students.
- If we were to continue having to utilize virtual simulation programs, it would be helpful to know more about these programs prior to implementing them into our courses. Due to the lack of time and uncertainty with COVID-19, we had to implement these changes quickly.
- Continued development of laboratory activities that employ student-guided inquiry.
- The course could better integrate assigned reading with other forms of media such as news and film.
- A better textbook could be adopted so that students would have a more interactive reading experience using an online interface.
- Continued development of laboratory activities that employ student-guided inquiry.
- More organized in sending out Practice Tests. Placing some of the practice tests in D2L
- Hopefully, face-to-face instruction will resume in Fall 2020, then changes to the assignments can be made and assignments can be returned to the curriculum in order to enhance student learning.
- More handouts would help with learning retention. Further improvement on Lecture PowerPoints. A few more quizzes also. More learning game interactions. Sequence quizzes.

Course Activities to Meet Institutional Learning Outcomes (ILOs)

Fall Semester, 2019

- Many of the chapters in Intro to Ed talk about education impacts on communities and the teacher's role with in. It also talks about the impact of culture/race/ethnicity and the impacts that as on learning and teaching. This information was reinforced through group presentations, video resources, and class discussions. A lot of the members of the class understand that they are looking at this pathway to be a positive impact on these outcomes.
- Student watches two-hour documentary film "Through Deaf Eyes" and write a reflection paper.
- The students are required to complete a job shadow experience to help them decide if the employment field they are interested in is something they would in enjoy.
- Small group learning to develop skills needed to collaborate with others.
- Written assignments that compare past with present situations. Defining and comparing and contracts events. Also, how different cultures would view those same events.
Diversity & 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.
- Discussed health concerns for diverse populations.

- Class discussion and awareness of importance of clean water in underdeveloped countries and sustainable ag practice.
- Some of the material covered was then discussed in real-world problems, and how it applied. Population growth, bacterial growth were just a few areas as well as decays-both scientific, and social aspects. We compared to actual problems a city may have in a growth that is too fast.
- Current Events portfolios/discussions; Unit assessments; primary source analysis
- We read stories, books, plays, and poetry from diverse perspectives. In reading and analyzing these perspectives, students developed better understanding of and appreciation for these different perspectives.
- Students reflect through unit reflection papers and a Development unit "Timeline of Your Life" project the things that make or will make their lives balanced and meaningful.
- We routinely searched for business news to incorporate into the class as part of the anticipatory set and form connections between what was being learned in the classroom and outside the walls.
- Students wrote papers that shared their own stories and papers that analyzed and discussed issues in society.
- My students job shadowed people in two different locations to determine if that career is of interest to them.
- Class discussions engage students in discussion of cultural values and life goals. Students share personal stories allowing for greater empathy. We watch videos that introduce students to a variety of cultural values, biases, and perspectives. We discuss a variety of things including healthy lifestyle choices during in-class discussion. Personal narratives of adverse experience come up sometimes during narrative speaking units.
- 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. Through assignments the students learned about the many ways that they can change their lives to improve society as a whole in the way that they choose to use energy.
- Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
We talk about joining industry organizations where the student can learn about the newest things that are happening in the industry. They are encouraged to participate in the legislative process through the Minnesota Solar Energy and Industries Association where they can literally change the industry.
- Utilizing real life activities to illustrate content within the course. Our final exam is a series of three essays that force students to use their learning throughout the course and apply it to a specific or set of specific phenomena. They had to use thier learning on the various political philosophies, political socialization and the formation of public opinion, and the pervading theories on globalization and apply them to the phenomena of the Rise of ISIL. I gave them 3 articles the day before the exam and told them that they were going to use them as a way to showcase their understanding of the teaching. It turned out wonderfully.
- I think their research activities help them be exposed to diverse cultures and experiences, and help them to apply what they are learning to how they function as citizens in the world. I also try, through reading and discussion of diverse articles and texts, to make them aware of how grammar functions in the world and can either create or limit experiences for different groups in society.
- In this course students developed critical and analytical thinking abilities. They developed creative thought processes that lead to inventive ideas and used realistic problem-solving skills. The activities in this course that provided evidence were each project the student had to develop and create from idea to finished piece.
- I began the course with weekly vocabulary and reading comprehension exercises. We made a vocabulary compendium, and learned skills for ascertaining the meaning of words from context and textual awareness. Students practices identifying main ideas and supporting ideas by distilling an outline. These assignments worked well for some students but not all.
It became clear that an in-class model of group work and peer mentorship on the same skills was a more effective model.

It was very helpful to have reading materials and concepts from the students' other con-current classes, as this created continuity and practical reading application to advance their goals of success in these classes. This was contingent upon the possibility for collaboration with other instructors.

My ultimate recommendation would be to a) Develop a pre-post reading assessment for students; b) Develop more concrete weekly goals, skill focus, and activities in conjunction with a text and exercises. It was difficult to focus on the curriculum of two other disciplinary courses (History and Sociology), and also focus centrally on reading skills. The struggle was between making the course an independent focus on reading skills, and serving as a study session for the comprehension and retention of material for success in other courses.

One solution might be more reciprocal cooperation with other instructors, so that reading skills learned in STSK 095 are also practiced and discussed in SOC and HIST.

- Students must articulate their own personal philosophy and values in a booklet form. They must then use writing and presentation to reflect upon how their ideas differ from those of others, and defend their beliefs.
Students learn about, reflect upon, and evaluate philosophies from their own culture and those of others. Students learn how to differentiate between mind and body, and their unification, and to use meditation to increase said awareness, and achieve calmness in times of stress.
Students use reflective writing, and research papers to explore the meaning of happiness, justice, the good, and the meaning of life.
- ILO 5
Students engaged in two separate activities designed to enhance their information evaluation and retrieval skills.
 - library database quiz; students performed the same searches on three separate databases and compared/contrasted results. (student quiz results averaged 90% correct for the course)
 - students engaged in an analysis of website content to determine reliability of information. Students averaged 93% correct in determining potential sources of bias.
- Laws and ethics are covered in Chapter 2, Professional communication in Chapter 4, working with the elderly and diverse populations Chapter 8, HIPAA Chapter 2.
- Exercises promote communication of diverse viewpoints through visual means.
- Class assignments allow students to express themselves in a variety of different visual communication styles.
- Personal expression through a variety of drawing techniques enables students to communicate through visual media that transcend cultural differences.
- Discussing art with people of different backgrounds and opinions is a good exercise for relating to others and participating in the community.
- Assignments ask students to trust their ability to do art and thereby learn to approach other tasks with creative confidence.
- Many of these skills are practiced in our class discussions. We work through several difficult issues in medical ethics and in ethical reasoning more generally. We don't assume that there is only one way to answer these questions, but there are many ways and they should reflect our different backgrounds and values.
- Demonstrates professionalism and related soft skills when working with internal and external customers.
- Learning the basics of electrical controls
- Introduce plumbing fixtures, pipe and tools
- Setting and installing furnaces and ACs
- Students could see all aspects of construction. From digging the hole to trimming out.
- Setting fixtures. Trouble shooting, Repairing faucets, Service call work
- Learning the code book makes these students better plumbers in the long run.
- Shared examples of client/to stylist or esthetician communication and how to explain to client procedures and outcomes of each requested service
- Helped to relate knowledge to each individual how it can be adapted to their career and advancement of personal goals

- Added review of information in form of games or flip cards to reinforce important information
- visit local institutions where people are residing and can use professional influence and prepare the students for ways to help others in the community whenever the need presents itself
- Follow their strong interests and find a mentor or professional that can help them find their strong skills and keep advancing by being influenced by someone that has advanced in the interested field
- Students are assessed on their ability to critique images. This is necessary for them to be knowledgeable in the clinical field and future careers.
- Teaching and reminding students of all cultural and personal backgrounds are individual to each person every day and place you go and all are potential clients.
- Evidence of meeting ILOs is best demonstrated in the student's ability to provide services to all members of the public and maintain constant professionalism at all times. We work to understand diverse clients and meet their needs despite any evident barriers.
- Each day began with the opportunity to ask questions, to gain perspective and to gain clarity in the field of Psychology. In an Introduction Survey of Psychology, it is imperative that students gain understanding so they can 1) have a foundation, and 2) decide if this is a field they would like to pursue.
- Students gain confidence through the labs that are performed on equipment. This allows students to perform tests on equipment in the clinical field as well as in their future careers.
- Evidence of meeting ILOs is best demonstrated in the student's ability to provide services to all members of the public and maintain constant professionalism at all times. We work to understand diverse clients and meet their needs despite any evident barriers.
- Our students complete several assessments that assess diversity, age competency, presentation on diversity in the clinical field. We prepare students to properly communicate with patients and personnel in the workforce.
- We challenged student athletes academically with 6 hours of LARC per week, with an extra 90 minutes of study table as a team with coaches, and with weekly check ins. We had established consequences for students not fulfilling requirements.
We introduced TRAQ for strength and conditioning. TRAQ is a computer based, individual program that allows for feedback and evaluations from coaches.
We participated in (2) listening posts that enhance the student life experience teaching our student athletes outside of the classroom and off the field.
- Evidence of meeting ILOs is best demonstrated in the student's ability to provide services to all members of the public and maintain constant professionalism at all times. We work to understand diverse clients and meet their needs despite any evident barriers.
- Taking a 24 hour period and a 7 day week, students were to look at time management and what each did that consumes their time.
Developing a financial budget, providing ways to be more fiscally responsible, and to look for additional resources (grants, scholarship, part time employment, food shelf etc.)
Learn the various ways of note taking and each day practice a different method, to see what method fits the individual student best.
- All the students had to follow the EPA guidelines for evacuation and recharging of an air conditioning system. They were then tested.
- We learn and do a fair job on the Non-faris material, having a soft thru a hard material would be beneficial.
- Students engage in peer-to-peer activities that explore topics that relate to civic engagement and political rhetoric. Research is introduced and required - student are introduced to techniques that reach beyond their own perceptions to broaden world views.
- Students complete a project that assesses their self-perception, how other perceive them and explore areas that are unknown to them as it relates to their lives. Self-concept and identity are explored.
- Develop an general ledger for their business.
- Student is able to choose an appropriate Operating system for their business.
- Quizzes - Students have built on the knowledge acquired in Anatomy & Physiology (HC1151 - Body Structure & Function) to think critically when answering quiz questions. As their knowledge increases, the hope is that they will apply this not only to their careers, but also to their own lives, communities and

world.

Discussions - Many of the discussions in this course require first viewing a video regarding the disease condition or disorder being discussed. Most videos chosen not only increase awareness of the topic, but also focus on how factors such as genetics and lifestyle choices contribute. Discussion questions often ask the student to research beyond their textbooks for additional information.

ILO1. To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker in promoting health and preventing disease in the larger community.

ILO2. Differences (diversity) in genetics, environment, lifestyle choices, etc. are frequently discussed as risk factors for various diseases & conditions. Students are encouraged to be non-judgmental and to remember the person first, not labeling them based upon the disorder they have. This comes out in discussion, and students often share personal experiences. Many quiz questions require knowledge of how individual differences affect health.

ILO3. In discussions, students research beyond their textbooks and share information learned with one another.

ILO5: Through knowledge gained students begin to see how their environment and lifestyle choices can affect their health. In discussion, students often share this along with their intentions to improve their own health by making better choices.

- Assigned projects and communication skills with other students.
- Interpersonal communication skills and awareness of chosen field.
- Demonstrated through assignments that they understand topics such as "first amendment rights to freedom of speech or the separation of church and state" and how that may look at events/activities on their own campus.

We discuss real life events - such as the upcoming 2020 election and the negative campaign tactics; with a look back to the 60's at the Daisy Girl Ad that Johnson used.

- Diversity & Inclusion: There were nine students in this course which included five ethnic groups; Kenyan, Thailand, NaPal, Hispanic, and White. They worked very closely together for the past 3 semesters in all their MLT courses. Throughout that time we learned so much about the different ethnic groups. I noticed the growth of the students throughout their time together. Additionally, having a face-to-face class time and labs builds their communication and professional skills.

Integrity: By the end of this semester the students are confident in the basic microbiology skills since they have been performing them every week last semester and this semester. At the end of the semester I give them unknown bacteria to identify. It is fun to see the excitement and confidence when they do the tests and identify the bacteria

- Diversity & Inclusion: This class consists of 3 ethnic groups. I had them work in class on worksheets in different groups so they weren't always working with the same person. This groups of students are the first year MLTs and will be a cohort throughout the next year and half so it was important to have them "mingle" with each other.
- Diversity & Inclusion: There were nine students in this course which included five ethnic groups; Kenyan, Thailand, NaPal, Hispanic, and White. The ages ranged from 18 to 30 years old. They worked very closely together for the past 3 semesters in all the MLT courses required before Clinicals in January. Throughout that time we learned so much about the different ethnic groups. I noticed the growth of the students throughout their time together. Additionally, having a face-to-face class time and labs builds their communication and professional skills.

Community Engagement & Courage: All 9 students were required to teach a particular laboratory skill at Scrub Camp. The high school students were put into groups and rotated to the different stations in the lab. Stations included: blood typing, microbiology, hematology, and chemistry.

- Working with diverse populations to recognize health needs.
Collaborating with other healthcare professionals, being respectful of cultural differences.
- Skills demonstrations, simulation. Working together in the classroom and lab. Classroom discussion.
- Discussions, video case studies, online simulations.
- Reflective Summary
- Personality test reflection, Discussion posts, Patient's dental fears report

- Develop a good marketing plan for healthcare facility.
- Understand the trends in healthcare industry.
- Develop good finance skills for healthcare facilities.
- Understand the rules and benefits of good corporate compliance.
- Develop good leadership skills.
- Develop good customer service skills.
- Lab 1: Introduction to Science

This lab goes over the basics of the scientific method, developing a testable hypothesis, designing a rigorous experiment, to collect, analyze, and present scientific data. The lab notebook is also introduced in this lab. You should maintain a lab notebook, recording procedures and results for each lab. Having a lab notebook will greatly aid you in writing the cumulative lab reports.

Students often have a difficult time grasping the concept and differences between independent and dependent variables. A good memorization trick is that scientists put "in" the independent variable and the dependent variable "de" pends on the outcome of the experiment.

Testable hypotheses will never include things that cannot be physically measured or determined. As an example, if you were to hypothesize that lions have yellow coats because yellow is their favorite color, you could not possibly determine if that were true. However, if you hypothesized that their coats were yellow because they ingest yellow grass, you could test that by removing or adding more yellow food to see if the coat color changes.

Below are a few more examples of possible hypotheses for the following observations:

- The sky is blue.
 - Water is also blue.
- Hypothesis: The sky contains water which contributes to the blue color.
- Leaves fall during the autumn months.
 - Precipitation and temperatures decrease in autumn months as well.

Hypothesis: Trees lose their leaves in the fall due to the drop in temperature or precipitation.

The metric system may be an entirely new concept for some students. I want to emphasize the fact that it is just multiples of 10. You can convert within the system by simply moving the decimal left or right depending on the specific conversion. For example:

Mega = 1,000,000

Kilo = 1,000

Hecto = 100

Deka = 10

Deci = 0.1

Centi = 0.01

Milli = 0.001

Micro = 0.000001

- A number without a unit is meaningless. Even if you "know" which units are being used, those units must be recorded so that other scientists can understand the data.
- Note for volume and area unit conversion: The unit conversions should be done before multiplying for volume or area.

For example, 1 m² is NOT equal to 100 cm², even though 100 cm equal 1 m. Here, 100 cm² = 10 cm * 10 cm. Since 10 cm = 0.1 m, we get 100 cm² = 0.1 m * 0.1 m = 0.01 m².

In other words:

100 cm² = 10 cm * 10 cm = 0.1 m * 0.1 m = 0.01 m²

- While 1000 mL is equal to 1 L, 1000 mm³ is NOT equivalent to 1 m³. Do the conversions first, and then multiply for volume:

1000 mm³ = 10 mm * 10 mm * 10 mm = 0.01 m * 0.01 m * 0.01 m = 1x10⁻⁶ m³

- A Study of the Scientific Method- The Strange Case of Beriberi

Purpose: This story is intended to explain how the scientific method has actually been used to solve scientific problems.

Background: Case Study of Beriberi Disease

It is 1897 and people are dying in Java, an island in Indonesia or the Dutch East Indies. They all seemed to share the same hideous symptoms beginning with overall muscle weakness, loss of appetite, and eventually they suffered paralysis and eventually death by heart failure. This disease was called beriberi by the indigenous people. This was a word from their native language that meant "I cannot, I cannot."

One of the scientists who had been sent to work on this mystery was a Dutch physician and pathologist named Dr. Christiaan Eijkman. One day, as he walked around the hospital compound he observed his surroundings. He noticed that the cook fed every one of the patients the staple diet of the nation - white rice. White rice is brown rice with the husk or outer layer rubbed off so that its color is white. He also noticed that the hospital staff fed the chickens (that would eventually be the chicken soup for the patients) brown rice. The chickens never developed beriberi.

Dr. Eijkman realized that this was an important observation and hypothesized that maybe the brown rice contained something that the white rice did not that prevented the disease. So he conducted an experiment. He divided chickens into two separate groups. He fed one group of chickens only white rice and the other group only brown rice. Then he watched and waited.

The data collected revealed that the chickens fed brown rice did not get sick at all, but the chickens fed the white rice became weak, lost their appetite and eventually died from beriberi. Eureka, the case was solved! As Dr. Eijkman and others continued to research this interesting case, they found that white rice lacked thiamine, a vitamin necessary for good health. This was actually the first "vital amine" or vitamin to be discovered. It is also called vitamin B1.

We've now known for more than a hundred years that brown rice is more nutritious than white rice. But most Asian cultures associate eating white rice with prosperity and eating brown rice with bad luck. Most rice is still milled or polished, both in Asia and elsewhere. In Europe and America both white rice and brown rice are consumed, but mostly white. In fact, some white rice is chemically fortified to add back the B vitamins. In 1929, Eijkman and Hopkins were awarded the Nobel Prize for Physiology or Medicine for this discovery.

Observation/Problem:

People are dying in Java from a disease called beriberi. The scientist noticed the cook fed every one of the patients the staple diet of the nation - white rice. He also noticed that the hospital staff fed the chickens brown rice. The chickens never developed beriberi.

Hypothesis:

Maybe the brown rice contained something that the white rice did not that prevent the disease.

What was the experiment for this hypothesis (include experimental and control group, independent and dependent variables)? (4 points)

Divided chickens into two separate groups. Fed one group of chickens only white rice and the other group only brown rice.

Experimental group – chickens fed white rice

Control group – chickens fed brown rice

Independent variable – type of rice

Dependent variable – development of disease

Data collected:

Revealed that the chickens fed brown rice did not get sick at all, but the chickens fed the white rice became weak, lost their appetite and eventually died from beriberi.

- Students question content of coursework in a manner which relates to their background experience. Student question presenters about career avenues. students complete practicums related to industry decisions.
- Students have assignments and learning labs that require proficiency and knowledge in the medical coding field. They are required to know and follow the guidelines and rules of CPT coding.
- Students had opportunities to job shadow in the community and were exposed to variations in cultural, religious, and socioeconomic dilemmas within healthcare
- Improvements in our group project have increased interaction of our student with the under represented populations. Along with situational role playing which directly relates to the field in which they are going into, namely coaching football. Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives
- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- Understanding the material and seeing a positive result in the test. The knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
- ILO 3
 - Identify patterns to make connections between seemingly unrelated phenomena
 - Connect new ideas with existing knowledge
 - Generate, analyze, and implement novel solutions to problems
- ILO 4
 - Critically and systematically analyze pertinent information to make decisions and/or solve problems.
 - Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals.
 - Persevere through setbacks and disappointment constructively.
- Group discussions and Networking with other students to explore new and innovative practices.
- Working with diverse populations by race, experience, and age. Discussing culturally related health problems. Learning to identify needs of specific populations.
- Group discussions and Networking with other students to explore new and innovative practices.
- Group discussions and Networking with other students to explore new and innovative practices.
- Students examine three incidents of humanitarian violence - the Armenian Genocide, the Holocaust, and the Bataan Death March. Students analyze why such disaster exist, how ordinary people can carry them out, and decide whether such a tragedy could occur in the United States. Students examine the ways in which our government has lied to the American people to justify intervention in war. They attempt to identify causality, and learn to evaluate issues for themselves. Most students begin this class thinking war is cool or glamorous, but quickly learn that it is awful. War should be a last option for governments, but often it is not. Students evaluate the reasons America has gone to war in the past, and the price paid by veterans and civilians. They determine for themselves whether the cost was worth it.
- This is an online course, the first thing I noticed when students don't understand that they won't do projects if they don't understand how to operate D2L. With this course was far as I'm concerned or with any online course if it's not develop properly is not very successful with students that want to learn hands-on!
- Students are required to work on our lab turbine trainer. This trainer is scaled-down smaller than a typical big turbine but has all the same components. Students are required to finish the curriculum on the trainer component.

- Students are required to put on all safety gear, harnesses, lanyards, lad safe's, positioning belts, helmets, and gloves. These items are required and tested on the students.
- Students are required to bend PVC, EMT, IMC, RMC, Flexible metal conduit, MC cable, and meet all requirements before they can move on to the next course. It is my responsibility to make sure that the students succeed at this course.
- I feel that our lab equipment is the best compared to any other electrical schools around. I take great pride to make sure that our students are always involved with the best training tools for their careers.
- This course is the students very first course in this program everything in the electrical field is introduced to the students.
It is our responsibility to make sure that the students understand the beginning stages of their electrical career.
- Again, working with the guests once they get to the clinic floor for lab time.
- Working with the guest on the clinic floor of our salon. This is where they practice everything form the soft skills in the very beginning, to their technical abilities.
- When they are working on first their models they bring in and they the guests that come to our salon showcase a lot of their skill level.
- When they work on their first guests on the client floor.
- Some examples of activities in the course that provide evidence of meeting the Institutional Learning Outcomes would be efficiently demonstrating not only what is needed for their curriculum, but also demonstrating skills that go more advanced so they can use them in their careers in the future.
- Some examples of activities in the course that provide evidence of meeting the Institutional Learning Outcomes would be efficiently demonstrating not only what is needed for their curriculum, but also demonstrating skills that go more advanced so they can use them in their careers in the future.
- The nursing protocols that the students learn for their profession on a day to day basis in English are demonstrated in Spanish so the students are able to apply their knowledge to Spanish-speaking communities. Diversity in cultural practices are discussed and applied to role-playing activities in class, so when the students encounter new situations in the real world, they are able to adjust for other cultural situations.
- At this point in the student's journey, they should have mastered a consultation, speaking to all diverse people and realize how that will aid them in this profession. They should also have a great portfolio highlights a variety of work they have done.
- The ability to process Accounts Payable in business.
- Ability to process Accounts Receivables in business.
- Ability to accomplish bank reconciliation.
- There are several in this course. The module on My Media - they prepare a video Biography - and share with the class. Their talents come through in this project and usually see a boost in self-awareness.
- Successful use of inventory control.
- Successful sales order entry in business.
- Understanding of recordkeeping in business.
- Successful use of desktop publishing.
- Successful use of Data Base skills in business.
- Successful use of spreadsheets.
- Successful work processing skills.
- Ability to master the windows operating system.
- Create accurate payroll records.
- Develop good financial skills for managers.
- Develop good time management skills.
- Develop good teamwork skills.
- Develop good interpersonal skills.
- Understanding good problem solving and decision-making skills.
- Student will be aware of creative thinking process.

- Implement successful financial statement analysis for small business.
- Apply good asset management skills.
- Use good communications skills to create a operations manual for small business.
- Successful computer hardware analysis for business.
- Successful year end closing for businesses.
- Successful processing of year end payroll reports.
- In the computerized business simulation they learn how to journalize various entries and how if they make an error it effects the financial statements.
- Diversity & Inclusion: The diversity in this class was age from 18 to 52 years old. A unique experience was the openness of a student who is converting from female to male. In the medical field the students will encounter many types of diversity. I believe experiencing the diversity in the class room was a small beginning steps for some students.
Student success: Intro to Lab Science is a introduction course in the medical field; especially phlebotomy. The first-year student learns how to balance studies, work, and life. In the classroom we have open discussions about how this can be done and students will talk about how they handle it.
- Students engage on Discussion Board on Culture awareness ant the same time learning a new language. Students ask question and comment on at least a classmate input. Students write journal on their daily routine in Spanish and what they see and hear in the community to improve their listening ability.
- ILO1: Students are required to complete a community service activity that involves using the knowledge & skills learned in the class. (teaching a skill to Scrub camp participants, blood pressure screening at the Sr. Citizen's center).
ILO2: The unit on Communication addresses cultural diversity. There are quiz questions and an activity in which student's role play communication with a client. They must consider individual differences as part of the role play.
ILO3: In the Psychology unit, students are required to research developmental stages of the lifecycle and begin to consider how this impacts individual patient care.
ILO4: Students are assessed on professionalism demonstrated each time they complete a performance exam in the lab. They simulate working with actual patients (classmates), and have to consider things such as how to build trust with the patient, privacy and confidentiality, and working within their role as an MA.
ILO5: In this course, students are building upon the knowledge they've already learned in core classes such as Med. Term, Anatomy & Physiology, etc. For example, irrigating an eye requires knowing the basic A&P of the eye.
- Intercultural Communication: Writing for Multiple Language Audiences, Social Networking Skills Review, Create and Host Zoom Conference, Opportunity to contribute to course content via phone conference
- Discuss the sources of law in the United States and analyze legal issues by applying the primary and secondary sources of law. Analyze facts to identify legal issues, determine and apply the rule of law, and draw conclusions using legal terminology in an appropriate context.
- Students are learning skills which can be applied in their personal, educational, and professional work endeavors (keyboarding, proofreading, formatting of business-related documents).
(Keyboarding timings are completed throughout the semester and evidence of improved WPM averages is documented - 10/12 students achieved the course WPM goal; 11/12 students demonstrated improvement in WPM average typing speed since the beginning and midpoint of the course. Proofreading skills are integrated in weekly document production exercises. Final skill basket review document production assignment requires students to apply document formatting knowledge gained throughout the semester. All students in the course achieved an average overall grade on document production of C or higher; 83% had an average overall grade of B or higher.)
- Diversity & Inclusion: There were nine students in this course which included five ethnical groups; Kenyan, Thailand, NaPal, Hispanic, and White. They worked very closely together for the past 3 semesters in all their MLT courses. Throughout that time, we learned so much about the different ethnical groups. I noticed the growth of the students throughout their time together. Additionally, having a face-to-face class time and labs builds their communication and professional skills.

Integrity: The student helped with blood typing for Scrub Camp and students in the Lyft course

- Students engage on Discussion Board on Culture awareness and at the same time learning a new language. Students ask questions and comment on at least a classmate's input. Students write a journal on their daily routine in Spanish and what they see and hear in the community to improve their listening ability.
- Students must work in groups to peer review each other's papers. Students must pick a topic and present a clear argument on a topic they might not otherwise think about. They need to read essays on diverse topics and critically think about these topics in terms of their own lives. Students need to use examples from their own lives to define terms and reflect on their experiences.
- Scanner usage, Service information, fuel systems, ignition systems
- Meter usage, DOS scope usage, Ohms law, Shorts, Opens, Drains
- We take the student from working on the manikins to a level where they are able to communicate and perform the skills necessary to work with their guests.
- Students were supported by several local institutions that utilize marketing skills in their individual career areas. They presented to this class and shared how the content of this class would be applied to their career choices.
- One student with production experience was more than happy to assist another who had absolutely zero knowledge of the industry.
- One past graduate was promoted to process manager in July 2018 and he continues with the company practice of sending their employees through the program.
- Self-management project, Literature review of different psychological topics, Applied psychological theories, Psychology theories tables
- Many of the class discussions & activities meet multiple ILO's: students are encouraged to development/demonstrate empathy & dialogue regarding societal issues (Community Engagement); our discussions/activities include diversity components - students are encouraged to display cultural sensitivity (Diversity/Inclusion); going forward [after the semester], students will continue to reflect on these issues within their own lives & communities, as well as demonstrating personal academic success (Student Success).
- D2L discussions to spark thought and communicate with fellow students outside of the classroom to garner knowledge of the subject and provide practical applications for the topics. Outside of class projects/reviews of information on communication apprehension, bias awareness, personality type surveys, empathetic listening, reading body language and cultural sharing.
- Using scenario-based questions to aid and help the students in determining what laws have been violated to prepare the students for field work. Use D2L discussions to enhance the students' learning outside of class to build their understanding of the statutes and how to apply them.
- Students are required to monitor their caloric intake and review information on healthy lifestyle choices. They then put together a plan for a healthy workout routine and eating habits that will help them reach their health goals and write a paper to document their research and plan.
- R&R engine assy, Complete rebuild engine assy, cooling systems, lubrication systems, timing relationships
- R&R front brakes, R&R rear brakes, Bleed brakes, Make new lines double/Iso flare, fixed calipers
- Assignment relating to their medications and reviewing ethical consideration
- Students understand how to write repair orders and talk with the general public, Students use various techniques in alignment factors
- The course has student complete a Word document that student must insert a Access table and also a Excel spreadsheet with a Excel pie chart. This helps to introduce student to simple uses to the more advanced uses of the office suite. The student will produce a working HTML webpage which will teach them the basics of programming and how to debug and run a program.
- The students work on equipment to industry standards
- Generate, analyze, and implement novel solutions to problems

- Continually reflect on and align behavior with personal values, beliefs, meaning, and purpose.
- One entire chapter is dedicated to culture and cultural diversity.
- Students learn about stress management so as to live a more balanced life.
- Students learn about time management for course work that can be applied to their future field of work.
- Students learn about goal setting and set goals for course work that can be applied to life outside of academia.
- Connect new ideas with existing knowledge
Generate, analyze, and implement novel solutions to problems
- The reading selections that we cover in class reflect a variety of cultures.
- Critically and systematically analyze pertinent information to make decisions and/or solve problems.
- The reading selections that we cover in class include a variety of cultures.
- Students learn the foundational skills in Excel including but not limited to creation of worksheets, formulas, Smart Art, formatting, charting, financial functions, multiple worksheets, tables.
- Principles of Accounting is a foundational class where students learn and apply in team projects and individual work a wide array of topics including but not limited to financial statements, debits and credits, inventory, analysis, receivables, payables.
- By utilizing the current software with the textbook student learn how to prepare many forms and reports utilizing the software in addition they do some analyzing of reports.
- Learning the economic and social influences of the income tax laws help students develop a benchmark of knowledge.
Learning how tax revenue is used in various economic and social stimulus areas help students to develop a benchmark of knowledge.
Preparing many various tax returns helps student develop their skills in income tax preparation.
- Each student is in the leadership for a week at a time
- Continually reflect on and align behavior with personal values, beliefs, meaning, and purpose.
- The course starts with the basics of Databases and each module teaches more and more advanced features of Microsoft Access and student is able to create and execute and develop the features such as tables, forms, queries and reports.
- We build computers in a group setting demonstrating knowledge and proficiency in meeting the course goals.
- Building cables and fiber splicing
- Talking code has gotten students interested understanding why code is so important when they are on the job.
- Making wise and safe decision in their life.
- Many students begin this course quite apprehensive and nervous about the concept of accounting. I include a pre-class and post-class self-evaluation and reflection assessment. All students in the fall 19 self-reported and identified growth in their confidence and knowledge of the accounting concepts and accounting cycle.
Pre-mastery assignment is low-risk with opportunities to assess their personal level of understanding and view videos to further understanding of concepts and process.
Mastery assignment pulls together concepts of each chapter with less guidance/resources available.
Comprehensive problem allows students to demonstrate their ability to analyze information and apply their knowledge of concepts and process related to the accounting cycle. They understand the importance of being detail oriented and its application to the real-word/organizational settings.
- Interview Paper - requires an in- person interview/job shadow experience to be completed by the student with a current administrative professional forming a connection/engagement with the community. This assessment allows the student to see first-hand aspects of their future employment and to incorporate the use of communication skills, knowledge learned in this course and others as they reflect about their experience.
Real-life, hands-on situations are provided in many of the course assessments and use of the latest technologies and systems available is incorporated.
Team assignment and discussion boards allow students to gain knowledge and experience of how to

effectively communicate with others whose backgrounds and experiences vary from their own. Many of the assessments require students to incorporate decision making, problem solving, and critical thinking skills and to see the importance their future role in an organization.

- Students continue to incorporate and build on the skills learned in Word Processing I and new more complex/advanced skills are learned in Word Processing II.

Students are able to apply advanced word processing knowledge and skills learned in this course in other courses, personal and work-related experiences.

Chapter and Unit Assessments

- Working with others on lab projects.
- Chapter assessments and Unit assessments are evidence.
Students are learning about and using the most up-to-date version of Microsoft Office software available (Innovation).

Students are developing word processing skills which can assist them/be used in all aspects of their life (personal, educational, professional work).

Connections are made to features used in the College Keyboarding I and II courses.

- Students doing peer-to-peer projects and observations.
- Applying national codes to projects at school and to projects out in the community when working for a contractor.
- 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.

Students encounter people from all different backgrounds in the clinical setting and learn to appreciate, communicate, and understand other cultures. They also work with mentors in the clinical setting who do not share the same experience and perspectives and they have learned by Clinical III to understand how to work with others.

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

My students learn several radiology exams that they will begin to perform in the clinical setting next semester.

- Students in College Keyboarding II continue to develop skills sets such as keyboarding, proofreading, and formatting of advanced business-related documents which can be applied in their personal, educational, and professional work endeavors reaching beyond just this course.

The importance of creating professional documents which reflect positively on the student's professional image and the organization for which they work for is emphasized. (Project Assessment Lessons 86-90) Keyboarding timings are completed throughout the semester and evidence of improved WPM averages is documented. All students achieved the course WPM goal; All students demonstrated improvement in WPM average typing speed since the beginning and midpoint of the course. Proofreading and formatting skills are integrated in weekly document production exercises. The Project Assessment Lessons 86-90 and the final skill basket review document production assignment requires students to complete a comprehensive application of document formatting knowledge and proofreading skills gained throughout the semester.

- Content on cultural and how to identify concerns and apply nursing practice. Consistent material on the role of the registered nurse in all environments. Identified application of the course material outside the classroom.
- Students are working in the public setting and develop needed skills for their professional goals.
- Working in a team environment during lab time. Addressing safety in every task they perform.
- Students write a philosophy paper on the aspect of coaching the sport.
- Students do multiple Progress Reports for this class.
- Students journaling to understand why they complete or don't complete their learning activities in their labs.
- Journalled daily activity to improve personal health.

- Students work together in groups to design three-phase banks and then wires them to produce new power. They have to work together, check each other's wiring connections, and do the load calculation that is needed.
- Students taking the solar class believe in renewable energies and how by using solar to create power they can help their communities become more sustainable. Students learned that each solar array is different. It can be by size, type, and mounting options. They learned that each project is unique in its own way. They felt empowered to enter the renewable field with more confidence in solar installation.
- Learning new technologies creates a better opportunity for future individual successes to occur
- Students learn in their homework and business simulation the impact that accounting has in business and how errors effect financial statements and how important decisions are made based off the information accountants provide.
- We deal a lot with diverse skin types and how to treat a variety of skin issues. We work on, discuss, consult and learn about contraindications of skin.
- We really concentrate on the diversity of hair and how different lifestyles and upbringing effect peoples choices. We also concentrate on conversation and consultations with guests.
- We work with a variety of hair fabrics and note the difference in each. We watch a video specifically speaking to these issues.
- Students participate in many in class and out of class exercises such as role playing and greetings with all diverse people. They take part in activities that push the boundaries and work on reflective listening skills.
- Abnormal psychology topic in film project
- Group project on Minority Students in College and Types of Coping Styles and Types of Psychopathology
- Clinical vignettes related to types of psychopathology discussions
- On-site participant observation project
- Literature review on human development/conditions
- Developmental topic research project
- Clinical vignettes discussion to developmental theories
- Completed Computerized record
- Cost of Production Calculated
- Marketing Plan Implemented
- Throughout the course students have used Finpack and accounting software to prepare for success in the workforce. In addition, students used the data provided in the course to make real life business decisions.
- The final project/presentation in the class requires students to compare and contrast two articles about current events. The goal of this assignment is to teach students to recognize media bias and evaluate how they receive and process information. I believe this makes them more informed and responsible citizens and voters.
- I encourage students to connect course content to their everyday lives and experiences.
- ILO1 - Students had a bonus assignment to participate in an online citizen science project that contributes to scientific research
- ILO3 - Student do lab activities that involve applying biological concepts to experiments.
- ILO5 - Students learn about human health care topics (cancer, antibiotic resistance, nature deficient disorder) while learning basic biology concepts
- Using FINPACK software to create actualized income and financial statements to evaluate the profitability of each enterprise to make decisions off of along with using PCMars accounting software to track incomes and expenses to accurately track cost of production for each enterprise.
- Using current situations on the farm business as discussion to lead to informed business decisions for the current situation and economy.
- Annual evaluation of the entire business plan and determining if actuals meet projected results and making business decisions based off results.
- Using FINPACK analyzing trend business financial data to make improvements and goals.
- Comprehensive business plan and personal goal setting.

- This course is primarily a college prep course for studying engineering. They are asked to reflect how they learn and how that may or may not work with different teaching styles. They are asked to set goals and talk about how they might achieve them. Much of the above ILO content is not directly assessed though.
- Students wrote a 1,000-word college constitution. They were required to read and present that college constitution to the whole class. Each student presented, but the class was required to affirm their support for their diverse students. In making students present, the class was afforded the opportunity to learn more about their classmates. By the end of the class, students were very connected and did not want the class to end.
- Learning basic mathematics skills that will be used over a lifetime
- Community involvement with our EDA house project
- Creating safe work skills. Also becoming familiar with building materials for future use.
- Students formed groups to teach course curriculum.
Game-theory was applied. Students competed to finish the grammar lessons first.
Using the "Earned Points So Far" grading method, students were responsible for earning the required amounts of points to pass the class. There was no late work. Every assignment was accepted outside of attendance. Essentially, students were able to pick their grade based on the amount of work they were willing to put forward. Many students grew in their time management skills.
- The scientific method is covered, which contributes to scientific literacy.
This particular class is usually fairly ethnically diverse, and they must learn to work together on lab activities.
- Reality based training scenarios were designed to evaluate student's ability to make quick accurate judgments in high stress situations that meet case law and community views of law enforcement operations.
- Students did a group Oscars project where they were to nominate films for viewing. Out of the nominated films, students selected 4. Because the class was over 60% diverse, the last 4 films the students watched for the class were almost exclusively African American films. At the end of the Oscars project, the film that swept the awards category was a Black film featuring an all-black cast. Students understood how subconscious bias plays a role in film selection, nomination, and awarding. Their eyes were opened to why very few African Americans or actors of color rarely win film awards.
- In the final exam, students were asked to reflect on US history overall and the majority of them displayed adequate understanding of the complexity of the past and the ethical ramifications of past events and attitudes.
Likewise, student responses on assigned worksheets and the final exam demonstrated heightened awareness of the historical experiences of different groups in US history and the complex interactions between them, as well as an increased awareness of the contributions to US history and culture different peoples have made.
- In an in-class group activity comparing the three major Western religions (Judaism, Christianity, and Islam), students engaged in a good discussion of the similarities and differences between them and showed heightened cultural awareness.
In-class use of virtual reality kit also prompted student appreciation of the historical achievements of past cultures and peoples.
Chapter assignments in online class measured students' previous knowledge of subject matter and how course material expanded their knowledge and increased their appreciation of cultural differences and new perspectives gained.
- In the personal memoir pieces students wrote over the course of the semester and the final reflection paper, students connected their experiences to those of the published memoirs we read in class. They identified key things they learned in this course and demonstrated the ability to connect the knowledge and content learned in this class to their own lives. They also demonstrated an awareness of the ethical issues at play in significant Minnesota historical events. They were also able to recognize their own cultural experiences in the experiences of the Minnesotans whose memoirs we read in class.
- Group discussions and Networking with other students to explore new and innovative practices.

- Diversity & 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 (ILO 2). Students in my interpersonal communication class learn how to effectively communicate with people from different cultures and backgrounds than their own. In the class we look at different cultures and their patterns of communication to better understand why some people communicate the way they do based on cultural differences, whether it be gender, race, or the type of culture whether individualistic or collectivistic societies to which they belong.

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 (ILO 4). This is what interpersonal communication is all about. Developing skills and behaviors to form relationships. We look at various videos to examine why someone would choose to remain in a relationship or why they would choose to terminate a relationship using the social exchange theory. We also do some role playing in class to learn about the different stages of relationships coming together and falling apart to better understand how relationships are formed.

Student Success: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives (ILO 5). This course also touches on this institutional learning outcome as well. Interpersonal communication is essential to having a balanced and fulfilling lives and they learn about this through various assignments, including a journal where they monitor and reflect on their own communication and what they do or can do more effectively to have meaningful interpersonal relationships.
- Community Engagement & 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 (ILO 1). Students do this in my introduction to speech class by giving persuasive speeches. They learn to be leaders by giving speeches that can influence people's attitudes, values, and beliefs, and perhaps can get people to even change their behavior.

Diversity & 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 (ILO 2). Students learn in my introduction to speech class how to analyze an audience to best prepare, write, and deliver a speech to the intended audience which is often made up of diverse audience members.
- Students team teach lesson, Student mentorship
- Evidence of meeting ILOs is best demonstrated in the student's ability to provide services to all members of the public and maintain constant professionalism at all times. We work to understand diverse clients and meet their needs despite any evident barriers.
- I encourage my students to write essays about social issues that are relevant to their lives and communities. This semester, my students researched issues like poverty, incarceration rates, gun violence, and climate change. I believe this helps students become informed citizens and responsible community members.
- Group discussions and Networking with other students to explore new and innovative practices.
- Interview Essay Assignment (Students were to interview peers, family, or people in the community)
- Persuasive Essay outlining how we can make our world a better place to be
- "Earned Points So Far" Grading Method, teaches students to earn their grade (student success)
- Reading Circles: Students had to provide meaningful feedback on peer papers (Integrity)
- Just having different clients from different backgrounds. Also going to job workshops over in Fairmont and Worthington. Has helped them improve in social skills.
- Just showing them what to expect on the job. Doing scenario's of what a client might say to you out in the real world.
- Examples of activities that provide supporting evidence of meeting ILOs include:
 - community engagement and cultural awareness through viewing of documentaries geared towards minorities in our industry
 - community engagement and pursuit of mentorship through salon visits and mentoring sessions with accomplished industry professionals

-participation in real world scenarios involving business and retention building skills
-encouragement of independent research into class discussions and followed up with students when engaged in real world scenarios.

- Using an applied approach, students interacted with community members and relate back to the course. Discussion were held in class and online regarding standards, motivation, and questions used used to obtain information. Provide an overview, whether positive or negative, and how it influenced their understanding of being a police officer.
- Students critiques regarding the assigned readings using historical and current accounts to support their stance. Some used personal accounts and experiences facing discriminatory and prejudicial acts towards them. Several compared communities of residency to others and how the readings amplified their experiences.
- The course covers some examples of how other cultures, past and present, use astronomy for different purposes.
The scientific method is covered, which contributes to scientific literacy.
- chapters and discussion questions on diversity, criminal & victim statistics and discussion questions on how to address issues in the criminal justice system.
- Reality based training scenarios were designed to evaluate student's ability to make quick accurate judgments in high stress situations that meet case law and community views of law enforcement operations.
- Report labs are focused on interviewing skills that can focus on the facts of the event and removing student bias's that could cloud their judgment of the situation.
- Worked with students to provide examples from their work and life experiences and compare to research outcomes. Having a comparison allows them to understand and evaluate circumstances within and beyond their control.
- Online data transfer and analysis
- online marketing webinars and interactive marketing plans
- Create a unique marketing plan
evaluate it often
- Completed financial statements and benchmarked to other farms.
- Working together to create floor plans for our EDA house by combing each individuals' ideas
- Working together with others, learning communication skills to complete a project safely and effectively
- Community involvement with our EDA house project, interacting with local businesses and the local building inspector
- Comparing life experiences and learning how to adapt and modify to current times. Using external applications and being able to distinguish attitude and behaviors that influence identity formation.
- Document analysis assignments calling on students to make connection to course materials and more recent events and realities in historical analysis. Discussions requiring students to interact with major issues presented in the course and tie their analysis into issues of identity and more recent history.
- Bias is a major focus in this course, both within the historical record and current trends. This allows for discussion in pointing out our own biases both in society and at home. Another focus has been historical lenses to provide justifications for different historical events. This leads to multiple layered discussions on various topics.
- In small groups, students practice skills to increase confidence. They learn from each other as they grow into their professional roles.
- Field experience, journaling, connecting with other students.
- Chord analysis and music composition.
- Script Analysis and scene study
Classroom discussion/evaluation
- Production Analysis--finding a theater to attend in the community
Script Analysis--identifying with a character different than them self
- Attendance at Scrubs camp. Many students are participating in a new health career-related club, HOSA.

- Students are exposed to a professional work environment which requires them to work closely with peers and follow procedures/orders from supervisors.
Students learn to balance their work/family environment.
Students are exposed to an industry area to make decisions on career choices.
students gain background experience they may or may not have been exposed to.
- Guest Speakers
- Utilizing the LARC/Employees
- Group Work
- Campus Tour/Student Life Participation
- Technology Assignment
- Cultural communication knowledge, audience analysis, topical references, self-evaluation and application of skills to new situations.
- Students learn material throughout the text book and quizzes covering pertinent material
- Students learn by answering check your knowledge questions and chapter quizzes
- Students learn ethanol process fundamentals by answering questions from going through material pertaining to the process and by taking chapter quizzes
- Working on projects with others.
- Working with others on labs.
- They complete discussions and both formative and summative testing.
- Testing per chapter and a cumulative final. Sense of community and inclusivity are met through the use of ethical discussions.
- The students provide a sense of community and inclusivity through the use of the discussion questions. They look at least one of these questions ethically.
- There are several discussion questions and activities that require the students to connect Physical Geography to the human landscape both in terms of how physical geography affects humans and society and how humans and society affect the physical geography topic being addressed.
- I have students observed a minimum of five different sporting events that I am at and if injuries occur we discuss in class. They are also expected to be on the sidelines with me at one home college football game and write a minimum two-page summary of that experience.
- Students have assignments and learning labs that require proficiency and knowledge in the medical coding field. They are required to know and follow the guidelines and rules of CPT coding.
- We do several community projects that allow these students to see the world outside of themselves. To be able to give back to the community and see the world as a place where they can make a difference. We also have many students from many different ethnicities, backgrounds and socioeconomic status and having to come together, respect each other and work together for a common goal helps them to see past the difference and learn to appreciate each person for who they are.
- This class allows the students to hear the experiences of fellow students who are from different races, backgrounds and socioeconomic status. It allows them to hear their experiences and appreciate them and use them to further their own personal philosophies. It also allows them to work with young athletes from all walks of life and be able to relate to them and help them develop.
- These students will use this knowledge to enhance their community and to be able to communicate medically with people of all backgrounds.
- The students learn that everyone is the same no matter their color, socioeconomic status, or educational background. Anatomically we are all created equally and learn to grasp a new awe for the human body and its' amazing abilities.
- Students have assignments and learning labs that require proficiency and knowledge in the medical coding field. They are required to know and follow the guidelines and rules of CPT coding.
- Industry professionals work with students to complete precision technology labs - exposing students to civic and community work.
- Students discuss/share background experience with precision technology implemented in their own farm business operations.

- students install and set-up precision technology equipment.
- Students have assignments and learning labs that require proficiency and knowledge in the medical coding field. They are required to know and follow the guidelines and rules of CPT coding.
- students share/discuss background experiences related to government regulation on fertility applications. Students analyze information from their own farm business operations related to desired fertility levels for crop production.
- With this course the students are responsible to develop a resume, cover letter, provide references and participate in the interview process.
They need to learn what is culturally appropriate as well as what is appropriate in relation to common society protocol.
- ILO 3
 - Identify patterns to make connections between seemingly unrelated phenomena
 - Seek, construct, integrate, articulate, and apply knowledge and aesthetics across contexts
 - Connect new ideas with existing knowledge
 - Generate, analyze, and implement novel solutions to problems
 - Reflect on learning and experience, adjusting goals and developing actions accordingly
- ILO 4
 - Critically and systematically analyze pertinent information to make decisions and/or solve problems.
 - Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals.
 - Persevere through setbacks and disappointment constructively.
 - Financial literacy
 - Planning
 - Strategic thinking
 - Time management
- ILO 5
 - Aesthetic appreciation
 - Self-control
 - Time management
- ILO 1 -
 - Negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts via analysis of data in problems.
- ILO 3-
 - Identify patterns to make connections between seemingly unrelated phenomena
 - Seek, construct, integrate, articulate, and apply knowledge and aesthetics across contexts
 - Connect new ideas with existing knowledge
 - Generate, analyze, and implement novel solutions to problems
 - Reflect on learning and experience, adjusting goals and developing actions accordingly
- Sample Skills
 - Aesthetic appreciation
 - Computational thinking
 - Information literacy
 - Integrative thinking
 - Quantitative reasoning
 - Strategic thinking
 - Systems thinking
- ILO 4 -
 - Critically and systematically analyze pertinent information to make decisions and/or solve problems.
 - Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals.
 - Persevere through setbacks and disappointment constructively.

- ILO - 3
 - Identify patterns to make connections between seemingly unrelated phenomena
 - Seek, construct, integrate, articulate, and apply knowledge and aesthetics across contexts
 - Connect new ideas with existing knowledge
 - Generate, analyze, and implement novel solutions to problems
 - Reflect on learning and experience, adjusting goals and developing actions accordingly
- Sample Skills
 - Computational thinking
 - Information literacy
 - Integrative thinking
 - Quantitative reasoning
 - Strategic thinking
 - Systems thinking
- ILO - 4
 - Critically and systematically analyze pertinent information to make decisions and/or solve problems.
 - Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals.
 - Persevere through setbacks and disappointment constructively.
- Discussion responses from students
High level of competency on quizzes
- Students share/discuss background experiences with content of course.
Students make connections with livestock industry and animal welfare.
Students visit farm sites with culturally diverse employees.
- The best examples are when they move on into their second year I get feedback from the other instructor. He tells me how they are doing in their second-year classes because the electrical courses are constantly ongoing.
- They had to work together on several safety inspections.
- The students are in the beginning semester of the nursing program where they learn the skills that they will be using in the field. They aren't fully grasping and understanding the knowledge behind the reasons for the skills or the reason for the necessary steps for the skills at this time. They develop the knowledge more in the didactic courses that support the skills they do. This course is done before field/clinical experiences which exposes them to more culturally diverse populations as well as unique and new ways of performing the skills in different settings, populations, and generations.
- Had the students do more labs that required partners for wiring of the lab.
- group participation. class discussions.
- Group game participation.
- Completing the course successfully. Course gives student knowledge of diseases, virus, bacteria etc. and how they are transmitted in society settings.
- The Electude system that I use shows their learning chart and their understanding of their accomplishments on the program.
- Cultivating an individual yoga practice helps students be relaxed and perform better in whatever situation they find themselves with inside and outside of the classroom.
- Paper and discussions encourage students to apply insights to real world examples.
- Having advisory member excited about what the student have learned through the year.
- I had the students working in small groups and changed up the groups through the semester.
- Students were able to compare and contrast the various World Religions, always going back to the framework of their upbringing.
Students were able to look at the differences, and with an open mind see the positives and possible negatives of each.
- IOL 3 - Students develop scientific literacy skills and quantitative reasoning skills through the virtual/online labs. Students are asked to connect the functions of different organ systems to identify patterns and integrate system (ex. connection between the respiratory and circulatory system).

- IOL 3 - Students work on science literacy and quantitative reasoning throughout the course, specifically during lab where students apply the scientific method, collect and analyze quantitative data, and form conclusions.
- Doing a on-site visit with workers in the field and having discussion.
- Paper, group project and discussions encourage critical thinking skills towards a variety of social, ethical and environmental issues.
- Writing models evoke discussions that review past and present social issues (e.g. racism, dishonesty, homelessness).
 - Students reflect on their own feelings about writing, what they've learned, and how it applies outside of academia.
 - Students analyze arguments made in ads and discuss their ethical and social implications.
- The feedback received from the employer and student at the job.
- ILO1 - Students complete a semester project on an environmental issue and present how this issue can be solved at global, local, and individual levels.
 - ILO2 & 4 - Students do online discussion that discusses their personal worldviews in relation to environmental issues and read/respond to other students that may have different views. Students also discuss if their worldview changed after taking the course.
- ILO3: Students complete laboratory activities that apply course material in new and unexpected contexts.
 - ILO5: Students complete laboratory activities that encourage student-driven inquiry to connect course material to students' lives.
- Detailed Balance Sheet
Detailed Financial Analysis
Projected Cash Flow including Cost of Production
- ILO3: Students complete laboratory activities that apply course material in new and unexpected contexts.
 - ILO5: Students complete laboratory activities that encourage student-driven inquiry to connect course material to students' lives.
- Students read and discuss several writing models that reflect on current social issues. Students then compose essays that ask them to examine their own views on and experiences with these issues.
 - Students complete a community profile assignment, where they are asked to interview a member of the community who is invested in its success – e.g. a city council member, a school board member, a local representative, etc. – and then reflect on their choice to interview this person as well as their own involvement in the community.
 - Students are required to complete their final research paper on an issue that exists within their chosen field of study and is of a social, ethical, or political nature.
- ILO3: Students complete laboratory activities that apply course material in new and unexpected contexts.
 - ILO5: Students complete laboratory activities that encourage student-driven inquiry to connect course material to students' lives.
- The student must explain to me what we covered in the lab and how these systems function before they can move on.
- This class gives the students the basic electrical formulas that they will use through out the electrical career.
- I had the students use the digital version first before they hooked it up in the lab. This worked really well because if they made a mistake on the digital version they would not burn up the equipment that is real expensive.
- Students read and discuss writing models that provide them with opportunities to examine, discuss, and reflect on experiences that are different from their own.
 - Students are asked to write their final paper on a topic of interest from their intended field of study that is of social significance.
 - Students complete a Community Unit. In this unit, we read and discuss several pieces that provide different ethical views on global involvement. Students then consider their own involvement in their communities and write a reflection paper on this.
- Student understanding of a beginning knowledge of the machine components and process.

- Throughout the course students have used Finpack and accounting software to prepare for success in the workforce. In addition, students used the data provided in the course to make real life business decisions.
- Detailed accounting in a farms records has given each student the ability to determine how a farm is doing financially and gives detailed records to tax accountants and bankers to help farms make financial decisions.
- Throughout the course students have used Finpack and accounting software to prepare for success in the workforce. In addition, students used the data provided in the course to make real life business decisions.
- Financial Analysis of a business's operation gives students a detailed view of their past year and tying this information into a future projection allows them to project into the future.
- Projected Cash Flow teaches students how to plan for future events in Ag Marketing and gives them an educated guess for prediction of future events.
- Throughout the course students have used finpack and accounting software to prepare for success in the workforce. In addition, students used the data provided in the course to make real life business decisions.

Spring Semester, 2020

- Students work with their peers in class. This aides in developing an appreciation fo diversity. Students also begin to develop their Math skills to be successful in later Math college Math courses.
- Students are required to work with peers in class. This aides in developing appreciation for diversity. Students also build Math skills to success later in College level Math.
- correlate financial health with their own business/production finances.
explain and develop mission statements and goals for their career objectives/business adventures to balance financial strength.
- In this course we learn about the intricate abilities and functions of the human body and how it doesn't matter what ethnicity you are, what your socioeconomic status is or any other differences - we all have the same physiology and the same needs and functions. We tackle some issues such as stem cells and other medical dilemmas that each of these students will most likely face at some point in their lifetime and help them to be knowledgeable and to think about their own person feelings on these situations and realities.
- Students utilize software to implement changes to their business activities.
- Students demonstrate statistical and critical thinking skills throughout the course.
- In this course we learn about the human body and how it doesn't matter what ethnicity you are, what your socioeconomic status is or any other differences - we all have the same anatomy and the same needs and structure. We tackle some issues and medical dilemmas that each of these students will most likely face at some point in their lifetime and help them to be knowledgeable and to think about their own person feelings on these situations and realities
- Students had a high success rates in my testing. The assignments provided in this course prepared them for success.
- This class had students from 3 different countries and many different ethnicities. This environment allows the students to learn to work together, to appreciate each other's differences and to learn to work together for a common goal.
- Student perform field labs own their own farming operations which directly impacts their business decisions and changes they should implement to improve soil health and production.
- Students made changes to their daily life activities that have a positive effect on the environment. Students shared their own experiences and decisions to adjust their life style for betterment of environment, themselves, and future generations.
- Students demonstrate their ability to use Mathematics as a tool to understand problems in innovative ways. Students demonstrate their skills at using the Mathematical concepts of the course to solve problems encountered in the lives and careers.
- This is the final clinical course prior to graduation. Students have learned to work with patients (and have encountered many times) that have varying backgrounds who maybe even speak different languages. They have learned to communicate effectively with people who aren't just like themselves. They are comfortable and confident in handling varied situations.

Students have mastered their skills and applying them in the clinical situation. They feel confident performing any x-rays that may come into their clinical site. They are ready to take boards and be on their own.

- Development of cover letter, resume and thank you note to perspective employer. Mock interview recorded and uploaded to D2L.
- Student states in discussion that because of interesting learning that occurred they will be taking more courses this summer.
- Interrelationship - discussion question on vaccinations.
- This is an ethics and law class - discussions related to these theories.
- Unit Seven covers the African American experience through the play FENCES. After reading the text, students are asked to read one of five articles that give perspective on the content of the play during the 1950s.
- College level mathematics course. They interviewed someone working in their industry of interest. They examined formulas and equations used in their field. They use math in application problems.
- The unit on music during the civil rights and women's rights movement, allows students to see the perspective of these artists and their writing in specific contexts of American History.
- Students apply calculus to application problems throughout the semester. Most of these students are transferring to a STEM pathway so Calculus I is the fundamental math that they will need in the future which will lead them to them completing their education and living balanced lives.
- The unit on Music in Sacred Spaces, introduces the idea of music being used by different religions and cultures and the purpose it serves and how that affects the music itself.
- College level math class and develops skills for daily life. We do worksheets showing how to apply linear models to predict housing prices. We applied rational functions to look at the disappearance of drugs in the bloodstream. We looked at how to model data.
- Students begin to see how Mathematical tools allow for innovation in communicating and solving problems. Students also demonstrate their ability to use Mathematics to communicate and solve authentic problems for a lifetime of possibilities.
- Students interview someone who works in their field about how they use math.
Student investigate number types, formulas and variables that are used in the industry they are interested in working in.
Students complete applied worksheets that demonstrate how math concepts can be used in relevant situations.
- Basic Music Reading and Piano skills.
- Students were assigned to identify three possible electrical safety hazards in their home and in their workplace. Many of them took a closer look at their homes and not only identified issues, but addressed them as well such as had an electrician re-wire for grounded receptacles or inserting safety plugs into outlets to cover them from their toddlers.
- Many questions are critical thinking questions. They are able to apply their know as nursing students to situations discussed.
- Although I can't identify a specific assignment, the students with whom I've worked with via extending due dates beyond the original extensions were very grateful and many have stated that they have learned a lot in this course.
- STUDENTS BUILD CONFIDENCE BY DOING LOTS OF INTERACTION WITH CUSTOMERS FROM ALL DIFFERENT ETHNICITY AND BACKGROUNDS. THE STUDENTS LEARN HOW TO AND HOW NOT TO APPROACH THE DIFFERENT SITUATIONS WHEN DEALING WITH THE PUBLIC.
- THE STUDENTS LEARNED ALL THE DIFFERENT BUSINESS ASPECTS OF INTERACTION WITHIN A COMPANY AND ALSO WITH THE PUBLIC. THEN THEY WERE TELLING HOW THEY WOULD APPLY IT TO REAL LIFE SENARIOS THAT MIGHT HAPPEN IN THE WORLD.
- how to communicate (verbal and written) with customers in the role of front office staff
- Guest speakers from the community demonstrating public speaking through their professional careers.
Students giving speeches on co-curricular activities on campus they are involved in.
Student working in small groups on public speaking activities and topics given to students

Students demonstrating self-confidence when speaking in front of their peers.

Students learn about safety principles as they relate to themselves and others. They demonstrate that knowledge as they see clinical patients.

They also see a wide variety of levels of oral health and must thoughtfully address poor conditions.

- Students must assess patient homecare strategies and recommend methods that will increase their oral health. They must do this while recognizing the sensitivity required when working with others.
- Students can visit historical societies for extra credit; uses a number of quality videos to enhance student understanding, meet different learning styles; requires students to interact with one another in discussion board.
- Improved bowling skills as the course progressed due to increased knowledge provided about the game of bowling.
- Students had a high success rates in my testing. The assignments provided in this course prepared them for success.
- Improved golf skills and scores as the course progressed due to increased knowledge provided about the game of golf.
- Students had a high success rates in their coursework. The assignments provided in this course prepared them for success.
- Students had a high success rates in my testing. The assignments provided in this course prepared them for success.
- Improved life time skills such as weight training, cardiovascular, and goal setting skills as the course progressed due to increased knowledge provided about in the lessons.
- Students report an awareness of needing to consider their audience when composing and when presenting their speeches.

Students gain knowledge of communication styles of a variety of individuals and cultures.

Students ask community members how communication plays a role in their work life.

Students report self-analysis on significant personal growth in the area of public speaking to engage with and impact their communities.

- Students watch the movie Crash which revolves around complex relationships and discrimination between a wide variety of people and cultures. They answer a series of questions both about the movie as well as their own possible biases, behaviors, and opinions. There is also a class discussion.
- Textbook narrative readings that cover other cultures and time periods.
A research paper with the goal of applying knowledge to solve a local problem.
Interaction among the class members sharing their personal histories (as much or as little as they like). This exposes the students to the reality that our class has people from other countries and cultures. And, to a degree, some of the stories of their life experiences.
An assignment requiring them to summarize what they learned and how it will apply in their future courses and career.
- Setting deadlines for assignments so students learn to manage their time effectively and stay on track.
Evaluate peers writing to better communicate the perspectives of others.
- Worked with farmers to better understand their accounting systems and how to extract data.
- Worked with farmers to set short and long-term goals for their farm.
- Working together in a group, community involvement with the blight house project.
- Worked with farmers to get a good cost of production for each crop through enterprise analysis.
- Working together in a group on the house project and in the classroom
- learning hands on skills for the future. Working on the house project.
- house project, working as a team
- Students are taught to be actively involved in their community to help promote business, Also taught human rights laws
- gaining self-confidence by designing a structure from their own ideas
- Worked extensively with farmers to understand their financial positions and develop strategies to improve their financial position.

- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Worked with farmers to understand their financial positions after completing year end analysis and develop strategies to understand how to improve their situations.
- Worked extensively with farmers to understand their financial positions and develop strategies to understand their current financial positions.
- Worked extensively with farmers to understand their financial positions and develop strategies to improve their performance in the future.
- Worked extensively with farmers to understand their financial positions and develop strategies to improve their businesses in the future.
- Students are actively engaged in their community and have discussions on a wide range of community issues. In this course, communication was a main point. Students developed a milestone understanding of communication techniques and participated in inclusion discussions with others in the community. Students enrolled are innovators and are always trying to find better ways to do things. For example, many students implemented cover crops in 2019. In agriculture integrity is vitally important. Students enrolled in this course show a good understanding and practice of integrity. Students are highly involved in their own success and feel fulfilled when you taste it.
- Worked extensively with students to understand their financial positions and develop strategies to communicate the various positions with their stakeholders.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Students are actively engaged in their community and have discussions on a wide range of community issues. Students enrolled are innovators and are always trying to find better ways to do things. For example, many students implemented cover crops in 2019. In agriculture integrity is vitally important. Students enrolled in this course show a good understanding and practice of integrity. Students are highly involved in their own success and feel fulfilled when you taste it.
- Provides the farms that I work with the ability to communicate their farms status financially to lending institutions and helps them bridge concepts between themselves, Ag Lenders, Agribusinesses, and Government Agencies,
- Students are able to use what they learn to make confident decisions for their families business and personal goals.
- Provides the farms that I work with the ability to Strategically Plan for the continual changes that occur in Agriculture.
- Provides the farms that I work with the ability to effectively Manage and Modify their operation to be more efficient and gives them the ability to benchmark their farm against their peers.
- Provides the Students that I work with the basis in Farm Management and the ability to use the portfolio's that we create to help the bridge concepts between themselves, Ag Lenders, Agribusinesses, and Government Agencies.
- Gives most of the students that I work with detailed analysis on the cost of production of each specific crop that they grow so that they can use this data to make decisions on their farm that will make them more efficient and profitable over the years to come.
- By students gaining new knowledge they are actively engaged in the decision making in a larger way of their farm business.
- The Students working on live paying customers from all backgrounds instead of just working on mannikin's
- Students increased the use of alternative forages as a means of increasing production per acre.
- Them demonstrating that they can follow the guidelines that the state has set for them in order to provide a business out in the real world. Example: learning laws and rules.
- Student/Farmers who are typically livestock producers investing in packing plants and other value-added enterprises to capture a larger percentage of the retail price of the products they raise.

- Through the term of the course students gained knowledge with which they actively engaged in making financial decision on their farm businesses
- Students planting alternative forages to boost production per acre.
- Students invested in new opportunities to vertically integrate and capture more of the retail price of the products they produce.
- Students use innovative techniques developed during the class to become leaders in the industry
- Through the duration of the semester students gained many innovative techniques they were able to move into the direction of leaders in the region the agricultural industry
- Students innovatively investing in value-added businesses
- This course always allows opportunities for students to reflect upon ethical issues that affect them and their societies, to learn about how their own perspectives differ from others, and to develop their ability to consider, formulate, and defend their own moral views. But this semester the ability to meet these learning outcomes was heightened in some ways because the global health care crisis that is in so many ways a moral crisis, brought ethics home to students in a way that they lived first hand. Students who were able and willing to adapt to on-line learning really were motivated to join weekly zoom meeting and discuss moral issues on a weekly basis, and relished the opportunity to touch base with other students and work through their concerns and challenges. I think my ability to modify the planned curriculum to address pandemic more directly helped with this, and switching to weekly interactive Zoom meetings was the best evidence that ILOs were being met.

Other activities that were used: a) weekly readings and quizzes b) On line discussion c) individual research d) written work e) individual consultation and verbal assessment.

I gave students multiple options of how they could meet weekly requirements, and this was useful in adapting to the upheaval in many students' schedules, work-loads, and family struggles.

- Students engaging in the community by offering products to butcher to help alleviate meat shortages.
- The most effective activities this semester: Student individual reading material presentation, allowing students to pursue religions of interest.

Weekly written assignments emphasizing comprehension, analysis, and evaluation.

In class and on-line discussions.

Semester papers and exams.

- Taking data in a lab activity and synthesizing it to answer questions about the physics, helping with ILO 3.
- The students have to write a 3-page paper on what they learned about in a basic powertrain. They have to explain it to me and the entire class on everything they know about the powertrain they worked on.
- I do not directly measure any of these ILOs in a physics class. A student who can critically think about the physics concepts and use data to back them up will be a better citizen by using the same critical thinking skills. Also, know more about how the physical world works can't hurt.
- Community Engagement & 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.
My students do this in this class by preparing, researching, writing, practicing, and delivering informative and persuasive speeches.
- This is a pure math course that preps them to continue on to higher level math. Numerical literacy is important to living a balanced life, but I do not directly measure any of these goals.
- Students completed an interview essay where they reached out to their neighbors to learn more about others
Students learned how to self-pace assignments and take ownership of their grades.
Students (over 50% diverse in my class) read essays in class. Students learned about a variety of cultures, disability, race and ethnicity.
- Students had to write a paper on how the idea of the American Dream is evident in three novels and one play that they read.
Students regularly had to answer questions comparing the events in the assigned literature to real-life historical and current events.

Students analyzed the historical time period of each novel and how that influenced the events, tone, and language of the novel.

- Students wrote essays on the "Growth Mindset."
Students read, debated, and discussed ideas of the Growth Mindset
Students helped their peers' correct grammar and sentence structure issues.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Students this semester demonstrate skills, knowledge, and confidence in order to contribute their applied learning skills to the industry. They have demonstrated these propensities through independent study, presentations on Zoom, and their time management skills in maintaining their academic focus.
- 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.
Students write in and reflect on their interpersonal relationships in a journal and gain understanding about what is working and not working in their relationships as they monitor their own communication all while applying communication concepts from what they are learning in the class.
- Students this semester demonstrate skills, knowledge, and confidence in order to contribute their applied learning skills to the industry. They have demonstrated these propensities through independent study, presentations on Zoom, and their time management skills in maintaining their academic focus.
- In regards to ILO "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" students were able to draw a parallel between the Black Death plague of the Middle Ages to the current COVID-19 pandemic. By studying the past through the lens of the present, students were able to understand that their decisions in the present can have a big impact on the world around them.
- Students read and discuss writing models that provide them with opportunities to examine, discuss, and reflect on experiences that are different from their own.
-Students are asked to write their final paper on a topic of interest from their intended field of study that is of social significance.
-Students complete a Community Unit. In this unit, we read and discuss several pieces that provide different ethical views on global involvement.
- Students are responsible for helping teach the class
Students monitor their attendance to master respectful workplace behavior
Students help one another find answers to course quizzes and graphic organizers.
- The students must explain in a report everything about the advanced powertrain they are working on.
- Students this semester demonstrate skills, knowledge, and confidence in order to contribute their applied learning skills to the industry. They have demonstrated these propensities through independent study, presentations on Zoom, and their time management skills in maintaining their academic focus.
- Students this semester demonstrate skills, knowledge, and confidence in order to contribute their applied learning skills to the industry. They have demonstrated these propensities through independent study, presentations on Zoom, and their time management skills in maintaining their academic focus.
- Working in small groups on labs just like you would if you were out in the workforce.
- This course incorporates laboratory activities in which students work together in pairs/teams to solve problems, troubleshoot, and report their findings.
- Students work in groups to both learn and teach the course content
Peer to peer essay and paragraph evaluation allows students to learn about the various races and ethnicities inside of the class.
Students work to help one another succeed by texting friends to come to class.

- Students learned how to read and respond to others and formulate opinions in writing. Students learned to write persuasively about difficult topics (contraception, cannabis, mental health) using research as the tool for persuasion. Some students were even changed by their research. I think of one example where one student started out arguing for the legalization of marijuana and by the end of the essay decided that legalization of marijuana was not wise without strict government regulation. Students were encouraged to/and did work in groups to discuss research and gather research findings. Students learned how to write a masters thesis.
- Working in groups using the code book
- The students in the course had to develop knowledge and skills to lead a balanced life. Each week on Monday morning, I put their assignments, lectures, etc on Google Classroom during distance learning. I met with them through Google Hangouts once or twice during the week, but otherwise they had to learn how to balance their time and get their work done by Sunday evening. The students had to pursue knowledge independently often in this class. I had snapshot assignments where they had to go for a walk in their community and find different real-life examples of things that illustrated the concepts we discussed in class.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Students read and discuss several writing models that reflect on current social issues. Students then compose essays that ask them to examine their own views on and experiences with these issues. Students are required to complete their final research paper on an issue that exists within their chosen field of study and is of a social, ethical, or political nature.
- Group projects and labs
- Group projects and activities
- Students demonstrate that they are making better decisions for their farm because they are confident in their record keeping and understanding of those records.
- Students were divided into 2 groups and were assigned reverse engineering on a common part to draw, program and produce part as a group.
- Students read and respond to a variety of texts from of authors of different cultural backgrounds, genders, and time periods. Students respond to prompts, peer posts, and view class lectures that discuss the assigned literary readings. Students research the historical and cultural context of a work. Students apply critical reading strategies to a work in order to analyze it.
- Meditation activities promote mind/body awareness and reflection that support outside of the classroom learning and life balance.
- Students are able to use what they learned from making their marketing plans to confidently make marketing decisions for their farm.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- Students share their narratives -- which include personal stories -- with the class, conduct collaborative revisions, and choose a piece of their choice is then published in the college's Creative Arts Journal. Writing models not only review examples of narrative technique but also evoke discussions that review social issues and are written from a variety of perspectives: e.g. cultural backgrounds, genders, and time periods.
- Students are actively involved in their communities through volunteering, church, and community involvement. Students are knowledgeable in the skills and demonstrate comprehension. Students are able to analyze their data and make decisions based on that information.
- I implemented regular in class discussion and short writing assignments. At mid-semester (or shortly before), students created a "Philosophy Pamphlet" that allowed them to reflect upon and articulate their own personal philosophies. This was a generally successful project. Normally, we would have continued to reflect upon, refine, and respond to this assignment. There were weekly D2L quizzes and writing reflections which were then reviewed and discussed in

class. Some students completed these consistently which helped their comprehension. Other students failed to do any of these assignments. The use of popular films are always an effective way to have students develop philosophical awareness (The Matrix, Office Space, Memento). We had plans to watch all or parts of Parasite and Harriet (to teach Marxist social/political philosophy, and critical race philosophy). This could not be accomplished effectively through Zoom (or so I thought), but I think could be done if need be via "screen sharing" and an on-line film platform like Amazon. But even some students who zoomed in real time were simultaneously at work. So it would be better if there could be an option for recordings, or excerpts accessible at any times, to accommodate chaotic and disrupted class schedule.

- Quizzes, chapter tests, working together activities in lab setting
- Keeping the students busy in the lab so they get the most out of what they came here for.
- Some of the students worked in the industry so they learned some of their labs in the workplace.
- I have the student perform projects that they will have to do in the future for the industry they will work in.
- I have the students individually set up and mark out a, b lines in the school tractor and perform the diagnosis of these systems by bugging them.
- Several assessments in this course helped students meet this ILO: "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."

A variety of assignments prompted students to consider events in US history from the perspective of black Americans, Native Americans, women, Latinos, and other marginalized groups. Student answers on these various assessments gave evidence that they recognized the injustices experienced by many in America and prompted them to consider perspectives different from their own.

- Students measure and inspect individual items and compare to industry standards
- Students in this course had opportunities to read about and investigate immigration which caused much personal reflection for many of the students, especially those considering going into law. Students in this course also had opportunities to volunteer and help others in the community who are learning a language.
- The text that we use (The Practice of Statistics) uses a wide variety of multi-cultural and current examples. This provides lots of opportunities for class discussions beyond just the statistics, but also the cultural or social context in which those statistics can be useful and where they may be biased.
- Students learned to analyze information that they've heard in the news or out in the world. Was the information gathered in a non-biased way? Do the results seem accurate? Could they conduct an experiment of their own to measure if the information was accurate or not?
My students have learned to do these things in this course. They do not trust at face value all information they hear from outside sources, without analyzing it themselves.
- I utilized Flipgrid for students to explain what they learned. I had students complete case studies that went into detail on the physiological problem being presented. I also created videos and animations to explain difficult concepts.
- Most the major works accomplished are based around the ILOs. Students have to complete the research to enrich their experience with students in the classroom. That can be on an educational or personal level. The entire premise of the class is about the use of technology and how to better utilize it in the classroom.
- When the situation presents itself, we conduct labs for MATH 1105 checking for valid statistics and hypothesis testing. We look at data to determine if it is considered relatively normal to find probabilities. One class project we use in MATH 1113 involves discovering an exponential decay model for liquid cooling as we introduce Logarithmic functions. Work with Conic Sections, Parametric models and Polar Graphing and models is usually what we explore in a normal year.
- In the unit about Online Privacy, students download a safe/free software that tracks their internet usage and identifies how their surfing activities are shared with third parties without their consent. A further analysis and discussion explores current laws about online privacy and steps students can take to advocate for legislative change.

This relates to ILO 1 about Courage and Community Engagement as well as ILO 4 about Integrity.

- Example #1
Can Problem #1

Your group has been subcontracted to be the mechanical engineers by Mr. Brooks' Knowledge, Inc. Your job is to use your math skills and design the cheapest can possible given the cost factors listed below. The can has to hold one liter of knowledge. Your group will create a presentation that will be presented to the class selling us on the fact that you have developed the cheapest can possible. This report should include a detailed explanation of the math that you had to use in order to analyze this situation. Your group will then create an advertisement selling the benefits of the knowledge that can be discovered in each can of knowledge. This commercial can be presented live or videotaped and presented. The presentation must include two forms of visual aids in addition to the can model.

Materials & Components Price List:

Lids (2) \$1.00/sq. dam

Side tin 57 cents/sq.ft

Side seam 30 cents/m

Top/bottom seam 30 cents/ft

Punches (2) \$0.03/punch

1. Develop a function that will give the cost of the can in terms of its radius. Describe in detail, showing and explaining all math that your group used to develop the function. This should include the use of the derivative and the use of your graphing calculator.
2. Create a visual aide(s) that show this function on an appropriate window and all math used for your solution.
3. Give the minimum cost for the can and its radius and height.
4. Construct an actual model for the can that you have produced.
5. Create an advertising "spoof" that will convince people that this knowledge is for them.

Example #2

Presentation Information

1. Person/Persons Interview
 - A. Occupation
 - B. Background
 - C. Why they chose this career
 - D. Why locate in Fairmont
 - E. Recommendations to H.S. students for this career
 - F. Math background (HS & College)
 - G. Would you do anything different for your career
 - H. What is an average/normal day
2. Business Info
 - A. Products
 - B. History
 - C. Employment opportunities
3. Application of Math
 - A. Sophistication (type of math)
 - B. typical problem encountered on the job
4. Visual Component
 - A. Business people speak to class
 - B. Power point
 - C. Self-created video
 - D. Other

Example #3

AP Test

- Example #1

Monday, March 30 Mechanical Engineering - Constructing a Box

Click to toggle options.

For this project you will need the following materials:

8.5" x 11" sheet of printer paper. (This can be any scrap piece of printer paper, it does not have to be a clean

sheet.)

Ruler

scissors

tape

Your goal for this project is to create a box with the most volume possible based on the directions for this construction. Dimensions and volume must be given in terms of mm & cubic mm.

This project will require you to submit a video that shows your finished product along with your explanation of the dimensions and volume of the box. Video must be between 20 & 60 seconds in length.

Watch the video for further directions.

Scoring Rubric

0 - no submission

1 - not possible

2 - video was submitted but directions were grossly neglected

3- did not use millimeters as your base unit

4 - calculated volume was incorrect

Example #2

April 6, 2020 Problem of the week

While Heidi and I were walking our dog, Stella, this weekend, I had a great math problem come to mind for our Pre-Calc classes. We were walking along the creek that connects Amber Lake to Hall Lake. As we entered Amber Lake Park and reached the dam on the shore of Amber Lake I noticed that the level of the water was well over the top of the dam. I took out my measuring device and climbed into the water and measured that the water was 15 cm over the top of the dam. I asked Heidi if she had any idea how many gallons of water would raise the level of Amber Lake so that it would be 15 cm higher than normal. Heidi not being a mathematician, nor having any desire to become one responded without much thought "I don't know, 100 gallons". Normal level would be when the lake level is right at the top of the dam so that no water would be flowing in the channel.

Your job is to tell me how many gallons of water produced this 15 cm abundance. You are going to have to do some research on the size of Amber Lake. Cite the source of any information that you find that you will use to solve this problem. Show all mathematical computation that you used to come up with your solution. Take a picture of your work or scan it and send it to me in an e-mail. Box your solution so that I can easily see it. You must submit your answer by Wednesday, April 8 at midnight. My solution will be posted on Thursday, April 9.

Scoring Rubric

0 - no submission

1 - answer with no supporting work, no attempt to show a thought process

2 - answer with supporting work but makes no mathematical sense(Heidi's answer)

3 - attempted but answer was way off, had no citations

4 - different answer with supporting work but different than my answer

5 - correct answer with citations and supporting work

Example #3

Helping Out

Mr. Brooks' Pre-Calculus class would like to help fight the COVID-19 pandemic. We are going to help by making hand sanitizer. We are going to partner with three local manufacturing plants. An ethanol plant is going to donate a 90 % based ethanol product to mix with a 42 % ethyl alcohol sanitizer product that was donated by a health company. A third company has donated 1000 – 12 ounce bottles that the sanitizer will be packaged in. In order for the hand sanitizer to be effective against the corona virus, it must be at least a 60% alcohol-based solution. We have decided that the final product will be a 68% alcohol-based solution.

My questions for you are:

How many ounces of the 90% solution must be mixed with the 42% solution in order to fill a 12-ounce bottle?

How many gallons of each solution are we going to need in order to fill 1000 bottles? Round your answer up to the nearest gallon since all products are shipped in gallons.

You must show all work to receive credit. You may want to do a little research on the web to learn how to find a solution to a mixture problem.

Rubric for Helping Out

0 - no submission by midnight on Wednesday

1 - solution with no work

2 - cannot receive a 2

3 - incorrect solution that makes no sense with work shown

4 - incorrect solution that was close to right answer with work shown

5 - correct solution with work shown

- Online labs that showed measurements and students had to use the stoichiometry to calculate percent yield.
- Working in groups to solve a problem in the area using technology
- One course activity focused on students conducting a personality-based assessment and tying that to career interests, and how those personality styles interact with others. This ties into ILO 4 listed above in the area of life goals and personal relationships.

The OER textbook utilized in the course consistently features discussions about diversity in higher education and the interactions college students experience. This ties into ILO 2 listed above emphasizing diversity and inclusion.

- Our help sessions/chats were where I had evidence of student growth, and their questioning and learning occurring. We had multiple problems worked on, and they showed various ways of interpreting and choosing correct methods to analyze, solve, and describe their results.
- Students learned about the importance of using credible sources when sharing information with others. This addresses (ILO4): integrity.
Students use their prior knowledge about in issue as a starting point when initiating research of an issue of their choice. This assesses (ILO3): innovation.
Students are assigned to small groups to work with others to provide feedback on their original speaking topics ideas. (ILO1): Community Engagement & Courage
- Interpersonal communication is a time of self-discovery using the Johari Window as an introspective tool and asking for feedback from others to open the students up to a different lenses to see themselves. This is by far the most effective assessment tool in this course.
- The ability to create and understand General Journal Entries.
- Course papers.
- I believe this entire class is essential to living a balanced life, especially in today's environment. Students learn basic troubleshooting skills on what to do if internet connection is lost, they learn what IPv4 and what IPv6 is. Those that do not know are missing out on how to handle many situations in the office setting. Students in the PSEO class are learning if Networking and Technology are something they wish to pursue. Life goals are addressed. We talk in our zoom meetings scientifically about life choices and goals.
- Self-assessment exercises.
- Self-evaluation.
- Problem solving paper.
- Self-assessment and time management plan.
- Budget and financial analysis.
- Extended deadlines.
- Create customer service surveys.
- Extended due dates.
- Papers on various leadership styles.
- Students wrote Spanish journals about vocabularies that they learned outside the class.
Students watch video online to understand different culture in the Spanish speaking world.
Students read piece of literature to understand about the culture, art and the way of thing of the Hispanic world, in the past and the present.
- Creating a budget for a medical facility.
- Paper with latest healthcare trend.
- Created a marketing plan for business of their choice.
- Students applied what they learned to the current fields they are working in.
- Many students answered discussions and lab review questions by applying their knowledge in their current occupations that were pertinent to the topic.

- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field. In this course students are introduced to the world of Hematology with focus on identification of normal white blood cells, identification of abnormal cells (such as those seen in leukemias), and associating laboratory results with diseases and conditions. This knowledge and skills will be continued in Hematology II, Fall semester.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
Skills; The students learn how to handle microbiology specimens safely using sterile techniques, tests to identify bacteria, correlate bacteria, transmission of, and diseases caused by bacteria. These are all skills used in the laboratory
- Students work together on lab projects.
- Ethics report, case studies, Minnesota Board of Dentistry rules questions
- Students work with a variety of different patients during the clinical portion of the course.
- Students work with a variety of different patients during the clinical portion of the course.
- Question #9: The review of laboratory knowledge learned during didactic portion of laboratory program.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field. The students capture all of these in their clinical hospital sites.
- Learning how to create word flyers, Excel Spreadsheet with graphs, PowerPoint presentations and tips, and learn how a Access Database works
- Student learning outcomes and course content learning objectives.
- Mastery of student learning objectives and course content objectives
- Students are learning skills which can be applied in their personal, educational, and professional work endeavors (keyboarding, proofreading, formatting of business-related documents). These skills reflect on the students' professional image and the organizations they work for and assist with communication with others of varying backgrounds.
- ILO1. To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker in promoting health and preventing disease in the larger community.
ILO2. Differences (diversity) in genetics, environment, lifestyle choices, etc. are frequently discussed as risk factors for various diseases & conditions. Students are encouraged to be non-judgmental and to remember the person first, not labeling them based upon the disorder they have. This comes out in discussion, and students often share personal experiences. Many quiz questions require knowledge of how individual differences affect health.
ILO3. Many of the discussions in this course require first viewing a video regarding the disease condition or disorder being discussed. Most videos chosen not only increase awareness of the topic, but also focus on how factors such as genetics and lifestyle choices contribute. Discussion questions often ask the student to research beyond their textbooks for additional information.
ILO5: Through knowledge gained students begin to see how their environment and lifestyle choices can affect their health. In discussion, students often share this along with their intentions to improve their own health by making better choices.
- This course covers special populations within the community and discusses their care. Multiple case studies and virtual simulations were utilized that took the student into various work environments (community, long term care, hospital, hospice, etc...) to broaden their learning. Test/quiz questions included information pertinent to the ILOs. Various articles/videos/professional websites were included in their content to encourage them to explore the material.
- Students were assigned to virtual simulation activities that addressed diversity in providing healthcare to individuals. These simulations also made students demonstrate their ability to use their knowledge to make decisions and prioritize interventions.
- Technical course to follow my syllabus for learning out comes
- Technical program meets the learning outcome for the course and students involved with student senate
- ILO1. To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker as it relates to the topic of pharmacology in the larger community. In one unit, Substance

Abuse is studied, and the content includes a comprehensive look at how individuals, families, communities and countries are affected.

ILO2. One discussion topic is Herbal Supplements. Many times, cultural factors are involved with the use of both herbal remedies and medications in general, and students often share these and learn from each other. Many quiz questions require knowledge of how individual differences affect how drugs may work in the body.

ILO3. In discussions, students research beyond their textbooks and share information learned with one another. They're also assigned Drug Cards, an assignment that requires them to research specific medications and supply the information they determine to be most significant.

ILO4. Topics such as pharmacogenetics are discussed where students have to research and form opinions about pros and cons of advancing technology such as this. They are challenged to look at ethical issues related to these topics.

ILO5: Through knowledge gained students begin to see how pharmacology may have an effect in their own lives or the lives of their loved ones. In discussion, students often share personal experiences that show how they are connecting the course information to their own lives.

- ILO1: Students are required to complete a community service activity that involves using the knowledge & skills learned in the class. This semester, each student participated in blood pressure screening for the elderly at the Sr. Center. They were required to perform the skill accurately and understand normal b/p ranges, so that they could compare each person's reading to that range.

ILO2: Respect for cultural and other diversity is embedded across the MA curriculum. All lab simulations with classmates in this course assess students' ability to demonstrate respect for differences and individualize care for patients based on those differences. Quiz questions and assignments also incorporate this. To be successful, students have to consider their own beliefs and biases in order to treat all patients with the same respect.

ILO 3: In this course, students continue building upon the knowledge they've already learned in core classes such as Med. Term, Anatomy & Physiology, Disease Conditions, etc. and in Clinical Procedures I. For example, they need to understand transmission of pathogens to understand the necessity of the sterilization process, what situations sterile items are used in, and how to perform sterile procedures. Once they are able to critically think about sterile technique, they can be given a situation requiring this that they aren't familiar with and can problem-solve to complete it accurately. (ex: They test-out on sterile dressing change in the MA lab; in their career they should be able to set up and maintain a sterile field for a procedure they did not do in the MA lab. They can transfer knowledge.)

ILO4: Students are assessed on professionalism demonstrated each time they complete a performance exam in the lab. They simulate working with actual patients (classmates), and have to consider things such as communication and how to build trust with the patient, empathy and a non-judgmental attitude, privacy and confidentiality, and working within their role as an MA. They begin practicing these skills in Clinical Procedures I, and are further perfecting them in this course. The goal is for professionalism to become automatic for them by the time they graduate and enter their career.

ILO5: In this course, students are challenged to consider how each unit of study applies to their career as an MA. They are making practicum requests and thinking about jobs, independently using the knowledge from this course to help them to make decisions.

- Write individualized care plans that address the individual client and family.
Assess and communicate with diverse populations.
- Students had the opportunity to work with diverse populations in diverse settings.
- Learning the logic behind the basics of programming and problem solving needed to learn if programming is of interest to them.
- The student will create a database with records. The student will create tables, queries, forms, macros and reports and all the advanced features of Access.
- Students created advanced reports, forms, queries, linked tables and created macros. These learned skills will enhance their ability to increase the efficiency of their business and also can provide themselves or their business the information needed to make more informed decisions to improve themselves as a whole.
- The student uses Visual Studio software to create several Visual Basic programs to execute different type of programs. The programs execute after user inputs certain information and outputs things such as average

rainfall for the year or your weight on mars. The student learned how to debug lines of code and also how to label items within a program.

- Student create a VLOG which is BLOG but using video only. I thought that some students would rather do the video only because of easier of producing and also some students don't like to write onto a website. The student also learned how to use Adobe spark and created their own website to post all the other items that they created throughout the semester.
- The course builds on what the students have learned in fall semester in Communication Relations and the importance of communicating with people from backgrounds other than our own. We use free writing exercises, D2L discussion and classroom discussions to gauge how students relate the learning process to the ILOs.
- Role playing.
Clinic floor experiences.
Working on models.
- This course incorporates the ethics of crime scene processing and how physical evidence tells a story and isn't biased like witness statements might be. We also get into the goals of crime scene processing and criminal investigation is the search for the truth - it is not guided by looking for charges or convicting someone of a crime.
- Written papers and tests that showed that outcomes were being meet.
- Everything that we cover in this course the student will face in industry in dealing customers.
- Students becoming interested in maintaining a healthy lifestyle to help them cope with a career in law enforcement.
- Discussion questions about the topics and concepts we are studying.
- Creating legal briefs of important court case related to law enforcement.
Research paper designed to create an in-depth understanding of important legal concepts affecting law enforcement procedures.
- Farm Business Management students are actively engaged in their communities because they are running active for-profit businesses. They have contacts with other businesses and are continuously re-evaluating how, where, with whom and when they operate their business transactions.
Learning is active, engaged and continuous or survival rates are diminished
- Farm producers are active in their communities with continuous communication, interactions and learning
- Farmers are actively engaged in communities running their businesses
- Farmers review business and personal goals in this course. they develop their personal and business goals. These models involve a thought process involving neighbors and communities where they will do business
- The development of marketing plans supports local businesses
- Marketing plans are developed to sell commodities to local business. Producers have purchased all inputs from local business to produce the product and the final step of the process is to the market the commodity in the community they live in.
- Tests
Cases Analysis
- ILO #2: This class of students was a diverse group. They learned to work together respectfully in groups in the lab and over Zoom completing Emergency Preparedness planning during the required COVID online instruction.
ILO#3 & #5: Students have to apply knowledge from foundational courses such as Med. Term, Anatomy & Physiology, and the prerequisite Intro to Lab to successfully complete this course. Activities that provide evidence include quizzes and laboratory skills mastery.
ILO #4: This course is taken just before practicum for both phlebotomy and MA students. Professionalism and ethical behavior are taught across the curriculum, and students are expected to demonstrate this in all encounters with each other as they complete skills in the laboratory setting. Performance exams assess not only procedural accuracy, but also affective competencies.
- They were just going to start working on our salon guests when Covid-19 hit. This is usually where we see this.
- The work they begin to do with guests on the clinic floor.

- Students took what they learned and had discussed the information with people in their community.
- Via Zoom, the students demonstrated their skill level working on manikins.
- The work that they did on the models they brought in, and their fellow classmates, showed their abilities.
- The practice of their soft skills and proper client consultation while on the clinic floor.
- State Board exam scores.
- Discussion posts
- Dropbox assignments
- Zoom call
- Phone conversations and voicemail
- Working together in group projects, interviewing companies, completing a capstone project
- Interviewing companies about their payroll processes, working in groups to complete projects, completing a payroll project, filling out tax forms.
- Utilizing most current accounting software to prepare all necessary forms and reports
- Utilizing most current Microsoft applications, integrating into other applications, preparing fairly complex templates
- Students prepare research papers, work in group settings
- Students use discussion board to share knowledge of what was presented in the textbook. The discussion board is also used as a form of assessment to see whether students are understanding the material read.
- students complete a cost accounting project, budgets, research cost patterns
- students research and write papers on various governmental websites, work in group projects, complete a comprehensive fund accounting project
- They learn to do their work for industry.
- Build a professional portfolio, complete a service learning project, and demonstrate an effective teaching plan.
- in each level of this course the student will work with customers and employers to get their work done on time and right.
- Students in College Keyboarding II continue to develop skills sets such as keyboarding and proofreading. They have opportunity to format advanced business-related documents which can be applied in their personal, educational, and professional work endeavors reaching beyond just this course. The importance of creating professional documents which reflect positively on the student's professional image and the organization for which they work for is emphasized. The Project Assessment Lessons 86-90 and the final skill basket review document production assignment requires students to complete a comprehensive application of document formatting knowledge and proofreading skills gained throughout the semester.
- Teach students good value for working in industry after graduation.
- Chapter assessments and Unit assessments are evidence. Students are learning about and using the most up-to-date version of Microsoft Office software available (Innovation). Students are developing word processing skills which can assist them/be used in all aspects of their life (personal, educational, professional work). Connections are made to features used in the College Keyboarding I and II courses.
- Students continue to incorporate and build on the skills learned in Word Processing I and new more advanced skills are learned throughout this Level 2 course. Students are able to apply their advanced word processing knowledge and skills learned in this course in other courses and in personal and work environment experiences.
- The capstone case assignments in the course provide little direction to students and require them to utilize a number of different skill sets (organizational, time management, problem solving, technical). Each of the capstone assignments integrates different software applications and students need to pull knowledge from the earlier review assessments in the course and/or their previous course work learned throughout their degree program. The assignments are reflective of "real-life" work environment scenarios the students may encounter. All students earned either an A or B average on completion of the six capstone case assignments.

- The course is designed and typically offered to accounting program students. Lessons and drill assignments provide opportunity for students to focus on developing their 10 Key skills that can be used in their personal and professional work environment.
10 Key Speed Per Hour (S.P.H.) Averages are calculated multiple times throughout the course. All students achieved increased S.P.H. averages by the end of the course.
- Students are learning on the most up-to-date version of the computerized online accounting software available. The textbook may not always match with the current application. They are learning to adapt to and embrace changes that occur. They are learning to develop problem solving and critical thinking skill sets while building on their previously acquired accounting knowledge from the ADSA 1130 course. The computerized accounting software knowledge can be used for personal use or in their future employment.
Sample Company Test Drive assignments are low-risk with opportunities to learn and assess their personal level of understanding concepts and process.
The Chapter Case Problem assignments pull together concepts of each chapter with less guidance/resources available.
- We take what we learn and then go into our fields to apply skills learned.
- Gives students the knowledge of how process equipment and tools help with entire processes.
- 1. Students will be able to describe and evaluate sensors and signal processing and display elements commonly used with instrumentation in process plants. 2. Students will be able to explain what is meant by open and closed-loop control systems. 3. Students will be able to state the general function of an instrument system and identify the basic instruments/devices and the function of each. 4. Students will be able to describe the functions of the four basic elements of an automated process control system. 5. Students will be able to explain how resistance, capacitance, dead time and lag time can affect a process control system.
- Emphasis on marketing plan as it relates to the latest government programming.
- 1. Students will become familiar with the terminology as it relates to ethanol separation technologies 2. Students will be able to identify proper parameters for the distillation, dehydration, and evaporation of ethanol 3. Students will become familiar with trouble shooting options for each step relating to ethanol separation 4. Students will understand the difference between batch and continuous distillation principles 5. Students will understand the process flow of an ethanol separation system.
- Applied psychological theories to explain different biopsychosocial outcomes.
Self-management project.
Participate in online experiments.
Review and assimilate research findings on a specific psychological topic.
- On-site participant-observation project.
Meta-analysis approach paper on a developmental topic.
Clinical vignettes discussion on different developmental theories.
Genogram covering 3-generations.
- Behavior modification and management project.
Behavior modification and management scenario responses.
Discussion questions and video clips items to respond to.
+ Responses to other students' posts and optional posts.
- The course discussions/assignments encourage students to consider their role within their community/society; delve further into topics of diversity & inclusion (& reflect on barriers towards inclusion itself); encourages student to apply topics & knowledge to their own majors & career paths; instills integrity for students as individuals & as community members; and encourages steps/goals toward academic success.
- STUDENTS BUILD CONFIDENCE BY DOING LOTS OF INTERACTION WITH CUSTOMERS FROM ALL DIFFERENT ETHNICITY AND BACKGROUNDS. THE STUDENTS LEARN HOW TO AND HOW NOT TO APPROACH THE DIFFERENT SITUATIONS WHEN DEALING WITH THE PUBLIC.
- We utilize practice state board tests and practical exams.
- In the clinical setting, students are exposed to people from all different backgrounds, nationalities, and even speaking other languages. In this beginning course, the student starts to develop communication skills to related to others, modeling behavior learned in the clinical environment.
In the clinical setting, the students begin to apply the skill set learned in the classroom. They are able to take

the simulations performed in the lab into the clinical setting and apply those skills on real patients. They have room for improvement in this entry level course, but the skills are starting to evolve.

- Students demonstrate skills and pass exams from sample state board questions
- NIDA training and Lab-Volt (Festo) training
- Practice state board tests
Hands on demonstrations
- Practice state board exams
- Tests and hands on demonstrations
- State Board Exams
- Give them a test at the start of the year and then at the end of the year its and apprentice lineman test. skills test, in overhead and underground powerline, transformer hookups, electrical circuits
- meeting the skills need to learn overhead and underground powerline transformer connections, metering wire diagram, electrical circuits
- Testing and skills test, performance test
- Testing and skills test and hands on learning
- meter skill test and lab work
- Lab skills
- Emphasis on marketing plan as it relates to the latest government programming.
- Learning the basic skills of CPT coding along with the guidelines and conventions. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Learning the basic skills of ICD-10-CM coding along with the guidelines and conventions. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Pulls together CPT, ICD-10-CM, ICD-10-PCS coding along with the guidelines and conventions. Students apply and master coding and assessing patient charts. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Learning the basic skills of health information and careers paths available. Students are able to see into the careers and develop a feel for the necessary skills it will take to be a successful in the healthcare career path. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Learning the basic guidelines and conventions of medical coding along with billing and insurance guidelines. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Overall review and implementation of all guidelines and conventions of CPT, ICD-10-CM and ICD-10-PCS coding. Review and coding of patient records. Preparation for certification by implementing mock testing to prepare students for sitting for the exam. Meeting the competencies required by our PCAP AHIMA Accreditation.
- Students are gaining knowledge and are being actively engaged in community discussion related to innovative technique to be leaders in their field.
- a student is required to do a lab, in order to receive a grade, the student will be required to plan and layout the project, wire the project, and write a job invoice. Students should be able to do this in a neat and workmanship manner as part of the grade. The industry wants this and we need to train for it!
- During lab time having the students up on the whiteboard calculating equations with each other has been very effective they learn to work as a team. They are not afraid to communicate.
- Students are required to build a service and branch circuits in this lab. They will be required to design, plan, install, and have inspected. Students will be filling out job invoices as if they were on a regular job. These projects will be energized tested and fixed if there are any issues before the students can carry on to the next project. This is a very challenging course when I do expect students to act professional when they are training to be professionals.
- This type of course works with furnaces and furnace controls which is a major challenge in schematic reading along with wiring and successfully having the project work correctly. There are a lot of components to this lab and studying is a big part of it.
- Students have a better understanding how to work on an organized lab and to keep it organized! This has been one of any schools flaw this is one of the most important aspects of a wind technicians job because if

they are in a nacelle they don't have a lot of room up above so teaching them proper ways of how to handling tools and other sophisticated pieces of equipment for their training.

- Students are gaining knowledge and are being actively engaged in community discussion related to innovative technique to be leaders in their field.
- In this course we learn about the human body and how it doesn't matter what ethnicity you are, what your socioeconomic status is or any other differences - we all have the same anatomy and the same needs and structure. We tackle some issues such as stem cells and other medical dilemmas that each of these students will most likely face at some point in their lifetime and help them to be knowledgeable and to think about their own person feelings on these situations and realities.
- 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. We use discussions to look at different stories and reflect them to our own lives. I also pick essay topics that address current social issues.
Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives. In our course work, we review how writing and reading help us to communicate more effectively. I use discussions that ask why writing is important in our lives and how we can use these skills in our day to day lives.
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.
As I require students to work in groups, I feel that they are going this. I have such a diverse group of students each semester that having them work with people outside their comfort zone is useful. I have them complete peer reviews that let them review their classmates' ideas as well.
- One of the first steps to becoming a CWI (certified welding inspector) and taking their career to Inspection jobs.
- It one of the older welding processes but still very important, from selecting the proper filler metal to the positions that are performed.
- Discussion of leadership concepts in life and law enforcement
discussion of ethics and scenarios
- The Scholarly Book Review, forces students to evaluate a historical book. This involves several stages of research about the author, possible biases, expressed biases. It also involves applying knowledge about the subject, gathering information, and evaluating the credibility of the information and the author.
- Students give speeches on diverse topics that provide information about healthy living, diverse cultures, etc. Though we give specific types of speeches, the nature of the content prepares students to function as professionals in many capacities.
- Working through our year-end closeouts and financial analysis with students challenges them to reflect on how their farm performed in the previous year. It also brings up conversations about both short and long-term goals.
- Students were developing their own business plans that allowed them to connect with the environment around them and pursue avenues of individual interest. Students were also asked to conduct regular reflections on news items and form mental connections with the impact of the news on their attitudes and behaviors.
- Student learning is scaffolded in this course, one chapter cannot be learned / completed without the one prior. Students (majority) have shown success of understanding as they have been able to make achieve the climb in knowledge and application of previous learning.
- Worked extensively with farmers to understand their financial positions and develop strategies to communicate the various positions with their stakeholders.
- Learning requires previous knowledge of the human body to add onto and expand.
Discussions on body differences in sex and race.
Field trip to the Science Museum's Bodys exhibit to examine real human bodies of all shapes and sizes.
- practice listening to each other and to clientele requests and respond to each other and clientele needs, requests, and desires. Being able to work together on a classroom project; and share their views and

knowledge; and being able to listen tentatively while others are sharing and explaining or making their thought more understood.

- Projects that connect students to each other by rotating participants and having them connect to others outside of the school environment
- The process open up a new skill in welding that could give more opportunities for employment.
- Current Events portfolios where we connect themes and ideas from current events to past/prior topics and themes of discussion have helped students connect information from the course to daily life in the hopes of providing a sense of self-advocacy for many of these issues.
Our in-class debates have also helped identify different biases that exist throughout history (and in our own personal beliefs) and exposes them in the heat of debate. Afterward, students are asked to evaluate the arguments that were presented and then create a solution to the problem/issue that was debated.
- Reality based training scenarios
- Study of different socio-economic groups and impact on juveniles' study of different races and impact on juveniles
- The students learned the purpose of how important welding to a blue print needs to be. Understanding the correct size and length on the weld symbol along with correct measurement to perform making a quality product.
- The student found out the importance of reaching a higher level in the welding with need have weldment certified to with stand pressure and proper fit up to meet the employer needs.
- I think reading a diverse body of literature helps them to see and be exposed to different cultures and belief systems, which is good for my students in a fairly homogenous population.
- This course definitely makes them better communicators, but as far as being exposed to different groups of people or establishing goals to improve their own lives, I guess that sort of depends on what they choose to research and write about?
- Lab projects, quizzes.
- Worked with farmers to prepare their year-end analysis and understand the profitability of the farm. This process helps build the students financial management skills tremendously.
- Worked with farmers to help them communicate with their employees and staff members.
- Worked with farms to prepare their year-end enterprise analysis.
- In the reading critiques, depending on chapter (culture, mass media, government, family, inequality, etc.) students are expected to critique the author's point of view from their own perspective and stating their opinion whether they agree or disagree with the author. Provide examples from their cultural background, upbringing, life experiences, and work experience.
- Students would interact with community and professionals and write a paper about their interaction. (Ethnicity, age, LGBTQ-PAN, want to know more about). This activity changed to Reading/Article critiques due to COVID-19
- Identify and discuss the world view of a director based on his or her library of work.
Identify and discuss the director's perspective as revealed through the choices made in making the movie.
- Quizzes; chapter exams, skill assessments,
- Several assessments in this course helped students meet this ILO: "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."
A variety of assignments prompted students to consider events in US history from the perspective of black Americans, Native Americans, women, Latinos, and other marginalized groups. Student answers on these various assessments gave evidence that they recognized the injustices experienced by many in America and prompted them to consider perspectives different from their own.
- Students turned in their practice tests.
We did discussions on different subjects and review different subjects.
Students sent their outcomes of the practice tests. They self-analyzed where they needed more studying. Worked on studying the questions they got wrong on the practice tests.
They will be taking the Certification Exam after they complete Clinical II.

- This course incorporates laboratory activities in which students work together in pairs/teams to solve problems, troubleshoot, and report their findings. Students can apply techniques learned in laboratory to everyday life situations and future career applications.
- THE STUDENTS VERBALIZED AND DEMONSTRATED PROPER TECHNIC AND SHOWED THAT THEY ARE ACQUIRING THE TECHNICAL TERMINOLOGY NEEDED TO WORK IN OUR TECHNICAL FIELD OF STUDY.
- Students complete weekly discussion assignments where they connect class material to their everyday lives, considering their impact on the environment and other people and considering how they may modify their behavior to achieve certain outcomes.
- A house project.
Any profit from trade house sale will be used as scholarship opportunities for students
- Surveys that demonstrate the range of beliefs in the class. Paper that highlights the complexity of opposing viewpoints as regards what is relevant and factual to a political/academic debate.
- Students learn about the maternal-newborn care as well as pediatric care we provide that incorporates diversity and understanding different cultures and beliefs. I provide this teaching through our learning activities assignments, the review questions, quizzes, and exams.
Students are able to demonstrate their learning, skills, integrity, and professionalism from this course through their clinical opportunities.
- The students are given patients with a multitude of different backgrounds, cultures, and beliefs and are required to utilize what they have learned in previous didactic courses, labs, and clinicals to incorporate that into their "shifts" when they take care of the patients.
Students are also required in this course to write an end-of-program SLO paper which includes how they met the nursing program Student Learning Outcomes which align with the Institutional Learning Outcomes. They are required to provide a written understanding of each outcome and examples of how they met each outcome in their clinical experiences.
- Students were required to read, summarize, identify in a one to one meetings counseling skills and the processes of counseling. Then in the final they were to re-tell this process to provide a sense of understanding.
- Blue Jay Baseball strives and is focused on development. Developing the athlete on the field and in the weight room. Developing the athlete as a student, focusing on academics, developing the athlete as a young man.
- Setting and established team goals provides for benchmarks and a set of measurables for our program and individuals. Introduction of various technologies, analytics and coaching practices allows for players and student athletes to grow and mature.
- Students complete a case study project that requires the student to look at case studies of a variety of pathologies, research on the pathology, which includes- patient population, demographics, age, diversity. Students present this project through written and verbal communication. ILOs 2 is met in this project.
- Worked alongside the city and the EDA to complete a house project.
Any profit from trade house sale will be used as scholarship opportunities for students
- The students complete a job shadow experience in a field they are interested in. They then report back to the class what they learned and how the job shadow experience relates to the course.
- Students were able to observe classrooms at various levels (Elementary, Middle and High School) and during these observations they were able to watch various teaching methods and students.
I also brought in guest speakers for my students to talk to including the High School Principal, a School Board member and the county resource officers to discuss mandated reporting.
After COVID-19 and we were not able to meet in person any more I was able to bring in guest speakers over zoom including: our ELL instructor, Special Education Coordinator, School Social Worker and Elementary Teachers.
Based on observations and discussions students had to develop their own philosophy of education and reflect on those observations.
Students finished the Semester by creating a full lesson plan and performing it for us as if it were the class.
- Hands-on art projects allow students to share their own cultural representation with other students. This invites examination of cross-cultural perspectives.

- Art pieces are placed in cultural context allowing the students to recognize cultural implications.
- Peer critique allows students to see art works from different cultural perspectives and thereby challenge bias.
- Critique process of peers and professional artists explores issues of cultural bias.
- Unit reflection papers, Timeline of Your Life project, Social problems research paper.

COVID-19: Changes Made to Course Due to the COVID-19 Pandemic

- I simplified the research project, which takes the last half of the semester. Typically, each student selects their own topic and finds all of their sources. This semester, I picked the topic and provided *some* of the sources.
- This was already an online course, so the only changes made were to lighten a little of the workload.
- Students are normally required to have an audience of five. Students were allowed to present to those in their homes during the stay at home order instead.
Students were given extensions for work as needed.
- We had to move this course online, all of their individual workouts were from their home.
- Some content was not covered due to time constraints. Students were provided the notes for each section and then I posed discussion questions from the notes/reading to have students engage with the content. Tests were given after each chapter rather than every 2 chapters due to the new learning format that students had to use.
- Online course--Dropped two assignments due to shortened semester.
- Had to move this class online at break.
- This had a huge effect on the ability of our students to critique and analyze games, coaches, and umpires in the field.
- We had the students do electronic bowling and outdoor bowling since all the centers were closed due to covid.
- None, already an online class, but spread out assignments based on extended spring break.
- Teaching from on campus face-to-face to all online. Making sure my communication was still very strong in an online presence. I text, email and posted a lot of information in to students in D2L, Gradesfirst and email.
Adjusted how students presented speeches and assignments.
Accepted late daily work and speeches because of the anxiety, emotions and stress of COVID-19.
Worked even harder on communication with students so I knew they were doing ok in the course.
- I created D2L "quizzes" that asked the same questions as work that would have been completed either in class or on their own and turned in (paper form). Students were able to submit and see their grade and incorrect answers immediately.
Unit tests have always been in D2L format so they were already accustomed to that.
- Skills assessments were created with downloaded radiographs and D2L quiz format for answering questions regarding the radiographs. They were assessed the same, but in a different format.
- reduce curriculum
- DUE TO COVID 19 WE WERE FORCED TO FIND INFORMATION ONLINE AND THEN WE SHARED AND PRESENTED IT OVER ZOOM IN LECTURE AND THEN ALSO APPLIED IT IN THE LAB AND WHEN WE RAN THRU DEMONSTRATIONS.
- curriculum, removed some assignments
- DUE TO COVID 19 WE WERE FORCED TO FIND INFORMATION ONLINE AND THEN WE SHARED AND PRESENTED IT OVER ZOOM. WE DID ZOOM SESSIONS IN THE LAB AND WE RAN THRU DEMONSTRATIONS.
- This course was already taught virtually. Aside from extending assignment due dates, and sometimes re-extending due dates for students who were personally struggling, the course did not change very much.
- Due to personal and work influences, one of the two enrolled in the course requested an Incomplete for the grade, and I am happy to work with him through the summer.
- Because especially in nursing one must have a great deal of information to assist in passing boards nothing was removed but due dates were extended and greater leniency was given.

- Modified the Concert Report
Grouped some topics/chapters together.
- I moved the class from ITV to online. I removed one topic and a test.
- I had to modify the concert report.
I also eliminated two weeks of assessment activities.
- I eliminated one test and two topics. Information for the topics was supplied as optional and was not critical to the content. I made assignment due dates more flexible. I eliminated extra worksheets and discussions.
- I had to drop the Skills Check portion of the course. I also skipped content due to the slower comprehension.
- This course was scheduled to conclude 3 days prior to the move to distance learning. No changes were made to the course or assessment methods as a result.
- Some items were covered, but not assessed due to time constraints. I went from meeting daily to giving videos daily/every other day, and assignments. Students had an hour or so daily to come in for help when needed. We had some mandatory sessions to see how things were going, and when they were doing their assessments.
- More labs done in video for students.
- Convert worksheets to electronic medium for accessibility and grading.
- Assessments became online instead of paper pencil. Lecture/notes were delivered via video and not in person. The pace also became a bit slower.
- I had to develop an online presence that I had never used before. I also had to trust that each student was going to perform their tasks with integrity.
- We were not able to do our community interviews this year.
- I utilized ZOOM to meet with the group at least twice each week. Either recordings of these meetings or created screencastify lessons were uploaded as well as links to the Pearson textbook lessons. Topics were organized by each week from March 31st until the end of the school year.
- Zoom meetings instead of meeting in class. Extending due dates.
- I incorporated more Case Studies that required advanced thinking. I also found educational videos that supported the physiology lessons.
- Our instruction for the second half of the course went completely online. This was very different for my class, as nothing we had previously done had been online. I created lesson videos for each lesson, students did homework assignments and handed them in online. I then graded and commented on their work online and returned it to them. Tests and the final exam were also taken online.
- These were already online courses. So, there weren't major changes. We took an extra couple of weeks off and made those assignments optional. Some students completed all of the work anyway.
- Assignments/assessments had to be modified or dropped altogether due to the switch to an online format and a shortened semester.
All lectures had to be recorded instead of delivered in person. Students had to do all assessments on their own. This was a difficult adjustment for all.
- I implemented some publisher made activities (an E-Course) supported our reading of a novel, some additional choice boards and individual investigation projects that were followed up with videoconferencing and oral interviews.
- We moved to completely online instruction and assessment. Assessments became open book. I assigned more reflection papers and reduced the number of traditional assessments.
- Working from home meant that assignments were submitted via photo.
- Students worked from home and submitted their work via photo.
- Course was effectively cut in half as only one exhibition was possible.
- Lecture element was removed from ITV version of the class. No other changes made.
- I had to bring in more guest speakers and students only had time to preform one lesson plan.

- Very minimal changes were made to this course due to COVID. Everything went from face to face to online. Lectures were conducted as usual but over ZOOM. The assessments were completed online instead of in the classroom.
- I had to make all of the work available online. The number of lab experiences was reduced. We still met and completed the required material during the 8-week time.
- Zoom meetings, phone calls, text messages, team group chats were established and utilized to assist the students in completing their semester and prepare for the future.
- Our season was cut, ended just after 14 games. We met on zoom, we texted, used team group chats, and phone calls.
- I moved the one-one face to face meetings to zoom, email, text and phone. I moved the weekly face to face summaries and demonstrations to D2L.
- Moved to online, lectures were via Zoom meetings, moved all lecture and instrument exams to D2L; Communicated to students via email, Zoom, text.
- Due to COVID-19, our students were unable to complete their preceptorship hours in the clinical settings (hospitals, clinics, nursing homes, etc.). Instead, we used a virtual simulation program with the ability for the students to virtually perform skills, utilize their critical thinking, and demonstrate their ability to document appropriately on patient care in a realistic environment. This also provides a safe environment for students to make mistakes while getting immediate constructive feedback from the simulation program.
The virtual simulations were set up like their shifts they would have completed in the actual clinical setting. The shifts were graded on a pass/fail scale just like their shifts would have been in the normal preceptorship experience.
- Our face-to-face section went to online instruction. Recorded lectures were provided as well as virtual office hours with the class and individually. Assessment methods remained the same, content remained the same, and due dates were only slightly changed at the beginning.
- Lecture was removed. Group project was altered.
- Only change was the absence of lecture. Assignment structure remained the same.
- DUE TO COVID 19 WE WERE FORCED TO FIND INFORMATION ONLINE AND THEN WE SHARED AND PRESENTED IT OVER ZOOM. WE RAN THRU DEMONSTRATIONS ON ZOOM.
- The course was modified to completely online in response to the COVID-19 pandemic. Assessment methods that were modified include laboratory activities, quizzes, and exams. There were all moved from face-to-face to online.
- I had to put everything online. We decided to start this course before Clinical II was done because the students were removed from Clinical Sites. It was time consuming to get practice tests typed up and sent to the students. I had planned on using a work study student to help with this.
- The course was modified to completely online in response to the COVID-19 pandemic. Assessment methods that were modified include laboratory activities, quizzes, and exams. There were all moved from face-to-face to online.
- The course was modified to completely online in response to the COVID-19 pandemic. Assessment methods that were modified include laboratory activities, quizzes, and exams. There were all moved from face-to-face to online.
- Assignments/assessments had to be modified or dropped altogether due to the switch to an online format and a shortened semester.
All lectures had to be recorded instead of delivered in person. Students had to do all assessments on their own. This was a difficult adjustment for all.
- I had students speak to virtual live audiences vs. face-to-face live audiences. The assessment tool did not change.
- I added additional Zoom instructor meetings for students to meet with me and their peers.
A Zoom interacts activity was added - students meet in small groups in Zoom meetings that they created, hosted, recorded, uploaded and wrote a reflection paper on the learning experience.
This was a useful tool to measure SLO.
- Extended due dates.

- I added additional weekly zoom meetings. For the Contracted PSEO class that normally meets 3 days throughout the semester to do hands on labs. I also added many recordings for lectures. Although this was helpful even not in the COVID environment. But I feel I had the time to complete the videos because of the COVID-19 stay at home order.
- Extended the timeline for assignments and tests.
- Due to COVID 19, the students did not come to campus. The following changes were made.
 1. I sent them the practice exams prior to the days we had classes via Zoom. During Zoom meeting we went over answers and discussed some of the questions.
 2. I had discussed and assigned the Resume before they left in December.
 3. I added You tube videos with worksheets that covered some of the areas where I felt the students scored lower in Board Exam and that I felt needed to be reviewed. They included quality control/quality assurance, dilutions, instrumentation, math, and spinal fluid examination. I believe these reviews will improve the Board Examination scores for the "Laboratory Operation" section.
 4. I also had several Youtube videos on interviewing with worksheets. Last year I had written that I was going to send out Case studies rather than have them write a Case Study, and then they could pick one of the case studies to give a presentation. I had sent out Case Studies for Hematology and Microbiology prior to COVID. After that, I was overwhelmed with putting every course (exams, labs, lectures) online, I did not have them do a presentation.
- I had to put lectures, virtual labs, and exams online in D2L. For lectures the students have power points so I recorded my lectures. For the virtual labs, I found videos of procedures used in the microbiology and had them answer questions so I knew they were watching the videos. I had the student identify bacteria by giving them pictures of bacteria on certain medium, serological tests, biochemical tests, and antibiotic identification. I made worksheets to cover the material. We had Zoom meetings before exams for review and discussion.
- Changes I made was putting lectures, labs, and exams in D2L. I used videos that the students would watch and had to answer questions. I also wrote more worksheets. I had Zoom meetings prior to exams as a review and they could ask me questions.
- We changed to recorded lectures instead of Live (in person or through Zoom), I also used videos in place of some on campus labs. For instrument identification I used Zoom to show the instruments
- This course was hybrid and the change were easy to go 100% online. All the assignments were assignment on Connect and D2L
- None
- Met 2 hours/week via Zoom. Videotaped procedures and processes to operate and inspect various work pieces.
- Covid didn't have much reaction on this course because it could be performed all on zoom if needed.
- We had no labs.
- This was performed over zoom.
- Obviously, we had no labs. We will be making up the labs in the fall semester.
- Went to online teaching. Used Zoom meetings for Lectures. Placed all exams and quizzes in D2L. Had students mail their homework to me.
- After one week back with D2L assignments, power points, and quizzes, I moved to include Zoom sessions during class time, and encouraged students to request individual zoom consultations as needed. This allowed for a more personal and real time assessment of their comprehension, and was effective for those who (could or would) participate. I offered flexible assignment opportunities (Zoom or D2L assignments). I changed the final assignment from a longer written paper to a power point with shorter written components. I merged this with the previously assigned "group presentation", and changed it to an individual presentation. These power points were "presented" by individual students via zoom, or D2L discussion board. I lost total communication with 4 students, and had sporadic communication with 2 others. 3 others had regular attendance and communication via Zoom, and they had the best SLOs.
- I needed to added extra time to the due dates to facilitate better students' understanding for the course requirements.

- I needed to add extra time to the due dates to facilitate better students' understanding for the course requirements.
- I have changed to an online type format utilizing zoom to replace face to face meetings.
- Course and assessment methods were changed from face to face to remote learning through Zoom.
- Class was moved to Zoom. Students were allowed to submit asynchronous photos to receive attendance credit.
- The course instruction and assessment was moved to an online setting using Zoom instead of face to face contact.
- Meet via Zoom 1 hour/week. This is a hands-on face to face class. I videotaped the process and procedure and explained to students.
- This class met via Zoom 1 hour/week Students worked on programming of group projects. I videoed processes and procedures necessary to produce the part.
- Met online via Zoom 1 hour/week
Assigned worksheets to be submitted for grading
- Went from face to face to all online. Lectures over zoom and assignments on D2L
- Went all online verses face to face. The labs I had the students right down material lists and heights of the boxes instead of doing the labs in person. Not the same but it did get them thinking on the labs. the lectures were over zoom, D2L was used for the assignments and tests/quizzes.
- As a result of time constraints due to COVID-19, students did not complete the "developing primary research" portion of the final paper, where they are asked to interview an expert in their discipline of study or in the field of their research topic.
- I have changed to an online type format utilizing zoom to replace face to face meetings.
- Went from face to face instruction to all online. The students were still assessed as if they were face to face. I did all lectures over zoom and used D2L.
- I had to make quite a few changes. We still covered the same content, but in a different way. I had to rely on the students to be much more independent in their learning, and they had to submit assignments differently. I focused more on writing lab reports based on the experiments we were able to do. I found that teaching students how to do landscape design with an architect's scale is a difficult task via distance learning! I recorded videos to show them how to use the scale, and then they had to record videos showing them using it and allowing me time to look at their scale and assignment to see that everything was drawn to scale. It was a bit cumbersome, but it worked!
- Added recorded lectures for both sections.
Had students do an extra credit assignment.
Extended due dates.
F2F had to move all online. This was a challenge for the students that needed the F2F lecture. I held office hours 10 hours per week. The times were morning, mid-afternoon, and evening to accommodate all students. Many times, the students that came on used it more for socializing as they missed their classmates. We called it our weekly, "checking in with each other" meeting.
- I moved this course online,
I taught the class every Tuesday via ZOOM.
Students struggled to attend ZOOM meetings or use ZOOM. I found ZOOM for Comp 2 not to be effective. Most students were able to meet the course objectives without me having to modify them.
- Due to COVID-19 we shifted our 100% face to face to technical and skill demonstrations to Zoom and utilized Cengage Mindtap to facilitate out of class activities.
- The course was modified to completely online in response to the COVID-19 pandemic. Assessment methods that were modified include laboratory activities, quizzes, and exams. There were all moved from face-to-face to online.
- Went from face to face to all online. Used the digital Lab Volt for lab, D2L and all the lectures over zoom.
- I taught this course via zoom. It was very, very, very successful. Though I wish we could have watched movies together.

- As a result of time and accessibility constraints due to the COVID-19 Pandemic, the project associated with the Community Writing Unit was cut from the course. This project requires students to meet with community members and reflect on the experience as well their involvement in their communities.
- Assignments/assessments had to be modified or dropped altogether due to the switch to an online format and a shortened semester in the case of the face-to-face section of this class.
The online section of this class proceeded much as normal, but some assessments were eliminated due to the shortened semester and lost weeks of instruction.
- No major changes were made to the class other than the elimination of some assignments. Some assignments were also modified to be more conducive for the online learning environment. This class was also already being taught online.
- Due to COVID-19, we changed our traditional face to face format to incorporate more distance learning using Cengage MindTap and Zoom face to face lectures.
- I have changed to an online type format utilizing zoom to replace face to face meetings.
- Portfolio assignments
Peer to peer assessment
Khan Academy skill-based quizzing and teaching formative and summative assessments.
- None really, because this was a fully online course already. I relaxed a few deadlines because two students had to travel home (France and Puerto Rico).
- All of my work was available online (through Google Classroom), including quizzes. I also was more lenient with late work and relied more on reading quizzes than final tests for each literary selection. In addition, I offered more written discussion questions since we were not in the classroom for discussions.
- I modified the research outcome for the course. I reached out to the LARC and that department was very helpful!
I also had to move my on-campus course online. Students struggled. I spent more time calling students individually.
- No significant changes were made to this course except that some assignments were eliminated due to the fact that two weeks of class were lost.
- This class went fully online after break. The homework stayed the same as it was always online, but I cancelled the rest of the section tests and gave them a larger final. I also had to cancel the rest of the in-person labs and I found one online virtual lab to use. This made the homework component a much larger part of the grade.
- 2/3 of our class is labs. Not having the students here was terrible for the student learning outcomes. The instructors need to control their environment to make sure what they are doing is accurate and correct.
- This class was face-to-face, and went completely online. The homework and quizzes stayed the same, but all the labs became virtual, as I could not do in-person labs anymore. This cut down the number of hands-on activities I was able to do.
- None. This started and ended as a fully online course.
- I switched the course entirely on-line at first asynchronously with on line discussion forums and quizzes, These were not well attended, so I then attempted synchronous Zoom session which fared even worse. I continued with discussions and quizzes with better success, but only 3 out of 7 original students continued with these assignments.
- Moved meetings to ZOOM mid-March
- Moved student meetings to ZOOM after mid-March
- As mentioned above, I first moved the course on line with weekly announcements, e-mails, a revised curriculum (from the text and new on line sources), D2L quizzes and discussions, and individual consolations via e-mail and Zoom. By far the most useful and productive change was the use of Zoom for regular class meetings. However, some students were unable to Zoom due to altered work and family schedules. For these students I offered extra opportunities for the above, and scheduled optional "extra credit" Zoom opportunities.
- Moved student meetings to ZOOM after mid-March
- Switched to zoom meeting with students from face to face individual meeting half way through the semester.

- Switched to Zoom meetings half way through the semester from face to face individual meetings.
- Switch to zoom meetings with students approximately half way through the semester instead of face to face individual meetings.
- Moved student meetings to ZOOM after mid-March
- Just having to teach over computer and do the assignments on mindtap.
- I moved all student meetings to ZOOM after mid-March.
- We couldn't do our normal mannikin work so that made it very hard.
- Switched to Zoom meetings with students in second half of the semester instead of face to face meetings
- I made very few changes to my delivery due to the COVID-19 Pandemic other than eliminating my face-to-face meetings with my students. Before the pandemic I was already meeting with most of my students regularly over Zoom to help eliminate travel time for my-self and my students.
The things that did change was the use of more collaboration between instructors and using this to assist all our students. We used this collaboration to present our annual meeting via Zoom. I felt the material we presented was better prepared and presented because we as instructors were forced to pre-practice the presentation and critique each other presentation before the action online Zoom presentation.
- Deciding how to handle the clinical courses for the program was very challenging because some students were only in a few departments of the lab (ex.micro and BB only), and others in different areas (hem and UA) for example. Some students could not return to their clinicals sites at all and some were able to be at their clinical sites for 2 more weeks, and some only lost about 3 weeks of clinicals.
This made the assessments very difficult. Since there was such a variation of what areas each student experienced at their clinical site, I decided to use virtual labs, videos, you-tube, and worksheets. I covered every area of the Certification Board outline. Additionally, I did not grade them on clinical competency as I have in the past because it was not possible since they are assessed by the clinical site mentors in each area of the lab. I also did not include points for journaling because of the inconsistency of the time each student had at their clinical site. I did still include the Affective Domain evaluations by their Clinical site.
- None it was a online class
- Added virtual simulations to replace on campus simulation.
Zoom webinars to hold class discussion.
Changed paper work requirements.
Added case studies.
Had mock Long-Term Care Conference via Zoom with student's role playing.
Provided You-tube videos.
Added ATI learning resources to make up experiences that were not able to access in the community.
- This was completed prior to Covid -19
- This Course was covered under the Covid-19, had a online text book/tests which worked out great and had the students watch you tube video's relating to this subject and had review questions after each and following day 2 hour zoom meeting to talk about the content
- his Course was covered under the Covid-19, had a online text book/tests which worked out great and had the students watch you tube video's relating to this subject and had review questions after each and following day 2 hour zoom meeting to talk about the content
- Since tests and content were getting "crunched" together after the break to adjust, one proctored exam was changed to open book. Due dates were adjusted to allow time for students to complete work. All tests were given using Lockdown Browser and Respondus Monitor (including the final exam).
- Face to face classes were moved to all online content. Weekly Zoom sessions and recorded lectures were done to help engage students in the content. I was open to virtual office hours any time of the day.
- The course was already a online course so did not have to make any changes to course besides the due dates for assignments
- Weekly course lectures were moved to Zoom. Students could attend the actual lecture or watch the recording at a different time. The links were provided in D2L.
All content was moved to D2L so that it was available to students, and there was increased communication via D2L announcements and email. Students emailed or mailed some assignments.

Fortunately, many of the required skills for this course had been completed prior to Spring Break. Remaining skills were demonstrated via video in the course Zoom meetings. Injection techniques needed to be assessed. Students picked up a bag of practice materials curbside one week at the Luverne Center, and they were able to practice and test-out with the instructor over Zoom. The same was done with most pediatric measurements. Students demonstrated length, head & chest circumference on a doll over Zoom. We will be able to complete skills that could not be assessed over Zoom (locating IM injection sites and pediatric wt. on a balance beam scale) on May 18-19 so that students will still finish the course this semester.

- Because this is an online course, the main change made was to revise the schedule and each week's content to correspond with the new dates.
One unit that was previously broken down into 2 weeks was covered in 1 week instead.
And, I did open content early (including during the extended Spring Break weeks) so that students could continue to work and work ahead if they chose.
- Moved everything online. Adopted online learning resources provided by publisher.
- Moved everything online. Used online simulator to complete labs.
- I removed some document production items assigned, adjusted the course due date schedule, and extended the length of the late assignment deadline.
- None
- Moved everything online. Adopted online resources offered by publisher.
- Face-to-face and ITV delivery was removed so only hybrid online setting remained. Concepts were removed from the course and some assessments were abbreviated or removed as well.
- There were no live instructions, instead I used videos. I had to remove a few topics and make them optional. Some students completed these while others did not. Due to time constraints and making the class more flexible, I removed discussions thus making it less interactive so it could be done online.
- Moved due dates and restructured the last 1/2 of the class - taking out a test and related material. Calendar and schedule redone and placed in D2L.
- The due dates were extended so that students could work at own pace.
- Modified the Performance Evaluation
Removed unit on Romeo and Juliet--which also removed one paper.
- Was ITV and we went to online. Removed some high stakes assignments such as proctored Final Exam. I made assignment due dates flexible.
- My students were pulled from clinicals right after spring break and did not return. The college would have allowed it, but we did not have clinical sites willing to take students.
- This course ended prior to COVID.
- These students were given a chance to retake the lowest scoring test. Also, I moved the due dates back and opened more items so that they could work at their own pace.
- COVID-19 didn't have a major impact on the Intercollegiate Women's Basketball season, but it has had a major impact on our post-season activities and team building and bonding. We have had to adapt to many new and challenging situations and use technology that allows us to communicate and continue to work together for common goals.
- adjusted course content
- converted group labs to individual labs
- Adjusted topics covered and due dates, but this course was already completely online.
- Moved ITV course online.
- Online course--dropped two assignments due to shortened semester.
- This class was fully on-line prior to COVID-19, so basically the only changes I had to make were due dates and accommodating the extension of our spring break.
- The entire delivery of this course had to be re-worked due to the COVID-19 pandemic. I have never taught Physiology in any way other than face to face, so I had to put all of the lectures on video and try to deliver this information as in depth as possible. Probably the most difficult situation I had was to get my labs on line in this short of a time period and be able to help these students learn what we would typically have done in a face to face, hands on setting.

- Utilized industry videos to expose software capabilities and functions.
- The course removed the face-to-face and ITV delivery methods for the course leaving only the hybrid online environment. Some topics were omitted and others were abbreviated. Some planned options for assessment were also adjusted.
- extended due dates
- introduced additional financial statement templates to replace activities that couldn't be completed. i.e. industry presentations.
- Adjusted by removing face-to-face and ITV delivery options. The course became hybrid online only.
- This course was not affected by the virus. (Course completed 3.6.20)
- I teach online, so I did not have to make too many changes. I took out some "required" work and made it optional.
- The basic delivery of this course had to be re-worked due to the COVID-19 pandemic. I had to put the lectures on video and try to deliver this information as in depth as possible. There were changes that I had to make to lab requirements and also changes in due dates and getting all of the information covered that these students would need in order to move forward in the Biology field.
- I changed my delivery method to Zoom meeting instead of face-to-face. Still was able to deliver material.
- 13 I changed my delivery method to Zoom meeting instead of face-to-face. Still was able to deliver material.
- I changed my delivery method to Zoom meeting instead of face-to-face. Still was able to deliver material.
- Everything went completely online in the mechanical trainer was not able to be used for the 2nd half of the semester. The students did manage to find wind technician jobs and are working with them currently. This allows them to keep on developing technician skills and also possibly have a job when the graduate.
- make changes happened here everything went online I used a lot of zoom meetings for lectures and labs.
- Lots of changes had to happen the whole course had to go online. This type of course requires a lot of hands-on and all time on this course and other courses are required through the Department of Labor and industry through the state of Minnesota. The lab portion of this is very hard to teach a student how to put in wire nut on in any other projects. They just don't make a virtual machine or tool to make this happen.
- all lab and lectures when online.
- + Minimal changes as this is an online course.
+ Optional methods to gather data related to Behavior modification/management project.
+ Extended due dates.
- For 8 weeks everything went online, this type of class requires hands-on there are no virtual machines or tools that will have a student put in wire nut on the wire. We cannot send equipment back home with the student because of liabilities so we did a lot of zoom meetings discussing various labs to try to make the best in the worst situation.
- I changed my delivery method to Zoom meeting instead of face-to-face. Still was able to deliver material.
- Additional remote meetings.
- zoom classes
- We needed to do more online work, so less in lab class time. Utilized many online simulations and videos.
- Utilized many online simulations and videos.
- My students were removed from clinicals right after spring break and did not return for the rest of the semester. The college would have allowed it in April, but I did not have clinical sites willing to take students.
- DUE TO COVID 19 WE WERE FORCED TO FIND INFORMATION ONLINE AND THEN WE SHARED AND PRESENTED IT OVER ZOOM. WE DID ZOOM SESSIONS IN THE LAB AND WE RAN THRU DEMONSTRATIONS.
- I had to alter the assignment schedule for the last two weeks of the semester (pre-finals week), by including additional chapter material for each week & removing several chapter activity assignments (worksheets, videos, etc.) from the assignment schedule.
- Additional options were provided for students whom started late on on-site participation observation project.

Alternative discussion assignments, video clips, and reading/writing activities related to developmental concepts/theories to support learning outcomes.

Extra credit discussion assignments.

- + Extra credit discussion threads on psychological topics.
+ No major changes.
- extended due dates
- Courses and assessment methods were performed using Zoom rather than face to face meetings.
- I made very few changes to my delivery due to the COVID-19 Pandemic other than eliminating my face-to-face meetings with my students. Before the pandemic I was already meeting with most of my students regularly over Zoom to help eliminate travel time for my-self and my students.
The things that did change was the use of more collaboration between instructors and using this to assist all our students. We used this collaboration to present our annual meeting via Zoom. I felt the material we presented was better prepared and presented because we as instructors were forced to pre-practice the presentation and critique each other presentation before the action online Zoom presentation.
- I moved to online Zoom meetings. I was still able to deliver the content of this class. Assessment methods were not adjusted.
- Much of the delivery was done using zoom and phone calls.
- I moved to online Zoom meetings. I was still able to deliver the content of this class. Assessment methods were not adjusted.
- I have changed to an online type format utilizing zoom to replace face to face meetings.
- online lectures and online cad demonstrations
- went to online lectures and d2l quizzes
- Make delivery through zoom meetings
- All material was delivered through zoom meetings or distance methods.
- Went online with lectures and d2l quizzes
- In class discussions disappeared. Peer evaluations took place in pairs rather than the whole group.
- All discussion became on-line only. Students were responsible for seeing the movies on their own. Assessments shifted to more short answer than objective questions.
- Changed to Reading/Article assignments to decrease community interaction between student and individuals. Extended due dates and times for assignments. Omitted assignments that went beyond two weeks in duration.
- Extended due dates and times for assignments. Omitted assignments that went beyond two weeks in duration.
- I did not change the format of assignments or critiques. Did allow more time during transitional phase of the course to online. Extended due date and times.
- We had to do the entire research process online. We had occasional (poorly attended) Zoom meetings, and I recorded a number of informational videos to help them through the research process. I was always available to assist them, and was even more mindful than usual about having regular status checks and giving them prompt feedback.
- I conducted my classes through Google Classroom and Zoom. Students had the option of either posting in writing on discussion boards or recording Zooms and sending them to me. I held Zoom "office hours," but they were not largely attended. I reduced the number of quizzes and modified my tests to make them open-resource and in Google Form formats that were easier for me to grade.
- We used Google Classroom to deliver assignments and Zoom for class lecture and discussion.
- All lectures were recorded and presented to students throughout the unit. A course hyperdoc with all of the assignments, lectures, assessments, resources, and weekly assistance/Q&A meetings were given at the beginning of every unit and a week by week breakdown was shared with the students every Monday. There was an increased level of self-paced learning and students were given more flexibility and variation to their assessments with projects that ask students to create & demonstrate their understanding in various methods that are comfortable for them.

- had to add blocks of instruction to online learning
Brought students in for condensed skills time
- ended early
- Changed from face to face to on line instruction and participation. Focused more on class attendance and participation
- The lecture for this course was ITV and the labs was f2f or virtual. I recorded chapter lectures for students to watch and posted them in D2L. All of the f2f lab students were switched to virtual labs. The Final Exam was changed to where students' grades could not be lowered based on their performance, but it could raise their grade.
- Learned to conduct class on the Zoom meeting sight; to keep the class interesting and present information and to interact with students while presenting each fact. I did hand out packets of information still on paper form, learned to send quizzes and tests over gmail.
- This course was offered in an ITV/hybrid/online format. Instead of recording lectures on Zoom during the schedule class time, the lectures were recorded asynchronous with no students and posted in D2L. Students still completed all of the chapters, but the timeline was accelerated due to the extended Spring Break.
- I could not do lab dissections, but all other assignments/labs could be sent to students through our school delivery. Students switched to submitting assignments online, rather than in person. Lectures were recorded as videos for students to view. Zoom meetings were conducted weekly to provide clarification and answer questions, as well as to check for understanding.
- Much of the delivery was done using zoom and phone calls.
- Lectures were recorded, made assessible to students via YouTube.
Question and answer occurred between student and teacher via email, phone and Zoom.
Hard copy assessments were converted to Google Forms.
Labs were conducted and recorded, normal questions and data analysis was then applied.
- I added a chapter quiz with the ability to do a retake. I also added a news article reflection as a form of attendance/participation. Third, I incorporated a social media simulation into the course that would help them develop their marketing plans.
- Changed delivery method to Zoom meetings only, suspended all in-person contact with students.
- I attempted to transition speech deliveries online through Zoom. I teach B2B and most of my students dropped off the radar after the Covid 19 thing happened.
- Because of technical issues with this particular piece of equipment. (electronic failure 2 weeks into semester) Repair time of component and then subsequent COVID-19 restrictions time was extremely limited on this particular piece of equipment. Students were introduced to programming, however were unable to do hands on in this class.
- Extended due dates
- This course was already offered in an online format. Due to time constraints, I removed one chapter of content from the course and adjusted the course due date schedule. The late assignment submission deadline was extended for students if needed.
- The course was already offered in an online format. I removed some document production items that were repetitive in nature, adjusted the due date schedule, and extended the late assignment submission time frame.
- Zoom classes did no benefit for the students because our student s are hands on learners and our lectures have hands on limit to it .
- Move everything online, students had to use a simulation software.
- Needed to give exams off campus.
- modification of dates and one project needed to allow students to get information from only one source rather than two
- modification of dates
- The course was already on-line. No changes were made due to COVID-19
- This was a six-week course that finished prior to COVID-19

- This course was set to being the second 8 weeks of the semester as a face-to-face course. Due to COVID-19, it was moved to online. I was flexible in submission of assignments.
- gave extra time for completion and if business was closed to interview gave alternative
- Due to the extended spring break, I reduced the number of assignments assessed.
- This course was 8 weeks and finished prior to COVID-19
- Had to finish the course remotely.
- Finish out remotely. Didn't get the opportunity to do their state quota requirements due to the Board of Cosmetology not allowing any quotas done outside the college setting.
- We pretty much covered everything well. Mainly missed out on more practice with models and salon guests.
- We were not able to perform any of our services on live models or salon guests. Had to assess via Zoom.
- Moved lecture to online with lots of examples of final assessment projects.
- Moved lecture to online and to virtual lab simulations
- Moved all lecture and labs to online, purchased software simulation for labs.
- Moved all lecture and lab materials to online virtual learning. Lab assessments through grading of simulation software.
- We had to go to teaching remotely via Zoom. I normally have a skills assessment for part of the final exam. I was not able to do that. Also, could not assess their skill level on the clinic floor with models and guests.
- Due to COVID, Chemistry, Immunology, and Microbiology lecture, exams, and virtual labs were online. I found streaming videos and You-Tube videos that explained the theory and laboratory procedures. I had worksheets, for points, for each video so the student would have to watch the video. I meet with students via Zoom for discussion and questions. Lectures were taped via Kaltura and links were sent to students. Exams were put on D2L.
Lectures were delivered via Zoom. They were recorded so students could watch again. We viewed online videos together that related to the skills they needed to master. Written tests were done on D2L, and I did one oral quiz via Zoom using an online simulation. I also used the Breakout Rooms feature on Zoom to have the students do group work for Emergency Preparedness plans, and then return as an entire class to share them.
- Covid -19 created a spiral effect in all commodity prices. Many producers have not been able to sell their commodities at the prices they planned for in January. the facts are not favorable but the outcome may be a broken marketing plan that cannot be implemented resulting in farm losses in 2020 due to covid-19
- more on line instruction and technology uses
- More distance learning and technology uses
- Added more discussions to help assess student learning outcomes.
- I added a journal assignment to capture what the students were doing to exercise during stay at home order.
- I added more Forensic File assignments while we were not able to meet in the lab format. When we were allowed to come back to finish labs, the extra episodes were made to be bonus assignments. Because this class is a lab class it was difficult to add other than videos to help them gain an understanding of what we would cover when we returned to classroom.
- I added more discussions, worksheets and held office hours over Zoom. I kept weekly communication with the law enforcement students every Thursday to update them on what was going on and to see how they were coping with the changes with cultural interaction.

COVID-19: How Did These Changes Impact Student Achievement of the Learning Outcomes?

- They did OK. Some actually did better. I feel they didn't get a good understanding of the instruments because they couldn't handle them.
They were overwhelmed with all the changes.

- The changes made instruction and student learning possible despite the radical disruption to the school year and the end of face-to-face instruction.
I found that many students seemed to be negatively impacted by the COVID-19 disruption and had a difficult time focusing on school work. Students that were used to face-to-face instruction did not perform as well with online instruction. Many students' grades dropped after the extended Spring Break.
- Migration of the laboratory component of the course to completely online had a negative impact on student achievement of learning outcomes.
- Students are anxious to complete their Clinical rotation so that they can take their Certification Exam - Board Review is studying for the Cert. Exam.
- Migration of the laboratory component of the course to completely online had a negative impact on student achievement of learning outcomes.
- THIS SEMESTER THE STUDENTS WEREN'T ABLE TO GET THE MUCH-NEEDED HANDS-ON SKILLS THAT THEY WOULD HAVE HAD IF WE WOULD HAVE BEEN ABLE TO MEET IN PERSON IN THE LAB FOR THE DURATION OF THE SEMESTER.
- Were unable to adequately provide hands-on learning which would have come from finishing the trade house.
- No discernible impact.
- No obvious impact on most students. Some students disappeared and did not participate at all or dropped the class.
- I think this is hard to say. Some students really need the face-to-face lectures to maintain focus, ask questions as they are learning, and have that discussion with the instructor and students on the content being taught. Some students didn't take the opportunity to utilize the lectures and virtual office hours that were provided which affected their achievement and learning. And other students seemed to embrace the challenge, utilize the resources provided, and took the initiative to reach out if struggling. Overall, I did not see much of a difference based on the number of students that passed versus failed the course being significantly different than before COVID-19 or in previous semesters and years.
- Unfortunately, it is very difficult to achieve the same learning experience taking care of avatars as it is taking care of real patients. Though it did not affect their achievement in the course, it will likely affect their comfort levels and preparation for getting jobs as LPNs. I have no doubt that the previous clinical experiences that the students did complete has given them the proper hands-on training they need to be successful on their board exam and as practicing nurses.
- While counseling/psychology is a face to face interaction and counseling skills help to develop understandings and processes, I truly do not believe that this semester truly assisted my students to really truly understand the overall processes and gain a real life understanding.
- We as a program have had to in some cases re-recruit our athletes, to redefine what we as a team and a program must do and what we must be focused on.
- Although we were not together our focus on communication which was a part of our everyday activity anyway was better utilized and more prominent.
- I think the students performed very well.
- Were unable to adequately provide hands-on learning which would have come from finishing the trade house.
- Students were able to successfully achieve the learning outcomes even with COVID.
- I tried to not let it however they were not able to witness first-hand the various students after our ELL and Special Education guest speakers.
- No significant impact, grade was just based on limited activities.
- Limited the exposure that students had to their peers' work.
- Group critiques were not feasible without class meetings.
- I think the students were able to apply the concepts to real life and find examples around them instead of simply memorizing definitions.
- The response from the students was overall good. They missed the daily interpersonal speaking with other at or slightly above their current target language level, but they had great success achieving the learning targets.

- The changes made instruction and student learning possible despite the radical disruption to the school year and the end of face-to-face instruction.
I found that many students seemed to be negatively impacted by the COVID-19 disruption and had a difficult time focusing on school work. Students that were used to face-to-face instruction did not perform as well with online instruction. Many students' grades dropped after the extended Spring Break.
- We still covered the materials that we planned to cover.
- The students I had in this course did very well with the online model. They still achieved all the learning outcomes.
- For most students, I believe that the changes did not have a large negative impact. After a transition time, students generally responded well and we learned together how to navigate through the new situation. I did have some students that found Distance Learning to be too overwhelming. Some of them shared with me that they simply couldn't handle the stresses on them at home, along with the new format. There were others that told me directly that since this course was an elective for them, they were simply going to not engage.
- Some of the changes had a positive learning experience for the self-directed learner but it was a difficulty for the learned who needs teacher clarification and support.
- My courses are designed for fully online delivery.
The student learning outcome (SLO) of "speaking to a live audience" was adapted to "speaking to a live virtual audience" which seemed to provide students with the opportunity to meet the SLO. The Zoom technology was extremely beneficial to both learners and to me, as an instructor.
- This changed helped students achieve SLO beyond what I they had in the past. This was a COVID-19 silver lining moment.
- Students that most likely would have fallen by the wayside were able to complete.
- Did not impact in the negative way because I recorded the class and posted on D2L for student to watch latter on or for review.
- I believe everyone finished the course on time and with a feeling of relief.
- I think all students completed the course on time and were relieved.
- The students were not able to physically look at the instruments, just with pictures or through Zoom, Some had difficulty with the recorded lectures.
- Student Learning Outcomes:
Accurately make and stain blood smears: Due to COVID this SLO was not met; but will be incorporated into next semester's Hematology II.
Recognize abnormal cells in differential smear: Due to COVID, the student was not able to be look at leukemia slides in the laboratory. This needs to be done with an instructor right by them. I did not feel they were advanced enough to identify immature WBCs in the digital slides provided by U. of MN. I will have them look at immature cells the first labs Fall semester in Hematology II.
- Properly collecting and handling specimens, use of sterile technique, and safety handling bacteria was achieved. Correlating bacteria with diseases, I feel was achieved but that is always a hard concept which will be reviewed and continued next semester in Microbiology II and in Clinicals.
Actual hands-on working with bacteria, knowing what test to do, and performing the tests was not achieved. I did do a virtual lab and virtual unknown to identify but the student needs to do the hands-on. This learning outcome will be achieved after Microbiology II and Clinicals.
The students took 2 exams before COVID, and 2 online. 2 out of the 5 had worse scores on the online exams; however, they difference was not real significant
- That will be revealed after I do assessments of their certification board exam scores.
- Students missed out on classroom interaction and discussion.
- Students missed out on part of the hands-on skills portion
- The changes helped the majority of students stay on track and successfully complete the course on time - only one student did not fully engage after classes resumed on March 30. The extended late assignment submission allowed a couple of students to be able to complete their weekly lessons, continue making progress on the SLOs and complete the course.
- Students missed out on classroom interaction and discussion.

- I was pleasantly surprised at the students' ability to adapt to the changes. Many chose to work ahead, and student achievement stayed very similar to what it had been prior to the changes. One student in the class had begun to fall behind prior to Spring Break, and he did eventually stop working in the course. I don't believe the COVID changes were the cause.
- All students remained in the course and completed successfully. So I don't believe the changes had any negative impacts, and hopefully the increased flexibility was helpful to some.
- Students adapted amazingly well! All should complete the course with passing grades. I believe students may have benefited from the new learning techniques used. For example, having practice materials at home allowed them to practice multiple times without having to be in the campus lab.
- No changes to student achievement or learning outcomes
- Face to face students were able to achieve the outcomes but did indicate a preference to be in the classroom for more discussion.
- Covid-19 did not affect the student achievement of learning outcomes in this course.
- very tough to get the points across did the best we can with the situation but still need hands on activities
- This Course was covered under the Covid-19, had a online text book/tests which worked out great and had the students watch you tube video's relating to this subject and had review questions after each and following day 2 hour zoom meeting to talk about the content
- Students found value with the changes. Felt it provided good learning opportunities.
- I believe there is a huge impact on the hands-on laboratory testing, but will not know that impact as of yet. The MLT and MLS instructors had a meeting with some of the hospital/clinic laboratory managers and they understand that and know they will have to spend more time with the 2020 graduates. The hands-on in Clinicals enhances the didactic portion of the program.
I will be able to tell more once the students take their certification board exam. I am anxious to see how the scores will be.
- Additional discussion topics provided alternatives ways to examine psychological themes and concepts to achieving learning outcomes.
- Minimal changes since some assignments already had online information and activities to support student learning outcomes.
- Change did not impact student's ability of achieving learning outcomes.
- Overall, I don't think these changes had an impact on student achievement of the learning outcomes. Despite the noted changes, we were still able to complete the curriculum areas & SLO's noted in the SOC1101 Course Outline.
- STUDENTS WERE UNABLE TO GET THE HANDS-ON TIME THAT THEY WOULD HAVE HAD IF WE WOULD HAVE BEEN ABLE TO MEET IN PERSON IN THE LAB.
- Obviously, the hands on was missed but they were able to practice and observe from home.
- My students all met the minimum competency requirement for this course which is honestly surprising. They did miss out on 8 weeks of clinicals which will not be able to be made up. They would have learned many more skills and exceeded requirements had they had the opportunity to be in clinicals.
- obviously, the hand's on element was missed because the State Board did not allow us to count Quota work from home, however, we still offered that element via Zoom
- Grades did slip and study habits were not as good and the students did not like this way of training because they feel that they have better success when face-to-face.
- They were not allowed to receive quota work for their practical work from home
- They were not able to complete their hands on activities for the semester. Quotas from home were not allowed by the State Board of Cosmetology
- They were not able to complete all of their quota work due to State Board of Cosmetology not allowing quotas from home
- We just struggled with state board to complete final state board testing since that has to happen at the college when we resume
- In this class it affected them greatly like I said in question 13 this type of field requires a lot of hands-on work and because we had a stay-at-home order in the state of Minnesota our students were affected

greatly I believe our students will perform well in the field because of the amount of labs that the completed before COVID 19.

- The student's GPA dropped their study habits decreased and their interest into this course dropped.
- The lab portion of it is behind but I feel because of the number of labs before this pandemic breakout my students on how to handle the tools very well and I'm not afraid to put them on any job at this point.
- These changes affect the student's GPA average it dropped along with keeping students involved on a face-to-face meeting I'm very aggressive of the students. On online setting student interest fails.
- I feel as long as the students were working on the job training it did not have much of an impact on them one is working at vestas USA and the other one is working at renew energy out of Sioux Falls South Dakota. I did speak with the employers and they were very happy at where they were at as far as a skill set level.
- Small effect, difficult for some to interact
- Technology difficult for some to interact.
- It provided less game situations for all three areas which I believe less of a true analysis of what coaching and officiating is and also what it takes.
- There were definitely some students that really struggled with the fully on-line situation. Many of them took this class specifically because they wanted the face to face learning environment, so to suddenly switch this to fully on-line was very hard for some students. Across the board I could see an impact on student achievement. The ability to learn the material became more difficult, the ability to turn assignments in on time was a struggle and the overall achievement in the lab was definitely less than it was prior to COVID-19.
- I do not think they did. I think some students used this as an excuse rather than a real concern. I found the students who did have some real issues were quick to bring the issue to my attention, and we were able to work through them.
- This course was not affected by the virus. (Course completed 3.6.20)
- The largest impact I saw was an apparent increase in difficulty for students to remain engaged with the class activities.
- students were not exposed to real - life banking standards from industry professionals, however completed and compared alternative financial statement templates.
- SLO's were targeted effectively, but with fewer chances for students to demonstrate learning.
- videos exposed students to additional software functions, however, they were not able to use the software for their own business operation.
- There were definitely some students that really struggled with the fully on-line situation. Many of them took this class specifically because they wanted the face to face learning environment, so to suddenly switch this to fully on-line was very hard for some students. Across the board I could see an impact on student achievement. The ability to learn the material became more difficult, the ability to turn assignments in on time was a struggle and the overall achievement in the lab was definitely less than it was prior to COVID-19
- Even though this was a fully on-line course prior to COVID-19, I could see a decline in student involvement and achievement. Students just seemed to struggle to stay focused on many things during this time.
- SLO's were all measured. However, student engagement on learning and opportunities to assess some SLO's with multiplicity were affected by the shortening of the course.
- did not provide instruction for all content areas which are usually covered in course.
- These students have not been able to accomplish post-season activities that are typically required in this course and the ability to stay engaged has really been difficult.
- My students had to simulate a few exams that they would have most likely acquired on real patients in the clinical setting. They also didn't get to finish those last 8 weeks of clinicals where they can really "polish" their skills and gain a ton of confidence.
- Moving online caused many students to no attend this class and fall behind. Even with the flexible due dates, many students did not succeed. A different approach needs to be taken for learning and assessment if this course stays online.
- Not being able to attend a live performance really affects the application of learning outcomes in the course along with removing the community engagement piece.

Removal of Unit Four inhibited the comprehension of the form of a play--a critical piece in understanding how theater works.

- Hard to say. Because of removal of test there was a decrease in the number of points that could be scored.
- Students appeared to have the same (if not better) level of achievement. Many took advantage of the flexible schedule and appreciated this given the situation.
- All SLO's were measure, but student engagement in learning, and opportunities to assess with multiplicity was also limited by the outbreak.
- Students in this class did really well. Because of the omission of two weeks, we reduced the content and made due dates flexible. This seemed to benefit the students. Grades were very good.
- Missing the live concert going experience really makes it difficult for students to apply the content of this course and also prohibits community engagement.
- Students did not appear to be impacted. The class was hybrid to begin with so moving online had minimal effect on students.
- Not attending a live performance really makes it difficult for students to apply their knowledge in a culminating project. It also removes the community engagement piece of the course.
- I believe that these changes did assist with academic achievement.
- From approximately April 1 through the rest of the semester, I extended all due dates to May 13, 2020. This helped both of the students enrolled in the course because each of them struggled differently.
- For those who needed additional time to complete assignments, it was very helpful – and I received a lot of thanks from them.
- For those who needed additional time to complete assignments, it was very helpful – and I received a lot of thanks from each student who requested additional time.
- THIS SEMESTER THE STUDENTS WEREN'T ABLE TO GET THEMUCH NEEDED HANDS-ON SKILLS THAT THEY WOULD HAVE HAD IF WE WOULD HAVE BEEN ABLE TO MEET IN PERSON IN THE LAB FOR THE DURATION OF THE SEMESTER.
- Students were able to complete the work that is normally done while in lab, at home during the time that fit their schedules best.
- The change simply made the turn-in process easier.
- I had a strong student completion rate because I followed up with them consistently letting them know that I would accept late work. Encouraging them to work towards completing the course assignments and course outcomes.
- None at all.
- All Centers were closed so we had to modify their abilities to workout especially when it came to weight training. This made it very difficult to progress in the strength training area of the course.
- Students were able to continue the course smoothly with these adjustments.
- Students had little or no time in this area. Decision was made to address other areas of more immediate concern/training
- Students were still required to demonstrate the same outcomes.
- Many students failed to meet all outcomes because they stopped attending class.
- For the most part, very little effect on achievement of learning outcomes. A few students had issues with the technology part, but for the most part it wasn't an issue.
- Double edged sword. Some rose to the occasion and excelled, while others relied heavily on Google. You could tell this in their responses, that they did not get credit for. For those that used this as background information to enhance their learning, it increased their knowledge base. For those that skipped reading and the lectures, their grades suffered.
- Students were able to build mental connections with current events that would help challenge existing perception. The added quizzes helped to ensure student were grasping the key takeaways from each chapter in the curriculum. Third, the social media simulation helped them understand advertising on social media and allow them to implement strategies in their business plans.

- Overall, many students were not advocating for themselves, choosing not to reach out for help as needed. This occurred during normal school times as well, but I feel more became this way when distance learning started. As a result, I believe learning chances were lost.
- Did little to affect the outcomes, perhaps took more effort to communicate online in lieu of face to face.
- Students were a bit overwhelmed, especially the students that attended lecture on campus or over ITV. Overall, it appears that most students stuck with the course and were able to complete all the assessments.
- Actually I felt that a portion of the students actually did better on quizzes and test than when we were not on Covid schedule. But the face to face element is still vital to the cosmetology field and learning the techniques and procedures that they need to be successful, it's a hands-on career.
- This course was significantly impacted by COVID-19 and the changes made to do emergency distance learning. Unfortunately, this occurred when we were getting to the hard concepts and learning outcomes. Some of my students did not have reliable internet and I lost contact with a few students that needed the f2f interaction. Students that would have completed and passed the course did not perform at a satisfactory level to pass.
- Students received the changes well and expressed a positive reaction to learning things on line.
- It seems like students have a great surface level knowledge of the topics and themes that were presented, but I'm not sure the depth of knowledge that students have. Part of that may be due to the resources that I was able to compile and present digitally, and part of it may be the time commitment that many students are giving to the course in an e-learning environment. Many of my students also work part-time jobs and so school work is much more difficult for them to balance in this environment. Students have still shown proficiency of the learning outcomes I have presented, but there are much fewer levels of mastery in content level outcomes than had been during traditional in-person instruction.
- none
- Some individual/group reading assignments became individual only. Class interaction was more fluid than in building instruction.
- Actually, they had far BETTER discussions, both on the discussion boards and on Zoom, than they did in class - they all participated and their recorded Zoom discussions were much more thoughtful and insightful than I anticipated.
- Their paper is due next week, so I'll know better then. My sense is that the more self-motivated ones worked hard and got a head and will be done early with solid papers, while there are a couple who have fallen off the radar and I'm not convinced at all that a few of them will turn in a final paper.
- Some students seemed to have disappeared from group discussion. Others liked the added time for assignments and exams.
- There were some emails asking for clarification and other students seemed to understand and prepped for online transition.
- Discussion increased among the students who were engaged and serious about the class. Other students, those who are not good writers, turned in less work than previously, and as a result, their grades dropped.
- There is no way to determine the impact of these changes.
- Learning stayed the same, we had all labs previously done so we finished lecture time! Worked out very well.
- Went fine, we covered everything with no problems, besides having no lab time
- NO LABS
- Similar achievement but may be slower to get duties accomplished.
- Takes them longer to accomplish tasks.
- Little to no effect on the outcomes, perhaps took more effort to communicate online in lieu of face to face.
- For the most part this did not change the student's achievement of the learning outcomes, however some students may be behind.
- Student achievement was not impacted. Benchmarking content was affected, but the students still received the information and it was discussed.

- For the most part COVID-19 did not impact my students' achievements or learning outcomes. The use of online meeting and the ability to record these meeting is probably an advantage to some student that might re-play a webinar to get a better understanding of the materials covered.
- Zoom was a great alternative, but did not have the same impact that face to face meetings have. My students need to put a lot of trust in me as their instructor. As a new instructor, I need to build that trust. To me it isn't as easy to do that remotely.
- It did impact their financial stability as a business and their ability to be sustainable and profitable over the next several years.
- did not affect outcomes only slightly behind on record keeping due to situation that was presented
- They couldn't test out or graduate on time because of this and will have to continue to go to school in the fall because of this.
- They did not get as much practice on bending conduit in lab, but they did get the theory of bending. The student learning outcomes did not change.
- Greatly decreased the students ability to have hands on experience on CNC equipment that they will be operating when they work in industry.
- Extremely decreased student involvement in this type of equipment that they will be exposed to in industry. Very disappointed that we were not able to meet face to face, even with submitted safety protocols in place.
- In some ways better than usual, given that this was an ethics class and students were living through and witnessing moral dilemmas all around them. On the other hand, about 1/3 of students lost communication in the course, and it is not clear why. I suspect the main factors are 1) lack of internet/computer access (I know for certain that one student at GF campus used to spend her day on campus because she had no internet service at home, and she lost communication with the class entirely), and 2) inability or unwillingness to complete the course on line.
If on-line instruction is to continue in the fall it is imperative to assure that students have computers and internet access.
If students could have access, and it was clear that certain course expectations on-line are required, I could better facilitate standard parts of the course that are important, like face to face (at least digital face time) presentation, speech, and debate.
- Negatively. I think most students did not have computer/internet access, and/or lacked the needed classroom structure to help them succeed.
I was not able to instruct students on techniques for transcendental meditation.
D2L class email option was down for a while, so I used Grades First, but this hindered my ability to contact the class as a unit on a regular basis and I had to rely on Course Announcements. I do not think most of the class was able to access either emails or announcements.
- The main impact was that an already apathetic class became more so because I wasn't there to bug them regularly. One student dropped away completely in the last month, even though she had been doing well before that.
- We do it by the book not the way some places may teach our students so that is one of many problems.
- I don't think they did. I had three top-notch students this semester, who all came from the first course in this series (PHYS 1201), and continued to this one. Their grades didn't change at all.
- These changes did NOT impact students being able to achieve the learning outcomes of this course.
- Students completed at least 80% of the SLOs. I usually meet 100% of SLOs. But students did learn how to research. In fact, this experienced has showed me that I need to incorporate research techniques and teaching into earlier assignments.
- Unfortunately, I believe a few students relied on Internet sources for some of their answers since I saw many of the same answers from several students. Students also missed some of the deeper meanings and literary devices evident in the literary works since we did not have regular discussions about them while they were reading. However, I believe students still benefitted from reading the literature and were able to get a pretty clear understanding of each work from the various assignments I gave them.
- After a little time of not being able to work due to travel, all students completed the course just fine.

- Developmental education students struggled.
It was difficult to help developmental students complete and finish this course.
Very difficult to help students get online.
- These changes caused minimum interruption to the student learning outcomes on a whole, but improved a few learning outcomes by incorporating innovative at home projects that demonstrate a student's presentation, research, comprehension, and practical skill demonstration.
- The changes made instruction and student learning possible despite the radical disruption to the school year.
However, I found that many students seemed to be negatively impacted by the COVID-19 disrupted and had a difficult time focusing on school work. Many students' grades dropped after the extended Spring Break.
- It impacted ILO 5: 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. Students were still able to meet the ILO at an average milestone.
- I know most students would have passed the course. I had more students fail this course because of the COVID-19 Pandemic.
- These changes caused minimum interruption to the student learning outcomes on a whole, but improved a few learning outcomes by incorporating innovative at home projects that demonstrate a student's presentation, research, comprehension, and practical skill demonstration.
- It did not change the learning outcomes but it did create a different way of getting the content of the class to them. Just glad it was only half the semester.
- Migration of the laboratory component of the course to completely online had a negative impact on student achievement of learning outcomes.
- These changes caused minimum interruption to the student learning outcomes on a whole, but improved a few learning outcomes by incorporating innovative at home projects that demonstrate a student's presentation, research, comprehension, and practical skill demonstration.
- Only one student had to withdraw from the course due to COVID-19.
Some students would have greatly benefited from the peer-to-peer assessment and APA citation help.
- The F2F students ROCKED going online!! They took ownership and responsibility for their learning. The online section grades dropped significantly with Covid-19.
- I was very proud of how my students stepped up and met the challenges. We covered very similar material, but it was much different than what we would have done because we could not access the greenhouse.
- It just changed my approach of the delivery of the content. The learning outcomes were still met. Just not the way I would prefer to do the class.
- For the most part this did not change the students' achievement of the learning outcomes, however some students may be behind.
- This affected the effectiveness of LO#9: Out-of-class assignments: reading, worksheets, work products, interviews, etc.
- I don't feel it hurt the student learning outcomes. It just did not give them much hands on in lab. They did get the concepts to the material.
- The changes in the class seemed to have an effect because of a loss of face-to-face contact with the students. We lost a couple of students from our program during this time. Most students kept up with assignments and made it to Zoom meetings to stay informed. I reached out to students more often by all means necessary to keep in contact with them.
- The impact was that we could spend time on labs when we returned and didn't spend time on lectures that could be viewed while we were not on campus.
- As long as students were able to continue on-line there were no problems.
- We were not able to completely assess their improved competency with the learning objectives for MN POST physical fitness learning objectives.
- We weren't able to expose the students to everything I would like to expose them to.

- It assisted the student to look deeper into some concepts we would have discussed in a face to face setting.
- Covid-19 made regular good business decisions extremely variable based on timing with outcomes not always as predicted
- covid-19 changed business plans and priorities. learning outcomes were very fluid
- farmers had to and still are adapting daily
- Some items were actually more efficient and effective. We reviewed many records on line which was quicker than normal and far more effective. Reviewing the Finpack materials and cash flows had set backs in some physical locations due to poor or old or outdated internet services. Also some producers have old computers or cannot communicate by screen. these examples are ineffective and attempted by phone to the best of our abilities
- the students have achieved the learning outcomes but the implementing may not occur
- many producers became more efficient and effective in the fact they saved time. Less effective and efficient for others who have outdated equipment or internet providers
- At this time of assessment, it is hard to assess how the changes impacted student learning. We will get a better idea after they take their certification exam. Teaching immunology and microbiology online is not conducive to good student learning. However, medical assistant and phlebotomy students will perform few laboratory procedures in these areas. The students will mainly do specimen collection and waived testing in these areas of the laboratory. The students will do hands-on procedures in their clinical practicums. One student disappeared during the COVID quarantine. She was struggling prior to this, so it may not have been the reason. Other students stepped up and met the learning outcomes for the course. How they apply this learning to actual situations will be determined in practicum and when taking the certification exam.
- They were not able to fulfill the usual quota requirements. The board of Cosmetology for MN would not allow quotas outside the department. Very unfortunate!
- The part that affected them was being able to work on our guests.
- This was hard for them as there are a lot of electrical calculations in this class. Zoom was very helpful.
- It was harder for students to do the labs.
- They did have a real motor to do connections so I feel some of them maybe did not take it as serious as they could have.
- It did not, as students had already completed over 40 wiring labs. So we worked on troubleshooting skills.
- Students did fine, PLC is all about programming. They did get to still program.
- This clearly impacted these students as they needed face to face with instructor. The final project was hard for them, but we did Zoom to work through it.
- They did not get to practice any real life situations along with applying their soft skills.
- More clinical practice.
- They will need to come stay longer to complete this portion.
- The state testing sight we use has been closed since all this started. No license, no work. No salons allowed to open so no one is hiring anyway.
- I had several students drop the course because they did not want to take it online. I believe personally, that developmental education courses are best taught face-to-face since students are already at risk. I completely understand why those students dropped.
- I fear students are not prepared for high-stakes testing such as the NCLEX exam.
- This was a hands-on lab class, students were still very willing to learn but they could not install the solar array systems.
- It was a bad deal when students are in face to face lecture they get put their hand on components.
- It didn't give them the learning that they needed.
- They lightened the load for students when they may have had additional personal responsibilities or illness, as well as provided a longer opportunity for students to submit late work. This helped out at least two students in the course that I am aware of.

- If necessary, students were able to complete and submit assignments late for a longer period of time. This allowed them the ability to still demonstrate learning of the SLOs and earn points for the chapter assessments and knowledge checks. It was less punitive to students' grade.
- If necessary, students who had difficulties completing assignments within the assigned time frame had extra time to complete the assignments the last 6 weeks of the semester. This change allowed students the opportunity to still demonstrate their understanding of the SLOs while not being too punitive to their course grade and ability to successfully complete the course.
- There was no impact to students achieving the learning outcomes. The software applications integrated were previously combined in an earlier capstone assignment.
- Provided an updated time frame for completion of assignments and allowed students to be able to demonstrate completion of the SLOs.
- The chapter that was removed was a bonus chapter of content. It did not meet any SLOs and therefore, removing it did not impact student achievement of the learning outcomes.
Adjusting the due date schedule and extending the late assignment submission time frame allowed students to be able to still demonstrate their completion of SLOs and in an adjusted, but appropriate time period.
- Was not as sure that the knowledge transferred from classroom to field applications.
- Student response to moving to online instruction was not as impactful as face to face instruction would have been.
- Some students stopped participating completely when the class was no longer face to face.
- Students adjusted well to remote learning, but did not have the same positive impact as face to face learning.
- For the most part this did not change the students' achievement of the learning outcomes, however some students may be behind.
- It was a failure for at least 4 students, who either lacked the ability or willpower to complete the course on-line. I lost the ability to know that students were receiving vital information via face to face class time, and hence the ability to respond and adjust as needed.
For the rest of the students it was a moderate success. Some others tried to keep up, but were clearly struggling with heavier employment loads, stress, anxiety, and confusion. For about 3 students, the changes were comparatively successful.
- They were overwhelmed. But they actually did very well. They were patient and understanding and the communicated to me in Zoom meetings, text and emails.
- Not having labs seriously affected the outcome. Nobody showed them how to do it.
- I didn't like not being able to control their environment.
- Students would inspect 14 different areas/and multiple parts to determine if they are in spec. This was unable to be completed due to no face to face classes after March 9th.
New concepts were introduced mid semester. These all had to be videotaped and discussed via Zoom presentations.
Students did not have the opportunity to do physical hands on use of inspection equipment and components.
- I am afraid that my inability to get all students to show up with all the time, some students fell behind with no due dates instead of using it as an opportunity to catch up. Maybe people would have falling behind and quit if I did keep them?
- Depending on the student, distance learning was either successful or very unsuccessful. It was very evident of who was more of an independent learner and who required teacher directions and nudging to get required coursework completed.
- WE lost out on learning about how our community uses calculus and the chance to make some connections with business leaders.
- There were a few students that did not engage in distant learning. There were some that really went after it and participated in every opportunity that they were given.
- In Math 1111 we did not cover rational functions and in Math 1121 the students did not get to make the models for one section since we were doing distance learning.

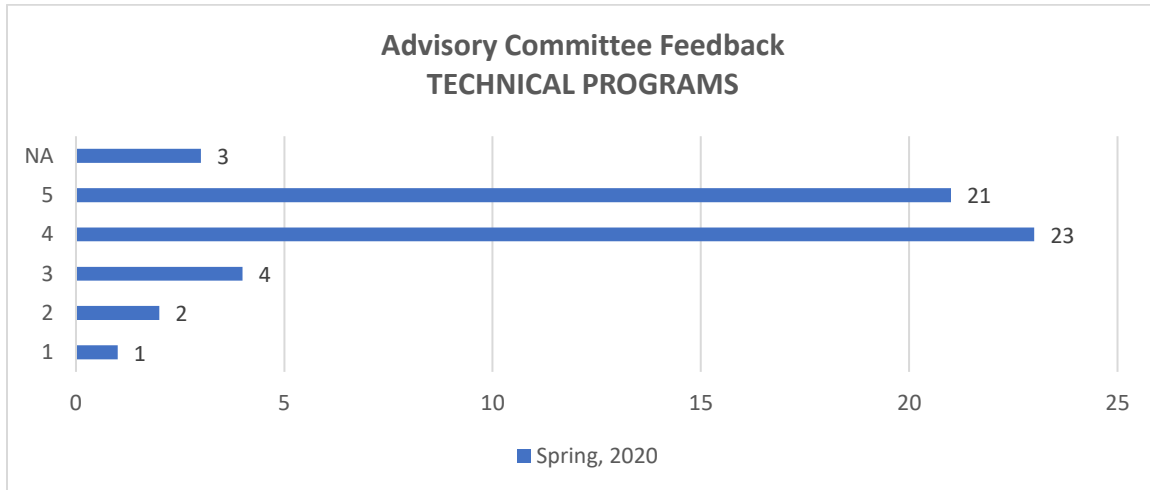
- We didn't get through as much as I'd have liked due to time, but I do think students became more independent out of necessity.
- This course was scheduled to conclude 3 days prior to the move to distance learning. No changes were made to the course or assessment methods as a result and no discernable impact to student achievement resulted.

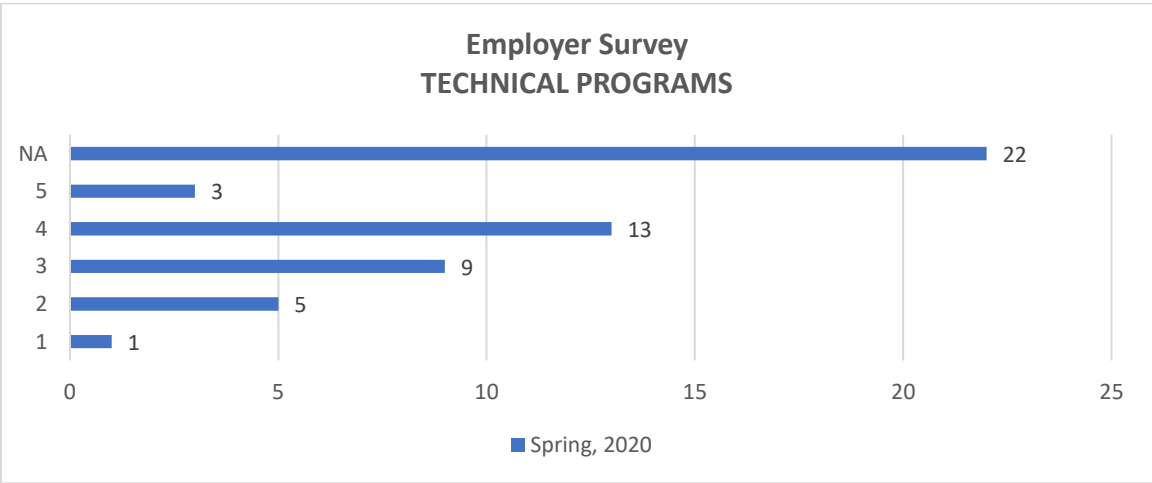
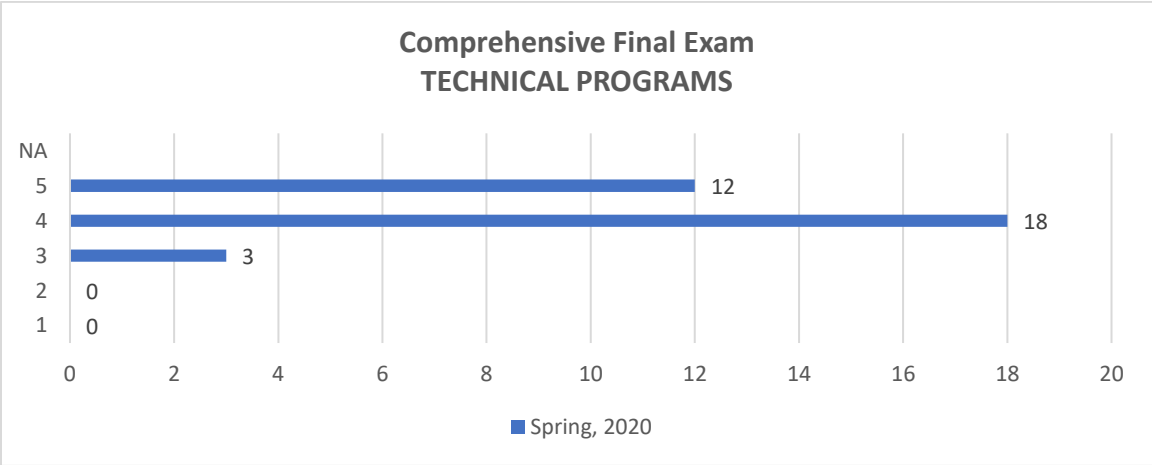
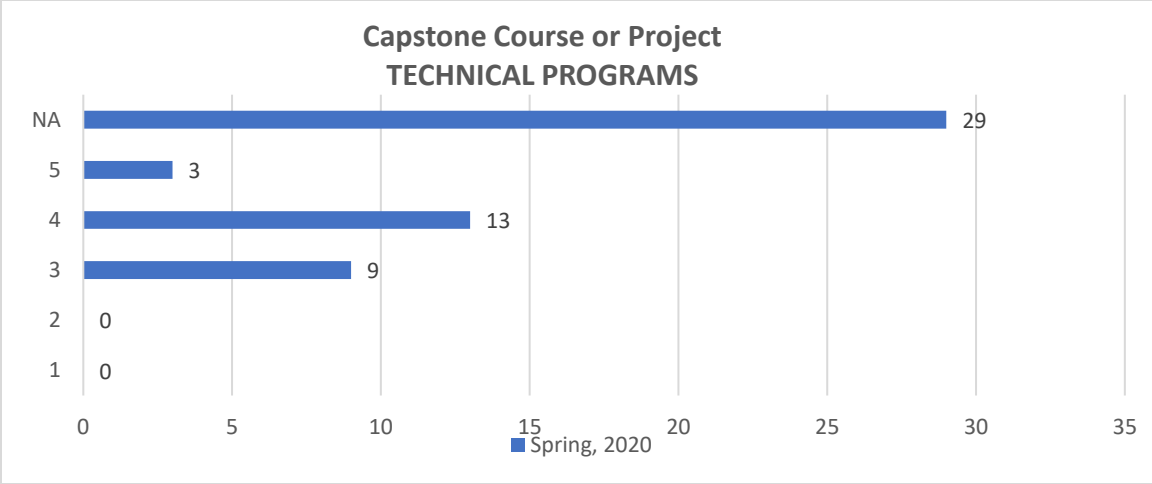
TECHNICAL PROGRAM ASSESSMENT

Effectiveness of Technical Program Assessment Methods Used

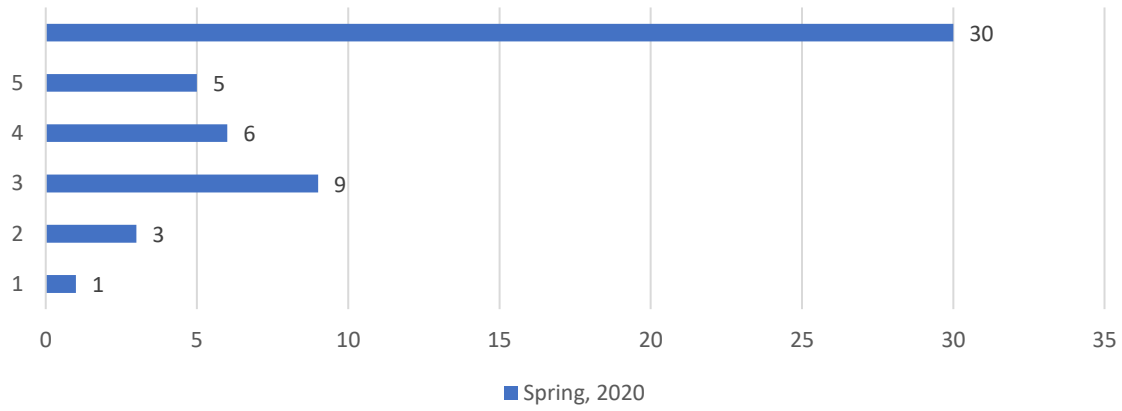
Likert Rating Scale

1	Not Effective at all: did not measure Student Learning Outcomes well.
2	Somewhat Effective: measured some Student Learning Outcomes adequately and others not adequate enough.
3	Effective: measured Student Learning Outcomes adequately.
4	Very Effective: measured some Student Learning Outcomes adequately and some very well.
5	Extremely Effective: measured all Student Learning Outcomes very well.
NA	

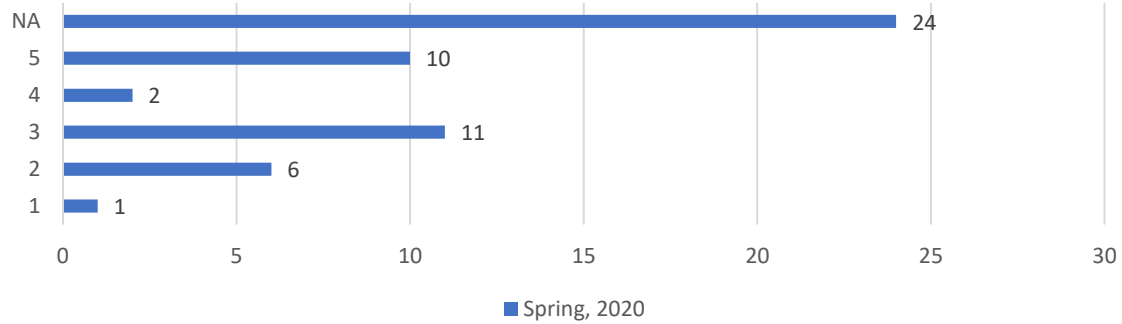




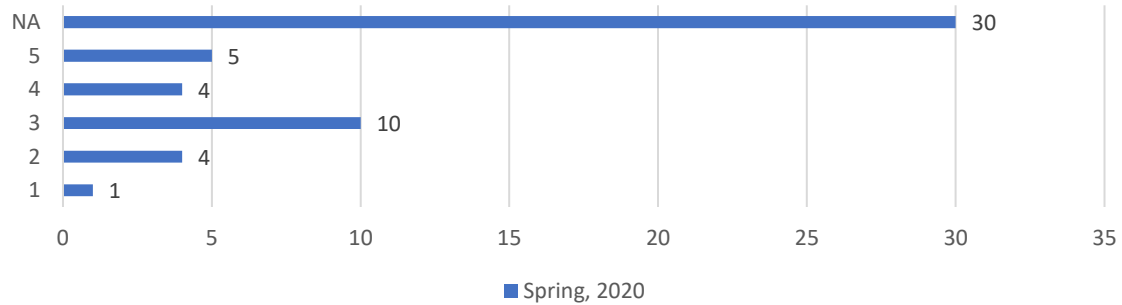
Exit Surveys, Interviews for Graduate Candidates TECHNICAL PROGRAMS

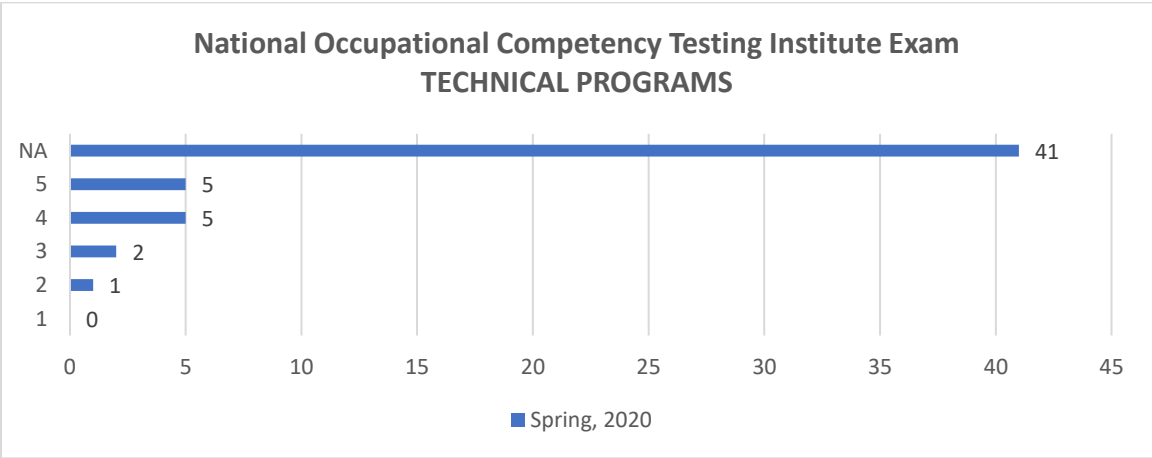
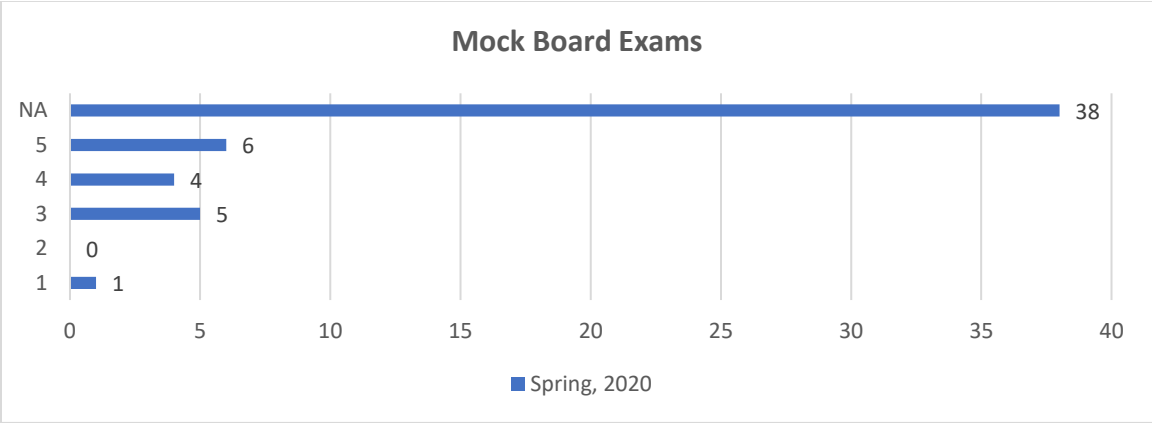
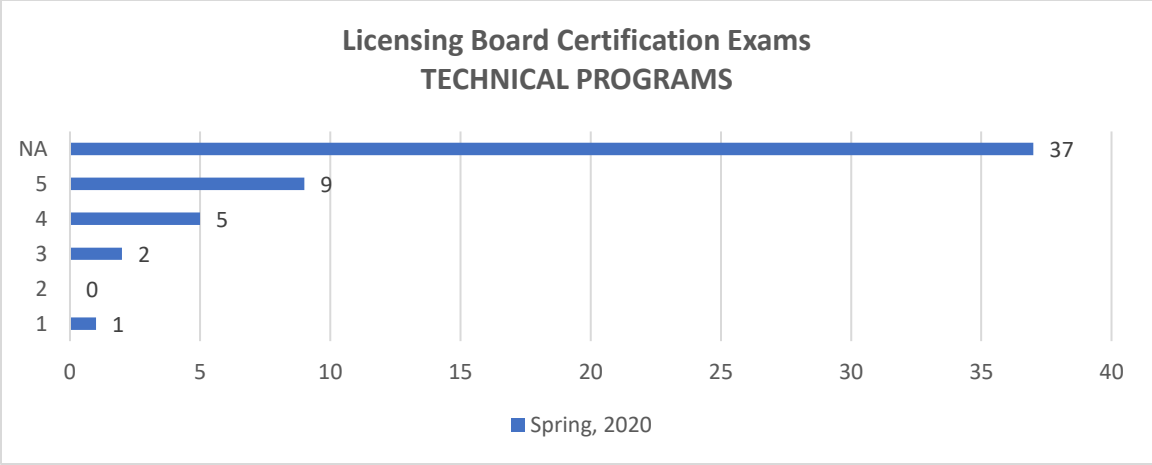


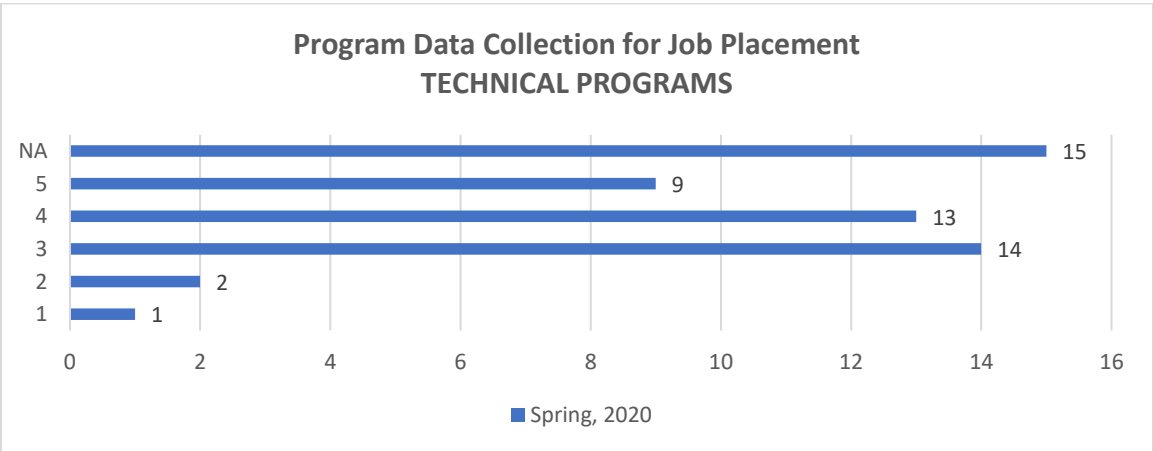
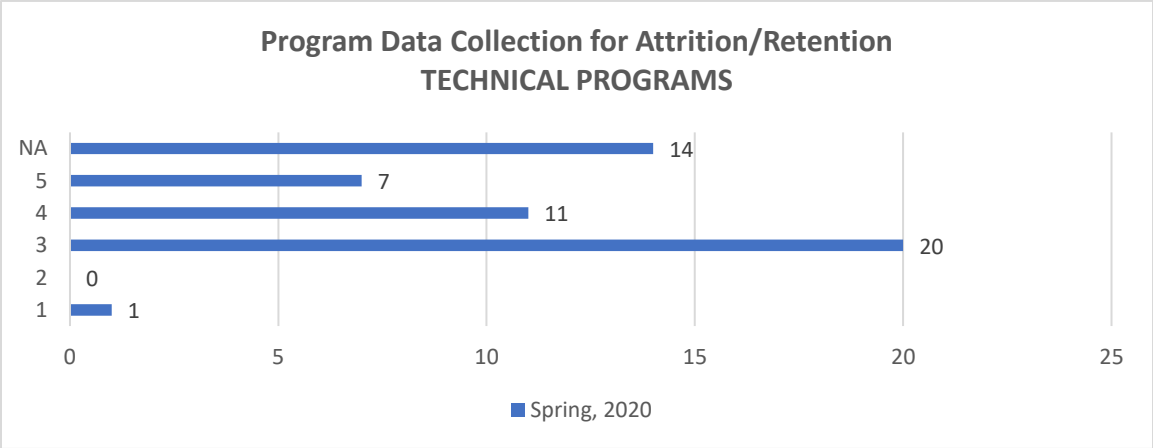
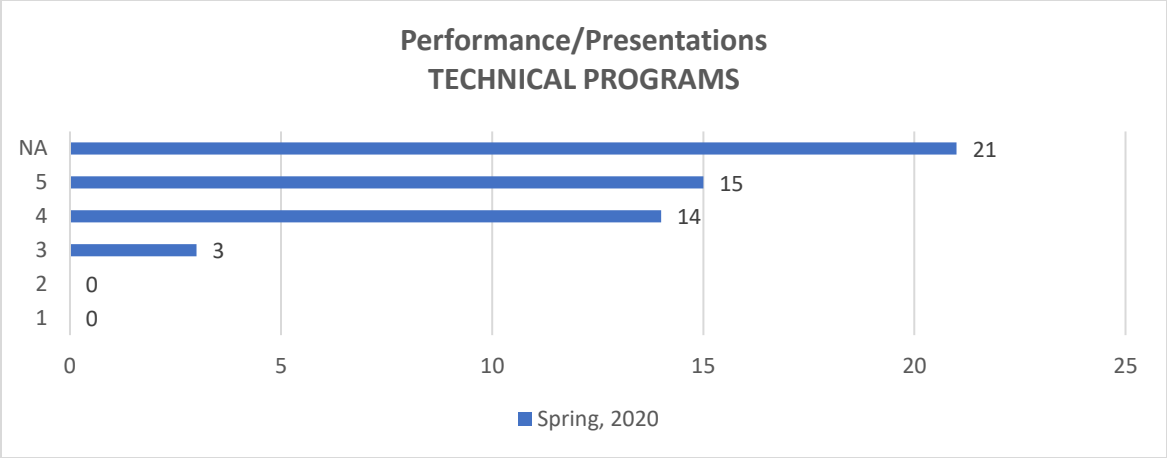
Externship, Internship, Preceptorship Supervisor Feedback TECHNICAL PROGRAMS

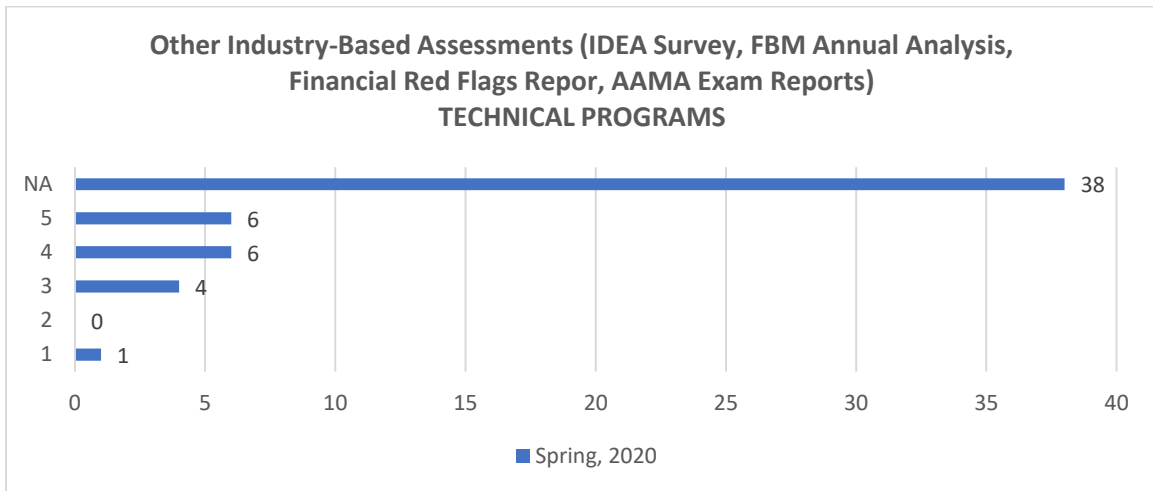
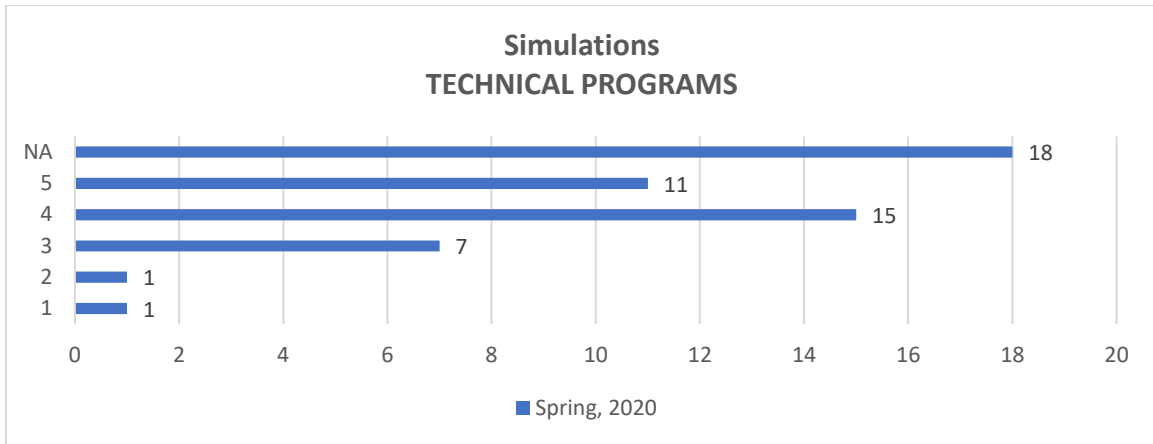


Externship, Internship, Preceptorship Rating Scale/Checklist TECHNICAL PROGRAMS









Changes Made to Technical Programs to Improve Student Learning

- We expanded some of our products to include new technology
- We have moved to more online delivery methods
- Advisory board cabinet members asked to keep up the good work.
- Due to COVID, completed virtual simulation and will be watching student comments related to future use.
- Last year indicated the desire to ensure the assessment activities used aligned with program learning outcomes (PLOs).

A review of assessment activities took place. New or additional assessments were added in some courses to ensure the PLO was being effectively met. (Examples: added additional verbal communication assignments in the BUS 2242 Business Communication course; added additional written and verbal communication assessments as well as new business office procedure assessments in the ADSA 1111 Office Management course).

Additional learning resource tools were added in the ADSA 1122 and 1123 courses (Watch and Learn videos and Guide and Practice tutorials).

Modified grading rubric on one assessment to add more clarity for students.

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Modified grading rubric on one assessment to add more clarity for students.

- The most recent advisory committee meeting indicated the program was successful and no changes needed currently.
- New lab skills testing, stations
- Due to lack of hospital labs that perform microbiology, we implemented a SIM Microbiology portion into the Clinical Microbiology course. The students' evaluations were very positive. Next year we will do the SIM microbiology portion the first 2 weeks of clinicals so the student can have the basics before they do the other 2 weeks at a hospital site. Just having the student go 2 weeks to a hospital site gives us the opportunity for that site to take more than 1 student for the 2-week stint. Due to COVID 19, few students were able to do Microbiology at a Clinical site.

The practice exams in Capstone course were given so that the student could assess themselves in what area they may need to study harder for the certification board exam.

2019 graduates: All graduates passed the certification board exam on the first try. Last year I stated that I put questions relating to the Laboratory Operations on D2L and required the students take the quiz until they got a 100%. The scores on the Laboratory Operations section of the board exam were improved.

- No curriculum changes were made this year. But, a meeting was held with faculty who teach the HC, ADSM and HIMC courses. All Medical Assistant Review Board Competencies (required for accreditation) were reviewed to ensure they are being delivered in the appropriate course.

Concerns from students on course evaluations regarding the administrative courses were brought to the attention of the instructor and the Dean of Allied Health.

The curriculum changes implemented in the Fall of 2018 (and discussed on last year's assessment) are still being evaluated. Final detailed results of the 2019 CMA Exam have not yet been received. This will help to analyze whether exam scores in the administrative area have improved.

- The most recent advisory committee meeting indicated the program was successful and no changes needed currently.
- Just looked thru all course material and adapted to industry standards
- We met with our Advisory Board and prospective employers.

We have changed, updated texts and added more hands-on learning opportunities.

We have given first year students more opportunities to observe second year students going through scenarios. This also includes opportunities for first year students to be role players so they get the chance to observe what they will encounter in the second year.

We have resituated our classrooms to allow for a computer lab setting in both of our main law enforcement classrooms to simulate a squadroom environment similar to what the students will in the field.

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- Met with Advisory Board and area employers to get their opinions and also surveying them for needs.
- No curriculum changes were made this year. But, a meeting was held with faculty who teach the HC, ADSM and HIMC courses. All Medical Assistant Review Board Competencies (required for accreditation) were reviewed to ensure they are being delivered in the appropriate course.

Concerns from students on course evaluations regarding the administrative courses were brought to the

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The curriculum changes implemented in the Fall of 2018 (and discussed on last year's assessment) are still being evaluated. Final detailed results of the 2019 CMA Exam have not yet been received. This will help to analyze whether exam scores in the administrative area have improved.

- Incorporate additional training on new Precision displays
- WE HAD THE STUDENTS GOING INTO MORE DEPTH INDIVIDUALLY THIS YEAR ON BIG PROJECTS. IT STARTED OUT BEING A REALLY GOOD IDEA AND THEN WITH COVID 19 THE STUDNETS MISSED OUT ON FINISHING ALOT OF THEIR BIG PROJECTS THAT THEY WERE DOING. WE TRIED OUR HARDEST TO FINISH OUT THE SPRING SEMESTER AND GET THEM AS MANY DEMONSTRATIONAL YOU TUBE VIDEOS THAT I COULD SO THEY WOULD SEE WHAT ELSE THEY WOULD HAVE BEEN DOING HANDS ON.
- Amended simulations and simulation day structure; including virtual simulation
Testing Preparation for near graduates; changes included added comprehensive content throughout Spring term courses to meet the goal of strengthening the NCLEX pass rate - NURS 2225, 2245, 2260
Mental Health - added one additional clinical location; added virtual simulation due to COVID - simulations included communication
Professional Communication during simulation; Added Professionalism Points to the NURS 2150 Skills Lab course (wear uniforms on campus with identification badge).
Continue with 80% testing benchmark to pass course.
- Student learning outcomes were aligned to fit the college mission and learning outcomes. The effect of those changes will not be completely understood until next spring.
- The student learning outcomes were better aligned with the college mission and learning outcomes.
- The student learning outcomes were updated to better align with the college institution learning outcomes. My advisory council was instrumental in assisting with that project.
- Lab area expansion, better for student involvement all equipment located in one area.
- Lab expansion allows better layout for student activity in learning around equipment.
- More learning labs within the course specific courses that I teach and a few courses had a new book.
- implemented additional labs (hands on learning)
- Our team looked at retention data for our students to determine overall success of working with students and determined that retention was fairly strong but there was a need to continually monitor retention of our students.
- Orientation for new students was modified to provide a more up to date and properly prepare students for the clinical field.
-New assessments were implemented in board review that requires students to be more prepared for boards.
-New communication labs were implemented in Procedures 2 and 3 to improve communication skills of students.
- Additional topics occurring in industry
- We are in a continuous process of keeping up with technology.
- We try to improve in the areas the students are weak in when they are given NOCTI testing.
- We constantly evolve in this situation to improve student learning based on input from our advisory board and industry needs.
- Incorporate additional training on new Precision displays and sprayer module
- Incorporate additional training on new Precision displays and laboratory exercises.

Proposed Changes to Technical Programs to Improve Student Learning

- Adding more scenario-based simulations for students to work through would by far be the best thing we could add to enhance learning. The simulations would also include debriefing to go over what students could/should do/have done in the situation.
- Program Learning outcomes were met but not in the depth with the online format due to COVID-19.

- Actively monitor current or new assessments to ensure alignment with course and program learning outcomes.
Make sure all faculty instructing in the program area are aware of how their courses fit with the program's learning outcomes.
Consider adding an graduate exit survey or employer survey to provide more methods for program assessment.
- Actively monitor current or new assessments to ensure alignment with course and program learning outcomes.
Make sure all faculty instructing in the program area are aware of how their courses fit with the program's learning outcomes.
Consider adding an graduate exit survey or employer survey to provide more methods for program assessment.
- Identifying ways to improve the PN program completion rate.
Collaborative assignment
Weaver training - Pilot summer 2020
Zander Grant training
Criteria for admission adjustments
- Organizing labs for hands-on.
- Just expanded what we could, based on MN state board laws. We were not able to go into dipped nails in lab experiences due to the double dipping issue. However, we did add it in to teaching.
- Collect and process biological specimens for analysis. this is ok
Perform analytical tests on body fluids, cells, and products. More use of counting cells with hemocytometer would improve student learning.
Recognize factors that affect procedures and results, and taking appropriate actions within predetermined limits when corrections are indicated.
Monitor quality control within predetermined limits. This year in Capstone I used several videos with worksheets for a review of QC and Levey Jennings rules. Some did struggle with this so next year I will add more.
Perform preventive and corrective maintenance of equipment and instruments or referring to appropriate sources for repairs. This cannot be taught at the college lab so it is taught at their clinical site. However, due to COVID, the students were not in exposed to instruments in every area of the lab. They will learn this when they get employed.
Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, and other health care professionals, and with the public.
Recognize the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care.
Apply basic scientific principles in learning new techniques and procedures.
Relate laboratory findings to common disease processes.-- This is always difficult for beginning laboratory technicians and it improves with experience. This year we implemented more case studies and worksheets in each course. The case studies, some done as a small group and some individually, allows the student to look at patient's history, clinical symptoms, and laboratory testing results to conclude a possible diagnosis. In Clinicals, I wrote case studies for each course, rather than having the student research one case study, this way each student was exposed to the case studies. I wrote four different case studies for each course so the students originally did not get the same case study because some students do all their work together. After they turned in their case study, I gave all the students all 4 case studies. However, due to COVID taking my time to put every course online, I was unable to write case studies for each area. Next year, I will write more case studies for each area of the laboratory.
Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence. During Capstone I discussed professional organizations and requirements that they need to have continuing education to maintain their certification.
In addition, the graduate will complete the learning outcomes identified within the General Education courses required.

- Assessment activities at this time are successful in measuring Program Learning Outcomes.
- Went thru this year and changed according to industry
- Meet again with program instructors Fall 2020 to review required cognitive, psychomotor and affective competencies, making sure they are being delivered and assessed in the appropriate course.
The administrative area is the main area of concern, and students are still voicing concerns on course evaluations, especially in ADSM1120 and HIMC1150. Continue to address these with the instructor and the Dean of Allied Health.
- Using employer surveys.
Increasing scenario-based training and simulations - adding in to more than lab classes.
- Actively monitor current or new assessments to ensure alignment with course and program learning outcomes.
Make sure other faculty instructing in the program area are aware of how their courses fit with the program's learning outcomes.
Consider adding an graduate exit survey or employer survey to provide more methods for program assessment.
- Up-to-date metering class replay class
- Additional industry/Banking professionals to present financial statements
- network with industry (agronomy, animal science, marketing, financial institutions) for job skills and training requirements.
- need to take at this substation utility class and maybe restructure
- HIMC 1160 will have a different book next semester. I don't feel that the book has been updated with new information so I am going to a new book from AHIMA.
- Better lab layout again for student learning.
- lab expansion gives students a better position on their lab experiments.
- better connect PLO to courses outcomes
- We needed to change are program to eliminate any electricity or service instruction on items that go through the outer layer of the skin.
- Some future data worth collecting is an entry exam and an exam. These scores will not be included in the students' final GPA's, but will provide me with a better snapshot about their learning experience. After reviewing the question stats and the overall scores between tests. Move forward with areas that need change or improvements, thus will be better equipped to answer this question.
- I think that working on some foundational information starting next fall by developing entrance and exit exams will be valuable to help me identify where the weak areas lie. Most of my students already work in the industry, so it will be valuable to identify the strengths and weaknesses of the program and work toward improving the program from that data.
- It's become evident that I have to be more diligent to the new incoming students. Counseling them on the first or second day may benefit them in their choice for the concentration areas in the program.
- Testing Preparation in NURS 2225, 2245, 2260 - continue comprehensive preparation started Sp 20 - related to NCLEX pass rates, program completion goals.
In FY21, require assignments - allow some late assignments. areas of weakness identified by not completing assignments.
Continue with 80% benchmark of testing to be achieved to pass courses.
- On campus lab models, simulation software, updated cad program
- network with industry (agronomy, animal science, marketing, financial institutions) for job skills and training requirements.
- ELUT 1110 transformer simulator for hookups since we do not energize transformers.
- network with industry (agronomy, animal science, marketing, financial institutions) for job skills and training requirements.
- We stay on the cutting edge of technology for our program this keeps the students up to date on all the newest technologies.
- Making sure that the PLO mirror the industry standards.

- We are always trying to stay on the cutting edge of technology for our student learning.
- Need better text books
Need to make more power points
- It was also suggested by the advisory board committee that students should go through the ARRT content specifications guidelines themselves and pull information from course content to better prepare for what will be on the boards.
Goal 3- The student will evaluate images effectively. Because it was not met, the measurement tool and outcome was addressed for an action plan to increase students' performance in image evaluation. It was suggested to send image evaluation data to clinical sites so the clinical instructors could assist in evaluating the student in this area and allow the student more practice in the evaluation of the image.
Goal 4- The student will demonstrate professionalism, was analyzed by the board at the advisory board meeting and by program officials. It was suggested to add a section on the student's clinical evaluation to include the evaluation of the student's appearance. It has been reported by some clinical sites that students are failing to look professional in the clinical field. This will be added, monitored and assessed in the next assessment plan.
- There was a strong focus on understanding the FINAN report and the impact on the businesses of our farmers. With a downturn in the farm economy, this data has been crucial to meeting the student's financial goals as well as meeting our educational priorities.

FUNDS: Items Purchased to Enhance Student Learning

- Lab expansion
- Sim Man
Weaver Module Training
- NOCTI Exam
- Lab Volt Trainers (Jackson), Lab Volt Simulators, Expanded lab space(Canby) and Motor Control equipment.
- 8 HP PCs and Monitors for computer lab
12 Glock G-17 pistols
2 Glock Training pistols for scenario-based training
2 Glock trigger reset training pistols
2 AR -15 lower assembly for firearms training
- Cell washer for Blood banking Parasitology slides
- 8 HP PCs and Monitors for computer lab
12 Glock G-17 pistols
2 Glock Training pistols for scenario based training
2 Glock trigger reset training pistols
2 AR -15 lower assembly for firearms training
- Snap-on Torque certification set
Snap-on Scanner certification set
Snap-on meter certification set
Scanner updates
Service information updates
Office lap-top computer
- Precision Technology Displays and Sprayer Training Lab
- SimMan 3G Essential - Pipestone Nursing Lab \$90,000 - Finance Committee
vSims - \$10,400 - Access/Op or Perkins
Weaver - \$6,000 - Access/Op
laptops - 3 - Finance Committee \$9,000
case studies (KeithRN) - \$2000 Access/Op
- Labvolt simulators, Expansion lab space

- Lab expansion
- Laptop Computer/docking station
- Precision Technology Displays
- Precision Agriculture Displays
- Laptop computers
- FINPACK software
- A smartboard was purchased for the radiology classroom. Additional computers were purchased for the radiology lab area.
- Perkins Funds were spent on tools and fittings
- 1 Hydraulic pressure gauges/hos 1 1500.00 1500.00 Needed for diagnostics on hydraulics
- 1 Funnels and oil control prod. 1 500.00 500.00 Needed for keeping cleanliness in shop
- 1 Forklift 1 20,000.00 20,000.00 Machine was built in early 60s. Needs upgrade
- 2 ¾ drive impact socket set 21/2 1 1400.00 1400.00 Shop tools needed for disassembly and reassembly
- 1 Aldata 1 \$1000
- Aldata 1 1000.00 1000.00 Service information for student learning
- 2 Bench vices 15 500.00 7500.00 Students can hold projects in vice.
- T 1 3500.00 3800.00 Needed for students learning powertrains.
- 1 Engine 2 2500.00 5000.00 Needed to replace older worn out engines
- 1 Lease of 2 new tractors 2 1500.00 3000.00 Used for diagnostics on new machines
- 1 All Data 1 1000.00 1000.00 Used for diagnostics
- 1 Transmission 2 5000.00 10000.00 Students use to understand powertrain systems
- New drill press purchased with Perkins money.
- Purchased new drill press thru Perkins \$
- Precision Agriculture Displays and sprayer module
- Hand tools

FUNDS: How Purchased Items Enhanced Student Learning

- The computers will enhance the lab areas where our law enforcement students learn to work in the same setting as working in the actual field. This allows the students to utilize program specific software which is similar to what they will use in the field.
The firearms purchased enhance the firearms training the students receive by allowing the students to train with the types of firearms they will use in the field.
- Provides increased hands-on learning opportunities on new up to date equipment.
- Assessment tool to measure program learning outcomes.
- The NOCTI Exam is an assessment tool to measure program learning outcomes.
- Sim Man is the key to nursing education deliver/replacement to clinicals in relation to COVID and being in a rural area.
Weaver measurement evaluated after training in one year.
- gave the students room to expand their knowledge.
- All blood banking labs have an automated cell washer rather than manual washing of the cells. The students are still taught to manually wash the cells for blood banking; however, the cell washer will enhance their student learning because they will know how to operate it when they attend their hospital clinical site.
Parasitology slides will enhance student learning because the student can actually see the parasite under a microscope rather than just looking at pictures in a book.
- With current technical equipment we can meet industry needs
- Help keep up with industry demands with current technology

- The computers will enhance the lab areas where our law enforcement students learn to work in the same setting as working in the actual field. This allows the students to utilize program specific software which is similar to what they will use in the field.
The firearms purchased enhance the firearms training the students receive by allowing the students to train with the types of firearms they will use in the field.
- Much faster, more efficient. Mine was 8 years old.
- Allows all lab equipment to be located in one area so students can be managed better.
- Gave the students room to expand their knowledge and organize lab area.
- Laptops - required for necessary delivery of courses to students
SimMan - will be used when able to return to campuses for training.
VSims - Allowed distance delivery of program during COVID.
Weaver - training for students on reading
case studies - allowed for continued patient scenario experience during COVID.
- provides training on new technology in agriculture
- A smartboard was purchased for the radiology classroom. This allowed students an updated learning environment. Also, allowed faculty to utilize several different tools that the projector did not offer, increasing the students overall learning experience.
Additional computers were purchased for the radiology lab area. This allowed more testing to be done in digital format. Also allows students to view images on a monitor versus film which is comparable to what they see in the clinical field.
- Because of mobile nature of our program, high quality laptops are crucial to our success. We utilize the FINPACK software daily in assisting our farmer students in developing an understanding of their farm business.
- It gave them the tools that they will be using in the career
- provides training on new technology
- provides training on new technology
- Machines in our industry keep evolving so must the tools and equipment that we use to diagnose and repair these machines. It is essential that we keep up with this equipment to give the student the most benefit of student learning.
- Old drill press was WW2 surplus and was not operational and unsafe.
- These items purchase benefited the student through new technology and replacing older units.
- Existing drill press was WW2 surplus and was unreliable and unsafe for operation.
- So our students could keep up on latest technologies and older units could be replaced.
- The students in my class had plenty of power tools and fittings for labs.

Evaluation of Changes: Changes recommended from the prior academic year; from advisory committees, faculty, outside agencies/workforce, etc.

- We have made text changes, course lineup times and semesters offered. We have made it a priority for students to have many repetitions of hands-on lab training.
- The most recent advisory committee meeting indicated the program was successful and no changes needed currently.
- Addition of assessments to courses helps to build documentation for the level of PLO achievement earned by students.
Visual representation to see the connections between course assessment, program outcomes and institutional learning outcomes.
Ensures we are covering the material necessary and are taking steps to yield the desired results of program's graduates.
Since the NOCTI Exam could not be completed this academic year it couldn't be used as a tool to measure completion of the PLOs. Instead, the level of achievement on PLOs had to be determined based on key assessments performed at the course level.

- Being able to pivot between simulation and traditional clinical experiences.
- The advisory board committee was very happy on the program students are needed for this course.
- More online theory
- One change we are not going to do is shorten the length of the Clinicals as several MLT programs across Minnesota are going to do. After discussing this with the current clinical students and Advisory Board they recommend keeping the clinicals the same length.
The SIM Microbiology will be moved to the first two weeks of Clinicals so the students will review the course material/labs before they do Microbiology at their Clinical sites. This will be easier for me to place students for the additional 2 weeks at a Clinical site that does Microbiology.
- Curriculum changes that were implemented Fall 2018 are still being evaluated. They have been effective in coring courses with other Allied Health office programs, but we are still waiting on the CMA Exam Results for 2019 graduates to see if their scores in the administrative area have improved.
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- The automotive program follow current trends in the industry and also with our advisory committee
- We have made text changes, course lineup times and semesters offered. We have made it a priority for students to have many repetitions of hands-on lab training.
- Addition of assessments to courses helps to build documentation for the level of PLO achievement earned by students.
Visual representation to see the connections between course assessment, program outcomes and institutional learning outcomes.
Ensures we are covering the material necessary and are taking steps to yield the desired results of program's graduates.
- Up-to-date training
- continue to network with industry for internship opportunities and job placement.
incorporate guest speakers from industry
stay current with agriculture advancements in technology.
- continue to network with industry for internship opportunities and job placement.
incorporate guest speakers from industry
stay current with agriculture advancements in technology.
- The last advisory board committee meeting, the board is very happy and was very excited about the new lab which is needed to exceed student learning and hopefully attract new students to our facility.
- The advisory board committee was very happy on the program, although students are needed for this course.
- We revised a lot as they changed the laws and rules for Eshtetics. WE are waiting to see what more changes as Covid has effected our industry and it's rules.
- Aside from updating student learning outcomes in concert with our advisory committee, major changes were limited this year.
We did, however, move to close our Biofuels Technology, AAS, the parent program of this certificate due to lack of enrollment in over 7 years.
- Aligning the student learning outcomes was the first step. While we (advisory committee and I) are postponing our advisory committee meeting due to 3 of the 6 plants either on our advisory board or that send their students through the program are shut-down completely or idled due to the ripple effects of the pandemic.
- I did not seek to promote this program better and know that has to occur. Enrollment is low.
- Continue Advisory Committee at Minnesota West (for Nursing programs)
Continue job placement data analysis
Continue serving as advisory committee members for clinical partner facilities
- IMPLEMENTED NEW CURRICULUM AND IT WORKED WELL.

- continue to network with industry for internship opportunities and job placement.
incorporate guest speakers from industry
stay current with agriculture advancements in technology.
- We could always use more faculty to work with students.
- Advisory board recommended changing software in MECH to align with industry standards
- We haven't made any significant changes but when they arise we will adapt.
- Advisory board recommended a different software program for MECH 1115
- Several changes were made to the assessments in response to feedback from clinical instructors in the prior academic year. Additional checklists were added. Students will complete these in Clinical II & III. A communication assessment was added to an existing lab that will be completed in Proc 3 per advisory board recommendation. An assessment covering fluoroscopy communication will be added to existing checklist for clinicals at each site that offers fluoro. These were all changes that went into effect in the academic year 19-20. The additional checklists have yet to be evaluated by clinical instructors. The communication lab and fluoroscopy lab has improved students readiness for clinicals and has improved patient interactions.
- Advisory recommendation - Continue working with our farmers in providing high quality, accurate information so our farmer students can make sound business decisions. Impact - Emphasis on this with new faculty and reminder with existing faculty. Advisory recommendation - Put focus on working with new and diverse farmers in the profession. Results - Strong focus on recruitment of new farmers. Worked with the MN Dept of Agriculture to secure scholarships for beginning farmers along with those in organic production.

COVID-19: Changes Made to Course Due to the COVID-19 Pandemic

- In some courses, assessments had to be removed due to time constraints.
- We moved many aspects of our programs online to buy time before we were allowed to finish lab classes on campus. Students were assessed more through online discussions, worksheets and papers or other assignments.
We met weekly with students via Zoom to keep them up to date with what was going on with their schooling.
- Online text book and you tube video's with questions that relate to the video then the following day have a 2 hour zoom meeting and answer any questions relating to the subject or any other issues dealing with a car/truck
- Online course schedules and content were adapted to the restart date after Extended Spring Break. There were only 2 face-to-face courses in the MA Program that required transition to online, MEDA1135 and MEDA2110. The lecture components were delivered via Zoom and D2L.
In MEDA1135, the instructor was able to deliver most of the lab component through online simulations. Emergency Preparedness & PFT skills were completed in groups via Zoom, and the ECG skill will be assessed on campus next Mon./Tues. due to the executive order allowing this.
In MEDA2110, a curbside pick-up of supplies needed to practice injection and pediatric measurement skills was done. The students practiced at home, and the assessment took place one at a time via Zoom. Remaining skills (pediatric wt. and locating IM injection sites) will be assessed on campus next Mon./Tues. due to the executive order allowing this. With the above changes, all students will complete the required cognitive, affective and psychomotor competencies.
- We have to move to more training on mannequins so we purchased more of them.
- Unfortunately, we were unable to test out and do our state board practical exams for our final graduates.
- All courses and materials removed online used publisher and some simulations to complete the labs.
- Virtual simulations instead of on campus simulations and traditional clinical
Proctorio - Proctoring online for ATI
Respondus - Proctor testing
- In some courses, assessments had to be removed due to time constraints.

The NOCTI Exam could not be administered to the 19-20 academic year graduates. Program assessment was based on course level assessments identified to fulfill the PLOs.

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We met weekly with students via Zoom to keep them up to date with what was going on with their schooling.
- on line classes zoom and D2L learning
- The changes we made was putting all courses online for the first time. We put lectures, virtual labs, and exams online. So assessments were new because of the new format.
Portions of the Clinical Courses were put on line as well which was very difficult to simulate laboratory procedures. We basically used many videos and You-tube instructions and assessed these by worksheets and short quizzes.
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- Lot of You tube video's with questions and a 2 hour zoom meeting following day for explanation and content
- All course material was moved online, adopted online learning platform provided by publisher, and used online simulation to complete labs.
- WE NORMALLY USE THE "NOCTI" TEST AND WERE NOT ABLE TO DO THAT THIS YEAR. WE WERE NOT ABLE TO COMPLETE LAB PROJECTS LIKE WE WOULD HAVE NORMALLY DONE.
- Utilize work experience and job training skills
- online lectures and d2l quizzes
- Zoom course delivery
virtual simulations
case studies
- Aside from extending assignment due dates, changes were not made for assessments.
- This program was completely on-line prior to the shut-down. Aside from extending assignment due dates, there weren't many changes made to the program.
- Assignment dates were extended for the last half of the semester.
- More mannequins to work on.
- All courses and materials were moved online, use publisher and some simulations to complete labs..
- reduced curriculum loads in courses
- All courses and materials were moved online, we used publisher and some simulations to complete the lab.
- My courses were all online already so all I needed to do was change due dates because of the extended Spring Break.
- D2L online classes zoom
- Utilized job training as assessment.

- Because individualized instruction is critical to the success of our former students this proved to be a hurdle for our team. We were able to meet by Zoom with our students to review data from the previous years and help them understand their plans for the upcoming year.
- Several courses went from face-to-face to online learning. Many assessments were created by the publisher vs. a mixed instructor/publisher, once it went online to make it more compatible with D2L. Due to COVID- less formative assessment was completed and more summative assessment was completed.
- had to implement simulations to fulfill Field Experience hours
- Moved all classes online. Cut short on lab time.
- had to use simulations to complete Field Experience hours
- We suffered through no labs which is detrimental to student learning outcomes.
- MACH 1460, 1435 and 1425 were delivered via Zoom. MACH 1465 was not addressed after March 9th, the result of electronic issues and the necessity of redirecting time and resources to other areas of higher priority.
- Our labs were seriously affected for students learning and skill sets.
- MACH 1465 was truncated due to COVID. Also equipment for this area had electronic issues which needed to be resolved.
Met via Zoom for classes MACH 1460, 1425 and 1435. Videotaped procedures and processes for these classes and had students watch video.
Graded projects as in progress for MACH 1415
NIMS test (National Institute of Metalworking Standards) were not taken for areas MACH 1425, 1435 and 1415. The result of campus closed down.
- This screwed up our lab situation.
- Utilize work experience and job training skills
- Went to zoom training it was a definite lack in the hands-on training they needed to complete the program but we had to do what we had to do.

COVID 19: How Did These Changes Impact Student Achievement of Learning Outcomes?

- Students adapted to the changes, practiced skills and attended required Zoom meetings for performance testing. They may have spent additional time practicing some skills since they had the supplies at home for repetitive practice.
- some classes did with no hands-on training like explained in the previous question
- The changes met the learning outcomes based on the MN POST Board learning objectives. However, it may be too early to fully know how the online learning has affected the first-year students as they move to second year.
- Faculty may not have had as many opportunities to perform assessments used to demonstrate achievement of the outcomes as they had originally intended (BUS 2242, etc.).
- didn't have all of the face to face lab time
- The changes met the learning outcomes based on the MN POST Board learning objectives. However, it may be too early to fully know how the online learning has affected the first-year students as they move to second year
- Students were not able to experience the depth of hands-on lab and classroom interaction provided in a face to face course. Student learning outcomes were met but not to the degree provided by a hands-on lab setting.
- Faculty may not have had as many opportunities to perform assessments used to demonstrate achievement of the outcomes as they had originally intended (BUS 2242, ADSA 1100, 1105, 1126, etc.).
"Due to the extended spring break, not all students were able to complete a verbal communication assignment in Business Communications. Two assignments were included in the original schedule, but one had to be eliminated due to the shortened semester."
"In Advanced Office Applications, one of the Capstone Case assignments was removed due to the shortened semester. The outcomes to be assessed in this capstone case had been covered in a earlier capstone assignment; however, there were fewer opportunities for the students to demonstrate mastery

of the outcomes as a result."

"In ADSA 1100 and ADSA 1105 College Keyboarding I and II, a couple of the business document production exercises in the original schedule of assignments were removed. As a result the students had fewer opportunities to demonstrate performance of learning outcomes."

- Faculty may not have had as many opportunities to perform assessments used to demonstrate achievement of the outcomes as they had originally intended (BUS 2242, ADSA 1126, ADSA 1100, 1105 etc.).

"Due to the extended spring break, not all students were able to complete a verbal communication assignment in Business Communications. Two assignments were included in the original schedule, but one had to be eliminated due to the shortened semester."

"In ADSA 1126 Advanced Office Applications, one of the Capstone Case assignments was removed due to the shortened semester. The outcomes to be assessed in this capstone case had been covered in a earlier capstone assignment; however, there were fewer opportunities for the students to demonstrate mastery of the outcomes as a result."

"In ADSA 1100 and ADSA 1105 College Keyboarding I and II, a couple of the business document production exercises in the original schedule of assignments were removed. As a result the students had fewer opportunities to demonstrate performance of learning outcomes."

- Switching is hard for student so not so bad with already having some of these items in place. Hard for non-trad students in working with technology. Program learning outcomes will be measured over the next year related to simulated versus real experiences.
- Students were not able to finish labs and classroom time. Student learning outcomes were met but not like a normal year where full face-to-face instruction was held.
- They were not able to reach their learning outcome yet until we can meet in person
- With the above changes, all students will complete the required cognitive, affective and psychomotor competencies. Students adapted to the changes, practiced skills and attended required Zoom meetings for performance testing. They may have spent additional time practicing some skills since they had the supplies at home for repetitive practice.
- We feel that we achieved the learning outcomes for didactic and theory; just a different mode of delivery. However, the hands-on was not achieved. The plan is to have these labs right away in the Fall semester. We will have a heavy lab portion at the beginning of the Fall semester just in case we have to do home isolation again due to new surge in COVID 19.
- Students were not able to experience the depth of hands-on lab and classroom interaction provided in a face to face course. Student learning outcomes were met but not to the degree provided by a hands-on lab setting.
- Still need hands-on training it affected them in that aspect
- not all the hands-on training
- hands on learning
- I had a few students that didn't think they needed to complete all the assignments but I explained to them that it was part of our accreditation competencies. I explained to them that it would not benefit or be fair to them to eliminate those chapters/assignments because they would not have knowledge of certain areas of study in coding.
- Students were not able to finish labs in classroom time. Student learning outcomes were met but not like a normal year where full face-to-face instruction was held.
- students were given more grace in completion
- Students were not able to finish labs and classroom time. Students learning outcomes were met but not like a normal year where full face-to-face instruction was held.
- They practiced at home but were not allowed to count those quotas and have not been able to come in to gain quotas.

- I know that those who asked for additional time - beyond the original extension dates - benefitted by successfully completing the semester with a higher GPA which was more reflective of the students' capabilities.
- I think that being very flexible with regard to late work submissions helped the students to succeed and reflected their actual work ethic instead of a GPA that included a lot of zeroes.
- Extending due dates - at times more than once - helped students impacted by this pandemic to succeed and earn GPAs that are reflective of their work - not of a GPA with a lot of zeroes entered into the gradebook.
- SLO and PLOs were able to be achieved with the amended training (Zoom, recorded lectures for on-campus students, vsims, case studies).
- classes without labs stayed the same. Classes that should have had labs suffered
- applied skills for earning outcomes.
- COMPLETED HANDS ON PROJECTS WOULD HAVE DEFINITELY BENEFITED MY STUDENTS MORE THIS YEAR.
- Helped them at home practicing and will be utilized when the students come back
- Was a lack of hands on
- applied skills for earning outcomes.
- The students lost out on much learning from out lab setting.
- Student involvement in all areas of studies was severely impacted. My area is heavily dependent on face to face and hands on interaction with industry standard equipment and tools the students will be operating in industry.
Attempted to overcome via videotaping procedures and processes as it relates to equipment operation and inspection of components.
- This was detrimental to the students and industry's needs.
- Drastic reduced face to face time affected student time that would have been spent on equipment and measuring tools that they will be using on a regular basis in their employment.
- It was not good for our students not having their labs.
- Was unable to adequately provide hands-on learning which would have come from finishing the trade house.
- The changes we had to be make due to COVID-19 has a negative impact to student achievement.
- Students were still able to achieve their outcomes and achieved at a high level. Some of our older farmers struggled with the technology.