



**MINNESOTA WEST
COMMUNITY AND TECHNICAL
COLLEGE**

ASSESSMENT SUMMARY REPORT

2019-2020

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Assessment Summary Report

2019-2020 Academic Year

INTRODUCTION

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

ASSESSMENT ACTIVITIES OVERVIEW

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

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

Learning Outcomes

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

Institutional Learning Outcomes (ILOs):

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

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

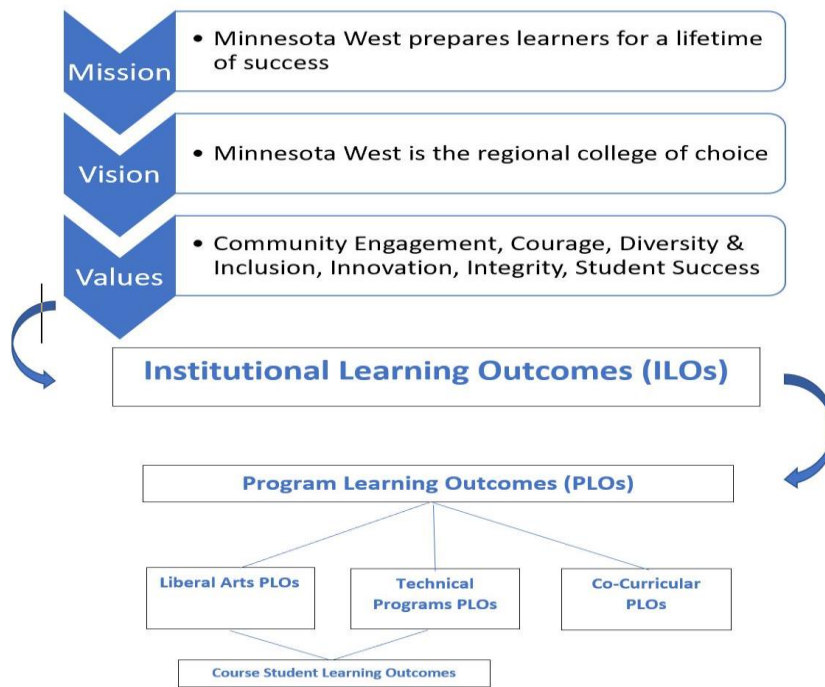
1. Community Engagement and Courage: Learners develop the confidence, skills, and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.
2. Diversity and Inclusion: Learners develop knowledge, skills, and behaviors to live, work, and communicate with people whose backgrounds, experiences and perspectives are different from their own as well as to consider the global impact of their decisions.
3. Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
4. Integrity: Learners develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationship, and shape their personal and professional identities to achieve fulfillment.
5. Student Success: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

Program Learning Outcomes (PLOs):

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

Student Learning Outcomes (SLOs):

The student learning outcomes are clear, concise statements that describe how students can demonstrate their mastery of the specific course material. The SLOs are written in observable, measurable statements that support the Program and Institutional Learning outcomes, and ultimately, the mission.



CHANGES IN ASSESSMENT ACTIVITIES 2019-2020

Several changes were implemented during the 2019-2020 academic year to include course, technical program, and cocurricular learning outcomes; curriculum maps; and assessment site tools.

Course Student Learning Outcomes (SLOs) and Assessment

In the 2019-2020 academic year, Liberal Arts courses were reviewed to determine applicability to the Minnesota Transfer Curriculum as well as improve Student Learning Outcomes (SLOs) to ensure each outcome was observable and measurable. This process included Technical Program Learning Outcomes as well. Many courses within Technical Programs do not meet the Minnesota Transfer Curriculum (MnTC) however, review of the SLOs determined a need to ensure they were observable and measurable. The review of course outlines will continue through the 2020-2021 academic year.

The comprehensive review of the course outlines provided opportunity to transition to a simpler form. Use of Course Learning Objectives was simplified to eliminate confusion for the student. The current Student Learning Outcomes clearly state what students are expected to learn and demonstrates the rigor of the course.

The process of making these changes began with the faculty. Each faculty was encouraged to review the current course outline for his or her respective courses. Student Learning Outcomes were edited and/or created to reflect the current rigor of the course and were transferred to

the new course outline form. Within Liberal Arts, the course outline was then reviewed by the faculty in the respective Division (Humanities, Social & Behavioral Science/History, etc.) for further editing. Upon final review by the Division the course outline was submitted to the Liberal Arts Transfer Pathway (LATP) committee. Membership of the LATP committee includes the Division Chairs and the Dean of Liberal Arts and Institutional Effectiveness. Further editing suggestions were made to the faculty if needed. Upon final editing the course outline was signed by the Division Chair and the Dean of Liberal Arts and Institutional Effectiveness and submitted to the Academic Affairs and Standards Council (AASC) for final approval. Opportunity to ask questions regarding the changes made to the course outline and student learning outcomes was afforded at the AASC meeting. After final discussions, the voting members of the AASC either approved the changes or sent it back to the faculty member with suggestions for change. [Course outlines](#) are then entered into the college system and uploaded onto the Minnesota West Website.

The course assessment tool was reviewed to determine the applicability of the questions and edited for content. Additional questions were included to expand assessment data. Institutional Learning Outcomes (ILOs) were included on the course assessment tool and faculty were asked to rate the effectiveness of meeting a minimum of three out of five outcomes. The purpose of including the ILOs was to promote the culture of continuous improvement of student learning in all areas of the college.

A simple "short form" was created to allow faculty to directly measure the student learning outcomes (SLOs) in his or her respective course. All SLOs that were approved through the AASC process during the 2019-2020 academic year were put on individual Course SLO or Technical Program PLO forms. The specific SLOs were listed and a Likert scale was used to determine how effectively those learning outcomes were met. This form is on the Assessment Site on D2L Brightspace. Faculty enter the data and upload the form in the appropriate Division drop box. This is a tool created upon request by faculty so they had a simple document to refer to each time they taught a course that provides additional data on their assessment methods.

[Technical Program Learning Outcomes \(PLOs\) and Assessment](#)

Technical Program Learning Outcomes are reviewed each year to ensure required content and skill were addressed in each respective course. The process by which course learning outcomes in the Technical Programs was addressed above. The Technical Program Learning Outcomes (PLOs) represent the knowledge and skills the student will possess after having graduated from the respective program. The Technical PLOs are evaluated by the faculty and Program Coordinator to ensure the required components of the program are addressed throughout the program and the PLOs are observable and measurable.

An extensive process began in the 2019-2020 academic year to review all Technical Program Learning Outcomes. Review and editing of all learning outcomes for each respective Technical Program occurred and learning outcomes were plotted on a curriculum map to indicate in which course the specific Technical PLO was introduced, reinforced, mastered and assessed.

After the curriculum map was completed it was submitted to the Academic Affairs and Standards Council (AASC) for discussion and approval.

Additional changes were implemented for the Technical Programs. A major change was to complete a program assessment form for each award offered (Associate of Science, Associate of Applied Science, Diploma and Certificate) rather than one form for all awards offered within a respective program. The purpose for this change was to ensure Program Coordinators were reviewing and assessing the difference in rigor and criteria between awards. Another change included reporting on funds received and how those funds were applied toward meeting student and program learning outcomes. Other changes included editing the grammatical structure of some questions to make them more objective and operational. Collectively, these changes have provided a more robust summary of the technical programs' efforts at meeting both student and program learning outcomes.

Cocurricular Learning Outcomes and Assessment

Cocurricular assessment was created in a context very similar to the course and technical program assessment in an attempt to gather both qualitative and quantitative data. Because cocurricular assessment has not been conducted in this manner, in the spring of 2019 student clubs and organizations were chosen as the starting point to keep the process manageable. Clubs and organizations include student senate, intramural activities, Art Club, Theater, and other student organizations that receive funds from the Student Senate. Club and organization Advisers met to develop Program Learning Outcomes that are directly linked to the Institutional Learning Outcomes. From there, specific student learning outcomes were developed that focus on the respective club and organization.

All areas of the college were reviewed to determine the need to create additional cocurricular areas to be measured. Those areas that are now included in annual assessment activities are Advising, Financial Aid, Library and Academic Resources Center (LARC), Peer Tutoring, Professional Tutoring, and Student Services. Specific learning outcomes were developed by the staff in each respective area. Individual assessment tools were created that included the Institutional Learning Outcomes (ILOs) to ensure that each respective program and the learning outcomes developed were directly linked to the college mission, vision, values and ILOs. Staff in each respective program worked together to complete the assessment tool at the end of the academic year.

Course, technical and cocurricular program assessment is completed using the Desire2Learn Brightspace platform. Course assessment is completed at the conclusion of each semester while technical program and cocurricular program assessment are completed at the end of the academic year.

FUTURE ASSESSMENT ACTIVITIES

Because assessment activities are a continuous improvement project, several changes will occur in the 2020-2021 academic year. Many of those changes will be as a result of faculty and staff feedback provided on each respective assessment tool from the 2019-2020 academic year. In addition, progress to move more course outlines with improved learning outcomes will continue through the 2020-2021 academic year. See faculty and staff recommendations.

2019-2020 ASSESSMENT SUMMARY

Course Assessment

Employment Status of Faculty that completed course assessment.

	Fall, 2019	Spring, 2020
Full-time	79%	80%
Part-time	8%	7%
Adjunct	13%	6%
REACH Concurrent Enrollment	Not measured	7%

Assessment Completion: All full-time faculty completed course assessment in fall, 2019 and all but one full-time faculty completed course assessment in spring, 2020. The majority of part-time and adjunct faculty completed the forms for both semesters. The REACH concurrent enrollment faculty also completed course assessment during this academic year but were not specified until spring semester. To better track the REACH current enrollment faculty completion, a separate employment option was included for spring semester.

Assessment methods used and evidence of effectiveness: There are several methods faculty utilize to assess student learning in his or her respective course. Although it is not possible to have an all-inclusive list of assessment methods, attempts are made to categorize the types of methods for brevity. Faculty utilize a Likert scale to rate the effectiveness of the assessment method used in their respective course. Ratings range from a score of 1, meaning the method was not effective at all in measuring student learning to 5, meaning the method was extremely effective in measuring student learning. If faculty did not use the specific assessment methods, Not-Applicable (NA) is an option.

Seventeen categories of assessment methods are listed as options to choose that are applicable to each Faculty member's course. Some of those categories are textbook problems, individual presentations, instructor- and/or publisher-developed tests, in-class and/or out-of-class assignments, labs, internships, and specific skill assessment. The full list of assessment methods and ratings included on the Assessment tool can be found in the Assessment Summary Report: Data Sets.

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

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

Changes made to course as a result of prior assessment methods: Those faculty who determined a particular assessment method used did not effectively measure student learning outcomes, indicated what changes would be made to his or her respective course. These proposed changes demonstrate a culture of continuous improvement in an attempt to meet student learning outcomes. Many of the proposed changes are simple and easy to implement while others require some additional training or financial support. Some examples of change made include reassigning computer practice sets where students could see their errors; project assignments were adjusted to better target the learning outcomes; and use more applied research requiring students to interact with each other in class or online. For a comprehensive list of proposed changes, detailed information can be found in the Assessment Summary Report: Data Sets.

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

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

Because the proposed changes made is extensive a few examples will be included here. For detailed information please refer to the Assessment Site on D2L Brightspace. Many faculty indicated a need to focus more on linking the Institutional Learning Outcomes into lectures and activities within the classroom both face-to-face and online. Other faculty focused on how to better assess student learning with request for training on assessment in general and teaching pedagogy. Techniques proposed range from very simple changes such as making individual work assignments more in depth, change discussion topics to create better interaction among students and use more practice questions and case studies, to complex changes such what was indicated in a technical course:

Offer the class as a hybrid with textbook work being online and lectures on zoom while offering half of the labs on one campus for certain activities and the other half on another campus to complete required activities to increase student

interaction. See Solar Power for an example.

Another example provided was to incorporate an instructional strategy survey to the students to complete that will provide feedback on what assessments they believe will assist with their learning and course performance.

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

SLO: Explain the concepts of troubleshooting and maintenance for process control. Proposed Change: student 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 helps them better understand the subject matter. More of these assignments will be incorporated into the next course offering.

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

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

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

Example 1: Microbiology: all lectures, labs and exams were provided online via D2L. Lectures were provided via power points and recorded lectures. Labs became virtual by using videos of procedures using in the microbiology course. Students then answered questions to demonstrate understanding of the material. Zoom meetings before exams occurred to review and discuss the material.

Example 2: Composition II: all research for students was online. Zoom meetings were scheduled to discuss the research process, have status checks, and give students feedback.

Example 3: Nursing: Students were not able to complete their preceptorship hours in clinical settings at this time (hospitals, clinics, nursing homes, etc.) 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 provided 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 shift 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.

Faculty reported concerns regarding students who did not have access to internet or technology in their homes. Accommodations were made to these students and the ability to make-up work was provided.

The impact of the COVID-19 pandemic on meeting the student learning outcomes was varied. As mentioned earlier, those courses that were already fully online were minimally impacted while others had some areas of concern. Faculty indicate that some aspects of labs could not be completed (such as blood smears in Hematology) but stated that skill would be addressed in the next level of course offering. Other impact on meeting student learning outcomes included not only the inability to experience hands-on training but also impacted the students' participation and interaction. A few faculty noted less participation from some students and others stopped participating in the course completely. However, the information provided by faculty to this question was primarily positive. Student worked more diligently, transitioned smoothly, and were able to meeting the learning outcomes. Full commentary from faculty can be found on the Assessment Site on D2L Brightspace. Technical Program student and program learning impact can be found in that section of this report.

Technical Program Assessment

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

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

Programs included in this report: Fifty-five technical programs were assessed this academic year.

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

measuring student learning to 5, meaning the method was extremely effective in measuring student learning.

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

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

Most Minnesota West technical programs, such as those involving health care, include state and national tests that students must pass to earn certifications or licenses required for employment. Other programs, such as Power Sports, involve optional licenses or certifications from outside organizations (i.e. Power Sports faculty encourage students to test for the Arctic Cat CatMaster certification). When no other national tests or standards are required, most technical programs use the National Occupational Competency Testing Institute (NOCTI).

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

The Law Enforcement Associate of Science Program includes 24 individual courses that focus on both theory and practice. A blend of both general education courses that are guided by the Minnesota Transfer Curriculum and technical courses that are specific to the field of law enforcement provide a comprehensive program that produces well-rounded graduates. Assessment methods used that were considered to be “extremely effective” in measure Program Learning Outcomes include advisory committee feedback, field practice/internships, performances and presentations, simulations, and Licensing Board exams. Methods used that were considered “very effective” were comprehensive exams, mock board exams, program data for attrition and retention, and program data collection for job placement. A capstone project was considered to be an “effective” method to measure Program Learning Outcomes.

Changes made to the assessment process in Law Enforcement were a result of the prior year’s assessment data collected. As such, the following changes were made: Faculty met with the Advisory Board and prospective employers; changed and

updated textbooks; added more hands-on learning experiences. They also gave first year students more opportunities to observe second year students going through scenarios. This also included opportunities for first year students to role play so they get a chance to observe what they will encounter in the second year. They resituated the classrooms to allow for a computer lab setting in both of the law enforcement classrooms to simulate a squad room environment similar to what the students will experience in the field.

Based on the assessment data from this academic year, proposed changes for the 2020-2021 academic year includes adding more scenario-based simulations for students to work through that would include debriefing to go over what students could, should, or would have done in the situation.

Four of the Five Institutional Learning Outcomes were mastered by the 2020 graduating class (Community Engagement & Courage; Diversity & Inclusion, Innovation, and Student Success). The assessment methods used were rated as “very effective” in meeting the ILO of Integrity.

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

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

These funds allow for programs to have up-to-date materials and provide relevant experiences for students in each respective program. For example, the Law Enforcement program requested funds to purchase training firearms and computer monitors for the squad room lab. In the manufacturing programs, students gain practical skills installing, designing, wiring, plumbing, troubleshooting and monitoring industrial equipment and systems used in automated manufacturing and processing. Detailed information can be found in the Assessment Summary Report: Data Sets.

Future budget implications: Many programs indicated future expenditures to include NOCTI testing, equipment/technology updates, continued work on labs and simulations, and other materials to stay current in each respective field. Several programs do not see an immediate need for additional funds to be able to provide a quality program to students.

Evaluation of changes: While some programs indicated there are no need for major changes at this time, other programs report that some minor curriculum changes would benefit. Other programs will focus on updating learning outcomes, focus on changes in field state board requirements that will occur in the next academic year, and enhance methods of delivery to students. Most important to note, all program coordinators indicated some need for continuous improvement.

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

The Technical Program faculty had to make creative changes to ensure delivery of course material and to provide the required lab, internship, externship, etc. experiences for their respective program. Many programs extended the academic year until the stay-at-home orders were lessened and then employed all safety practices that were required to ensure both faculty and students had a safe environment and experience. An extension of an example is that of the changes made by the Law Enforcement Program:

The Law Enforcement Program made changes in the textbook requirements, how the courses lined-up in terms of semester offering, moved as many aspects of the program online so labs and skills could be taught when the stay-at-home orders lessened. Use of online discussions and use of Zoom to hold live classes helped keep the students together as a cohort. When physical presence was required and allowed, smaller units of students were gathered over scheduled times to learn required skills.

The changes met the learning outcomes based on the Minnesota POST Board learning objectives. It is noted that the impact of the changes in course delivery will impact the first-year students as they move into their second year.

Detailed information can be found in the Assessment Summary Report: Data Sets.

Cocurricular Assessment

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

Advising

The advising program provides many services to students including placement testing and assessment, course selection, registration, transfer advising, career exploration, education planning, accessibility services, Post-Secondary Educational Option (PSEO) enrollment, and referrals to community services. Academic appeals and follow-up with students regarding their academic performance is also conducted by the Minnesota West advisors. Collectively, they promote civic engagement and building and maintaining relationships with civic and community partners.

The advising program provided services and activities throughout the year including Advising and registration days, PSEO informational sessions, Getting Connected days, prospective student events, graduation ceremonies and celebrations, individual advising sessions, Career Scope Assessments, and meetings for students needing accommodations. Participation on the Academic Appeals and Suspension committee

ensures students have support in making their appeal to continue to enroll in courses at Minnesota West. The advising staff also worked alongside the city and EDA to complete a house project on the Pipestone campus. Profit from the house sale is used as scholarship opportunities for students.

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

Likert Rating Scale

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

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

3= Effective (measured Program Learning Outcomes adequately)

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

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

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

Advising Program Learning Outcomes – Effectiveness							
PLO	ILO	1	2	3	4	5	NA
Learners will develop relationships to become an engaged citizen.	Community Engagement & Courage				X		
Learners will identify and utilize a support system of family, friends, significant others, coworkers, and/or college faculty and staff.	Community Engagement & Courage					X	
Learners will demonstrate leadership in making improvements to the physical and human condition of community and neighborhood residents.	Diversity & Inclusion		X				
Learners will demonstrate organizational skills to utilize appropriate in-house and community resources.	Innovation					X	
Learners will provide solutions that have significant impact on the community's improvement.	Community Engagement & Courage		X				
Learners will develop coping skills to handle failure by utilizing creative ways to overcome challenges.	Integrity				X		
Learners will demonstrate awareness of balancing academic work, social, family, and extra-curricular activities.	Innovation, Integrity				X		
Learners will develop the communication skills to effectively navigate their college experience.	Student Success				X		

Learners will describe how their chosen program of study helps to achieve both personal and professional growth.	Student Success				X		
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Based on the ratings of the advising program staff, the activities provided to students are considered to be effective or very effective in meeting the Program Learning Outcomes. Rated not as effective are the areas of leadership development and providing solutions that will impact the community. These are areas identified as important to improve in the coming academic year.

Several assessment methods were utilized to gather data. Those methods that were considered to be extremely effective include The Degree Audit Report (DARs) activity was considered to be an extremely effective assessment method to gather data. Student self-reports and observation of student activity was considered an effective assessment method while student satisfaction surveys and GradesFirst were considered to be somewhat effective in measuring the program learning outcomes.

Additional methods of gathering assessment data will be explored in the 2019-2020 academic year.

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

Several changes were made to the advising program due to COVID-10. All advising services were moved online. Support was also provided via email, telephone, and zoom meetings with students. Advisors expanded the tools used to determine course placement and college readiness. No face-to-face interaction with students required advisors to make all services virtual for a period of time.

The impact of COVID-19 certainly took everyone by surprise and initially was viewed as a roadblock to the students meeting their goals. Students, however, with support were able to rise to the challenge of moving to a complete virtual means of learning and communication. Students were able to overcome fear about change and master skills and gain confidence to overcome the challenges in order to succeed. For some students that were already completely online, the impact of the pandemic was minimal.

Clubs and Organizations

Minnesota West provides many opportunities for students to participate in clubs and organizations on all campuses. Those clubs and organizations that are included in this assessment summary report receive funds from Student Senate to provide materials, activities and events. Some of those activities include the American Red Cross Blood Drive (PTK and Law Enforcement Club); Theater productions and Celebrations Around the World (Culture Corner); various athletic activities including flag football, spike ball, dodgeball, open gym, NBA Y2K PlayStation tournament; delivery of Christmas baskets, Holiday Tea, and Chanhassen Day Trip (Student Senate); fall theater production (Theater); and publication of *Unwound: A Creative Journal* (Writing Club).

A complete list of club and organization activities can be found on the Assessment site on D2L Brightspace.

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

Club/Organization	Number of Participants
Alpha Nu Kappa – Phi Theta Kappa	21+
Athletics – Intramural	21+
Art Club	6-10
Business Professionals of America (BPA)	Information not provided
Campus Crusade for Christ (Cru)	11-15
Child Care Club	16-20
Clay Target Team	6-10
Cosmetology	11-15 21+ 11-15
Cultural Diversity Club	21+
Law Enforcement Club	21+
Music	6-10
Post-Secondary Agricultural Student Organization (PAS)	11-15
Student Senate	60+ college-wide
Theater	6-10
Veteran’s Club	6-10
Writing Club	

Likert Rating Scale

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

Clubs and Organizations Program Learning Outcomes (PLOs) - Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will demonstrate empathy and concern for individuals, communities, and societies	Community Engagement & Courage	1	1	2	4	10	0
Learners will negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts.	Community Engagement & Courage	1	1	5	6	3	2
Learners will take actions or advocate for social justice.	Community Engagement & Courage	1	2	5	5	3	2
Learners will engage in constructive	Community	1	1	5	4	7	0

social change through responsible action.	Engagement & Courage						
Learners will identify and articulate one's own identities and the intersectionality of these identities.	Community Engagement & Courage	1	1	5	3	7	1
Learners will engage and build relationships with people from different cultures and contexts.	Diversity & Inclusion	0	1	0	8	8	1
Learners will create inclusive environments.	Diversity & Inclusion	0	1	1	7	8	1
Learners will calibrate one's behavior and communication to exhibit cultural sensitivity in professional and social settings.	Diversity & Inclusion	0	1	3	8	4	2
Learners will make decisions and personal choices that reflect an understanding of global repercussions, including environmental, societal, cultural, political, and economic.	Diversity & Inclusion	0	0	8	7	1	2
Learners will articulate how exposure to multiple worldviews has impacted one's own perspectives and ways of being.	Diversity & Inclusion	0	1	5	4	6	2
Learners will identify patterns to make connections between seemingly unrelated phenomena.	Innovation	1	1	7	1	2	6
Learners will seek, construct, integrate, articulate and apply knowledge and aesthetics across contexts.	Innovation	1	1	4	5	2	5
Learners will connect new ideas with existing knowledge.	Innovation	1	1	3	8	2	3
Learners will generate, analyze, and implement novel solutions to problems.	Innovation	1	0	5	5	4	3
Learners will reflect on learning and experience, adjusting goals and developing actions accordingly.	Innovation	0	0	4	8	2	3
Learners will build and leverage networks with people of varying backgrounds, roles and perspectives to achieve professional and/or personal goals.	Integrity	2	0	5	6	4	0
Learners will critically and systematically analyze pertinent information to make decisions and/or solve problems.	Integrity	3	0	6	5	4	0
Learners will continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or	Integrity	1	0	3	8	6	0

personal goals.							
Learners will persevere through setbacks and disappointment constructively.	Integrity	1	1	5	9	2	0
Learners will build and sustain meaningful relationships with individuals who provide guidance and support.	Student Success	0	0	5	4	8	1
Learners will continually reflect on and align behavior with personal values, beliefs, meaning, and purpose.	Student Success	0	1	2	9	4	2
Learners will optimize emotional and physical health.	Student Success	1	1	4	7	3	2
Learners will consistently employ harm/risk reduction strategies.	Student Success	1	1	6	2	3	5
Learners will effectively balance autonomy and interdependence.	Student Success	1	1	7	4	3	2
Learners will pursue, embrace, and value aesthetics.	Student Success	1	0	6	4	3	4

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

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

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

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

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

While communications and awards were provided to students via email, zoom or postal mail, all clubs and organization face-to-face activities ceased with the onset of the COVID-19 pandemic and the subsequent stay-at-home Executive order from the Governor of Minnesota. The music club was able to meet on Zoom and created a music video for the

virtual graduation ceremonies and Student Senate met via Zoom to set up the 2020-2021 budget and goals.

Because activities could not continue, some learning outcomes in some clubs and organizations were not fully met and it affected the reach clubs and organizations that served the community could make. It also placed emotional stress on the students by not getting to complete social activities and especially an actual graduation ceremony.

Proposed Changes for the 2020-2021 Academic Year

While activities of clubs and organizations will be dictated by the parameters set due to COVID-19, Advisors are optimistic and look to make changes that will enhance not only the students experiences but also ensure learning outcomes are fully met. Some examples provided by the Advisors include holding more meetings via Zoom; gear club projects toward the current college and community needs due to COVID-19, encourage and engage with artists via Zoom; and generally being flexible and knowing they can be creative with meetings and getting the students together.

Customized Training/Continuing Education

Customized Training programs provide workforce development skills training for individuals, employers, and organizations. The training assists learners to obtain the workplace skills necessary to secure, maintain and advance in employment, comply with regulatory or continuing education requirements to maintain professional licensure, demonstrate proficiency in skills to secure a professional licensure or industry credential, and establish a career and educational pathway from non-credit to academic credit certificate or degree programs.

Assessment activities from the prior year included student course evaluation surveys and interviews. The findings from the surveys indicated the students are satisfied or very satisfied with the non-credit courses provided. Comments from individual students' express appreciation for the course, the skills and knowledge of the instructor along and their engagement in the process and dedication to making sure the students successfully completed the course. These assessment activities led to changes in training and course delivery methods, course promotion methods, course registration processes and payment options. Based on recommendations, hybrid instruction methods were implemented along with expanded online self-registration and online payment options for students and employers. Course promotion continues to adopt social media and electronic marketing tactics and have proven to be effective. The implementation of a customer relations management software for program and customer tracking was adopted.

Likert Rating Scale

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

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

3= Effective (measured Program Learning Outcomes adequately)

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

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

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

Customized Training/Continuing Education (PLOs) – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will obtain the skills necessary to enhance academic, work, community, and family settings, integrating knowledge, skills, and strategies to address the workforce need.	Innovation			X			
Learners will obtain the skills necessary to secure, maintain, or advance employment.	Student Success			X			
Learners will comply with regulatory or continuing education requirements to maintain a professional license.	Student Success.			X			
Learners will demonstrate proficiency in skills necessary to secure a professional license or credential.	Student Success			X			
Learners will gain initial skills that can be taken immediately into the flow of commerce and begin a career pathway.	Student Success			X			

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

Due to COVID-19, Customized Training/Continuing Education expanded the use of online instruction methods, implemented the use of simulation software for hands on lab components, reduced the class sizes and expanded the number of individual course offerings. In addition, compliance protocols were employed for social distancing, personal protective use for masks and gloves, and increased sanitization for classrooms and training equipment. Assessment methods moving away from print student evaluations to an electronic assessment course survey. These changes due to Covid-19 increased the length of time to complete the course. In addition, the online delivery method decreased interaction with the instructor.

Financial Aid, Registration

The staff in the Financial Aid program provide to students the processing, awarding, and packaging state and federal financial aid, entrance and exit loan counseling, and work student opportunities. While the Financial Aid program has assessment data regarding the day-to-day operations, formal Program Learning Outcomes (PLOs) were not identified until this academic year. Below are the PLOs specific to the financial aid program and the data demonstrating the effectiveness in meeting those PLOs.

Likert Rating Scale

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

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

3= Effective (measured Program Learning Outcomes adequately)

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

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

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

Financial Aid Program Learning Outcomes (PLOs) – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will utilize e-services to access information and conduct business with the college.	Student Success				X		
Learners will demonstrate effective communication and critical thinking skills in assessing information and services provided by the office of Admissions, Registration and Financial Aid.	Innovation				X		
Learners will demonstrate competence in applying the policies and procedures that guide admissions, enrollment, and graduation.	Integrity				X		
Learners will apply knowledge of financial aid to utilize resources on- and off-campus to maintain eligibility programs.	Student Success				X		

Observation of student activity was considered an effective measure of meeting PLOs while Federal entrance and exit counseling was considered very effective methods. Students successfully complete the aid application and tracking processes which indicates determination and ability to follow instructions and follow-through with requirements. Students demonstrate knowledge of financial aid when they complete their entrance counseling, maintain a 2.0 cumulative GPA, and a 67 percent course completion rate.

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

The COVID-19 pandemic caused many changes to the financial aid process. Calculations using R2T4, were modified, special approval was given for courses and programs to be online, even if they didn't have prior approval. In addition, CARES Act funding was administered via the financial aid team. Significant amount of time and energy went into awarding these funds to students. Satisfactory Academic Progress (SAP) standards were altered for spring 2020 semester. Some students were unable to get documentation from the Internal Revenue Service (IRS), accountants, tax preparers, etc., to aid in the awarding process.

It is noted by the financial aid team that it is difficult to assess for student learning due to not having any required surveys, self-reporting, or institutional assessments. This is an area that will be discussed during the 2020-21 academic year.

Library and Academic Resources Centers (LARC)

The LARC provides library research and instructions sessions individually face-to-face, online, and in the classroom, student research assistance, and selection, organization, and dissemination of academic resources. The staff of the LARC have a great deal of

contact with students and opportunities for assessing student learning are often.

Likert Rating Scale

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

LARC Program Learning Outcomes – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will seek resources from diverse perspectives in order to broaden their frame of reference.	Community Engagement & Encourage		X				
Learners will recognize the cultural, physical, social and historical contexts of an information source in order to understand how they influence the content.	Diversity & Inclusion		X				
Learners will critically examine sources for depth of coverage, quality, and validity in order to select those appropriate to the information needed.	Innovation		X				
Learners will demonstrate ethical behavior through their use and creation of information.	Integrity	X					
Learners will recognize issues related to privacy, ethics, intellectual property and copyright in order to respect the rights of others, comply with laws, and contracts, or safeguard personal information.	Integrity		X				
Learners will develop a strategy for persisting in information seeking despite challenges in order to overcome potential roadblocks in research.			X				

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

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

in scope from citation assistance to resource selection to formulating a thesis.

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

All library and academic resource services were provided completely online. Four additional courses required an online librarian and online library units for the latter part of spring 2020 semester. LARC Librarians and staff indicated that while students were essentially forced into an online environment, the strategies were helpful.

Peer Tutoring

Peer tutoring services are available for a variety of subject matter including (but is not limited to) biology, english, math, psychology, business, etc. Peer tutors guide and assist students in understanding course subject matter; help students learn good study habits and become independent learners. Peer tutors solidify foundational knowledge of course materials and concepts in order to overcome obstacles and prepare students to work effectively and independently. Peer tutors provide services individually, in groups, face-to-face and via Zoom.

Likert Rating Scale

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

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

Strategies employed to teach students the subject matter and use tools and techniques to overcome obstacle are very effective while those strategies to apply study habits to improve independent work and work effectively and independently are effective.

Data analysis is one method of collecting assessment data and was deemed effective in measuring the program learning outcomes. Student survey cards and student self-reports were considered to be somewhat effective in measuring the program learning outcomes. Additional

and more sounds methods of collecting assessment data need to be considered for the 2020-2021 academic year.

A decrease in interest in becoming a peer tutor and utilization of peer tutoring service has been noted the past few years. Methods to market peer tutoring should be employed to ensure students have this service for years to come.

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

The onset of the COVID-19 pandemic had a considerable effect on peer tutoring. Only essential employees continued to work therefore rendering the peer tutoring program closed. This impacted outreach to students and the ability to provide contact hours for the peer tutors. Consideration of online and enhanced Zoom peer tutoring for the 2020-2021 academic year can not only improve peer tutoring services but also reach more students.

Professional Tutoring

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

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

Previous assessment activities have revealed professional tutors as an underutilized service. During the 2019-2020 academic year, Tutors discussed how to enhance outreach activities targeting both students and faculty to connect students that need help with available tutors.

Likert Rating Scale

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

Professional Tutoring Program Learning Outcomes (PLOs) - Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will demonstrate improved	Student			X			

understanding of the course subject matter.	Success						
Learners will demonstrate improved skills in interpreting information from the text and other course media.	Student Success			X			
Learners will apply improved study habits and time management skills.	Student Success			X			

Three program learning outcomes were identified as points of focus. Ratings of the effectiveness of meeting these learning outcomes were effective. The primary means of collecting assessment data included student surveys, student self-reports, quiz results from library units in courses, and faculty reports. All were rated as effective measures.

The 333 direct tutoring sessions imply and support the notion that students and tutors alike are operating within the parameters of Institutional Learning Outcomes 4: Integrity. The alternatives to not seeking assistance are either a reduced or failing grade, or cheating to achieve a better grade. A formal Program Learning Outcomes should be considered for the 2020-2021 academic year.

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

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

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

Student Services

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

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

Likert Rating Scale

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

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

3= Effective (measured Program Learning Outcomes adequately)

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

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

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

Student Services Program Learning Outcomes (PLOs) – Effectiveness							
PLOs	ILOs	1	2	3	4	5	NA
Learners will implement their ability to work in teams, as well as communicate, and think critically about workforce and career readiness.	Community Engagement & Courage			X			
Learners will demonstrate skills and characteristics that support an understanding and appropriate interaction in a variety of cultural contexts.	Diversity & Inclusion			X			
Learners will demonstrate problem solving skills to navigate campus and community resources, which will prepare them for their real life work experiences.	Innovation				X		
Learners will demonstrate their ability to balance positive relationships.	Integrity				X		
Learners will develop personal growth using a holistic approach.	Student Success				X		

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

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

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

The student services program made considerable adjustments due to the COVID-19 pandemic. Student advising and registration sessions were held via Zoom, assisted with setting up calls over Zoom and Microsoft Office Team, investigate and employ Bookings, and offer campus visits virtually and continue to communicate through email. Student Services hosted Student Senate tuition consultation meetings and CARES act funding via zoom. In addition, the Student Services program were integral in providing a virtual commencement ceremony via Facebook and YouTube. Graduation packages were sent

to all graduates.

For some students, the change from face-to-face to virtual services meant a loss of personal connection and accountability when showing up for meetings and activities. For others, it was a normal means of business and allowed even more flexibility and interaction with their instruction and peers.

The Student Services Program would benefit from a software platform that handles multiple tasks such as student alerts, which is currently uploaded manually with data that not necessarily up to date. This platform must have clear and concise steps for staff that does not involve multiple steps and establishes reference points.

INSTITUTIONAL LEARNING OUTCOMES (ILOs) CURRICULAR ASSESSMENT DATA

The Institutional Learning Outcomes (ILOs) were measured in all courses, technical programs, and cocurricular programs. Rubrics were adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics.

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

Benchmark

Learner begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to community engagement and to one's own participation in community life, politics, and government. Provides little evidence of experience in community engagement activities and does not connect experiences to community identity.

Milestone (low)

Learner begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to community engagement and to one's own participation in community, life, politics, and government. Evidence suggest involvement in community engagement activities is generated from expectations or course/program requirements rather than from a sense of community identity.

Milestone (average)

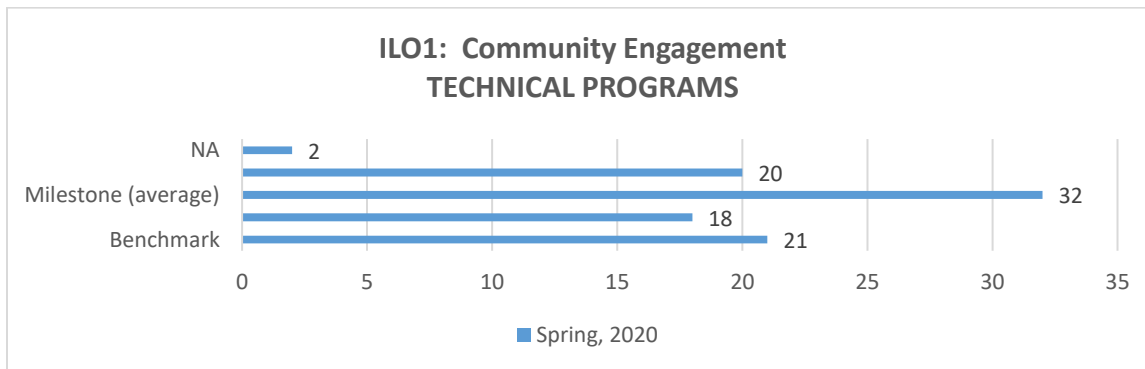
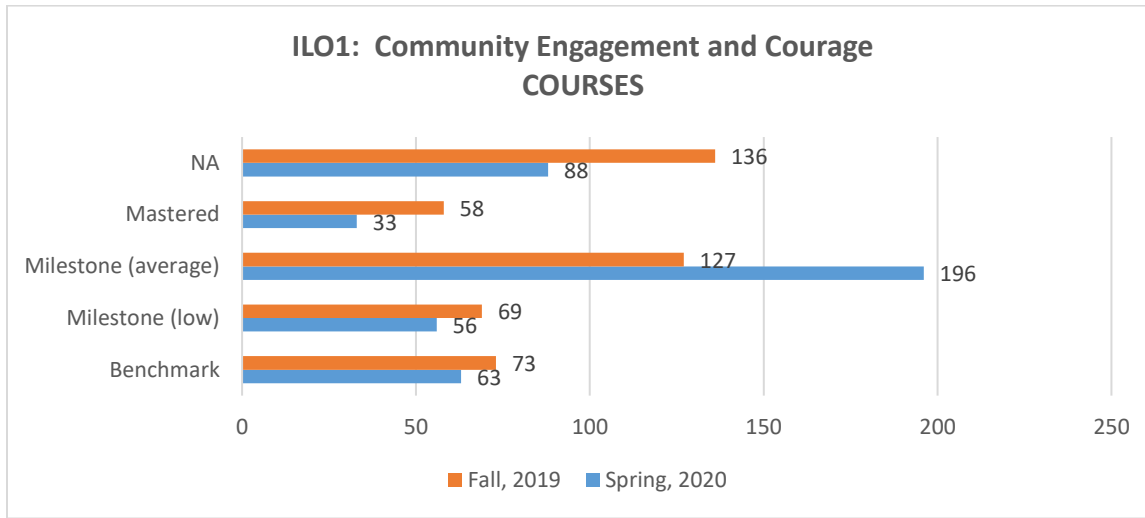
Learner analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline to community engagement and to one's own participation in community life, politics, and government. Provides evidence of experience in community engagement activities and describes what has been learned as it relates to a growing sense of community identity and commitment.

Mastered

Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to community engagement and to one's own participation in community life, politics, and government.

NA

Not applicable



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

Benchmark

Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group), (e.g., uncomfortable with identifying possible cultural differences with others.) Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.

Milestone (low)

Identifies own cultural rules and biases (even those shared with own cultural group), (e.g., uncomfortable with identifying possible cultural differences with others). Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.

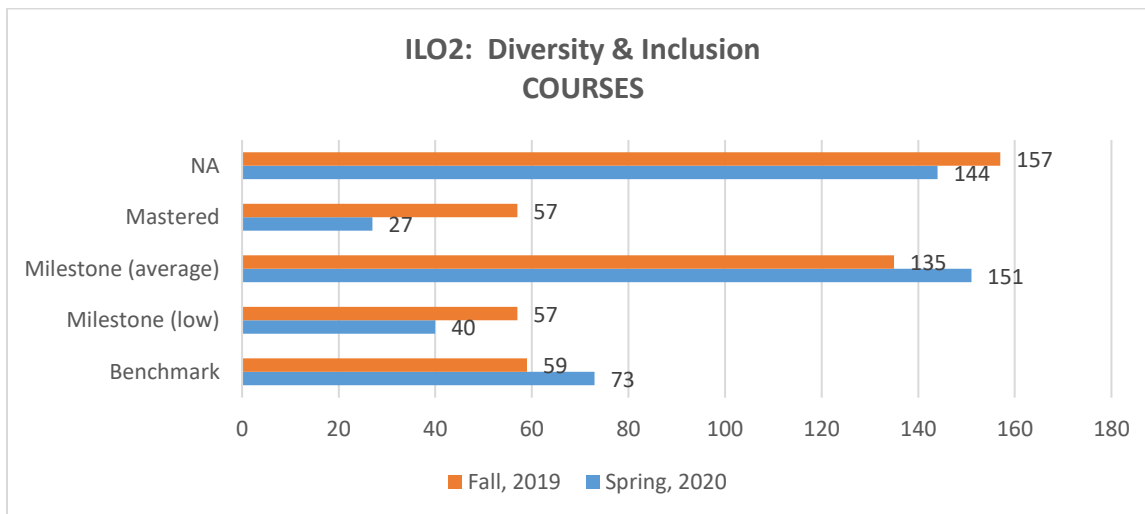
Milestone (average)

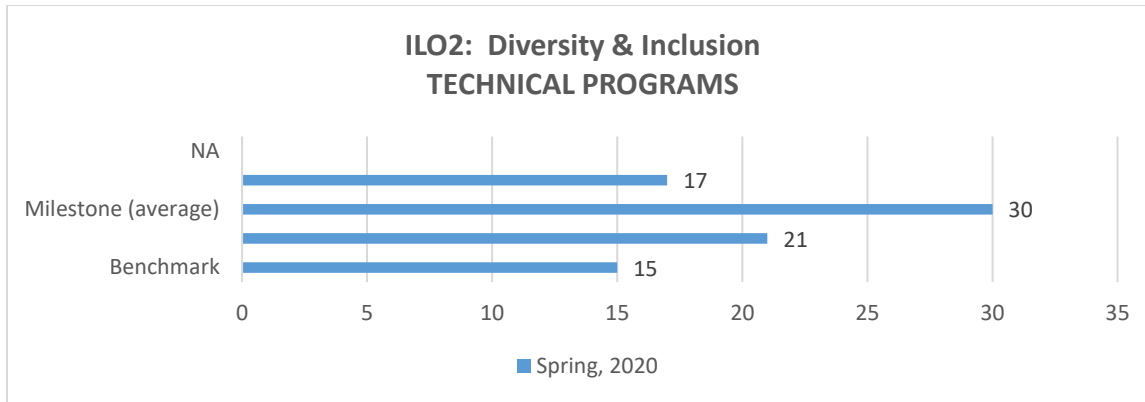
Recognizes new perspectives about own cultural rules and biases (even those shared with own cultural group), (e.g., uncomfortable with identifying possible cultural differences with others). Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.

Mastered

Articulates insights into own cultural rules and biases (even those shared with own cultural group), (e.g., uncomfortable with identifying possible cultural differences with others). Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.

NA – Not applicable





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

Benchmark

Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently. Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.

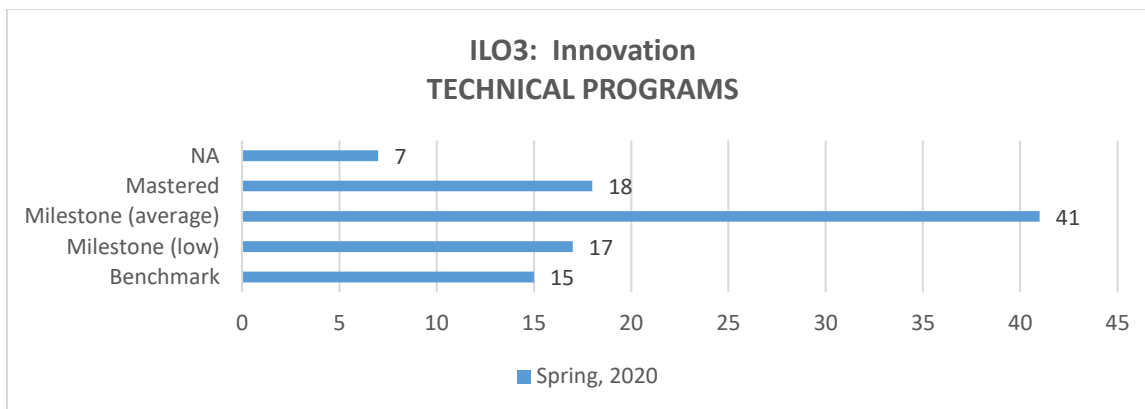
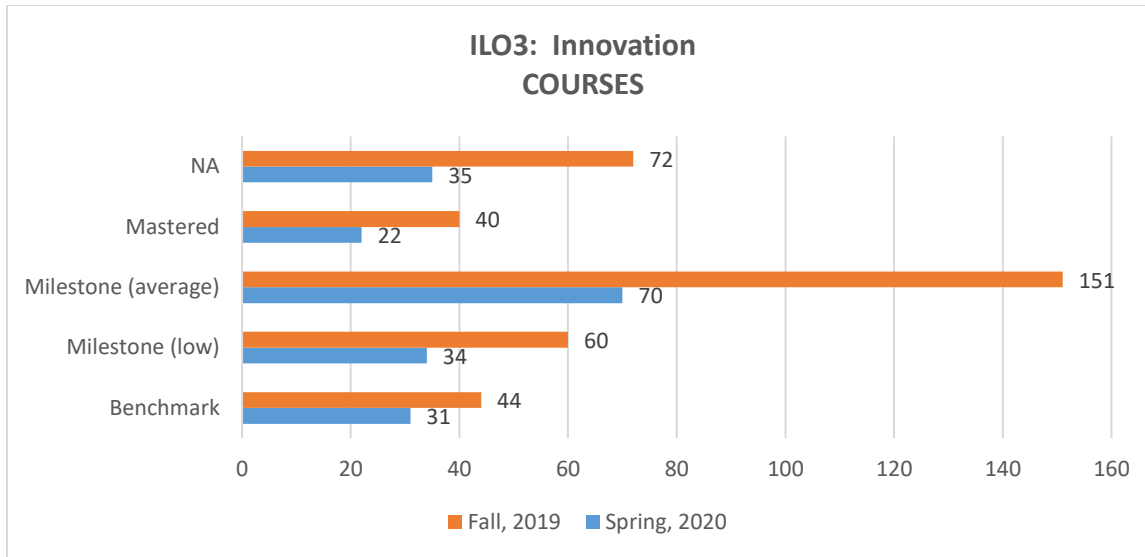
Milestone (low)

Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences. Makes reference to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.

Milestone (Average)

Beyond classroom requirements, learner pursues substantial, additional knowledge and/or actively pursues independent educational experiences. Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.

NA – Not applicable



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

Benchmark

Recognize basis and obvious ethical and life issues but fails to grasp complexity or interrelationships as it applies to discerning life goals, forming relationships and shaping personal and professional identities.

Milestone (low)

Recognize basic and obvious ethical and life issues and grasps (incompletely) complexity or interrelationships as it applies to discerning life goals, forming relationships and shaping personal and professional identities. Apply ethical perspectives/concepts to an ethical question independently (to a new example) and the application is inaccurate.

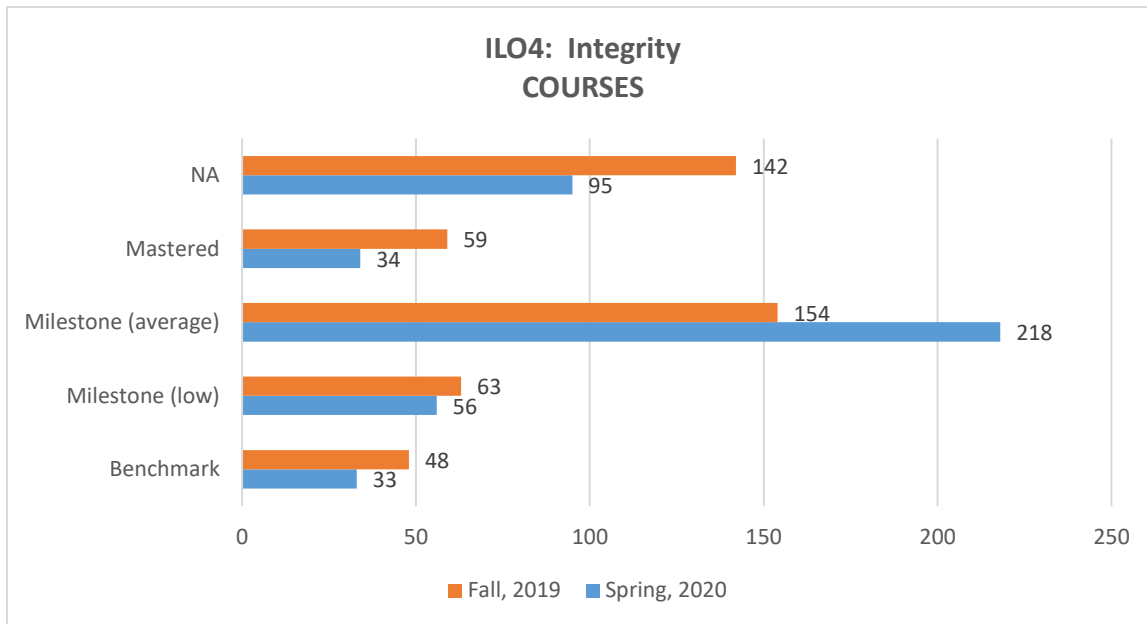
Milestone (average)

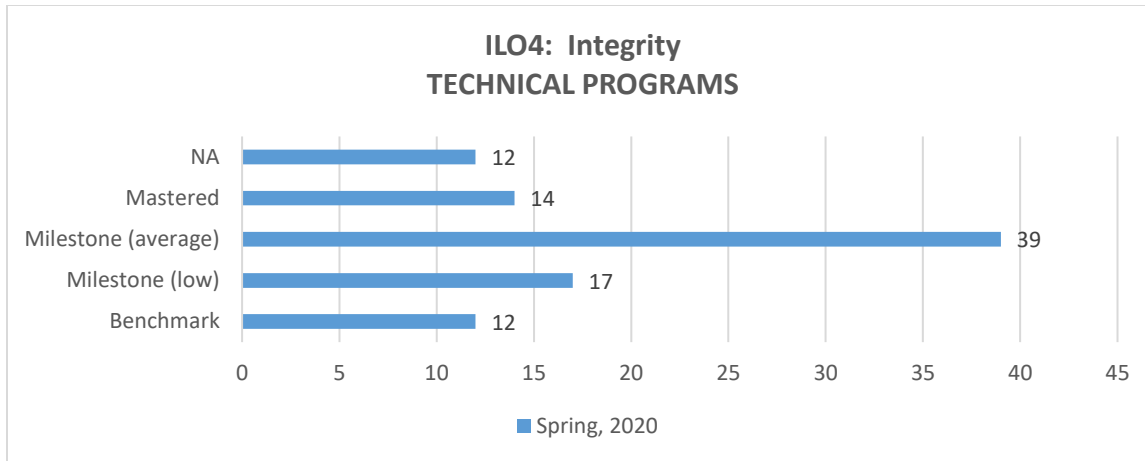
Recognize basic and obvious ethical and life issues when issues are presented in a complex, multilayered context OR can grasp cross-relationships among the issues as it applies to discerning life goals, forming relationships and shaping personal and professional identities. Independently (to a new example) apply/ethical perspectives/concepts to an ethical question accurately but does not consider the specific implications of the application.

Mastered

Recognize ethical and life issues when presented in a complex, multilayered context and can recognize cross-relationships among the issues as it applies to discerning life goals, forming relationships and shaping personal and professional identities. Independently apply ethical perspectives/concepts to an ethical question accurately and is able to consider full implications of the application.

NA – Not applicable.





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

Benchmark

Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently. Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in new situations.

Milestone (low)

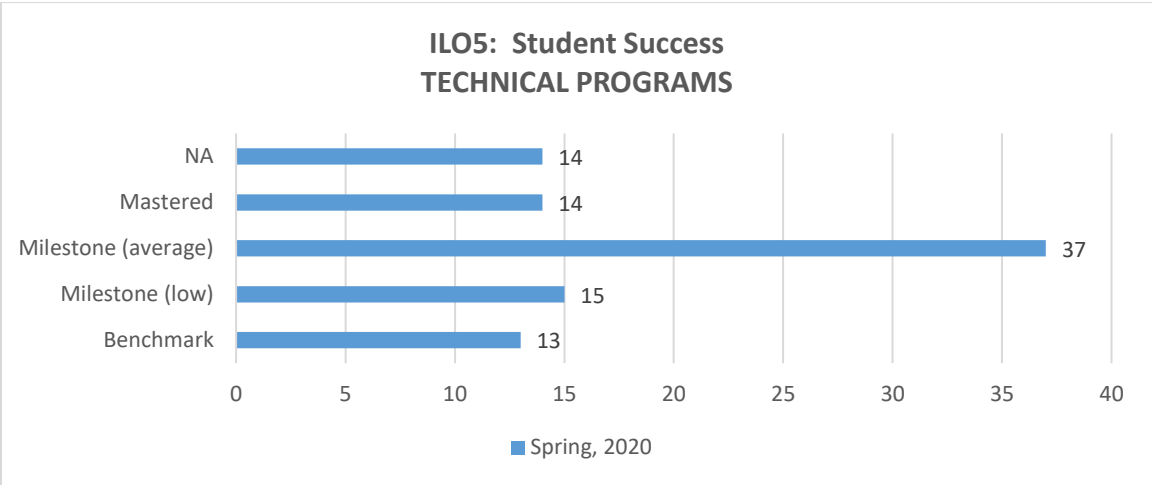
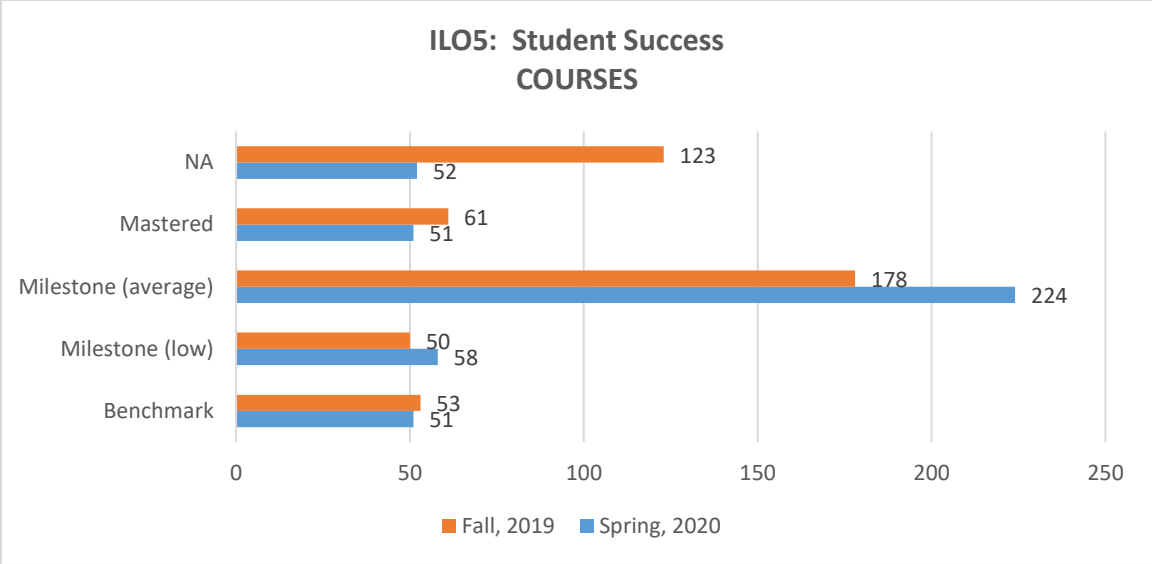
Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences. Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance to new situations.

Milestone (average)

Beyond classroom requirements, pursues substantial additional knowledge and/or actively pursues independent educational experiences. Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in new situations.

Mastered

Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently. Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in new situations.



INSTITUTIONAL LEARNING OUTCOMES (ILOs) COCURRICULAR ASSESSMENT DATA

ILO 1: Community Engagement & Courage					
Cocurricular Program	Benchmark	Milestone (low)	Milestone (average)	Mastered	Not Applicable
Advising		•			
Financial Aid			•		
LARC Services	•				
Peer Tutoring	•				
Professional		•			

Tutoring					
Student Services			•		

ILO 2: Diversity & Inclusion					
Cocurricular Program	Benchmark	Milestone (low)	Milestone (average)	Mastered	Not Applicable
Advising	•				
Financial Aid		•			
LARC Services	•				
Peer Tutoring	•				
Professional Tutoring		•			
Student Services			•		

ILO 3: Innovation					
Cocurricular Program	Benchmark	Milestone (low)	Milestone (average)	Mastered	Not Applicable
Advising					
Financial Aid			•		
LARC Services	•				
Peer Tutoring	•				
Professional Tutoring		•			
Student Services			•		

ILO4: Integrity					
Cocurricular Program	Benchmark	Milestone (low)	Milestone (average)	Mastered	Not Applicable
Advising		•			
Financial Aid			•		
LARC Services	•				
Peer Tutoring	•				
Professional Tutoring		•			

Student Services			•		
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ILO 5: Student Success					
Cocurricular Program	Benchmark	Milestone (low)	Milestone (average)	Mastered	Not Applicable
Advising		•	•		
Financial Aid			•		
LARC Services	•				
Peer Tutoring	•				
Professional Tutoring					•
Student Services				•	

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

Some examples of activities provided in courses and programs are provided:
 Introduction to Education: Many chapters in this course talk about educational impact on communities and the teacher’s role in it. This course also addresses the impact of culture, race, ethnicity and the impact on teaching and learning. This information was reinforced through group presentations, video resources, and class discussions.

Allied Health: students have opportunities to job shadow in the community and are exposed to various cultures, religious, and socioeconomic dilemmas within the healthcare system. (ILOs: Community Engagement & Courage; Diversity & Inclusion).

Coaching and Officiating: Improvements in our group projects increased interaction of our students with underrepresented populations. Along with situational role playing which directly relates to the field in which they are studying, learners develop the ability to use knowledge, skills, behaviors, and experiences flexibly in new and unique situations. (ILOs: Diversity & Inclusion; Student Success)

Solar Technology: students believe in renewable energies and how by using solar to create power they can help their communities become more sustainable. Students learn 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. The felt empowered to enter the

renewable field with more confidence in solar installation. (ILOs: Innovation; Integrity)

To view the entire list of activities to meet the ILOs please refer to the Assessment Site on D2L Brightspace.

FEEDBACK ON ASSESSMENT DATA COLLECTION

Faculty are encouraged to share their input regarding what does and does not work well with regard to assessment activities. The input provided is reviewed after each semester and changes are made when possible. Topics of concern are addressed in assessment meetings throughout the academic year. Instructional documents are also provided to help faculty and staff better understand the assessment process. The following are areas of concern:

- Structural and grammatical changes to some questions to make them more meaningful.
- Print capabilities are challenging and need to be easier to use.
- Continued training and ideas of ways to involve students and give them higher goals for their success in their chosen field of study.
- Help the instructor do a better job that is more effective for the student.
- Difficult to apply the ILOs into technical courses and programs.
- When major changes are made to the assessment tool provide more training prior to the end of the year.
- Would like to submit a draft and then go back into the site to change information written but D2L does not allow that option.
- Put assessment on a schedule so we do not have to do it every year.
- Spend more time doing campus training throughout the year on assessment.
- The assessment tool is not that intuitive and seems more designed to create quantifiable statistics than to provide instructors with a means to reflect on the success of components in their courses.
- Mentors for the REACH concurrent enrollment faculty need to spend more time helping us understand the assessment process at Minnesota West.
- We need more time to be able to complete all the assessment tools.

TRAINING NEEDS IDENTIFIED AS A RESULT OF ASSESSMENT ACTIVITIES

Courses

The assessment data guides the Center for Teaching and Learning (CTL) training opportunities each year. Training has been provided in a variety of areas including information/technology, student services, current trends in teaching and learning, assessment, and other areas of indicated interest. Please refer to the [2019-2020 CTL](#) report for a full list of topics that were provided college-wide.

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

*Training requests are listed in no specific order

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

	projects	assessment; process; development of learning outcomes; methods used to measure outcomes; have a hands-on component; what's new in assessment
Quality Matters	Institutional Learning Outcomes	Integrating student self and peer assessment into online courses
Microsoft Office Suite	Teaching strategies in various courses	Intentional course mapping
Zoom	Incorporating service learning	
Quality Improvement Process (QIP) offered by the system office	Humanizing your online class	
Smartboard	Helping students deal with financial crisis	
Using YouTube; adding it to Power Point		
Gamification (quizzes, Kahoot, Quizlet)		
Turn it in		
Flip grid		
Schoology		
Universal Design for Learning (UDL)		
Virtual labs		
Embedding videos from Films On Demand		
MathLab		

Note: some requests can be secured through staff development and fiscal affairs.

SBM/FBM requests will be coordinated within the division.

Cocurricular Programs:

Advising

- Training on communications with students to ensure awareness and intentionality regarding student learning and success.
- Understanding the psychology of students (behavior) and being able to change methods of responding.
- Exploring a platform for academic advising assessment.
- Continuing education courses for teaching to better advise students.

DISSEMINATION OF ASSESSMENT DATA

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

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

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

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

**Report Submitted by
Beth Van Orman**

Assessment Coordinator

