MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE

ASSESSMENT SUMMARY REPORT

2021-2022

Contents

ASSESSMENT SUMMARY REPORT
2021-2022 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

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

Learning Outcomes

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

Institutional Learning Outcomes (ILOs):

Minnesota West's Institutional Learning Outcomes were developed in summer of 2019. The Institutional Learning Outcomes (ILOs) are directly connected not only to the Values of the college – essentially becoming the Values, defined – but also to the college's Mission and Vision. The ILOs are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of Minnesota West, including courses, technical programs, and cocurricular programs. The ILOs are a part of every assessment tool and are measured in courses each semester, and annually in technical and cocurricular programs. The ability to measure is essential for understanding how well we are achieving our Institutional Learning Outcomes and, ultimately, understanding how well we are achieving our mission. The Minnesota West Institutional Learning Outcomes are as follows:

1. <u>Community Engagement and Courage</u>: 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. <u>Diversity and Inclusion</u>: 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. <u>Innovation</u>: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.

4. <u>Integrity</u>: 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. <u>Student Success</u>: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

Program Learning Outcomes (PLOs):

The Program Learning Outcomes (PLOs) are clear, concise statements that describe how students can demonstrate their mastery of the specific program whether it be within a technical program, a club and organization, or interacting the any of the student

services programs (i.e., advising, tutoring, student services, etc.). The PLOs are intentionally written in a way that allows an individual to measure achievement of each outcome in the respective program.

Student Learning Outcomes (SLOs):

The Student Learning Outcomes are clear, concise statements that describe how students can demonstrate their mastery of the specific course material. The SLOs are written in observable, measurable statements that support the Program and Institutional Learning outcomes, and ultimately, the mission.
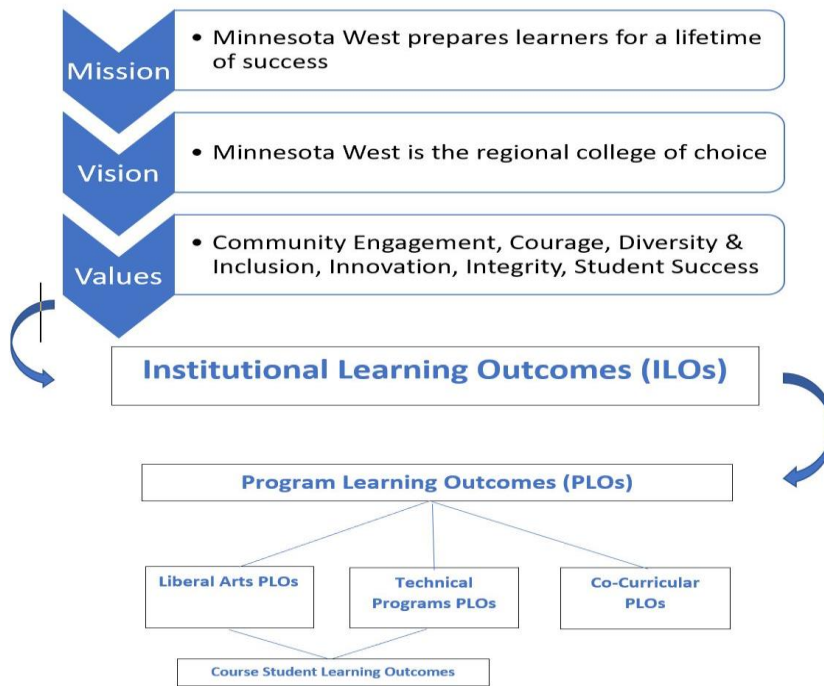
CHANGES IN ASSESSMENT ACTIVITES 2021-2022

November, 2021 marked the completion of the ten-year reaffirmation of accreditation process by the Higher Learning Commission (HLC). Because this was completed mid-academic year, no changes were made to the current assessment process. While no significant concerns were indicated, the HLC review team did provide recommendations for changes to improve assessment activities. Those recommendations are addressed below.

FUTURE ASSESSMENT ACTIVITIES

The assessment process at Minnesota West is a continuous improvement project. Changes proposed for the 2022-2023 academic year are a consideration of feedback from

faculty, staff, administration, and the HLC review team. The assessment committee will review the following and make changes as is applicable and possible.

Faculty/Staff: propose change from current use of D2L survey to gather assessment data to a new platform or program. D2L is no longer functional for faculty and staff due to lack of independent printing capabilities. This function must go through the site administrator. Interpretation of data must be completed manually by the Assessment Coordinator which is very time consuming to get usable data.

HLC Review Recommendations:

- Improve how data is collected, organized, stored, used and disseminated
- Coordinate efforts between faculty within divisions to share assessment methods and data, and synchronize efforts and provide benefits outside of individual courses.
- Include Institutional benchmarks to relate to student mastery of the learning outcomes.
- Require reporting of mastery of learning outcomes.
- Use assessment data to lead specific changes at the program level and use assessment data in program review.

2021-2022 ASSESSMENT SUMMARY

Course Assessment

Employment Status of Faculty that completed course assessment.

Employment Type	Fall, 2021	Spring, 2022
Full-time	83%	80%
Part-time	7%	7%
Adjunct	9%	9%
REACH Concurrent Enrollment	1%	3%

Assessment Completion: All full-time faculty completed course assessment in fall and spring. This remains consistent over the past 6 years. The majority of part-time and adjunct faculty completed the forms for both semesters. The completion rate of the REACH concurrent enrollment faculty decreased from last academic year indicating a need to improve training on assessment, as well as ensure through the mentor program that assessment must be completed. This becomes an issue as the REACH concurrent enrollment faculty end-of-year date is a few weeks after the mentors.

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

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: email correspondence with students to check for understanding, assessment of student behavior while on a travel experience, 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" have an additional area to explain why the method was not effective and what changes will be made in future course offerings.

Raw data of the effectiveness of the assessment methods can be found in Appendix A.

Changes made to courses 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 using Lockdown Browser for online exams, use of YouTube videos for visual learning, flexibility with due dates, and use of Open Educational Resources with interactive links.

Proposed changes to course assessment methods as a result of the 2021-2022 assessment data:

Most faculty indicated needs to change some strategies or teaching methods that will more accurately measure the Student Learning Outcomes.

Because the proposed changes made is extensive a few examples will be included here. Faculty continue to express a need to focus more on linking the Institutional Learning

Outcomes into lectures and activities within the classroom both face-to-face and online. Based on this need, further training on the Institutional Learning Outcomes will continue in the 2022-2023 academic year. Other faculty focused on providing more interactive visual aids particularly for online learning; inviting more workforce professionals into the classroom to share experiences; provide more flexibility when giving exams by creating student-preferring styles of testing (i.e., essay versus multiple choice; project reflecting understanding). Faculty provided thoughtful consideration to the proposed changes in individual courses. Example is from a history course:

> *Students completed an essay "The Story of the USA" for their final project. One change is to create a rubric for students for this project to make absolutely essential content is clear. I provide flexibility when writing these papers, but by providing a rubric with some bare-minimum content requirements would be helpful for them.*

Example: *When a topic/chapter is assigned, align it with one of the SLOs and make that an assignment as well. i.e., one SLO is "Identify ergonomic hazards." This could be made into an assignment that they can apply toward their work environment.*

Technical Program Assessment

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

Program assessment, much like course assessment, is a fluid process that is continually evaluated and re-designed in an attempt to ensure essential qualitative and quantitative data are collected. No significant changes were made to the Technical Program Assessment Tool in order to maintain consistency in data for a minimum of two years.

Programs included in this report: 28 technical programs were assessed this academic year.

Effectiveness of assessment methods used: Similar to course assessment, faculty utilize a rating scale to rate the effectiveness of the assessment method used in their respective course. Ratings range from a score of 1 (not effective at all in measuring student learning) to 5 (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 comprehensive final exams, internships/externships/preceptorships, mock board exams, 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. Raw data can be found in Appendix B.

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

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

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.

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, computers in the Medical Assistant labs were updated after being approved by the finance committee. Competency with the use of electronic health records is important in ensuring accreditation requirements and program learning outcomes are met. The Law Enforcement program received new uniforms, a driving simulator, new computers, and three police SUVs. All directly help students with meeting program and institutional learning outcomes. Precision Technology received funds for displays, equipment, and software programs used in industry. The Carpentry program received funds to update equipment that most contractors currently use including material bucket for the telehandler, a shaper, and concrete wall forms to aid in meeting the learning outcomes.

Future budget implications: Many programs indicated future expenditures to include continued need for 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.

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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.

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

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

Assessment activities provided more accountability and consistency in tracking as well as follow-up activity and results. It also provided a more organized lay-out of current students not registered for advisors. In addition, the assessment activities educated the advising staff on the importance of having learning outcomes as these are skills students need upon graduation from MnWest.

Program Learning Outcomes: Using the scale provided, rate the effectiveness of meeting the Advising Program Learning Outcomes (PLOs).

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

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

3 = Effective (measured Program 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 (Choose this if you did not use a specific assessment method)

Learners will develop relationships to become an engaged citizen. ILO: Community Engagement & Courage

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	1	(100 %)
5	0	(0 %)
N/A	0	(0 %)
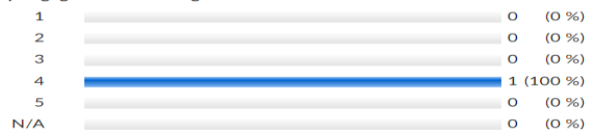
Learners will identify and utilize a support system of family, friends, significant others, coworkers, and/or college faculty and staff. **ILO: Community Engagement & Courage**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	1	(100 %)
5	0	(0 %)
N/A	0	(0 %)
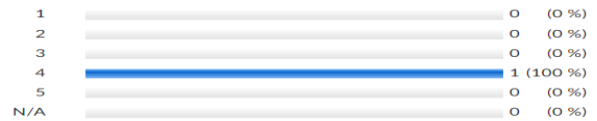
Learners will demonstrate leadership in making improvements to the physical and human condition of community and neighborhood residents. **ILO: Diversity, Inclusion**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)
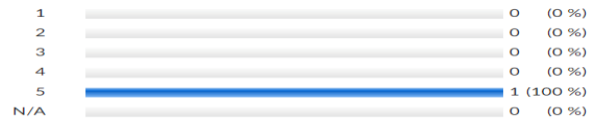
Learners will demonstrate organizational skills to utilize appropriate in-house and community resources. **ILO: Innovation**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)

Learners will provide solutions that have a significant impact on the community's improvement. **ILO: Community Engagement & Courage, Innovation**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	1	(100 %)
5	0	(0 %)
N/A	0	(0 %)
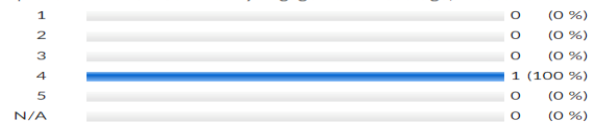
Learners will develop coping skills to handle failure by utilizing creative ways to overcome challenges. **ILO: Integrity**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	1	(100 %)
5	0	(0 %)
N/A	0	(0 %)
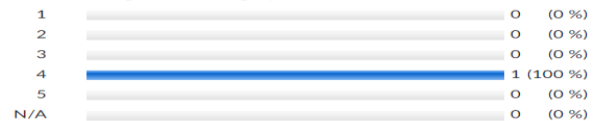
Learners will demonstrate awareness of balancing academic, work, social, family, and extra-curricular activities. **ILO: Innovation, Integrity**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)
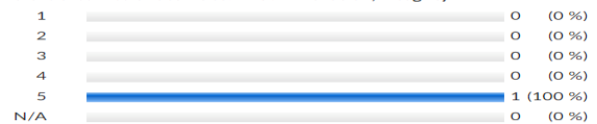
Learners will develop the communication skills to effectively navigate their college experience. **ILO: Student Success**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)
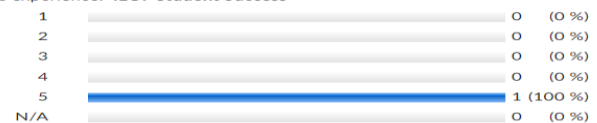
Learners will describe how their chosen program of study helps to achieve both personal and professional goals. **ILO: Student Success**

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)
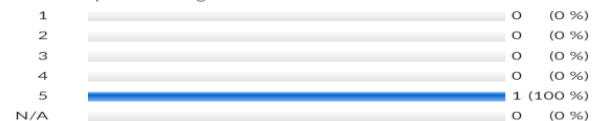
Based on the ratings of the advising program staff, a majority of the activities provided to students are considered to be very or extremely effective in meeting the Program Learning Outcomes. Rated as Very Effective are the areas of relationship development, development of support groups and coping skills, and providing solutions that will impact the community. Rated as Extremely Effective are the students' communication skills, balancing priorities, organization and leadership skills, and the ability to describe how their chosen program of study helps to achieve both personal and professional growth.

While some variability in ratings occurred from the prior academic year, the most significant change is the ratings of Very Effective to Extremely Effective across all areas. This is partially contributed to more face-to-face and zoom interactions with students.

Additional methods of gathering assessment data including a system to monitor retention and early at-risk reporting are being explored in the summer and fall of 2022.

Clubs and Organizations

Minnesota West provides many opportunities for students to participate in clubs and organizations on all campuses. Those clubs and organizations that are included in this assessment summary report receive funds from Student Senate to provide materials, activities and events. Each club and organization have an assigned adviser that oversees the activities of the club/organization, manages funds available, and provides opportunities for learning. Some of those activities include the American Red Cross Blood Drive (PTK and Law Enforcement Club); Adopt a Highway ditch cleanup and Mobile Meals (Law Enforcement Club); and; various Intra-mural activities including flag football, spike ball, dodgeball, open gym, NBA Y2K PlayStation tournament; delivery of Christmas baskets, Drive-In Theater on campus, and yard bingo (Student Senate); Meetings for various clubs and organizations; and publication of *Unwound: A Creative Journal* (Writing Club).

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. Advisors will review and analyze the assessment data to ensure better assessment methods are employed during the 2022-2023 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.

Library and Academic Resources Centers (LARC)

The LARC provides library face-to-face and virtual research and reference assistance for students; develops library units for inclusion in online courses; and provides ready-reference web-based tutorials for student retrieval at their convenience. The LARC staff

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conducted 31 individual research sessions with students and 18 classroom instruction sessions via zoom. This is an increase from last academic year.

The primary method of gathering data to determine the effectiveness of assessment included analyzing quiz results from library units in online courses, student self-reports, and consultation of library resources and database usage statistics. All methods were rated very effective in measuring the learning outcomes. Additional assessment methods need to be considered for more robust assessment data.

Student comments and feedback about the library unit in online courses are quite favorable indicating the unit was helpful in their confidence levels of conducting research.

Program Learning Outcomes

Program Learning Outcomes: Using the scale provided, rate the effectiveness of meeting the Program Learning Outcomes (PLOs) in the co-curricular area of the LARC.

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

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

3 = Effective (measured Program 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 (Choose this if you did not use a specific assessment method)

Learners will seek resources from diverse perspectives in order to broaden their frame of reference.

ILO: Community Engagement & Courage

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
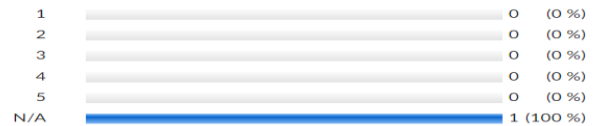
Learners will recognize the cultural, physical, social and historical contexts of an information source in order to understand how they influence the content.
ILO: Diversity & Inclusion

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
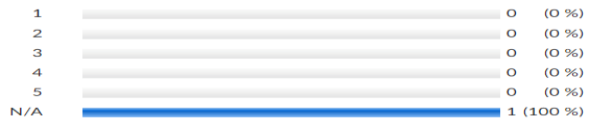
Learners will critically examine sources for depth of coverage, quality, and validity in order to select those appropriate to the information need. **ILO: Innovation**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
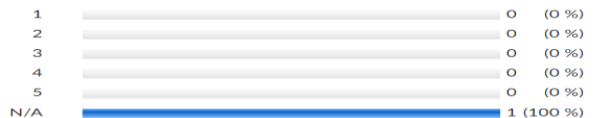
Learners will demonstrate ethical behavior through their use and creation of information. **ILO: Integrity**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)

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. **ILO: Integrity**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
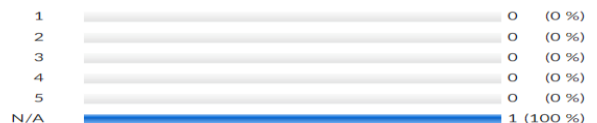
Learners will develop a strategy for persisting in information seeking despite challenges in order to overcome potential roadblocks in research. **ILO: Student Success**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
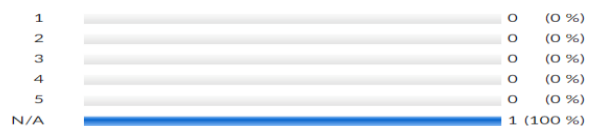
Professional Tutoring

Minnesota West tutoring services are a blend of professional 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. Student largely utilized the proprietary online tutoring (Tutor.com) for 24/7 homework assistance. Student surveys were the only assessment tool used to measure the learning outcomes. This was rated as an effective measure. Additional assessment methods are needed and will be explored during the 2022-2023 academic year.

Program Learning Outcomes

Program Learning Outcomes: Using the scale provided, rate the effectiveness of meeting the Program Learning Outcomes (PLOs) in the co-curricular area of Tutoring.

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

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

3 = Effective (measured Program Outcomes adequately)

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

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

NA = Not applicable (Choose this if you did not use a specific assessment method)

Learners will demonstrate improved understanding of the course subject matter. **ILO: Student Success**

1	0 (0 %)
2	0 (0 %)
3	1 (100 %)
4	0 (0 %)
5	0 (0 %)
N/A	0 (0 %)
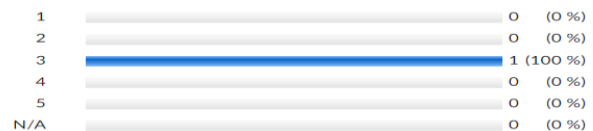
Learners will demonstrate improved skills in interpreting information from the text and other course media. **ILO: Student Success**

1	0 (0 %)
2	1 (100 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	0 (0 %)
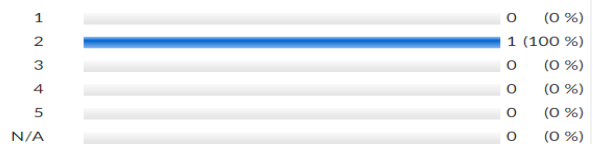
Learners will apply improved study habits and time management skills. **ILO: Student Success**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
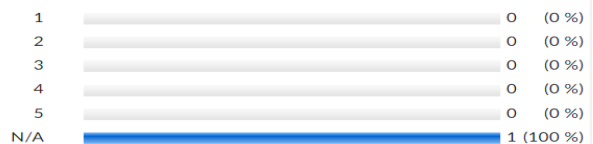
The Institutional Learning Outcome of Student Success was assessed as effective in helping students develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

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Student Services

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

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

Other services include helping with basic needs such as transportation, food, mental health and wellness, and academic accommodations. A full-time Counselor has been on staff since fall of 2021.

Some activities that students engage in after having interacted with the Student Services Program include becoming involved as officers in clubs and organizations where they have an opportunity to compete (Skills USA, BPA, PAS, etc.) and engage in various trips in the community, 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.

Program Learning Outcomes

Program Learning Outcomes: Using the scale provided, rate the effectiveness of meeting the Program Learning Outcomes (PLOs) in the co-curricular area of Student Services.

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

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

3 = **Effective** (measured Program 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** (Choose this if you did not use a specific assessment method)

Learners will implement their ability to work in teams, as well as communicate, and think critically about workforce and career readiness. **ILO: Community Engagement & Courage**

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	1 (100 %)
5	0 (0 %)
N/A	0 (0 %)
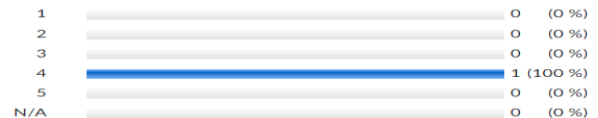
Learners will demonstrate skills and characteristics that support an understanding and appropriate interaction in a variety of cultural contexts. **ILO: Diversity & Inclusion**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)
N/A		0 (0 %)
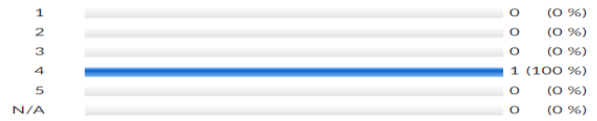
Learners will demonstrate problem solving skills to navigate campus and community resources, which will prepare them for their real life work experiences. **ILO: Innovation**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)

Learners will demonstrate their ability to create and balance positive relationships. **ILO: Integrity**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)
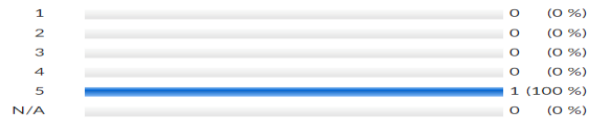
Learners will develop personal growth using a holistic approach. **ILO: Student Success**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)
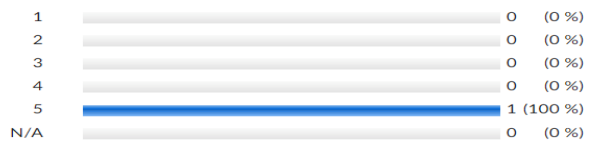
Student services uses a variety of assessment tools and data sources to determine if students are meeting the program learning outcomes:

When rating the effectiveness of the assessment methods you used in this program, reflect back on the last academic year assessment data.

If this is a new program, the results will be used as baseline data.

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

2 = Somewhat effective (measured some Program Learning Outcomes adequately and others not adequate 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** (Choose this if you did not use a specific assessment method)

By following a cohort, assess the number of complete applications to registrations to actual sit time.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)
N/A		0 (0 %)
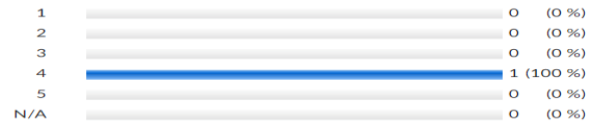
Compare the number of eligible graduates to the number of applications for graduation.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)

Participation number in student events and activities.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)

Registration of returning students for retention.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)
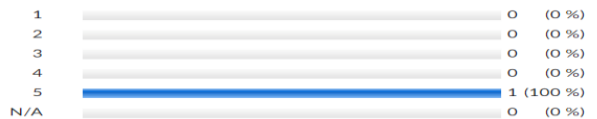
Fewer or no students on the RCFN list.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)

Four of the five measures were rated at Extremely Effective with only following the cohort from completed applications to actual registrations. The student service program has been researching alternative software platforms that will glean better data to help determine if students are meeting learning outcomes. The results of this research will be shared in fall, 2022 resulting in a decision on the most appropriate program to implement.

Student service staff request more training on best practices amongst the MinnState system colleagues and sharing of services.

INSTITUTIONAL LEARNING OUTCOMES (ILOs) CURRICULAR ASSESSMENT DATA

The Institutional Learning Outcomes (ILOs) were measured in all courses, technical programs, and cocurricular programs. A 5-point rating scale was used instead beginning spring semester, 2021. This scale is the same across all measures on the assessment tools.

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

COURSES: Fall, 2021

All programs must be assessed to demonstrate the link to Minnesota West Institutional Learning Outcomes (ILO).

Mark the appropriate rating as to how your program is meeting each ILO.

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

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

3 = Effective (measured Institutional Learning Outcomes adequately)

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

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

NA = Not applicable (Choose this if you did not measure a specific Institutional Learning Outcome)

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.

1	2	(0.52 %)
2	7	(1.84 %)
3	78	(20.47 %)
4	109	(28.61 %)
5	99	(25.98 %)
N/A	86	(22.57 %)

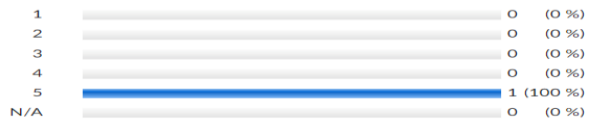**Diversity & Inclusion:** Learners develop knowledge, skills, and behaviors to live, work, and communicate with people whose backgrounds, experiences, and perspectives are different from their own as well as to consider the global impact of their decisions.

1	2	(0.52 %)
2	31	(8.14 %)
3	96	(25.2 %)
4	122	(32.02 %)
5	70	(18.37 %)
N/A	60	(15.75 %)

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

1	1	(0.26 %)
2	8	(2.1 %)
3	55	(14.44 %)
4	166	(43.57 %)
5	99	(25.98 %)
N/A	52	(13.65 %)

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.

1	3	(0.79 %)
2	22	(5.8 %)
3	41	(10.82 %)
4	148	(39.05 %)
5	91	(24.01 %)
N/A	74	(19.53 %)

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

1	0	(0 %)
2	11	(2.88 %)
3	63	(16.49 %)
4	133	(34.82 %)
5	128	(33.51 %)
N/A	47	(12.3 %)

Spring, 2022

INSTITUTIONAL LEARNING OUTCOMES (ILOs):

All courses must be assessed to demonstrate the link to Minnesota West Institutional Learning Outcomes (ILO).

Mark the appropriate rating as to how your course is meeting each ILO.

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

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

3 = Effective (measured Institutional Learning Outcomes adequately)

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

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

NA = Not applicable (Choose this if you did not measure a specific Institutional Learning Outcome)

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.

Rating	Count	Percent
1	6	(1.34 %)
2	18	(4.03 %)
3	74	(16.55 %)
4	181	(40.49 %)
5	92	(20.58 %)
N/A	76	(17 %)

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.

Rating	Count	Percent
1	16	(3.58 %)
2	23	(5.15 %)
3	95	(21.25 %)
4	125	(27.96 %)
5	106	(23.71 %)
N/A	82	(18.34 %)

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

Rating	Count	Percent
1	2	(0.45 %)
2	11	(2.46 %)
3	64	(14.29 %)
4	185	(41.29 %)
5	132	(29.46 %)
N/A	54	(12.05 %)

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.

Rating	Count	Percent
1	4	(0.9 %)
2	15	(3.37 %)
3	79	(17.75 %)
4	163	(36.63 %)
5	116	(26.07 %)
N/A	68	(15.28 %)

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

Rating	Count	Percent
1	1	(0.22 %)
2	17	(3.8 %)
3	59	(13.2 %)
4	161	(36.02 %)
5	171	(38.26 %)
N/A	38	(8.5 %)

Technical Programs: 2021-2022

INSTITUTIONAL LEARNING OUTCOMES (ILOs):

All programs must be assessed to demonstrate the link to Minnesota West Institutional Learning Outcomes (ILO).

Mark the appropriate rating as to how your program is meeting each ILO.

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

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

3 = Effective (measured Institutional Learning Outcomes adequately)

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

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

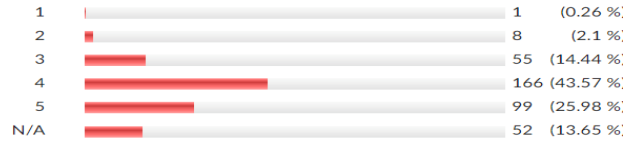NA = Not applicable (Choose this if you did not measure a specific Institutional Learning Outcome)

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.
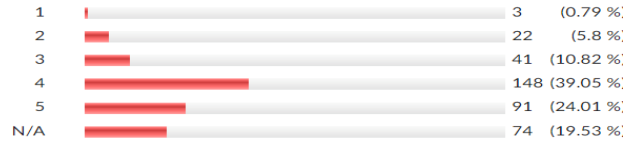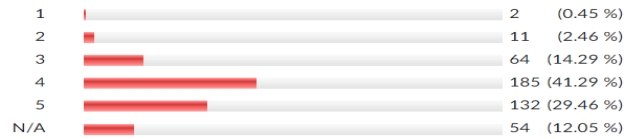
Rating	Count	Percent
1	0	(0 %)
2	0	(0 %)
3	4	(14.29 %)
4	9	(32.14 %)
5	12	(42.86 %)
N/A	3	(10.71 %)

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.

1	0	(0 %)
2	1	(3.7 %)
3	3	(11.11 %)
4	11	(40.74 %)
5	10	(37.04 %)
N/A	2	(7.41 %)

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

1	0	(0 %)
2	0	(0 %)
3	7	(25 %)
4	10	(35.71 %)
5	11	(39.29 %)
N/A	0	(0 %)

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.

1	0	(0 %)
2	1	(3.57 %)
3	6	(21.43 %)
4	10	(35.71 %)
5	10	(35.71 %)
N/A	1	(3.57 %)

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

1	0	(0 %)
2	1	(3.57 %)
3	8	(28.57 %)
4	7	(25 %)
5	11	(39.29 %)
N/A	1	(3.57 %)

The activities geared toward meeting the ILOs in each respective course and technical program is extensive. A few examples will be shared here. The Assessment Coordinator can provide additional information upon request.

- Students complete a report on the importance of ethics in dentistry; complete discussion posts dealing with working ethically with individuals from diverse backgrounds. ILO2: Diversity and Inclusion.
- Students demonstrate leadership through service-learning by making improvements to the physical and human condition of the community and neighboring residents. ILO1: Community Engagement & Courage; ILO5: Student Success.
- Students are given assignments that require them to complete independent research. In the OB/GYN unit, they are provided with a list of birth control methods and asked to identify how each works and what advantages/disadvantage they have. In Pediatrics, students complete an extra assignment to document social and motor developmental milestones at each age. They are motivated to learn and share this information with potential patients. ILO3: Innovation.
- Psychology students are encouraged in all units to analyze and potentially apply concepts into their daily lives, to determine how their behavior impacts others, and how they can contribute to helping others. ILO4: Integrity

INSTITUTIONAL LEARNING OUTCOMES (ILOs) <u>COCURRICULAR</u> ASSESSMENT DATA

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

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

ILO2: Diversity & Inclusion						
	Not Effective at all	Somewhat Effective	Effective	Very Effective	Extremely Effective	Not Applicable
Advising			X			
LARC						X
Peer Tutoring	X					
Professional Tutoring						X
Student Services						X

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

						X
Student Services						X

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

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

FEEDBACK ON ASSESSMENT DATA COLLECTION

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

- Print capabilities are challenging and need to be easier to use. Resolution: Upon request, that person can provide a printed/electronic copy of prior assessments for comparison. In addition, each February, Technical and Cocurricular Program assessment information is sent to each of the Program/Lead Faculty and respective Dean so they have a copy to refer to when completing the end-of-year assessments. This is announced via email,

on the assessment site, and in all assessment meetings and trainings throughout the year. A review of assessment software will take place during the 2022-2023 academic year.

- Difficult to apply the ILOs into technical courses and programs. Resolution: This is a continuous improvement project that is facilitated by the Assessment Coordinator each year through individual meetings and work sessions with respective program faculty and staff.
- Create and end-of-semester and end-of-year "to do" list to help faculty and staff keep track of the different activities required. Resolution: This will be implemented during the 2022-2023 academic year.
- REACH Concurrent enrollment: more time to spend with mentors to learn about different assessment methods and the process of reporting. Resolution: Add additional focus on assessment during the fall REACH/Mentor training.
- Create an assessment tool specifically for Farm Business Management (FBM) as the current tool does not accurately measure assessments. Resolution: A meeting with the Program Coordinator, Dean and Assessment Coordinator will be scheduled in September, 2022 to discuss the needs in FBM.

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 2021-2022 CTL report for a full list of topics that were provided college-wide. The CTL is currently evaluating the structure of the program to determine if there is a better method of management to provide services college-wide.

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

* Training needs are listed in no specific order.

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

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

		methods used to measure outcomes; have a hands-on component; what's new in assessment; formative v summative 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
Teaching Zoom to students	Incorporating service learning	Curriculum mapping to learning outcomes
Quality Improvement Process (QIP) offered by the system office	Humanizing your online class	Performance-based assessments using portfolios
Smartboard – tips and tricks	Helping students deal with financial crisis	Handling student behavior in ITV courses (cell phone use; paying attention)
Using YouTube; adding it to Power Point	Writing tests	
Gamification (quizzes, Kahoot, Quizlet)	Creating Accessible Course	
Turn it in; integrating into D2L drop box	Universal Design for Learning	
Flip grid	Time management during lectures	
Schoology		
Virtual labs		

Integrating video/narrative taping options in discussions.		
Embedding videos from FilmsOnDemand		
MathLab		
Padlet		
Survey Monkey		
TextReader; Headings in Word		
Excell spreadsheets		
Quickbooks		

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

Technical Programs:

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

DISSEMINATION OF ASSESSMENT DATA

The data used to write this Assessment Summary Report are available to all Faculty and staff via Brightspace by D2L.

A request to review or print assessment 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 for approval. Upon approval the report is uploaded to the Minnesota West Website and can be found under Reports. It is emailed to all college employees. Results are shared in the fall Administration Duty days.

Report Submitted by

Beth Van Orman

Beth Van Orman   *8/10/2022*

Assessment Coordinator

Appendix A

Effectiveness of (Course) Assessment Methods: Fall, 2021

When rating the effectiveness of the assessment methods you used in this course, reflect back on the last time you taught this course.

If this is the first time you have taught this course, these ratings can serve as baseline data.

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 = Not applicable (Choose this if you did not use a specific assessment method)

Attendance: used as an assessment of professional attitude.

Rating	Count	Percent
1	3	(0.78 %)
2	4	(1.04 %)
3	35	(9.11 %)
4	74	(19.27 %)
5	173	(45.05 %)
N/A	95	(24.74 %)

Textbook: use of problems/activities provided in the textbook.

Rating	Count	Percent
1	0	(0 %)
2	3	(0.78 %)
3	56	(14.62 %)
4	100	(26.11 %)
5	89	(23.24 %)
N/A	135	(35.25 %)

Individual presentations/demonstrations.

Rating	Count	Percent
1	3	(0.78 %)
2	3	(0.78 %)
3	18	(4.7 %)
4	57	(14.88 %)
5	79	(20.63 %)
N/A	223	(58.22 %)

Group presentations/demonstrations.

Rating	Count	Percent
1	7	(1.83 %)
2	11	(2.87 %)
3	14	(3.66 %)
4	45	(11.75 %)
5	13	(3.39 %)
N/A	293	(76.5 %)

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

Rating	Count	Percent
1	1	(0.26 %)
2	8	(2.1 %)
3	17	(4.46 %)
4	94	(24.67 %)
5	100	(26.25 %)
N/A	161	(42.26 %)

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

Rating	Count	Percent
1	2	(0.52 %)
2	1	(0.26 %)
3	35	(9.14 %)
4	67	(17.49 %)
5	64	(16.71 %)
N/A	214	(55.87 %)

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

1	2	(0.53 %)
2	4	(1.05 %)
3	16	(4.21 %)
4	70	(18.42 %)
5	72	(18.95 %)
N/A	216	(56.84 %)

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

1	1	(0.26 %)
2	1	(0.26 %)
3	50	(13.05 %)
4	91	(23.76 %)
5	134	(34.99 %)
N/A	106	(27.68 %)

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

1	1	(0.26 %)
2	17	(4.43 %)
3	37	(9.64 %)
4	121	(31.51 %)
5	132	(34.38 %)
N/A	76	(19.79 %)

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

1	5	(1.31 %)
2	16	(4.19 %)
3	15	(3.93 %)
4	47	(12.3 %)
5	66	(17.28 %)
N/A	233	(60.99 %)

Individual Projects: portfolio assessment, competency portfolio, Capstone project, etc.

1	4	(1.04 %)
2	1	(0.26 %)
3	24	(6.27 %)
4	59	(15.4 %)
5	69	(18.02 %)
N/A	226	(59.01 %)

Group projects: debates, presentations, etc.

1	9	(2.37 %)
2	8	(2.11 %)
3	11	(2.89 %)
4	39	(10.26 %)
5	16	(4.21 %)
N/A	297	(78.16 %)

Evaluations: self, peer, external evaluation.

1	6	(1.57 %)
2	6	(1.57 %)
3	38	(9.97 %)
4	61	(16.01 %)
5	78	(20.47 %)
N/A	192	(50.39 %)

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

1	2	(0.52 %)
2	1	(0.26 %)
3	11	(2.89 %)
4	42	(11.02 %)
5	56	(14.7 %)
N/A	269	(70.6 %)

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

1	2	(0.52 %)
2	2	(0.52 %)
3	11	(2.88 %)
4	32	(8.38 %)
5	79	(20.68 %)
N/A	256	(67.02 %)

Specific Skills Assessment: skills specific to courses, co-curricular programs that offer credit, technical programs (music lessons, law enforcement skills, Intercollegiate Athletics, simulations, etc.)

1	4	(1.04 %)
2	0	(0 %)
3	13	(3.39 %)
4	48	(12.5 %)
5	61	(15.89 %)
N/A	258	(67.19 %)

Off-campus labs: Internship/Externship, practicum, field experience, supervised occupational experience, clinical experience.

1	6	(1.56 %)
2	10	(2.6 %)
3	13	(3.39 %)
4	47	(12.24 %)
5	71	(18.49 %)
N/A	237	(61.72 %)

Effectiveness of (Course) Assessment Methods: Spring, 2022

When rating the effectiveness of the assessment methods you used in this course, reflect back on the last time you taught this course.
If this is the first time you have taught this course, these ratings can serve as baseline data.
1 = Not effective at all (did not measure Student Learning Outcomes well)
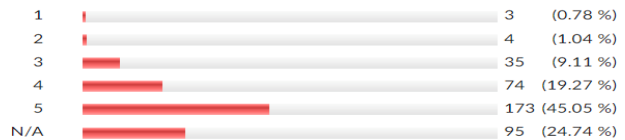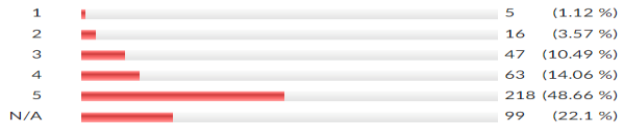**2 = Somewhat effective** (measured some Student Learning Outcomes adequately and others not adequate enough)
3 = Effective (measured Student Learning Outcomes adequately)
4 = Very effective (measured some Student Learning Outcomes adequately and some very well)
5 = Extremely effective (measured all Student Learning Outcomes very well)
NA = Not applicable (Choose this if you did not use a specific assessment method)

Attendance: used as an assessment of professional attitude.

Rating	Count	Percent
1	5	(1.12 %)
2	16	(3.57 %)
3	47	(10.49 %)
4	63	(14.06 %)
5	218	(48.66 %)
N/A	99	(22.1 %)

Textbook: use of problems/activities provided in the textbook.

Rating	Count	Percent
1	1	(0.22 %)
2	3	(0.67 %)
3	48	(10.79 %)
4	100	(22.47 %)
5	123	(27.64 %)
N/A	170	(38.2 %)

Individual presentations/demonstrations.

Rating	Count	Percent
1	3	(0.68 %)
2	2	(0.45 %)
3	23	(5.18 %)
4	90	(20.27 %)
5	72	(16.22 %)
N/A	254	(57.21 %)

Group presentations/demonstrations.

Rating	Count	Percent
1	2	(0.45 %)
2	8	(1.81 %)
3	20	(4.52 %)
4	58	(13.12 %)
5	19	(4.3 %)
N/A	335	(75.79 %)

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

Rating	Count	Percent
1	1	(0.22 %)
2	3	(0.67 %)
3	31	(6.92 %)
4	94	(20.98 %)
5	127	(28.35 %)
N/A	192	(42.86 %)

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

Rating	Count	Percent
1	1	(0.23 %)
2	3	(0.68 %)
3	22	(4.95 %)
4	75	(16.89 %)
5	72	(16.22 %)
N/A	271	(61.04 %)

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

Rating	Count	Percent
1	2	(0.45 %)
2	0	(0 %)
3	9	(2.04 %)
4	83	(18.78 %)
5	84	(19 %)
N/A	264	(59.73 %)

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

Rating	Count	Percent
1	1	(0.22 %)
2	3	(0.67 %)
3	46	(10.27 %)
4	115	(25.67 %)
5	150	(33.48 %)
N/A	133	(29.69 %)

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

1	8	(1.79 %)
2	11	(2.46 %)
3	38	(8.48 %)
4	142	(31.7 %)
5	161	(35.94 %)
N/A	88	(19.64 %)

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

1	4	(0.91 %)
2	3	(0.68 %)
3	11	(2.51 %)
4	65	(14.81 %)
5	72	(16.4 %)
N/A	284	(64.69 %)

Individual Projects: portfolio assessment, competency portfolio, Capstone project, etc.

1	0	(0 %)
2	2	(0.45 %)
3	11	(2.49 %)
4	88	(19.91 %)
5	64	(14.48 %)
N/A	277	(62.67 %)

Group projects: debates, presentations, etc.

1	6	(1.35 %)
2	3	(0.68 %)
3	16	(3.61 %)
4	45	(10.16 %)
5	20	(4.51 %)
N/A	353	(79.68 %)

Evaluations: self, peer, external evaluation.

1	1	(0.23 %)
2	5	(1.14 %)
3	27	(6.14 %)
4	92	(20.91 %)
5	80	(18.18 %)
N/A	235	(53.41 %)

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

1	1	(0.23 %)
2	1	(0.23 %)
3	12	(2.72 %)
4	49	(11.11 %)
5	58	(13.15 %)
N/A	320	(72.56 %)

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

1	1	(0.23 %)
2	2	(0.45 %)
3	8	(1.81 %)
4	28	(6.32 %)
5	94	(21.22 %)
N/A	310	(69.98 %)

Specific Skills Assessment: skills specific to courses, co-curricular programs that offer credit, technical programs (music lessons, law enforcement skills, Intercollegiate Athletics, simulations, etc.)

1	0	(0 %)
2	1	(0.23 %)
3	12	(2.72 %)
4	53	(12.02 %)
5	72	(16.33 %)
N/A	303	(68.71 %)

Off-campus labs: Internship/Externship, practicum, field experience, supervised occupational experience, clinical experience,

1	11	(2.48 %)
2	2	(0.45 %)
3	8	(1.81 %)
4	59	(13.32 %)
5	59	(13.32 %)
N/A	304	(68.62 %)

Appendix B

Effectiveness of (Technical Programs) Assessment Methods: 2021-2022

When rating the effectiveness of the assessment methods you used in this program, reflect back on the last academic year assessment data.

If this is a new program, the results will be used as baseline data.

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

2 = Somewhat effective (measured some Program Learning Outcomes adequately and others not adequate 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 (Choose this if you did not use a specific assessment method)

Advisory committee feedback

1	0 (0 %)
2	0 (0 %)
3	6 (21.43 %)
4	6 (21.43 %)
5	16 (57.14 %)
N/A	0 (0 %)
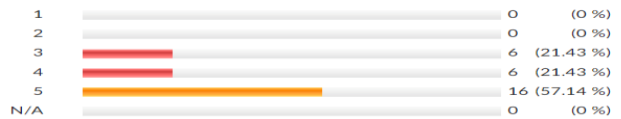
Capstone course or project within a course

1	0 (0 %)
2	0 (0 %)
3	1 (3.57 %)
4	3 (10.71 %)
5	5 (17.86 %)
N/A	19 (67.86 %)

Comprehensive final exam

1	0 (0 %)
2	0 (0 %)
3	7 (25 %)
4	9 (32.14 %)
5	5 (17.86 %)
N/A	7 (25 %)

Employer survey

1	0 (0 %)
2	1 (3.57 %)
3	4 (14.29 %)
4	4 (14.29 %)
5	5 (17.86 %)
N/A	14 (50 %)
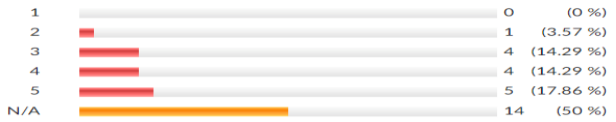
Exit survey/interview for graduate candidates

1	0 (0 %)
2	2 (7.41 %)
3	2 (7.41 %)
4	0 (0 %)
5	8 (29.63 %)
N/A	15 (55.56 %)
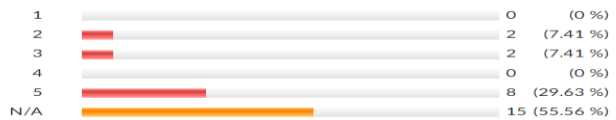
Externship/internship/preceptorship supervisor feedback

1	0 (0 %)
2	0 (0 %)
3	1 (3.57 %)
4	4 (14.29 %)
5	7 (25 %)
N/A	16 (57.14 %)
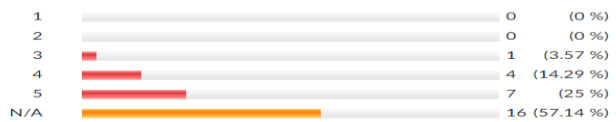
Externship/internship/preceptorship rating scale/checklist

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	4 (14.29 %)
5	6 (21.43 %)
N/A	18 (64.29 %)

Licensing board certification exam

1		0	(0 %)
2		0	(0 %)
3		0	(0 %)
4		1	(3.57 %)
5		8	(28.57 %)
N/A		19	(67.86 %)

Mock board exam

1		0	(0 %)
2		0	(0 %)
3		0	(0 %)
4		0	(0 %)
5		9	(32.14 %)
N/A		19	(67.86 %)

National Occupational Competency Testing Institute exam (NOCTI)

1		0	(0 %)
2		0	(0 %)
3		0	(0 %)
4		1	(3.57 %)
5		3	(10.71 %)
N/A		24	(85.71 %)

Performance/Presentation

1		0	(0 %)
2		0	(0 %)
3		0	(0 %)
4		6	(21.43 %)
5		8	(28.57 %)
N/A		14	(50 %)

Program data collection for attrition/retention

1		0	(0 %)
2		0	(0 %)
3		4	(14.29 %)
4		6	(21.43 %)
5		8	(28.57 %)
N/A		10	(35.71 %)

Program data collection for job placement

1		0	(0 %)
2		0	(0 %)
3		8	(28.57 %)
4		7	(25 %)
5		6	(21.43 %)
N/A		7	(25 %)

Simulations

1		0	(0 %)
2		0	(0 %)
3		2	(7.14 %)
4		5	(17.86 %)
5		8	(28.57 %)
N/A		13	(46.43 %)

Other industry-based assessments (i.e., IDEA survey, FBM annual analysis, Financial Red Flags report, AAMA exam reports)

1		0	(0 %)
2		1	(3.57 %)
3		1	(3.57 %)
4		1	(3.57 %)
5		3	(10.71 %)
N/A		22	(78.57 %)