



2016-2017 Assessment Summary Report

Prepared by Beth Van Orman, Minnesota West Community & Technical College Assessment Coordinator

General Information

Data evaluation methods changed from fall 2016 to spring 2017. Additional questions were added:

- What specific adjustments will you make in this course and with your assessments?
- How will you measure the effectiveness of those adjustments?
- If you made changes to this course since the last time you taught it, what changes did you make, why did you make the changes, and what were the results? (We are looking for a measure or evidence that you made changes as you proposed the last time you completed the course assessment, and evidence of effectiveness).
- Please share any ideas, comments and/or concerns regarding this assessment form that will provide evidence of effectiveness of Minnesota West's assessment process. Thank you for your feedback.

Data from these questions are summarized in this report.

The divisions were restructured and reduced from nine to seven after the last academic year. Management has now joined the Computer Science & Business division, and Manufacturing and Energy has joined the Trades and Services division.

Overview

Course Assessment Forms are completed online using BrightSpace by D2L. Each Faculty member completes assessment forms individually. One hundred percent of Faculty (full- & part-time, adjunct) across 7 divisions were in compliance in terms of reporting for fall 2016 semester. One hundred percent of Full time faculty were in compliance for spring 2017 semester while only 3 individual adjunct faculty failed to report.

Employment Status

	Fall 2016 Semester	Spring 2017 Semester
Full-Time	79%	78%
Part-Time	14%	16%
Adjunct	7%	6%

Method of Course Delivery

	Fall 2016 Semester	Spring 2017 Semester
Face-to-Face	49%	53%
ITV	2%	2%
Online	26%	26%
Hybrid	4%	3%
Face-to-Face/Online	9%	4%
Face-to-face/ITV	6%	4%
Face-to-face/Hybrid	2%	3%
Online/ITV	2%	1%
Online/Hybrid	.23%	.89%
ITV/Hybrid	0	1%
Other	Not included	2%

Division Chairs

Division	Chair
Allied Health	Genevieve Velde
Computer Science & Business/Management	Judy Tebben
Humanities & Fine Arts	Eric Parrish
Science & Math	Paul Seifert
Social & Behavioral Science/History	Beth Van Orman
Trades & Services/Manufacturing & Energy	Rob Arp
Transportation	Pete Girard

Assessment Methods Used

Listed below are the assessment methods. Faculty utilized a Likert Scale to measure the effectiveness of the assessment method.

Results reported in percentages

*F16 = Fall Semester, 2016

*S17= Spring Semesters, 2017

Assessment Methods	1 Poor		2 Low Average		3 Average		4 High Average		5 Excellent		NA Not Applicable	
	F16	S17	F16	S17	F16	S17	F16	S17	F16	F17	F16	S17
Attendance (Not part of grade, but used as an assessment of professional attitude)	.45	1.56	.91	3.14	10.91	6.7	19.55	18.97	47.73	53.79	20.45	15.85
Textbook Problems	.68	2.96	2.51	4.33	10.02	6.83	17.77	18	26.42	26.65	42.6	41.23
Individual Presentations	2.94	2.26	1.36	2.26	8.14	6.09	10.41	11.29	22.62	16.7	42.6	61.4
Group Presentations	3.86	4.16	4.09	2.54	6.82	4.62	4.77	8.31	3.86	3.46	76.59	76.91
Instructor-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exams, comprehensive exam, etc.)	1.38	.92	.46	1.83	4.61	6.88	17.28	20.64	36.87	33.94	39.4	35.78
Publisher-developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	1.38	2.33	1.15	.7	6.19	5.35	15.14	15.81	17.66	21.4	58.49	54.42
Blended Instructor/Publisher Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive, exam, etc.)	2.28	2.79	.46	.23	4.57	3.49	10.73	13.02	23.52	27.21	58.45	53.26
In-Class Assignments (worksheets, discussions, chats, individual or group work, etc.)	.68	.91	1.37	2.27	7.52	5.23	20.5	22.5	52.39	45	17.54	24.09
Out-of-Class Assignments (reading, work products, interviews, etc.)	.91	1.8	3.63	3.15	9.3	8.09	22.9	19.1	47.39	45.39	15.87	22.47
On-Campus Labs (lab task performance, lab tests)	2.31	2.32	.46	.93	.46	1.16	2.31	6.96	25.64	22.27	68.82	66.36
Off-Campus Labs (Internship/externship, clinical experience, supervised occupational experience, field experience)	3.64	3.46	4.55	2.3	2.05	3.46	3.18	4.84	15.23	20.74	71.36	65.21
Demonstration/Performance (individual or group, role-playing, debates, speech, performance on National licensure exams)	2.52	1.85	1.15	1.39	4.59	2.78	10.09	11.34	24.31	23.15	57.34	59.49
Specific Skill Assessments (specific to programs and technical programs)	1.83	1.84	0	1.38	4.11	1.61	10.05	9.43	36.7	40.46	7.954	45.29
Papers (journals, quick writes, minutes paper, one-sentence summary, reflection paper, research paper, etc.)	2.73	3.94	2.96	2.31	7.06	6.25	15.49	13.89	18.68	19.44	53.08	54.17
Individual Projects (portfolio assessment, competency portfolio, Capstone project, etc.)	2.73	3.19	2.05	3.19	2.27	3.87	8.86	10.71	28.18	21.41	55.91	57.63
Group Projects (debates, presentations, etc.)	2.97	4.62	4.35	1.39	5.26	5.31	5.26	6.47	5.49	6	76.66	76.21
Evaluations (self, peer, external evaluations)	3.2	2.98	1.83	2.29	6.16	7.11	13.47	13.3	25.8	22.25	49.54	52.06

Assessment Methods not listed on the survey currently used by faculty

- New curriculum; working on the accreditation of the HIT program.
- Minute Oral Review: Use of new phrases, accurate pronunciation of appropriate phrases, questions and statements in Spanish. Final exam is an oral interview.
- Command Spanish materials to give Farm Managers skills to communicate with workers.
- Customer Satisfaction surveys from area businesses.
- Kaplan tests.
- Concert reports in music.
- Mental Model: hypothetical diagnostics according to the subject matter.
- Disputed Answers folder. Likert Score: 5. This folder is available for students throughout the semester. If a question was marked wrong, and he/she feels their answer is correct, then he/she can identify the test/quiz and the question(s) that are under dispute. The students defend their answers and students will receive partial to full credit for their responses. Although it is not required that all students make use of this approach, it is a great learning tool for those who do. In addition, it helps identify questions that may have been loaded into D2L incorrectly.
- Students "contract" for a grade. Listed on the syllabus is what is required for each letter grade. This allows students to know what is expected in class. Likert score: 4
- Exams from the Cisco developed system.
- Tours and Industry presentations.

Effectiveness of Assessments

Fall semester 2016: 100% of faculty indicated the assessment methods accurately measured student success in relation to the course objectives and course outcomes listed in the course outlines.

Spring semester 2017: 99.55 percent of Faculty indicated the assessment methods were effective while .45 percent indicated they were not.

Adjustments Made to Course Assessment

Fall semester 2017, this question read as "What specific adjustments will you make in the classroom and with assessment and how will that be measured?" Interest in how the faculty will measure the effectiveness of these adjustments was important, so for spring 2017 semester the question changed to read as: "What specific adjustments will you make in this course and with your assessments? How will you measure the effectiveness of those adjustments?" The following are faculty responses:

- Improve instructor-based assignments and quizzes.
- Guest presenters within the field and measure through a critique paper.
- Improve clinical sites with training on assessment methods and informing sites/students of expectations.
- Develop study guides for chapters.
- Include a virtual lab to code actual case studies.
- Provide more "real-world" applications.
- Consider making the course a hybrid.
- Adding more labs.
- Increase the lab component for rescuing.
- Follow State POST board standards for skills assessment.
- Spreadsheets adjusted to current market values and trends. Reevaluated with the same assessed measurements to determine profits or losses.
- Journaling or short reaction written assessments.

- Add NCLEX style review questions.
- Use more paper assignments and reflection papers in the course.
- Use student evaluations of the course to alter assessment.
- Add more discussion questions as requested by students.
- Update and maintain lab equipment to stay within industry standards.
- Add more quick writes and out-of-classroom observations.
- Incorporate more web resources to reinforce course material.
- Decrease the number of activities for each chapter as there are too many.
- Add more lab work including internet systems and customer lines.
- Revise lab worksheets to be compatible with newer operating systems.
- Increase the value of the final project to give it more weight to the final grade.
- Add more critical thinking and applications.
- Incorporate formative assessments where students can show their work and thought process.
- Use Zoom for group presentation and measure by a quantitative and qualitative measure as this is a face-to-face/hybrid class.
- Require 1-1 conferences with instructor to maintain progress and motivation for students.
- Need to make rubrics.
- Look at a new textbook.
- Mandate viewing of pre-recorded lectures as part of assessment.
- Add a research paper.
- Add additional chapter assignments.
- Add localized journal articles of current issues.
- Bring more visuals into the classroom.
- Coordinate with the Minnesota State Transfer Pathways plan.
- Use self-assessment describing what they learned and how they intend to apply it in the future. Add a question that asks them what grade they think they deserve to see how it corresponds with the grade they earned.
- Create my own material and no longer require an access code for the companion site.
- Ensure that every student is assessed using a FinAn and then look at each individual student for their needs and make changes on a student-by-student basis.
- Add a developmental assessment for students to complete to gain greater proficiency.
- Re-work the Resource File project that students work on throughout the semester which becomes their final project.
- Expand on the number of 5-minute topic presentations.
- Revise some of the daily questions for clarity and focus.
- Expand the selection of short readings.

Evidence of effectiveness of adjustments made to course

Note: The data reflects spring 2017 semester as this was new to the course assessment form.

- Changed textbook in anticipation of student improvement. Students did not connect with it. Continue to search for appropriate textbook.
- Changed course to Hybrid: face-to-face, ITV, live adobe-connect and recorded lectures to allow students every opportunity to attend the class and access information.
- Changed video selections to reflect more current materials available, and expanded structured class discussions on the daily writing assignments. Helped some students more fully develop

daily responses later in the term after they had seen the range of possible issues that might arise with a topic of discussion.

- Adjusted questions on quizzes that demonstrated positive results for student performance.
- Added more term quizzes. Average scores were consistently over 90%.
- Increased the number of discussion topics during several weeks and closed some discussions when conversation slowed down or became repetitive. Together, these increased the engagement and interest level in many discussions.
- Added review questions; changed textbook; added more content on areas of weaknesses noted on state board exams from 2016. All positive feedback from students.
- Added new lab activities that were well-received from students based on their feedback.

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

Training Needs Identified

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

Campus CTL leaders should review this list of training needs closely and work with faculty on their campus to identify priority training needs for the 2017–18 academic year.

Kayla Westra is the Instructional Designer for the College, and the contact person for assistance in these areas. The following training needs were listed on the faculty course assessment forms or provided as feedback at the CTL training day in the spring.

Software/Computer/Technology Training:

- Attend user group meeting on Linux.
- Cyber security.
- Apache training.
- Windows 10 and Office 2016, Word, Excel, Power Point, Access.
- Recording lectures and upload to D2L.
- How to form small discussion groups.
- Windows server 2016.
- Efile.
- Information on how to connect better with students online.
- Drop box training or other ways to transmit/share larger amounts of data.
- Better audio/visual aids to assist in teaching concepts to students.
- Learn new teaching techniques to engage online learning.
- Differences between Excel versions for students versus full version and Mac versus Windows.
- Camtasia and Doceri.
- Screen-casting and Pen-casting.
- Using social media in the classroom.
- Weighted and Points Grading system on D2L.

- How to share documents with multiple people online.
- Better teaching technology training. What's available?

Programs and Disciplines:

- Attend professional convention for foreign language – particularly Spanish.
- Observe at Avera McKennon lab to learn about new automation of blood typing.
- Attend national conference on coding phone apps.
- Attend workshops on clinical evaluation tools and simulation training.
- Attend training on Advance IT.
- Callix systems training.
- VMWare training.
- Continue Cisco Training.
- Minnesota Adult Agricultural Educational seminars.
- Training for specific shop tools: alignment machine.
- Industry-sponsored training.
- Attend Diversity Conferences.
- Work directly with Command Spanish Company to develop specific text materials.
- Advanced training through the Cosmetology Association.
- Attend trade shows.
- Advanced skin-care training.
- Attend Coaching clinics.
- Attend Strengthening and Conditioning clinics.
- Training in advances technology available for labs in anatomy.
- Ongoing learning opportunities within the discipline related to psychology such as psychology teaching, psychotropic medications, psychopharmacology, mental illness local and global, therapeutic strategies, psychiatric updates, forensic psychology, developmental psychology, abnormal psychology, addictions/addictive behaviors, drugs and behavior, and psychological research and et cetera (seminar, conference, classes).
- Attend Health Educators Conference for new options and teaching methods related to nursing.
- Attend Midwestern Code Seminars.
- Continue with CEU's on Medical Coding changes.
- Attend training from American Health Information Management Association.
- Power Sports Technology – attend current product training.
- Attend Sociological conferences to obtain recent and current trends regarding fields in Social Problems and Sociology and how they are being transmitted within the classroom by different Professors. Get feedback from individuals who are already implementing new techniques and what results they have received or measured.
- Attend the International Law Enforcement Educators and Trainers Association (ILEETA) conference.
- Learning the advanced coloring techniques.
- Learn new rule changes from BCE.
- Advanced hair-cutting techniques.
- Training techniques to help students with client consultation.
- Attend Ag Tech Conference and Summer MAAE conference – Farm Business Management.
- Continue to have State Farm Business Management webinar meetings and FINPACK trainings.
- Evaluation of Farm Financial Measurements.

- More Cashflow detail to work more closely with FSA and local lenders.
- Attend Milady conferences for cosmetology.
- More training for part-time faculty to help them transition from industry to teaching.
- Eye lash extension training and hair removal training.
- Student lab behavior conduct and ethics training.
- Attend art workshops and new media techniques.
- Attend pediatric symposiums.
- Power Sports Technology: need more current equipment for the students to learn on.
- Attend watershed training sessions.
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General:

- Information on dealing with the new generation of students.
- Best practices for developing and delivering a hybrid course.
- Information and training on various assessment methods and approaches used in other disciplines and educational settings.
- ESL needs.
- Information on students under the influence of drugs. How to identify students under the influence in class.
- Best practices for retention and how to provide supplemental resources to prevent drop-out.
- Create a Spanish in the classroom workshop for faculty.
- Responding to racism and sexism in the classroom.
- Training for OSHA certifications.
- How to deal with language-barrier issues in the classroom.
- Local/campus training on accessing community resources and utilizing them in the classroom.
- More options for proctoring. Information on proctoring services.
- Blooms taxonomy.

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

General feedback from Faculty regarding the Assessment process

- The course assessment form is easy to use.
- Would like students to provide feedback in their own words on faculty evaluations rather than have standard options to choose from.
- Is it possible on the assessment survey (course assessment form) to have your classes auto-populate when you click on your name?
- Is it possible to auto-populate information from course outlines into the course assessment forms?
- Appreciate the assessment process. Without it I doubt I would take the time to really think about ways I could change the course for improvement.
- Need an easier way to print our course assessments when we are completed.
- Need to address the discrepancy between effective assessment for those students who do not complete assessment requirements in class.
- Provide more informal discussions with other faculty about assessment.