



2014-2015 Assessment Summary Report

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Overview

Course Assessment Forms are now completed online using Brightspace by D2L. Assessment Forms are completed individually by each Faculty. All full-time Faculty are in compliance in terms of reporting assessment and training needs.

Division	Chair	Fall, 2014	% Faculty Completed Spring, 2015
Allied Health	Tonya Koepsell	100	100
Manufacturing & Energy	Gary Olsen	100	100
Management	Mike Dierks	100	100
Computer Science & Business	Diane Wells	100	100
Science/Math	Bob Purcell	100	100
Developmental Studies	Louann Williamson	100	100
Social & Behavioral Science	Vong Rathsachack	100	100
Trades & Services	Judith Brown	100	100
Distance Learning Division	Judy Tebben	100	100
Humanities & Fine Arts	David Mills	100	100
Transportation	Pete Girard	100	100

Assessment Methods Used in Courses

Assessment Methods Used	Fall, 2013 %	Spring, 2014 %
Attendance (Not part of grade, but used as an assessment of professional attitude)	65	62
Textbook problems	62	49
Individual presentations	23	30
Group presentations	12	10
Instructor-developed tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	48	45
Publisher-developed tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	28	23

Blended Instructor/Publisher developed tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	43	42
In-class assignments (worksheets, discussions, chats, individual or group work, etc.)	72	76
Out-of-class assignments (reading, work products, interviews, etc.)	70	73
On-campus labs (lab task performance, lab tests)	34	30
Off-campus labs (Internship/externship, clinical experience, supervised occupational experience, field experience)	6	14
Demonstration/performance (individual or group, role-playing, debates, speech, performance on national licensure exams)	29	24
Specific skill assessments (specific to programs and technical programs)	35	35
Papers (journals, quick writes, minute paper, one-sentence summary, reflection paper, research paper, etc.)	40	37
Individual projects (portfolio assessment, competency portfolio, Capstone project, etc.)	27	25
Group projects (debates, presentations, etc.)	10	11
Evaluations (self, peer, external evaluations)	28	20

Adjustments Made to Course Assessments

Faculty indicated the following changes to course assessments:

- Including comprehensive midterm and final exam
- Increase number of video lectures online
- Use Medtraining – online training site
- Use formative assessment rather than summative assessment
- Maintain up-to-date GAAP principles and technology
- Add group collaborative work
- Use Adobeconnect for student concerns and questions
- Move away from Publisher-created tests
- More clinical site contact by Instructor
- Streamline out-of-class assignments
- Bring in experts/professionals to speak in class
- Incorporate more case-studies
- Increase discussion questions to engage students with each other
- Collect earlier draft of research paper
- Include current events papers
- Make adjustments to rubrics

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. The following areas were identified. 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 2015 – 16 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 faculty course assessment forms or provided as feedback at the CTL training day in the spring.

Software/Computer/Technology Training:

- Advanced uses of D2L
- Refresher courses on D2L
- Windows Server 2012
- Telecommunications
- Cisco Networking
- VMWare
- Electric File Training
- Alternative assessment methods on D2L
- Integration of social media on D2L
- Voice-over Power Points
- Windows 10
- Office 2016
- Textbook website use
- Adobeconnect
- Importing test banks from a textbook in D2L
- Methods for teaching a foreign language online (SPAN)
- Simulation training and Equipment (NURS)
- Quality Matters workshops – need for interactions with discussions
- Mobile report-writing software (LAW)

Programs and Disciplines:

- Training on text blueprinting & statistical analysis (NURS)
- Flipped classroom techniques (NURS)
- Learn use of NEEHR Perfect (EHR subscription used by students) NURS
- Credentialing courses on teaching effectively (NURS)
- Test writing (NURS)
- Detailed Analysis Evaluation (NURS ASST)
- Professional Conferences – STEM: Cloning the Gender Gap (CSCI)
- Conferences specific to training on Apps (CSCI)
- Annual Finpack update (MGMT)
- Annual tax law update (MGMT)
- Advanced skin care (COSM)
- Hairshows – Hair color (COSM)
- Professional presenter on hair extensions (COSM)
- Attend coaching clinics (PHED)
- Additional space and equipment (PHED)
- Training seminars on current athletic training methods (PHED)
- Assistance with cash flows in difficult financial times (Farm MGMT)
- Understanding FSA training guide (Farm MGMT)
- Stay current on herbicide mode of action (AG)
- Horticulture labs on and off campus (AG)
- Carcass breakdown (AG)
- Muscle and bone structure (AG)
- Factory training on various brands of equipment (Power Sports)
- Professional presenters (SOC/PSYC)
- Attend professional conferences (SOC/PSYC)
- Spanish workshops & networking (SPAN)
- Rubric development workshops (MATH)

- Formative assessment (MATH)
- Mathematics training for application to calculus (MATH)
- Methods for student engagement and discipline in ITV (MUSIC)

General:

- Quality Matters workshops
- Continuing Education courses offered through vendors
- Learning communities

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