2015-2016 Assessment Summary Report
Prepared by Beth Van Orman, Minnesota West Community & Technical College Assessment Chair.

General Information
Data evaluation methods changed from fall 2015 to spring 2016. Additional information includes employment status of Faculty, method of how the course is taught in addition to effectiveness of assessment methods.

Employment Status:	Full Time	83.75%
	Part Time	9.75%
	Adjunct	6.5%

Method of Course Delivery:

Face-to-Face	57%
ITV	4%
Online	31.33%
Hybrid	7.67%

Overview
Course Assessment Forms are completed online using Brightspace by D2L. Assessment Forms are completed individually by each Faculty. Ninety-four Faculty (full- & part-time, adjunct) across 9 divisions are in compliance in terms of reporting for both fall 2015 and spring 2016 semesters. Thirty-five part-time and adjunct did not complete assessment forms.

Division	Chair
Allied Health	Genevieve Velde
Management	Mike Dierks
Computer Science & Business	Judy Tebben
Science/Math	Shannon Fiene
Distance Learning	Terri Pelzel
Developmental Studies	LouAnn Williamson
Social & Behavioral Sciences	Vong Rathsachack
Trades & Services	Rob Arp
Humanities	Karsten Piper

Assessment Methods Used in Courses

Fall 2015

- Attendance (Not part of grade, but used as an assessment of professional attitude) 60.82%
- Textbook Problems 52.58%
- Individual Presentations 25.77
- Group Presentations 11.34%
- Instructor-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exams, comprehensive exam, etc.) 47.42%
- Publisher-developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.) 28.87%

- Blended Instructor/Publisher Developed Tests (pop 50.52% quiz, unit exam, pre- & post-testing, oral exam, comprehensive, exam, etc.)
- In-Class Assignments (worksheets, discussions, chats, 67.01% individual or group work, etc.)
- Out-of-Class Assignments (reading, work products, 73.2%

  interviews, etc.)
- On-Campus Labs (lab task performance, lab tests) 27.84%
- Off-Campus Labs (Internship/externship, clinical 9.28% experience, supervised occupational experience, field experience)
- Demonstration/Performance (individual or group, 22.68% role-playing, debates, speech, performance on National licensure exams)
- Specific Skill Assessments (specific to programs and 32.99 technical programs)
- Papers (journals, quick writes, minutes paper, 47.42% one-sentence summary, reflection paper, research paper, etc.)
- Individual Projects (portfolio assessment, 28.87% competency portfolio, Capstone project, etc.)
- Group Projects (debates, presentations, etc.) 8.25%
- Evaluations (self, peer, external evaluations) 16.49%

NOTE: Spring semester is not reported in terms of the percentage of faculty using a specific method. Rather, effectiveness of those assessment methods was incorporated for spring semester.

Effectiveness of Assessment Methods Used in Courses

NOTE: This information was collected from spring 2016 semester only. This method will continue for future semesters.

Assessment Methods	**1 Poor**	**2 Low Average**	**3 Average**	**4 High Average**	**5 Excellent**	**NA Not Applicable**
Attendance (Not part of grade, but used as an assessment of professional attitude)	0%	2.33%	4.65%	18.6%	48.84%	25.58%
Textbook Problems	12.73%	0%	7.27%	30.91%	21.82%	27.27%
Individual Presentations	4.08%	4.08%	2.04%	32.65%	14.29%	42.86%
Group Presentations	13.04%	4.35%	10.87%	15.22%	2.17%	54.35%
Instructor-Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exams, comprehensive exam, etc.)	11.32%	1.89%	3.77%	24.53%	32.08%	35.42%
Publisher-developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive exam, etc.)	2.33%	0%	13.95%	37.21%	34.88%	11.63%
Blended Instructor/Publisher Developed Tests (pop quiz, unit exam, pre- & post-testing, oral exam, comprehensive, exam, etc.)	3.57%	1.79%	10.71%	17.86%	35.71%	30.36%
In-Class Assignments (worksheets, discussions, chats, individual or group work, etc.)	1.43%	1.43%	10%	37.14%	32.86%	17.14%
Out-of-Class Assignments (reading, work products, interviews, etc.)	1.49%	7.46%	11.94%	31.34%	40.3%	7.46%
On-Campus Labs (lab task performance, lab tests)	0%	0%	1.92%	7.69%	57.69%	32.69%
Off-Campus Labs (Internship/externship, clinical experience, supervised occupational experience, field experience)	19.51%	4.88%	2.44%	4.88%	24.39%	43.9%
Demonstration/Performance (individual or group, role-playing, debates, speech, performance on National licensure exams)	2.17%	4.35%	4.35%	8.7%	32.61%	47.83%
Specific Skill Assessments (specific to programs and technical programs)	1.79%	1.79%	1.79%	16.07%	57.14%	21.43%
Papers (journals, quick writes, minutes paper, one-sentence summary, reflection paper, research paper, etc.)	8.77%	3.51%	14.04%	12.28%	36.84%	24.56%

Individual Projects (portfolio assessment, competency portfolio, Capstone project, etc.)	5.26%	0%	1.32%	39.47%	35.53%	18.42%
Group Projects (debates, presentations, etc.)	11.63%	0%	27.91%	6.98%	2.33%	51.16%
Evaluations (self, peer, external evaluations)	6.98%	6.98%	13.95%	6.98%	27.91%	37.21%

Assessment methods not listed on Brightspace D2L include:

- In-class participation
- Online labs
- Publisher-developed software assignments
- Guest speakers
- Current event discussions
- Peer practice sessions
- Hand-on skills
- Review questions
- Accreditation standards
- Case studies
- Note-taking requirements
- Packet Tracer-5

Effectiveness of Course Assessment

Ninety-nine percent of Faculty indicated the assessment methods were effective while 0.5 percent indicated they were not.

Adjustments Made to Course Assessments

The following were indicated as methods to adjust current course assessment:

- New textbook addition. Review exams and revise with updates as needed
- Accreditation competencies are changes. Review curriculum and implement new assessments when necessary
- Evaluate individual quiz questions for effectiveness
- Assign more individual projects and handouts
- Improve behavioral discipline policies in the classroom
- Additional instructor-developed assignments that include student data
- Incorporate hands-on labs
- Incorporate environmental issues
- Adjust the balance of usage of discussion boards, critical reviews
- Bring in professionals to present
- Work to get a larger percentage of livestock enterprise analysis
- Use more of the publishers online-materials
- Use Department of Labor videos
- Add rubrics to all assignments
- Change textbooks
- Need updated metering and more stations for students to work
- Change evaluations to reflect new policies in the program
- Reevaluate service-learning assignments
- Develop better video guides
- Use national testing result to determine areas that need adjustments
- Incorporate presentations
- Make use of training aids supplied by industry
- Implement peer assessment

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 2016–17 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:

- Adding security to computers
- Cisco routers and switches
- Windows Server 2016
- Microsoft Office 2016
- Microsoft Visual Studio 2017 IDE
- Getting evaluation forms online so faculty can enter data but students can't alter
- Simulation assessment
- Online teaching conferences and workshops specific to Spanish development
- How to use social media to enhance courses
- Using publisher sites within D2L
- Windows 10
- Specific practice with recording online lectures and uploading (comparing voice-over power point vs other programs we can use for free)
- Specific instruction on online teaching techniques – games, virtual patients, electronic medical records
- Ongoing Brightspace D2L features such as using intelligent agents
- Designing online lab experiences
- Online technical specifics to combine computer arts
- Camtasia or similar recording software

Programs and Disciplines:

- Attend a Network Administrators class on the use of Powershell on Windows Server 2012 or 2016
- Attend D2L Ignite and CTE Works conferences
- Webinars on virtualization
- Attend Spanish graduate program
- Record mini-lectures available on D2L – HC 2120 and MEDA 2135
- Attend a State MA convention
- Attend National AAMA convention
- Attend NEEHR Perfect Training
- National Electric Code Classes
- Receive Labvolt equipment updates
- Begin upgrading PLCs
- Update automatic training
- Improve use of ITV studios
- Receive coaching training
- Work with FBMA: More training with handling financial stress of students
- Work with FBMA: better evaluate business planning for cash flow needs
- Install indoor climbing lab
- Receive training in use of labs
- Attend AGCO training
- Attend cosmetology-related educational events
- Seek industry supported training
- Seek professional development in Commodity marketing
- Stay current in agriculture economy and changes in agriculture programs
- Train on equipment for feedstuff testing
- Attend professional conferences or graduate level courses – sociology, psychology, ethnic studies, criminal justice
- Attend Health Educators conference
- Attend factory training school – power sports

- Attend health, safety and sanitation class
- Incorporate updates on changes from the Board of Cosmetology Examiners
- Seek online training for procedures of welding process
- Update line trucks
- Attend industry training in power sports
- Obtain technical training to combine computer arts

General:

- Get training on how to use a tool to demonstrate writing step-by-step in online settings
- Stay current with environmental issues
- Obtain updates in new technology
- Explore ideas for assessing group work and presentations

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