



**MINNESOTA WEST  
COMMUNITY AND TECHNICAL  
COLLEGE**

**ASSESSMENT SUMMARY REPORT**

2022-2023

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# Contents

INTRODUCTION .....	2
ASSESSMENT ACTIVITIES OVERVIEW .....	2
Learning Outcomes .....	2
Institutional Learning Outcomes (ILOs): .....	2
Program Learning Outcomes (PLOs): .....	3
Student Learning Outcomes (SLOs): .....	3
CHANGES IN ASSESSMENT ACTIVITIES 2022-2023 .....	4
FUTURE ASSESSMENT ACTIVITIES .....	4
2022-2023 ASSESSMENT SUMMARY .....	5
Assessment Completion:.....	5
Assessment Methods/Evidence of Effectiveness:.....	5
Technical Program Assessment.....	10
Athletics.....	14
INSTITUTIONAL LEARNING OUTCOMES (ILOs) ASSESSMENT DATA .....	16
FEEDBACK ON ASSESSMENT DATA COLLECTION .....	22
TRAINING NEEDS IDENTIFIED AS A RESULT OF ASSESSMENT ACTIVITIES.....	22
DISSEMINATION OF ASSESSMENT DATA .....	23

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# ASSESSMENT SUMMARY REPORT

2022-2023 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 student learning 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 of student learning 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 (ILO) were developed in summer of 2019. The Institutional Learning Outcomes 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 ILOs and, ultimately, understanding how well we are achieving our mission. The Minnesota West Institutional Learning Outcomes are as follows:

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

### Program Learning Outcomes (PLOs):

The Program Learning Outcomes (PLOs) are clear, concise statements that describe how students can demonstrate their mastery of a specific technical program, athletics, or clubs and organizations.

### Student Learning Outcomes (SLOs):

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



## CHANGES IN ASSESSMENT ACTIVITIES 2022-2023

Historically, all learning outcomes were assessed each year. Beginning the fall of 2022, assessment of student learning was changed to coincide with annual program reviews. Program review is completed on a three-year rotation each fall. Course and technical program assessment were completed for those programs that would be reviewed the following fall. The tool used by these programs included not only measures of the learning outcomes, but also information regarding budgeting, equipment and technology needs, advisory committee information, and training needs. The goal is to use the program review as an opportunity to review assessment data and make necessary changes to a course and/or program. Those programs that were not up for program review in the fall completed a short-form that is a direct measure of the learning outcomes.

## FUTURE ASSESSMENT ACTIVITIES

The assessment process at Minnesota West is a continuous improvement project. Changes proposed for the 2023-2024 academic year are a consideration of feedback from faculty, staff and administration, and recommendations from the Higher Learning Commission reaffirmation review. The assessment committee continues to review and change the following as is applicable and possible.

- 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.

## 2022-2023 ASSESSMENT SUMMARY

### Assessment Completion:

Course Assessment Short Form:	403
Course Assessment Long Form:	195
Program Assessment Short Form:	12
Program Assessment Long Form:	5

The numbers reported are significantly lower than prior academic years. This is attributed to the program review rotation, therefore, less programs are expected to complete the long form each year. Some of those programs that have review in fall of 2023 did not complete the assessment tools. This can be partly attributed to changes in the assessment rotation cycle, changes in program coordinators, and/or lack of awareness of the assessment process.

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.

The completion rates are expected to improve as faculty become accustomed to the new rotation schedule, new faculty onboard to the process, and expectations are more clearly defined. It is the expectation of the Assessment Coordinator to work directly with those new faculty to teach and advise about the assessment process.

### Assessment Methods/Evidence of Effectiveness:

#### Courses:

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

**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 measure a specific Student Learning Outcome)

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

Fall		Spring	
Attendance: used as an assessment of professional attitude.			
1	0 (0%)	1	1 (1.39%)
2	0 (0%)	2	1 (1.39%)
3	13 (10.66%)	3	9 (12.5%)
4	39 (23.77%)	4	14 (19.44%)
5	52 (42.62%)	5	32 (44.44%)
N/A	28 (22.95%)	N/A	15 (20.83%)

Fall		Spring	
Textbook: use of problems/activities provided in the textbook.			
1	0 (0%)	1	0 (0%)
2	1 (0.83%)	2	0 (0%)
3	22 (18.33%)	3	7 (9.86%)
4	28 (23.33%)	4	33 (46.48%)
5	37 (30.83%)	5	9 (12.68%)
N/A	32 (26.67%)	N/A	22 (30.92%)

Fall		Spring	
Individual presentations/demonstrations.			
1	0 (0%)	1	1 (1.39%)
2	1 (0.83%)	2	4 (5.56%)
3	3 (2.54%)	3	4 (5.56%)
4	25 (21.19%)	4	16 (22.22%)
5	52 (44.07%)	5	3 (4.17%)
N/A	37 (31.36%)	N/A	44 (61.11%)

Fall		Spring	
Group presentations/demonstrations.			
1	3 (2.54%)	1	1 (1.39%)
2	3 (2.54%)	2	4 (5.56%)
3	6 (5.08%)	3	4 (5.56%)
4	10 (8.47%)	4	16 (22.22%)
5	9 (7.63%)	5	3 (4.17%)
N/A	87 (73.73%)	N/A	44 (61.11%)

Fall		Spring	
Instructor-developed tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam.			
1	1 (0.83%)	1	0 (0%)
2	0 (0%)	2	1 (1.37%)
3	9 (7.5%)	3	12 (16.44%)
4	29 (24.17%)	4	25 (34.25%)
5	43 (35.83%)	5	14 (19.18%)
N/A	38 (31.67%)	N/A	21 (28.77%)

Fall		Spring	
Publisher-developed tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam.			
1	1 (0.83%)	1	0 (0%)
2	0 (0%)	2	0 (0%)
3	2 (1.67%)	3	3 (4.11%)
4	26 (22.03%)	4	25 (34.25%)
5	24 (20.34%)	5	9 (12.33%)
N/A	65 (55.08%)	N/A	36 (49.32%)

Fall		Spring	
Blended Instructor/Publisher-developed tests: quizzes, unit exams, pre- & post-testing, oral exams, comprehensive exam.			
1	3 (2.54%)	1	0 (0%)
2	2 (1.69%)	2	1 (1.37%)
3	5 (4.24%)	3	4 (5.48%)
4	19 (16.1%)	4	23 (31.51%)
5	33 (27.97%)	5	15 (20.55%)
N/A	56 (47.46%)	N/A	30 (41.1%)

Fall			Spring		
<b>In-class assignments: worksheets, discussions, chats, individual or group work.</b>					
1		0 (0%)	1		0 (0%)
2		0 (0%)	2		0 (0%)
3		12 (9.84%)	3		5 (6.85%)
4		18 (14.75%)	4		29 (39.73%)
5		68 (55.74%)	5		21 (28.77%)
N/A		24 (19.67%)	N/A		18 (24.66%)

Fall			Spring		
<b>Out-of-class assignments: reading, worksheets, work products, interviews, etc.</b>					
1		4 (3.28%)	1		1 (1.37%)
2		2 (1.64%)	2		3 (4.11%)
3		3 (2.46%)	3		9 (12.33%)
4		41 (33.61%)	4		28 (38.36%)
5		66 (54.1%)	5		13 (17.81%)
N/A		6 (4.92%)	N/A		19 (26.03%)

Fall			Spring		
<b>Papers: journals, quick-writes, minute paper, one-sentence summary, reflection paper, research paper, etc.</b>					
1		0 (0%)	1		3 (4.11%)
2		1 (0.85%)	2		4 (5.48%)
3		3 (2.56%)	3		5 (6.85%)
4		20 (17.09%)	4		18 (24.66%)
5		37 (31.62%)	5		9 (12.33%)
N/A		56 (47.86%)	N/A		34 (46.58%)

Fall			Spring		
<b>Individual Projects: portfolio assessment, competency portfolio, Capstone project, etc.</b>					
1		0 (0%)	1		0 (0%)
2		1 (0.85%)	2		1 (1.37%)
3		3 (2.56%)	3		4 (5.48%)
4		20 (17.09%)	4		20 (27.4%)
5		37 (31.62%)	5		4 (5.48%)
N/A		56 (47.86%)	N/A		44 (60.27%)

Fall			Spring		
<b>Group projects: debates, presentations, etc.</b>					
1		5 (4.24%)	1		5 (7.04%)
2		3 (2.54%)	2		0 (0%)
3		2 (1.69%)	3		2 (2.82%)
4		10 (8.47%)	4		20 (28.17%)
5		8 (6.78%)	5		3 (4.23%)
N/A		90 (76.27%)	N/A		41 (57.75%)

Fall			Spring		
<b>Evaluations: self, peer, external evaluation.</b>					
1		0 (0%)	1		0 (0%)
2		2 (1.69%)	2		2 (2.78%)
3		13 (11.02%)	3		7 (9.72%)
4		19 (16.1%)	4		18 (25%)
5		40 (33.9%)	5		7 (9.72%)
N/A		41 (37.29%)	N/A		38 (52.78%)



Fall		Spring	
Demonstration/Performance: individual or group, role-playing, debates, speech, performance on National license exams.			
1	0 (0%)	1	0 (0%)
2	2 (1.71%)	2	0 (0%)
3	2 (1.71%)	3	2 (2.74%)
4	7 (5.98%)	4	16 (21.92%)
5	46 (39.32%)	5	25 (34.25%)
N/A	60 (51.28%)	N/A	30 (41.1%)

Fall		Spring	
On-campus labs: lab task, performance, lab test.			
1	1 (0.85%)	1	0 (0%)
2	0 (0%)	2	0 (0%)
3	0 (0%)	3	4 (5.48%)
4	8 (6.78%)	4	12 (16.44%)
5	18 (15.25%)	5	13 (17.81%)
N/A	91 (77.12%)	N/A	44 (60.27%)

Fall		Spring	
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%)	1	0 (0%)
2	0 (0%)	2	0 (0%)
3	2 (1.69%)	3	1 (1.37%)
4	4 (3.39%)	4	11 (15.07%)
5	20 (16.95%)	5	19 (26.03%)
N/A	92 (77.97%)	N/A	42 (57.53%)

Fall		Spring	
Off-campus labs: Internship/Externship, practicum, field experience, supervised occupational experience, clinical experience, etc.			
1	5 (4.27%)	1	0 (0%)
2	0 (0%)	2	5 (6.85%)
3	0 (0%)	3	6 (8.22%)
4	7 (5.98%)	4	8 (10.96%)
5	9 (7.69%)	5	1 (1.37%)
N/A	96 (82.05%)	N/A	53 (72.6%)

**Changes made to courses as a result of prior assessment methods:**

Analysis of the effectiveness of the tools used to measure student learning within each classroom is expected to determine if changes are needed. What may work one semester/year, may not yield similar results the next semester/year. Faculty are diligent in making changes to assessment methods within the classroom. The following are reported changes made throughout the academic year. (listed in no particular order)

Change in software programs to be more user-friendly	Changes to rubrics for writing projects	Added additional formative assessments and additional lab activities
New textbooks/supplementary readings	Used more textbook questions to promote understanding of content	Built more flexibility into course activities
Added teamwork projects	More in-class engagement regarding	Incorporated more real-world problems and demonstrations into class

	local, regional, and global events	
Extra application of computer research	Modified assignments to address short-coming (unclear wording)	Provided more situation-based scenarios
Allow more practice time in class for performance exams	Assignments evaluated to determine relevancy and effectiveness	Incorporated more simulation activities
Peer evaluations	Used new templates	Revised pre-teaching scaffolding
Update videos and discussion questions	Gave more time to review expectations for each unit	Included more student reflection
Use more zoom sessions to increase accuracy of information between faculty and student	Reviewed with students learning outcomes embedded in each unit	Included more primary source analysis and general course knowledge

Proposed changes to course assessment methods as a result of the 2022-2023 assessment data:

Faculty are expected to analyze their assessments to determine if additional changes are needed for the next session to improve student learning. Below are change proposals:

Modify course to foster greater sense of community (DEI)	Add clients/simulated reality case study to enhance critical thinking	Record instructor lecture to supplement existing written lecture notes
Put the state learning outcomes/objectives in the course welcome page	Increase the number and variety of assignments	Update software when it becomes available
Explore other assessment options	Use of virtual reality for scenario-based activities	Work toward obtaining a dedicated training space in the facility
Offer the course in the summer to give a dedicated time for the students.	Increase diversity in formative assessments	Move away from lectures to a more engaging presentation
Use more case studies	Stay up to date on new trends	Incorporate service learning
Encourage students to use their own analysis to gage their future direction	Restructure the deadline schedule so too much isn't due at the same time	Focus on interactive activities

## 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. Program assessment is now completed on a rotation to coincide with fall program review. Individual reports of technical programs can be found at the end of this report.

## Clubs and Organizations

Minnesota West provides many opportunities for students to participate in clubs and organizations on all campuses. Those clubs and organizations 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, manages funds available, and provides opportunities for learning. Clubs and Organizations that completed assessment include the Business Professionals of America (BPA), Law Enforcement Club, Intramural Sports, Theater Club, Student Senate Jackson Campus, Professional Agriculture Students (PAS) and Phi Theta Kappa – Alpha Nu Kappa Chapter.

The number of students participating in the various clubs and organizations range from 5 to 21 or more. Activities varied throughout the year and are summarized below:

<b>Club/Organization</b>	<b>Activities</b>
Business Professionals of America (BPA)	Recruitment/informational meetings Chapter meetings Individual student competitive event meetings BPA fall conference BPA State Leadership conference BPA National Leadership conference
Law Enforcement Club	20 hours of community service per semester Adopt a Highway 2 blood drives (one each semester) Assist with local proms in Worthington & Adrian Turkey Day parade Summer community requests Role playing for local law enforcement & law enforcement students
Intramural Sports	Flag football Basketball Disc golf Pickle ball Spike ball Volleyball

Theater Club	Annual productions that includes minimally 20 rehearsals; 3 performances, and 5 set-build days
Student Senate Jackson Campus	Two meetings per month Student activities on Jackson campus LEAD Minnesota
Professional Agriculture Students (PAS)	Local events (meetings/entertainment) State conference National Conference
Phi Theta Kappa- Alpha Nu Kappa Chapter	Chapter meetings Opportunities for students to submit applications including All-Minnesota Academic Team and Nota Bene Annual Induction and Awards Ceremony

**Club/Organization Program Learning Outcomes:**

**PROGRAM LEARNING OUTCOMES (PLOs):**

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

- 1 = Not effective at all (did not measure Learning Outcomes well)
- 2 = Somewhat effective (measured some Learning Outcomes adequately and others not)
- 3 = Effective (measured Learning Outcomes adequately)
- 4 = Very effective (measured some Learning Outcomes adequately and some very well)
- 5 = Extremely effective (measured all Learning Outcomes very well)
- NA = Not applicable (choose this if you did not measure a specific Learning Outcome)

Seek, construct, integrate, articulate and apply knowledge across contexts



Connect new ideas with existing knowledge



Generate, analyze, and implement new solutions to problems



Reflect on learning and experience, adjusting goals and developing actions accordingly



Engage and build relationships with people from different cultures and contexts



Articulate how exposure to multiple worldviews has impacted one's own perspectives and ways of being



Demonstrate empathy and concern for individuals, communities, and societies



Negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts



Identify and articulate one's own identities and the intersectionality of these identities



Build and leverage networks with people of varying backgrounds, roles, and perspectives to achieve professional and/or personal goals



Critically and systematically analyze pertinent information to make decisions and/or solve problems



Reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals



Build and sustain meaningful relationships with individuals who provide guidance and support



Continually reflect on and align behavior with personal values, beliefs, meaning, and purpose



Optimize emotional and physical health



Based on the ratings of 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 continue to review and analyze the assessment data to ensure better assessment methods are employed during the 2023-2024 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. Law Enforcement, used funds to bring professional speakers to campus to teach about professional careers to build on service, empathy, social justice and working with people at all strata of society. BPA received Perkins and Opportunity funding to be able to participate in the State and National Leadership conferences. Intramural Sports were able to construct a new outdoor volleyball court, purchase pickle ball sets, replace some equipment, and provide awards for winners of contests. Theater production would not be possible with funding sources and Phi Theta Kappa – Alpha Nu Kappa chapter was provided funds for the Induction and Awards ceremony, and recognize participating students with stoles during the commencement ceremony. Overall, the funds were found to be critical to ensure the sustainability of the clubs and organizations on all campuses.

Goals for the 2023-2024 academic year include increasing participation in clubs and organizations college-wide, provide more options for student involvement, provide additional local activities to build student comradery, incorporate the Honors In Action Project for PTK, and improve safety within the theater.

## Cocurricular Data Dissemination:

The data provided by cocurricular assessment of student learning provides insight into the value and viability of various cocurricular clubs and organizations. The data is used to determine if additional funding is needed, determine which programs benefitted students, and improve the club/organization activities so they align with the Institutional Learning Outcomes. This information is provided to new advisors of standing clubs and organizations, program advisory boards, and faculty.

## Athletics

The 2022-2023 academic year is first time the Intercollegiate Athletic program was formally assessed as a cocurricular program. Credit bearing courses (i.e., intercollegiate football) are included in the course assessment data. Program Learning Outcomes were discussed with, and developed by the full-time coaches and the Men's and Women's Athletic Directors.

Rate the effectiveness of the assessment methods used in this program.

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

Graduation rates

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

Team GPA

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

Retention rates

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

MCAC All-Academic awards

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

NJCAA All-American awards

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

Pre- & Post-athletic season skill development

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

Team records

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

Achievement of team goals

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

Frequency of participation

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

Total hours of participation

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



Student surveys of event/activity	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	0 (0 %)
	N/A	1 (100 %)
	Student surveys of team bonding and retreat activities	1
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		0 (0 %)
N/A		1 (100 %)
Student surveys of activities of diversity, equity and inclusion		1
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	0 (0 %)
	N/A	1 (100 %)

The ratings of the assessment methods in Athletics are considered to be “effective” and “very effective.” Assessment methods not used by the athletic department in the 2022-2023 academic year are pre-and post-athletic season skill development, achievement of team goals, student surveys of athletic events and activities, student surveys of team bonding and retreat activities, and student surveys of activities of diversity, equity, and inclusion. It is noted by the coaches and Athletic Directors, and recommended by the Assessment Coordinator that surveys in these areas be developed so a comprehensive assessment of the program can be conducted.

A change that was put back into place in the 2022-2023 academic year is the GradesFirst program that help coaches track student athlete’s academic performance. This program also helps determine and maintain academic eligibility and retention.

Service learning was provided from student athletes across all sports. Athletes participated in the Operation Christmas Child and the JBS picnic.

Needs identifies include an investment in personnel for student study tables, computer stations in the Center for Health and Wellness, and full-time coaches to ensure academic standards.

## INSTITUTIONAL LEARNING OUTCOMES (ILOs) ASSESSMENT DATA

The Institutional Learning Outcomes (ILOs) were measured in all courses, technical programs, and cocurricular programs. This scale is the same across all measures on the assessment tools.

Since the implementation of the Institutional Learning Outcomes three 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:**

**INSTITUTIONAL LEARNING OUTCOMES (ILOs):**

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)

Fall		Spring	
<b>Community Engagement &amp; Courage:</b> 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	0 (0%)	1	2 (2.74%)
2	2 (1.64%)	2	1 (1.37%)
3	29 (23.77%)	3	10 (13.7%)
4	29 (23.77%)	4	33 (45.21%)
5	46 (37.7%)	5	15 (20.55%)
N/A	16 (13.11%)	N/A	12 (16.44%)

Fall		Spring	
<b>Diversity &amp; Inclusion:</b> 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%)	1	0 (0%)
2	1 (0.82%)	2	1 (1.37%)
3	28 (22.95%)	3	21 (28.77%)
4	30 (24.59%)	4	29 (39.73%)
5	48 (39.34%)	5	10 (13.7%)
N/A	15 (12.3%)	N/A	12 (16.44%)

Fall		Spring	
<b>Innovation:</b> 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%)	1	0 (0%)
2	2 (1.64%)	2	1 (1.39%)
3	26 (21.31%)	3	10 (13.89%)
4	37 (30.33%)	4	41 (56.94%)
5	44 (36.07%)	5	12 (16.67%)
N/A	13 (10.66%)	N/A	8 (11.11%)

Fall		Spring	
<b>Integrity:</b> 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%)	1	0 (0%)
2	7 (5.79%)	2	6 (8.22%)
3	30 (24.79%)	3	14 (19.18%)
4	25 (20.66%)	4	30 (41.1%)
5	42 (34.71%)	5	11 (15.07%)
N/A	17 (14.05%)	N/A	12 (16.44%)

Fall		Spring	
<b>Student Success:</b> Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.			
1	1 (0.85%)	1	0 (0%)
2	5 (4.24%)	2	2 (2.74%)
3	26 (22.03%)	3	9 (12.33%)
4	32 (27.12%)	4	32 (43.84%)
5	42 (35.59%)	5	19 (26.03%)
N/A	12 (10.17%)	N/A	11 (15.07%)

The Institutional Learning Outcomes (ILO) were measured in all courses in both fall and spring semesters. Faculty were asked to focus on a minimum of 2 ILOs to make data collection manageable. The NA rating indicates those outcomes not measured in various courses. The majority of ratings were “effective” to “extremely effective” in meeting the ILOs. There were 28 courses that rated as “somewhat effective” across the five ILOs. Faculty indicated potential changes to help ensure progress toward meeting these ILOs. Some faculty have requested individual discussions and trainings from the Assessment Coordinator regarding the ILOs. These will occur throughout the the 2023-2024 academic year.

Activities to meet the ILOs are varied across courses. Below are some of the activities faculty incorporated into their courses:

Completed a community services project, checking blood pressures for the elderly on 3 different occasions to challenge students to consider individual differences among their patients. ILO 1 & 2	Professional and ethical attitudes and behaviors were measured in lab situations to focus on empathy, active listening, personal boundaries, tactfulness, and self-awareness with patients. ILO 2	Application of case law to situations by upholding personal rights to ensure the rights of others. ILO 2 & 4
Perform vehicle stops and work on relating to others in situational training. Discuss how decision making in the field relates to bias and the need to understand personal bias. ILO 2	Discussion assignments and individual writing assignments to compare and contrast main theories and issues of development at an individual level and across cultures. ILO 2	Students created a business plan for a food truck. The culminating deliverable is a business plan. Work on marketing projects for the food truck. ILO 1, 3, & 5
Worked on loans, interest, and payment methods to help them make informed monetary decisions. ILO 5	Complete online labs to address various hazards that a fictional community may face. Students are given scenarios and role play how to advise	Final paper reflecting “Who is an American?” explaining the struggles that diverse populations in America have

	residents of the community. ILO 1, 2, 4, 5	had in achieving full citizenship. ILO 2
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**Cocurricular:**

**Clubs & Organizations**

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		0 (0 %)
2		0 (0 %)
3		1 (20 %)
4		2 (40 %)
5		2 (40 %)
N/A		0 (0 %)

**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		0 (0 %)
3		1 (20 %)
4		1 (20 %)
5		1 (20 %)
N/A		2 (40 %)

**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		1 (20 %)
4		1 (20 %)
5		1 (20 %)
N/A		2 (40 %)

**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		0 (0 %)
3		2 (40 %)
4		1 (20 %)
5		2 (40 %)
N/A		0 (0 %)

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

1		0 (0 %)
2		0 (0 %)
3		2 (40 %)
4		1 (20 %)
5		2 (40 %)
N/A		0 (0 %)

Activities to meet the ILOs are varied across clubs and organizations. Below are some of the activities advisors incorporated into their activities:

Networking in BPA with individuals from varying backgrounds. Students learned about professional dress requirements, etiquette, ethics, and integrity when working with other professionals. ILO 1, 2, 3, 5	Rehearsals, prop creation, and performance in the theatrical performances requires students to work with a diverse group of people. Performances are open to the community. ILO 1 & 2	Engaging in community services activities that range from helping with the food pantry, Adopt a Highway, helping the elderly with lawn care promotes a sense of community, integrity, and student success. ILO 1, 2, 4, & 5
Students learn to work with others from a diverse background, socialize, and cooperate in various activities. ILO 2, 5	Development of interview skills through competition (writing resume, cover letter, etc.) using new computer software, business writing skills, and receiving professional feedback. ILO 5	PTK: students engaged with a diverse student body across campuses during chapter meetings and the Induction and Awards Ceremony. Students who completed scholarship applications were required to reflect upon their values, success, and relationships. ILO 1, 2, 4, 5

## Athletics

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

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

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

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

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

Athletes participate in the Operation Christmas Child and the JBS picnic aiding and interacting with participants. These activities afford opportunities to meet and interact with people from diverse backgrounds. On the field/court, athletes are constantly encouraged to be innovative with their performance, work together as a team, provide entertainment for the community, and socialize with teammates. All ILOs are applicable in athletics.

## 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:

- A review of assessment software took place during the 2022-2023 academic year to determine if there is a better data management system other than Brightspace by D2L. These discussions continue.
- 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.
- 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, 2023 to discuss the changes in FBM.

## TRAINING NEEDS IDENTIFIED AS A RESULT OF ASSESSMENT ACTIVITIES

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 active shooter training, Occupational Therapy Assistant new program overview, what's new in D2L, Validation, and other areas of indicated interest. Please refer to the [2022-2023 CTL](#) report for a full list of topics that were provided college-wide.

Trainings specific to assessment occur at the fall administrative days, and at the end of each semester. Additional trainings were offered by the Assessment Coordinator throughout the academic year that focused on the following topics:

- Formative v Summative Assessment
- Introduction to Learning Outcome Assessment
- Institutional Learning Outcomes: How to Connect & Implement
- Cocurricular Assessment
- Equity in Assessment

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 identified: 2022-2023

\* Training needs are listed in no specific order.

Technology	Student Learning	Other
D2L: <ul style="list-style-type: none"> <li>• student assessment techniques</li> </ul>	Student engagement in online learning	Clubs/Organizations: Visit and network with other institutions to gain ideas and strategies for clubs
ChatGPT and Artificial Intelligence	Assessment: <ul style="list-style-type: none"> <li>• appropriate test-level questions</li> <li>• which assessment techniques are most effective</li> </ul>	Training on crisis intervention
Zoom: <ul style="list-style-type: none"> <li>• best practices for teaching engaging students</li> </ul>	Rubrics that can be used by multiple faculty in courses with several sections	DEI: <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Culturally responsive pedagogy</li> <li>• Equity &amp; Inclusion</li> </ul>
Survey monkey or other tools to get student feedback and better understanding of their level of learning		Student mental health and learning disabilities

**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, workshops, and training sessions 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.



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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*

Assessment Coordinator



# View Report

## Surgical Technician SP2023

1 attempts have been completed

### Question 1

Person completing the assessment tool

Answers

▼ Collapse Responses

▶ Amy McCuen

### Question 2

Please indicate the degree award you are assessing.

Associate of Applied Arts	0	(0 %)
Associate of Science	1	(100 %)
Certificate	0	(0 %)
Diploma	0	(0 %)

### Question 3

Please rate the level of which the program learning outcomes were met.

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

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

3 = Effective (measured Learning Outcomes adequately)

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

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

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

Apply fundamental concepts of Human Anatomy and Physiology to principles of safe patient care.  
(Cognitive Domain)

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

Apply critical thinking skills necessary to practice safely and effectively as a Surgical Technologist.  
(Cognitive Domain)

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

Relate the roles and responsibilities of the surgical technologist to all operative patients and practice within the confines of the scope of practice for Surgical Technologists. (Cognitive Domain)

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

Demonstrate fundamental accuracy in technical skills necessary to perform safely in general and surgical specialty areas. (Psychomotor Domain)

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

Accurately apply the principles of asepsis in sterile and unsterile roles while displaying a strong surgical conscience in the application of aseptic technique. (Psychomotor Domain)

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

Demonstrate effective use of verbal and written communication skills as a member of the surgical team. (Psychomotor Domain)

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

Respect the physical, psychosocial, and spiritual needs of surgical patients. (Affective Domain)

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

Demonstrate professional, legal, and ethical behavior consistent with the profession and the healthcare community relevant to the role of the Surgical Technologist. (Affective Domain)

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

Adhere to the recognized scope of practice in providing optimal patient care. (Affective Domain)

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)

5		1 (100 %)
N/A		0 (0 %)

#### Question 4

Rate the effectiveness of the methods used to assess student learning.

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

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

3 = Effective (measured Learning Outcomes adequately)

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

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

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

#### Assignments

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

#### Case studies

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

#### Study guide questions

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)

	5		1 (100 %)
	N/A		0 (0 %)
Review exercises			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
	N/A		0 (0 %)
Review quizzes			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
	N/A		0 (0 %)
Quizzes			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
	N/A		0 (0 %)
Lab Assignments			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
	N/A		0 (0 %)
Postings			
	1		0 (0 %)

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

Skill assessments

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

Exams

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

Weekly evaluations

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

Exams

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)



	N/A	0	(0 %)
Unit exams			
	1	0	(0 %)
	2	0	(0 %)
	3	0	(0 %)
	4	0	(0 %)
	5	1	(100 %)
	N/A	0	(0 %)
Mid-evaluation			
	1	0	(0 %)
	2	0	(0 %)
	3	0	(0 %)
	4	0	(0 %)
	5	1	(100 %)
	N/A	0	(0 %)
Final evaluation			
	1	0	(0 %)
	2	0	(0 %)
	3	0	(0 %)
	4	0	(0 %)
	5	1	(100 %)
	N/A	0	(0 %)

### Question 5

Rate the status of each assessment area:

1 = Not met

2 = Partially met

3 = Met

4 = Above met

5 = Not applicable

Program specific budget

1		0 (0 %)
2		1 (100 %)
3		0 (0 %)
4		0 (0 %)
5		0 (0 %)

**Classroom facilities & equipment**

1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)

**Student/faculty comp resources**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)

**Lab facilities**

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)

**Lab equipment/instruments**

1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)

**Lab supplies**

1		0 (0 %)
2		0 (0 %)

	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
Library resources			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
Professional development			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
Core curriculum compliance			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
Clinical case requirement			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
Clinical affiliation sites/contracts			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)

CST exam pass rate	5	1 (100 %)
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)
Graduate placement	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)
	Employer survey return rate	1
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
Employer survey satisfaction rate		1
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)
	Graduate survey return rate	1
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
Graduate survey satisfaction rate		1
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)

Retention	1	0	(0 %)
	2	0	(0 %)
	3	0	(0 %)
	4	0	(0 %)
	5	1	(100 %)
	1	0	(0 %)
	2	1	(100 %)
	3	0	(0 %)
	4	0	(0 %)
	5	0	(0 %)

### Question 6

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

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

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

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

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

### Question 7

Are there budgetary and/or equipment/technology needs? If so, please list with estimated cost.

---

▼ Collapse Responses

- ▶ Program needs to acquire a LapSim - Laparoscopic Simulation

We also need specific instruments for demonstration and use.

### Question 8

What training is needed?

▼ Collapse Responses

- ▶ Assessments

### Question 9

Please share comments, questions, concerns, ideas, etc., to help improve the assessment process.

▼ Collapse Responses

- ▶ I like the new assessment format. It now captures the technical programs better.
-





# View Report

## Medical Assistant, Spring 2023

1 attempts have been completed

### Question 1

Person completing the assessment tool



Answers

▼ Collapse Responses

▶ Lisa Smith

### Question 2

Indicate the degree award you are assessing.

Associate of Applied Arts		0	(0 %)
Associate of Science		1	(100 %)
Certificate		0	(0 %)
Diploma		1	(100 %)

### Question 3

Please rate the level of which the program learning outcomes were met.

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

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

3 = Effective (measured Learning Outcomes adequately)

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

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

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

Develop a core foundation of knowledge necessary for critical thinking in the medical assistant career.

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

Demonstrate effective verbal and written communication, interpersonal and human relations skills required for success in a professional setting.

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

Integrate safety into practice demonstrating knowledge and skill in infection control and protective practices.

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

Exhibit awareness of legal implications and ethical considerations as they apply to healthcare.

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

Demonstrate entry-level competency in the clinical areas of the medical office.

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)

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

Demonstrate entry-level competency in the administrative area of the medical office.

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

#### Question 4

Rate the effectiveness of the methods used to assess student learning.

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

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

3 = Effective (measured Learning Outcomes adequately)

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

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

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

CMA Exam Reports (participation & pass rates)

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

Graduate Satisfaction Surveys

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)

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

Employer Satisfaction Surveys

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

Attrition/Retention

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

Job Placement



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

Textbook chapter readings and assignments

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

Course discussions

	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
	5	0 (0 %)
	N/A	0 (0 %)
<b>Group activities</b>		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
	5	0 (0 %)
	N/A	0 (0 %)
<b>Skills demonstrations and practice</b>		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)
	N/A	0 (0 %)
<b>Performance exams to assess psychomotor and affective competencies</b>		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	1 (100 %)
	N/A	0 (0 %)
<b>Written exams to assess cognitive competencies</b>		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)

	5		0	(0 %)
	N/A		0	(0 %)
Self and peer evaluations				
	1		0	(0 %)
	2		0	(0 %)
	3		0	(0 %)
	4		1	(100 %)
	5		0	(0 %)
	N/A		0	(0 %)
270 hour practicum experience				
	1		0	(0 %)
	2		0	(0 %)
	3		0	(0 %)
	4		0	(0 %)
	5		1	(100 %)
	N/A		0	(0 %)

### Question 5

Rate the status of each assessment area:

1 = Not met

2 = Partially met

3 = Met






4 = Above met






5 = Not applicable

Program specific budget

	1		0	(0 %)
	2		0	(0 %)
	3		1	(100 %)
	4		0	(0 %)
	5		0	(0 %)

Classroom facilities & equipment

	1		0 (0 %)
	2		0 (0 %)
	3		1 (100 %)
	4		0 (0 %)
	5		0 (0 %)
<b>Student/faculty comp resources</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
<b>Lab facilities</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
<b>Lab equipment/instruments</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		1 (100 %)
	4		0 (0 %)
	5		0 (0 %)
<b>Lab supplies</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
<b>Library resources</b>			
	1		0 (0 %)
	2		0 (0 %)

	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
<b>Professional development</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		1 (100 %)
	5		0 (0 %)
<b>Core curriculum compliance</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		1 (100 %)
	4		0 (0 %)
	5		0 (0 %)
<b>Clinical case requirement</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (100 %)
<b>Clinical affiliation sites/contracts</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		1 (100 %)
	4		0 (0 %)
	5		0 (0 %)
<b>CST exam pass rate</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)



Graduate placement	5	1 (100 %)
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
Employer survey return rate	5	0 (0 %)
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
Employer survey return rate	5	0 (0 %)
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
Graduate survey return rate	5	0 (0 %)
	1	0 (0 %)
	2	0 (0 %)
	3	1 (100 %)
	4	0 (0 %)
Graduate survey satisfaction rate	5	0 (0 %)
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
Retention	5	0 (0 %)

1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)

### Question 6

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

**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		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)

N/A

0 (0%)

**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



1 (100%)

4

0 (0%)

5

0 (0%)

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

0 (0%)

3



1 (100%)

4

0 (0%)

5

0 (0%)

N/A

0 (0%)

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

1

0 (0%)

2

0 (0%)

3



1 (100%)

4

0 (0%)

5

0 (0%)

N/A

0 (0%)

### Question 7

Are there budgetary and/or equipment/technology needs? If so, please list with estimated cost.

#### ▼ Collapse Responses

▶ New ECG machine - \$2806

New mannequin with some simulation features - \$2000-\$3000 (am researching this)

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### Question 8

What training is needed?

▼ Collapse Responses

- ▶ Technology updates, new and innovative assessment techniques.

### Question 9

Please share comments, questions, concerns, ideas, etc., to help improve the assessment process.

▼ Collapse Responses

- ▶ There is one repeat in the assessment areas (Employer survey return rate). I think you meant for the second one to be "Employer survey satisfaction rate".

# View Report

Spring, 2023

Courtney Baumann

## Question 1

### Program Name

- ▶ Practical Nursing Program

## Question 2

**Award Granted (Certificate, Diploma, Associate of Science, Associate of Applied Science) - List all associated with this program.**

- ▶ Diploma

## Question 3

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

Capstone course or project within a course

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

Comprehensive final exam

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

Employer survey

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

Exit survey/interview for graduate candidates

1		0 (0 %)
2		0 (0 %)
3		0 (0 %)

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

Externship/internship/preceptorship supervisor feedback

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

Externship/internship/preceptorship rating scale/checklist

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

Licensing board certification exam

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

Mock board exam

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

National Occupational Competency Testing Institute exam (NOCTI)

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

Performance/Presentation

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

Program data collection for attrition/retention

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

Program data collection for job placement

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

Simulations

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)



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

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

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

#### Question 4

If the assessment methods were not listed in the options above, please add those here. Please indicate the rating of effectiveness with the corresponding number from the rating scale.

- ▶ N/A

#### Question 5

Based on the results of the last assessment of this program, recommendations from advisory committees, faculty, workforce agencies, etc., what changes did you make to improve student learning?

- ▶ ATI predictors with focused remediation based on specified results, Faculty availability

#### Question 6

Identify areas where changes can be made that will enhance student learning and performance.

▶ Continuously reassessing student learning outcomes and program goals

Blueprinting exams to ability of students

**Question 7**

**INSTITUTIONAL LEARNING OUTCOMES (ILOs):**

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

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

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

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

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

### Question 8

Give some examples of activities that support the ILOs.

- ▶ Flu shots, practice assessments on family members, community-based assignment in Principles and Practices.

Information regarding assessments for different ethnicity, diverse populations in clinicals.

Using Next Gen questions in ATI, utilizing multiple learning measures to increase critical thinking skills.

Adhering to personal and professional best practices in classroom, lab, and clinical settings.

Being available to students as instructors, encouraging open communication.

### Question 9

**FUNDS:** List those items purchased based on approval from the Finance Committee (leveraged equipment, Perkins, equipment/technology). AND how those purchases are directly tied to the Program Learning Outcomes. Do NOT include items purchased through your departmental budgets.

- ▶ N/A

### Question 10

**FUTURE BUDGET IMPLICATIONS:** Indicate any projected costs of assessment tools, equipment, technology, etc., that would benefit the program and enhance student learning the next academic year.

- ▶ Access and Opportunity funds utilized to pay for HURST review, will continue with this

### Question 11

How is the data from the Program assessment used and disseminated?

- ▶ Measuring student outcomes, organized through accreditation

**Question 12**

**Based on these assessment results, what training needs would benefit the faculty and enhance student learning?**

- ▶ Attending healthcare educators conference. Further integration of computer programs into courses, utilizing additional materials from ATI.

**Question 13**

**Feedback: Please indicate any changes, recommendations, ideas, comments, or concerns regarding the assessment process, tool, etc.**

- ▶ N/A

Michael Cumiskey

**Question 1**

**Program Name**

- ▶ Law Enforcement Program
- ▶ Law Enforcement Transfer Pathways

**Question 2**

**Award Granted (Certificate, Diploma, Associate of Science, Associate of Applied Science) - List all associated with this program.**

- ▶ AAS
- ▶ AS

**Question 3**

**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	0	(0 %)
4	0	(0 %)
5	2	(100 %)
N/A	0	(0 %)

#### Capstone course or project within a course

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

#### Comprehensive final exam

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)
4	0	(0 %)

	5		2 (100 %)
	N/A		0 (0 %)
<b>Employer survey</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		0 (0 %)
	N/A		2 (100 %)
<b>Exit survey/interview for graduate candidates</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		2 (100 %)
	N/A		0 (0 %)
<b>Externship/internship/preceptorship supervisor feedback</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		1 (50 %)
	N/A		1 (50 %)
<b>Externship/internship/preceptorship rating scale/checklist</b>			
	1		0 (0 %)
	2		0 (0 %)
	3		0 (0 %)
	4		0 (0 %)
	5		0 (0 %)
	N/A		2 (100 %)
<b>Licensing board certification exam</b>			

	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	2 (100 %)
	N/A	0 (0 %)
Mock board exam		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	1 (100 %)
	5	0 (0 %)
	N/A	0 (0 %)
National Occupational Competency Testing Institute exam (NOCTI)		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	0 (0 %)
	N/A	2 (100 %)
Performance/Presentation		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)
	5	2 (100 %)
	N/A	0 (0 %)
Program data collection for attrition/retention		
	1	0 (0 %)
	2	0 (0 %)
	3	0 (0 %)
	4	0 (0 %)



5		2 (100 %)
N/A		0 (0 %)
<b>Program data collection for job placement</b>		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (50 %)
5		1 (50 %)
N/A		0 (0 %)
<b>Simulations</b>		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		2 (100 %)
N/A		0 (0 %)
<b>Other industry-based assessments (i.e., IDEA survey, FBM annual analysis, Financial Red Flags report, AAMA exam reports)</b>		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		0 (0 %)
N/A		2 (100 %)

**Question 4**

If the assessment methods were not listed in the options above, please add those here. Please indicate the rating of effectiveness with the corresponding number from the rating scale.

- ▶ All listed
- ▶ All listed

### Question 5

**Based on the results of the last assessment of this program, recommendations from advisory committees, faculty, workforce agencies, etc., what changes did you make to improve student learning?**

- ▶ Updated equipment and classrooms  
Use more scenario based learning
- ▶ Updated equipment and classrooms  
Use more scenario based learning

### Question 6

**Identify areas where changes can be made that will enhance student learning and performance.**

- ▶ Update facilities - dedicated learning spaces.  
New flooring in Annex  
Indoor facility to demonstrate outdoor settings - mock traffic stops and crime scenes
- ▶ Update facilities - dedicated learning spaces.  
New flooring in Annex  
Indoor facility to demonstrate outdoor settings - mock traffic stops and crime scenes

### Question 7

#### **INSTITUTIONAL LEARNING OUTCOMES (ILOs):**

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

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

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

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

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

### Question 8

Give some examples of activities that support the ILOs.

- ▶ Students learn the importance of putting the victim first and seeing the crime scene from the victim's perspective and being able to explain to citizens what the peace officer is doing when they evaluate and process the crime scene. (LAWE 2510)

Students learn and demonstrate to apply court rulings to scenarios in order to demonstrate an understanding of the importance equity in applying the law and policing. (LAWE 2420)

Students develop a victim-centered approach to relating to crime and how important taking care of victim needs are when working in policing. (LWE 1230)

- ▶ Students learn the importance of putting the victim first and seeing the crime scene from the victim's perspective and being able to explain to citizens what the peace officer is doing when they evaluate and process the crime scene. (LAWE 2510)

Students learn and demonstrate to apply court rulings to scenarios in order to demonstrate an understanding of the importance equity in applying the law and policing. (LAWE 2420)

Students develop a victim-centered approach to relating to crime and how important taking care of victim needs are when working in policing. (LWE 1230)

### Question 9

**FUNDS:** List those items purchased based on approval from the Finance Committee (leveraged equipment, Perkins, equipment/technology). AND how those purchases are directly tied to the Program Learning Outcomes. Do NOT include items purchased through your departmental budgets.

- ▶ Tasers - updating to stay current with career field.  
Rifles - updating to stay current with the career field.
- ▶ Tasers - updating to stay current with career field.  
Rifles - updating to stay current with the career field.

### Question 10

**FUTURE BUDGET IMPLICATIONS:** Indicate any projected costs of assessment tools, equipment, technology, etc., that would benefit the program and enhance student learning the next academic year.

- ▶ Facility updating necessary to stay in line with other learning institutions. Annex needs updating or replacing with brick and mortar.  
New radar units.
- ▶ Facility updating necessary to stay in line with other learning institutions. Annex needs updating or replacing with brick and mortar.  
New radar units.

**Question 11**

**How is the data from the Program assessment used and disseminated?**

- ▶ Used for budgeting and sharing information with licensing agency and the Advisory Committee.
- ▶ Used for budgeting and sharing information with licensing agency and the Advisory Committee.

**Question 12**

**Based on these assessment results, what training needs would benefit the faculty and enhance student learning?**

- ▶ Certify instructors in Crisis Intervention training. Keep instructors up to date in certifications.
- ▶ Certify instructors in Crisis Intervention training. Keep instructors up to date in certifications.

**Question 13**

Feedback: Please indicate any changes, recommendations, ideas, comments, or concerns regarding the assessment process, tool, etc.

- ▶ Make site more user friendly.
- ▶ Make site more user friendly

Erika Freking

**Question 1**

**Program Name**

- ▶ AS Nursing

**Question 2**

**Award Granted (Certificate, Diploma, Associate of Science, Associate of Applied Science) - List all associated with this program.**

- ▶ Associate of Science

**Question 3**

**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	0 (0 %)
4	1 (100 %)
5	0 (0 %)
N/A	0 (0 %)

Capstone course or project within a course

1	0 (0 %)
2	0 (0 %)
3	0 (0 %)

4		0 (0 %)
5		0 (0 %)
N/A		1 (100 %)
<b>Comprehensive final exam</b>		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
N/A		0 (0 %)
<b>Employer survey</b>		
1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)
N/A		0 (0 %)
<b>Exit survey/interview for graduate candidates</b>		
1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)
N/A		0 (0 %)
<b>Externship/internship/preceptorship supervisor feedback</b>		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)
N/A		0 (0 %)
<b>Externship/internship/preceptorship rating scale/checklist</b>		



1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	1 (100 %)
5	0 (0 %)
N/A	0 (0 %)
<b>Licensing board certification exam</b>	
1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	1 (100 %)
N/A	0 (0 %)
<b>Mock board exam</b>	
1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	1 (100 %)
5	0 (0 %)
N/A	0 (0 %)
<b>National Occupational Competency Testing Institute exam (NOCTI)</b>	
1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	0 (0 %)
5	0 (0 %)
N/A	1 (100 %)
<b>Performance/Presentation</b>	
1	0 (0 %)
2	0 (0 %)
3	0 (0 %)
4	1 (100 %)

5		0 (0 %)
N/A		0 (0 %)
Program data collection for attrition/retention		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		0 (0 %)
N/A		1 (100 %)
Program data collection for job placement		
1		0 (0 %)
2		0 (0 %)
3		1 (100 %)
4		0 (0 %)
5		0 (0 %)
N/A		0 (0 %)
Simulations		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		1 (100 %)
5		0 (0 %)
N/A		0 (0 %)
Other industry-based assessments (i.e., IDEA survey, FBM annual analysis, Financial Red Flags report, AAMA exam reports)		
1		0 (0 %)
2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		0 (0 %)
N/A		1 (100 %)

**Question 4**

**If the assessment methods were not listed in the options above, please add those here. Please indicate the rating of effectiveness with the corresponding number from the rating scale.**

- ▶ NA

### Question 5

**Based on the results of the last assessment of this program, recommendations from advisory committees, faculty, workforce agencies, etc., what changes did you make to improve student learning?**

- ▶ Preceptorship for Maymester, Pharm added 2 credits - pharm I and Phar II with Medical Math. Added Mental Health and Gerontology. Added recorded lectures to D2L shells.

### Question 6

**Identify areas where changes can be made that will enhance student learning and performance.**

- ▶ Engaging students with MNWest.

Added staff for tutoring and Simulation Lab.

Using the LARC for online resources and research

Orientation for student adding: textbook, resources, computer, Microsoft training, and downloads.

### Question 7

**INSTITUTIONAL LEARNING OUTCOMES (ILOs):**

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

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

**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	0	(0 %)

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

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

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

### Question 8

Give some examples of activities that support the ILOs.

- ▶ Mental Health clinical within the community where all students are working with a variety of mental health.

Simulation to involve diversity and knowledge base for unpredictable common situations.

### Question 9

**FUNDS:** List those items purchased based on approval from the Finance Committee (leveraged equipment, Perkins, equipment/technology). AND how those purchases are

**directly tied to the Program Learning Outcomes. Do NOT include items purchased through your departmental budgets.**

- ▶ Faculty Laptops to support learning.

#### Question 10

**FUTURE BUDGET IMPLICATIONS:** Indicate any projected costs of assessment tools, equipment, technology, etc., that would benefit the program and enhance student learning the next academic year.

- ▶ Continue the goal for MN Legislative Bonding to have the right tools and infrastructure to have high and low-fidelity simlab.

#### Question 11

**How is the data from the Program assessment used and disseminated?**

- ▶ Submitted for the college assessment team to review and ensure program and college SLO are in compliance.

#### Question 12

**Based on these assessment results, what training needs would benefit the faculty and enhance student learning?**

- ▶ Including more faculty involvement in the end of year surveys.

#### Question 13

**Feedback:** Please indicate any changes, recommendations, ideas, comments, or concerns regarding the assessment process, tool, etc.

- ▶ Including Assessment education and review in CLT days. We have found them beneficial.

Douglas Kleeberger

### Question 1

#### Program Name

- ▶ Automotive Technology

### Question 2

**Award Granted (Certificate, Diploma, Associate of Science, Associate of Applied Science) - List all associated with this program.**

- ▶ Diploma

### Question 3

**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	0	(0 %)
4	0	(0 %)
5	1	(100 %)
N/A	0	(0 %)

## Capstone course or project within a course

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

## Comprehensive final exam

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

## Employer survey

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

## Exit survey/interview for graduate candidates

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)



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


Externship/internship/preceptorship supervisor feedback

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

Externship/internship/preceptorship rating scale/checklist

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

Licensing board certification exam

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

Mock board exam

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

National Occupational Competency Testing Institute exam (NOCTI)

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

Performance/Presentation

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

Program data collection for attrition/retention

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

Program data collection for job placement

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

Simulations

1	0	(0 %)
2	0	(0 %)
3	0	(0 %)

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

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

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

#### Question 4

If the assessment methods were not listed in the options above, please add those here. Please indicate the rating of effectiveness with the corresponding number from the rating scale.

- ▶ N/A

#### Question 5

Based on the results of the last assessment of this program, recommendations from advisory committees, faculty, workforce agencies, etc., what changes did you make to improve student learning?

- ▶ The automotive program purchased a new tire machine to match the industry standard.

#### Question 6

Identify areas where changes can be made that will enhance student learning and performance.

▶ Digital repair orders

More car hoists

### Question 7

#### INSTITUTIONAL LEARNING OUTCOMES (ILOs):

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

**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	0	(0 %)

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

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

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2		0 (0 %)
3		0 (0 %)
4		0 (0 %)
5		1 (100 %)
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.

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

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

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

### Question 8

Give some examples of activities that support the ILOs.

- ▶ The automotive classes frequently have multiple nationalities represented. Students are encouraged to share with each other as they work closely with their classmates. Different learning styles and student diversity is embraced as students discuss how they personally learned and understood previous class content. Students learn through healthy interaction with each other in the classroom and the lab.

### Question 9

**FUNDS:** List those items purchased based on approval from the Finance Committee (leveraged equipment, Perkins, equipment/technology). AND how those purchases are directly tied to the Program Learning Outcomes. Do NOT include items purchased through your departmental budgets.

- ▶ A Hunter Road Force Balancer Tire machine was purchased with equipment/technology funds. This tire machine is the industry standard for every General Motors dealership in the United States.

### Question 10

**FUTURE BUDGET IMPLICATIONS:** Indicate any projected costs of assessment tools, equipment, technology, etc., that would benefit the program and enhance student learning the next academic year.

- ▶ More car hoists will be needing as student numbers increase.

### Question 11

**How is the data from the Program assessment used and disseminated?**

- ▶ The program has only one instructor. The instructor assesses the data and determines what class to implement the changes. The advisory board is included if the implementation deviates from the Automotive Service Excellence accrediting standard.

### Question 12

**Based on these assessment results, what training needs would benefit the faculty and enhance student learning?**

- ▶ The Automotive Service Excellence accrediting standard for instructors is 20 hours of continuing automotive education every year. This provides a solid platform of continued teacher enrichment.

### Question 13

Feedback: Please indicate any changes, recommendations, ideas, comments, or concerns regarding the assessment process, tool, etc.

- ▶ Is there any way to make this form easier to fill out?

200 per page

